

■ GROUP TASKS: A COLLECTION OF ACTIVITIES

Following are listed several tasks that can be used in studying group process. These can be used in conjunction with process observer forms.

1. *Checkerboard.* The group is given black and red construction paper, pencils, scissors, glue, and tape. It is instructed to make a checkerboard. (The facilitator should be aware that some individuals may want to make the checkerboard “right.”)
2. *Campaign.* The group plans a public relations campaign for an organization (or cause) such as women’s rights, gay rights, or children’s rights.
3. *Budget.* Given a sum of money, the group allocates funds to units within an organization. (Proposed budgets of the units may exceed the total amount available.)
4. *Making It Up.* The group devises a game to be played with a ball. Members make up the rules and play the game.
5. *Group Efficiency.* Individuals write statements they believe to be characteristic of an efficient group. These are posted and rank-ordered by consensus. The group can then study its own functioning with this list as an evaluation tool.
6. *Group Poem.* Individuals contribute to a group poem on newsprint, one line at a time.
7. *Alma Mater.* Groups write songs that reflect their experiences. These songs are then presented in a joint meeting.
8. *Skit.* The group writes a script for a skit. Subjects could be the staff, a significant group event, or a “back-home” situation.

■ PROCESS OBSERVATION: A GUIDE

Goals

- To provide feedback to a group concerning its process.
- To provide experience for group members in observing process variables in group meetings.

Materials

- Copies of the Process Observation Report Form.

Process

Participants take turns as process observers, a different observer for each meeting. The observer does not participate in the meeting but records his or her impressions on the Process Observation Report Form. At the end of the meeting, the observer makes an oral report of his or her observations, and the report is discussed. It is helpful for the first observer to have had some experience at such observation and for participants to have copies of the form while the report is being given.

Variations

- Sections of the observation form can be assigned to different participants in advance of the meeting.
- Two observers can be used instead of one, to check accuracy of observations.
- The meeting can be videotaped, and the entire group can use the form to analyze the process.
- The observer can participate in the meeting while observing.

PROCESS OBSERVATION REPORT FORM

Group _____ Date _____

Interpersonal Communication Skills

1. Expressing (verbal and nonverbal)

2. Listening

3. Responding

Communication Pattern

4. Directionality (one-to-one, one-to-group, all through a leader)

5. Content (cognitive, affective)

Leadership

6. Major roles (record names of participants)

_____ Information-processor	_____ Follower
_____ Coordinator	_____ Blocker
_____ Evaluator	_____ Recognition-seeker
_____ Harmonizer	_____ Dominator
_____ Gatekeeper	_____ Avoider

7. Leadership style

_____ Democratic _____ Autocratic _____ Laissez-faire

8. Response to leadership style

_____ Eager participation _____ Low commitment _____ Resisting
_____ Lack of enthusiasm _____ Holding back

Climate

9. Feeling tone of the meeting

10. Cohesiveness

Goals

11. Explicitness

12. Commitment to agreed-on goals

Situational Variables

13. Group size

14. Time limit

15. Physical facilities

Group Development

16. State of development

17. Rate of development

Observer Reaction

18. Feelings experienced during the observation

19. Feelings “here and now”

20. Hunches, speculations, and ideas about the process observed

■ **COG'S LADDER: A PROCESS-OBSERVATION ACTIVITY**

Goals

- To enhance awareness of factors that distinguish process from content in group interaction.
- To explore a model of group development.

Group Size

A minimum of seventeen participants.

Time Required

One hour.

Materials

- A set of the eleven Cog's Ladder Observation Sheets (one set for each of the eleven observers).
- Pencils and paper for all participants.

Physical Setting

- A room large enough to accommodate the group comfortably.
- A round table in the center of the room where the six "active" participants are to be seated.
- Desk chairs for the eleven observers, seated in a circle around the six at the table in group-on-group fashion.

Process

1. The facilitator describes the Cog's Ladder model of group development, which states that groups proceed through the following five sequential phases:
 - *Polite*. Group members are getting acquainted, sharing values, and establishing the basis for a group structure.

- *Why We're Here.* Group members define the goals and objectives of the group.
 - *Bid for Power.* Group members attempt to influence one another's ideas, values, or opinions.
 - *Constructive.* Group members are open minded, listen actively, and accept that others have a right to different value systems.
 - *Esprit.* The group is characterized by unity, high spirits, mutual acceptance, and high cohesiveness.
2. The facilitator asks for six volunteers to help demonstrate usual behavior in groups. The volunteers are asked not to be hypersensitive to criticism and to not volunteer if they are tempted to sabotage the activity by behaving in nontypical ways. (The six volunteers are not to sit at the round table until they are directed to do so by the facilitator.)
 3. The facilitator distributes one of the Cog's Ladder Observation Sheets and a pencil to each of the remaining participants. While these sheets are being studied, volunteers are instructed to reflect quietly on their "usual" behavior in groups.
 4. Participants are instructed to arrange themselves in a group-on-group design.
 5. The facilitator tells the volunteer group members that they will be given a problem that they must solve in twenty minutes. They are to rank the five characters in a story in the order in which they appeal to the group. (These instructions are *not* repeated after the story is read.)
 6. The facilitator reads the following story aloud.

The Woman and the Sailor

A ship sank in a storm. Five survivors scrambled aboard two life boats: a sailor, a woman, and an old man in one boat; the woman's fiancé and his best friend in the second.

During the storm, the two boats separated. The first boat washed ashore on an island and was wrecked. The woman searched all day in vain for the other boat or any sign of her fiancé.

The next day, the weather cleared, and still she could not locate her fiancé. In the distance she saw another island. Hoping to find her fiancé, she begged the sailor to repair the boat and row her to the other island. The sailor agreed, on the condition that she have sexual intercourse with him that night.

Distraught, she went to the old man for advice. "I cannot tell you what is right or wrong for you," he said. "Look into your heart and follow it." Confused but desperate, she agreed to the sailor's condition.

The next morning the sailor fixed the boat and rowed her to the other island. Jumping out of the boat, she ran up the beach into the arms of her fiancé. Then she decided to tell him about the previous night. In a rage, he pushed her away and said,

“Get away from me! I don’t want to see you again!” Weeping, she started to walk slowly down the beach.

Seeing her, the best friend went to her, put his arm around her, and said, “I can tell that you two have had a fight. I’ll try to patch it up, but, in the meantime, I’ll take care of you.”

7. After twenty minutes, the facilitator directs the observers to make brief reports. Then the volunteers are encouraged to respond to this feedback.
8. The facilitator leads a discussion of the group-growth processes in terms of the Cog’s Ladder Model, relating the various stages to the members’ observations.

Variations

- The group’s task may be chosen to fit the particular setting or experience of the participants if the activity is used as part of an organization development (OD) effort.
- The observer sheets can be typed on reusable 5" x 8" cards.
- For groups with fewer than seventeen participants, observers can be given more than one observation sheet. For larger groups, several persons can be assigned to observe each dimension of group process.
- Observers can be instructed to provide process feedback twice—in the middle and at the end of the volunteer group’s meeting.
- A different model of group development can be used.

Submitted by George O. Charrier.

COG'S LADDER OBSERVATION SHEETS

Polite Phase

Look for the *Polite* phase. This will be going on while people are volunteering to sit in the inner group. It may last less than a minute. Make notes on polite behaviors.

Why We're Here Phase

Note the *Why We're Here* phase. How many times during the twenty-minute discussion does the group revert to this phase by trying to redefine the task? Does one person in the group bring the group back to this phase more often than others?

Bid for Power Phase

During the *Bid for Power* phase people make unsolicited statements and opinions. Note the number of unsolicited comments made during this phase. Also, note how many suggestions or ideas are presented that elicit no response from the other members.

Number of unsolicited comments _____

Number of suggestions _____

Constructive Phase

The *Constructive* phase is characterized by an open mindedness of the group members. It can be measured by the number of "real" questions directed at others in the group for the purpose of bringing out facts. Note the number of such questions.

Number of questions _____

This phase is also evidenced by such comments as:

"I never thought of that."

"Yes, that's right."

"I believe you have a point."

Note the number of times a person shifts positions based on the facts presented.

Number of times _____

"Esprit" Phase

Note characteristics and individual behavior during the *Esprit* phase, if it develops, although it is very unlikely to occur during this short period of time. This phase is present when you hear such comments as, "I think we did a good job on that." There may be a feeling of good will and comradeship among the members.

Cliques

Spend the first five minutes watching the group to determine which two members agree with each other more than any other pair. During this five-minute period, also note which two people seem to disagree more than any other pair. During the final fifteen minutes record the number of times the positive members agree with each other either verbally or nonverbally. Also record the number of times the negative members disagree with each other either verbally or nonverbally.

	Agrees	Disagrees
Positive Clique	_____	_____
Negative Clique	_____	_____

Hidden Agenda

This task is possibly the most difficult of all. Try to determine, if you can, the real reason that any one person volunteered to be a member of the inner group. Reasons might be a desire to learn more about group dynamics, a desire for self-knowledge, or a need to gain approval. Remember that any conclusion you draw will be your impression, not necessarily the actual reason. However, you may want to check your impression later with other group members.

Need for Approval

Your task is to determine the level of the group's (not necessarily individual members') *Need for Approval*. You can determine this by counting the number of comments reflecting ideas that cannot be refuted or criticized. Sometimes a group has a need for approval from the spectators; you can determine this by noticing the reactions of the spectators. Humorous cross-play is one indication of this situation.

Need for Identity

The need for identity appears in the fifth (*Esprit*) phase. Because it is doubtful that the group will reach this phase, you probably will not find evidence of a need for identity. If it is present, however, it will be shown by the desire of the group to call itself by a special name or to wear a special badge, emblem, or insignia.

Variety of Participation

In every group, some people talk more than others. This is called *Variety of Participation*. Your task is to spend the first five minutes determining which member talks the most and which member talks the least. The last fifteen minutes should be used to record the number of comments made by each of these two members.

Greatest Talker _____ Least Talker _____

Number of Comments _____ Number of Comments _____

Structure

Structure is the expressed or unexpressed hierarchy within the group. Note, if you can, the evolution of a leader. Note any comments relating to structure in the work situation. Listen for any evidence of deference, subordination, or attempts to control.

■ **FOUR CORNERS: PREFERENCES THAT AFFECT GROUP WORK**

Goals

- To acquaint the participants with the four essential elements of group work.
- To explain how these elements interact and how people's preferences for particular elements affect group functioning.
- To provide an opportunity for the participants to increase their awareness of which of the four elements they prefer, which their organizations prefer, and the implications of these preferences.

Group Size

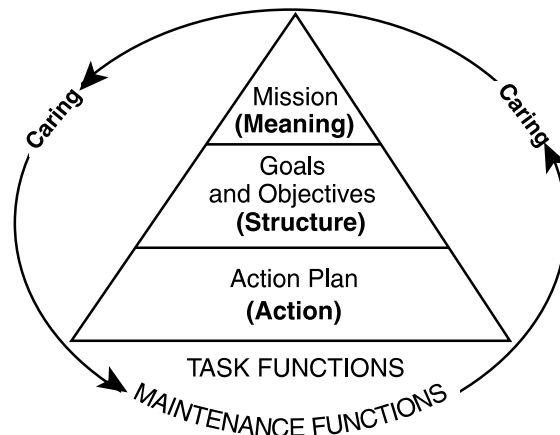
Between thirty and forty participants.

Time Required

Approximately one hour.

Materials

- One copy of the Four Corners Theory Sheet for each participant and one for the facilitator's use.
- Four signs, each listing one of these terms: *Meaning*, *Structure*, *Action*, and *Caring* (see the section entitled "Physical Setting").
- A newsprint reproduction of the following figure (prepared by the facilitator prior to the activity):



- A newsprint flip chart and a felt-tipped marker.
- Masking tape for posting.

Physical Setting

A room large enough that the four subgroups can work without disturbing one another. The four signs referred to in the Materials section should be posted in the corners of the room.

Process

1. The facilitator introduces the activity by stating that there are four essential elements of group work—*meaning, structure, action, and caring*—and that individuals usually have a preference for one of the four.
2. The facilitator points out the four signs in the room and asks each participant to go to the corner of the room that represents the element that he or she feels is most essential in group work.
3. Each of the four subgroups formed in step 2 is instructed to spend a few minutes ascertaining why the members believe that their chosen element is important to group work. Each subgroup is also asked to select a spokesperson to summarize and report the results of the subgroup discussion to the total group. (Ten minutes.)
4. The facilitator calls time and asks the spokespersons to take turns reporting. During the reports the facilitator writes important points on newsprint. (Ten minutes.)
5. The facilitator posts the prepared newsprint figure and delivers a lecturette based on the Four Corners Theory Sheet, connecting the figure with the theory. The facilitator then leads a discussion of the lecturette, eliciting and answering questions as necessary. (Twenty minutes.)
6. The facilitator leads a concluding discussion by asking the following questions:
 - How did the explanation of the four elements fit with your reasons for choosing the particular element that you preferred?
 - What does the distribution of choices in this room say about how this group would go about planning? What would be the group's strengths? What would be its blind spots?
 - How does this group's profile with regard to the four elements of group work compare with what you would assume to be the distribution of preferences in your organization?
 - How could you use your preferred element to improve your work group's functioning or your organization's functioning?

- What is the element that you as an individual need most to emphasize to compensate for the fact that you are not drawn to it? How could you try to emphasize it in your daily work?
7. Each participant is given a copy of the theory sheet and is encouraged to refer to it from time to time.

Variations

- In step 2 if one of the elements is not selected by any participants, the facilitator may place particular emphasis on the importance of that element during the lecturette. If any element is represented by only one participant, the facilitator may join that participant in the discussion that takes place during step 3.
- This activity may be used as an icebreaker at the beginning of a workshop. In this case a second task should be assigned during step 3: to share expectations for the workshop. Subsequently, a discussion of similarities and differences in expectations should be added to step 6.
- After the theory discussion, the participants may be put in either homogeneous or heterogeneous subgroups to complete a hypothetical planning task.
- The participants may discuss in their subgroups how their organizations fit the ideal model (as shown in the newsprint reproduction of the figure) and may draw individual models of how the figure would be changed in accordance with what their organizations tend to emphasize.

Submitted by Bonnie Jameson.

FOUR CORNERS THEORY SHEET

Working together effectively is the key to group productivity. Three components play a role in the ability of group members to work together effectively: the individual member, the group as a dynamic in itself, and the organizational structure within which the group functions. If these three components can come together harmoniously, the organization will profit from the connections among the three.

The Individual

Carl Jung (1923) explained that people are equipped with four mental functions: two contrasting ways of *perceiving* (sensing and intuition) and two contrasting ways of *judging* or coming to conclusions about what is perceived (thinking and feeling).

People *perceive* the world through their five senses and through their intuition. From childhood people begin to rely on either their senses or their intuition more than the other; the one that an individual relies on becomes dominant in his or her life. *Sensing* people pay close attention to data provided by their senses. They are interested in immediate experience, literal facts, and concrete realities. *Action* is what drives them. *Intuitive* people need to find associations or connections among things and are interested in theories and imagined possibilities. *Meaning* is what drives them. People who prefer sensing develop differently and are motivated by needs different from those of people who prefer intuitive perceptions. Sensing people tend to want things to happen *now*, whereas intuitive people tend to wait until they are clear about *why*.

All people *judge* or draw conclusions about what they perceive. There are two ways of coming to conclusions: (1) “thinking” judgment, which is an impersonal process and is logical, orderly, and analytical; and (2) “feeling” judgment, or appreciation, which is a more personal, subjective process. *Feeling* people tend to be interested in human values and harmony and to be motivated by *caring*. In contrast, *thinking* people tend to like *structure* in their lives. As is the case with perception, each person starts to prefer one kind of judging over the other; and this mode of decision making becomes dominant.

Because each individual may prefer either of two kinds of perception and either of two kinds of judging, all individuals can be classified under one of four categories: (1) sensing thinkers, who need action and structure; (2) sensing-feeling people, who need action and caring; (3) intuitive thinkers, who need meaning and structure; and (4) intuitive-feeling people, who need meaning and caring. In addition, people are usually drawn especially to one of the four driving forces (meaning, structure, action, or caring).

The Group

Meaning, structure, action, and caring are also the four essential elements of group work. When we consider that each of us especially needs two of these elements and is particularly drawn to one of those two, it is no surprise that the differences among people in terms of their needs and preferences can cause problems and conflict in the

work setting. Thus, it is important for leaders and members of groups to be aware of these elements and to consider them when planning group activities. When all four of the elements are included in a group process, each person is able to have his or her dominant needs met.

Group task functions and maintenance functions are key dynamics that help a group to satisfy individual needs. Task behaviors include initiating, seeking information, giving information, clarifying and elaborating, summarizing, and consensus testing (Schein, 1976). Group members who become skilled in these behaviors can help to meet the needs of the sensing and thinking members.

Maintenance behaviors include harmonizing, gatekeeping (facilitating the participation of others), encouraging others, compromising, and setting standards or group norms (Schein, 1976). Acquiring and using these skills provide the group with the means to help satisfy the intuitive members' needs for meaning and the feeling members' needs for harmony or caring.

The Organization

An organization's strategic planning process is critical in meeting the needs of all four personality types. An important part of strategic planning is to define the mission or purpose of an organization, that is, its reason for being, the *meaning* behind its existence. Involvement in the process of agreeing on the mission or purpose of an organization assures that the intuitive types are able to have some of their needs met.

The long-range goals and shorter-term objectives (the statements that provide future directions for the organization and allow it to accomplish its mission) furnish *structure* for the thinking members. Action plans, or the actual work steps to achieve each objective, supply *action* for the sensing people. The overall maintenance or harmony within each individual work group in the organization provides the feeling people with a value structure that can create a *caring* environment.

An awareness of these connections among individual personalities, group dynamics, and organizational planning can help establish for each group a cohesiveness that will promote organizational effectiveness.

■ SELF-INTERACTION-TASK: PROCESS OBSERVATION GUIDES

Goals

- To practice observing small-group process.
- To gain experience in reporting process observations to a group.
- To provide feedback on one's interpersonal orientations.

Group Size

Up to thirty participants.

Time Required

One hour and fifteen minutes.

Materials

- A task preselected by the facilitator (see suggested tasks in “Group Tasks: A Collection of Activities,” on page 9 of this section.)
- Copies of the Self-Interaction-Task Observer Schedule for all observers.
- A pencil and a clipboard or other portable writing surface for each observer.

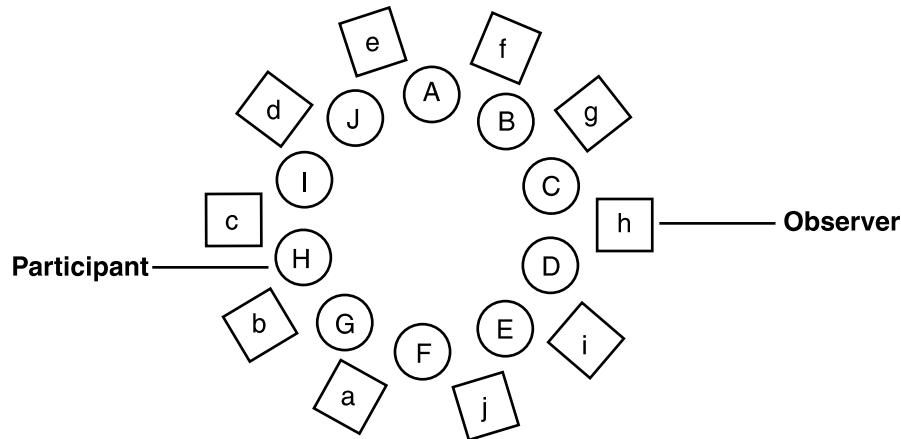
Physical Setting

A movable chair for each participant.

Process

1. The facilitator describes the goals of the activity and reads descriptions of the three types of orientation that participants often use in groups:
 - *Self-Orientation*: Behaviors are directed more toward individual needs than group aims, as evidenced by dominating the discussion, interrupting others, not listening, or avoiding responsibility.
 - *Interaction-Orientation*: Behaviors aimed toward more effective group interaction, such as keeping members involved, harmonizing disagreements, relieving tension, or encouraging cooperation.

- *Task-Orientation*: Behaviors directed toward accomplishing the group’s task, such as getting things started, sharing information, organizing, giving opinions, or summarizing.
2. The facilitator asks the participants to decide for themselves which orientation is most typical for them. Volunteers with each orientation are recruited to perform a task in a group-on-group situation. (*Note to the facilitator: The task groups representing each orientation should be of approximately equal size, and no more than half the participants should join task groups. The participants who are not performing tasks will serve as observers. Therefore, in a group of twenty-four participants, try to have four participants with self-orientation performing the task in Subgroup A, four participants with interaction-orientation performing the task in Subgroup B, and four participants with task-orientation performing the task in Subgroup C. Four observers then are assigned to each subgroup.*)
 3. The subgroups each arrange their chairs in a group-on-group arrangement (concentric circles facing inward), as shown in the following diagram. Participant “A” is observed by Observer “a,” “B” by “b,” and so on.



4. Each observer is given a copy of the Self-Interaction-Task Orientation Observer Schedule and is allowed a few minutes to review it.
5. The facilitator explains the preselected task and instructs the subgroups to begin.
6. The facilitator calls time and brings the observers together in the center of the room to give their reports, focusing on similarities and differences in the three subgroups.
7. The subgroups and their observers reassemble to process the activity.

Variations

- The task may be an intergroup competition exercise.
- One or more heterogeneous subgroups can be formed as part of the activity.

- The size of the subgroups can be varied.
- Subgroups can assemble one at a time to perform the task while being videotaped. The tape is then shown to all participants.

Submitted by John E. Jones.

SELF-INTERACTION-TASK OBSERVER SCHEDULE

1. *Self-Orientation*: What behaviors seem directed more toward individual members' needs rather than toward group aims? (Examples: dominating the discussion, cutting off others, not listening, being overly aggressive, being argumentative, smoothing over arguments, avoiding responsibility.)

Who did it?	What did he or she do?	What was the impact?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. *Interaction-Orientation*: What behaviors are aimed toward more effective group interaction? (Examples: keeping members involved, harmonizing disagreements, reinforcing good contributions, relieving tension, encouraging cooperation.)

Who did it?	What did he or she do?	What was the impact?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. *Task-Orientation*: What behaviors are directed toward accomplishing the group's task? (Examples: getting things started, sharing information, organizing, giving opinions, clarifying, summarizing, checking out consensus.)

Who did it?	What did he or she do?	What was the impact?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

■ SLINGSHOTS: STUDYING GROUP DYNAMICS

Goals

- To experience the group dynamics involved in task accomplishment.
- To study the effects of competition on group functioning.
- To experience the functional and dysfunctional aspects of process interventions.

Group size

Any number of subgroups of eight to ten members each.

Time Required

Approximately one hour and fifteen minutes.

Materials

- A copy of the Slingshots Workers' Instruction Sheet for each participant.
- A piece of blank paper and a pencil for each consultant.
- One set of Master Builder Tinkertoys® for each subgroup.
- Two pairs of small, inefficient children's scissors for each subgroup.
- One box of No. 105 rubber bands (approximately five-inch bands) for each subgroup.
- Three pieces of fabric (approximately 12" x 12" each) for cutting slingshot pockets (old handkerchiefs work well) for each subgroup.
- Newsprint and a felt-tipped marker.

Physical Setting

A long table with six chairs along one side of it must be provided for *each* subgroup in the "assembly" room, which must be large enough to accommodate all subgroups. A separate room, to which all workers can be sent, also is required.

Process

1. The facilitator forms the subgroups. He or she places the materials for each subgroup on the tables and tells the members that six of them in each subgroup

will produce slingshots made out of Tinkertoys while the remaining subgroup members will act as consultants. The facilitator directs each subgroup to select six workers and tells the workers to seat themselves along one side of their subgroup's assembly table. In seating order, they are designated as workers 1, 2, 3, 4, 5, and 6.

2. The facilitator distributes copies of the Slingshots Workers' Instruction Sheet to all members. He or she tells the workers that they will have ten minutes to read their instructions and then ten minutes to assemble as many slingshots as possible. The consultants are instructed to observe the assembly process but to say nothing. At the end of the allotted time, the number of slingshots completed by each subgroup is recorded by the facilitator on newsprint, then the Tinkertoy pieces are disassembled by the consultants to provide raw materials for the next round. Rubber bands and cloth pockets are cut and assembled anew by the workers during each round.
3. The facilitator directs the workers into another room. He or she tells the consultants that they have ten minutes as a subgroup in which to redesign the assembly line for their subgroup, switch tasks, double up on tasks, etc., as they see fit.
4. The workers are called back into the assembly room, and the new production operation is explained to each subgroup of workers by the consultants for that subgroup. (Five minutes.)
5. The workers are given ten minutes to assemble as many slingshots as possible under their new guidelines. At the end of the production period, the completed units are again counted and recorded, then disassembled, and new rubber bands and fabric are provided.
6. The facilitator announces that the workers themselves have ten minutes in which to redesign their jobs. The consultants can serve as observers during this process but are not to participate or comment.
7. A third ten-minute production period is conducted, with workers operating under the production procedures that they have established. The number of completed slingshots is recorded.
8. The facilitator leads the entire group in a discussion of the experience. Dynamics of each round are discussed in terms of production outcome as well as the workers' feelings about each production effort. Any element of competition between the workers and the consultants is explored as well as what was helpful or hindering about the consultants' interventions. Finally, the applications of the learnings gained are applied to typical work situations.

Variations

- Videotaping the production run allows subgroup members to observe how subgroup relationships changed during the activity.
- Subgroups can compete with each other.
- Members can be instructed to add a new dimension (decoration, etc.) to the slingshots during the last round.

Submitted by Kenneth M. Bond.

SLINGSHOTS WORKERS' INSTRUCTION SHEET

Instructions: Your subgroup's task is to produce as many completed slingshot units as possible in a ten-minute period. Each group member will be responsible for one production-line assembly task, as delineated below:

Worker 1: Trace and cut out rectangular slingshot pockets.

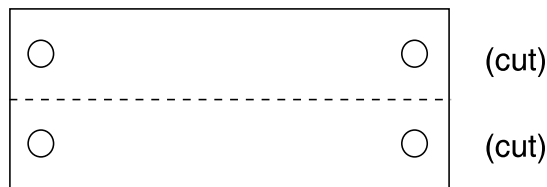
Worker 2: Loop two rubber bands together for each slingshot.

Worker 3: Attach rubber-band pair to cloth pocket to form slingshot propulsion system.

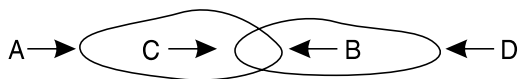
Worker 4: Attach blue peg to center of round spool to form base of unit.

Worker 5: Insert two yellow rods into second spool at 90° angle to form top of unit and attach blue rod of base into center of top spool.

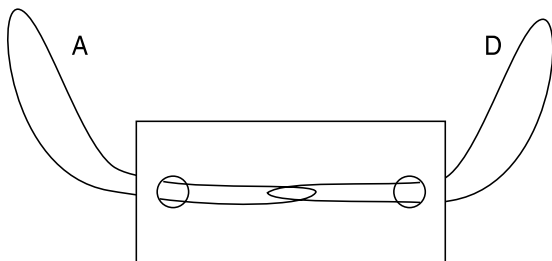
Worker 6: Attach rubber bands of propulsion system to yellow rods at top of unit.



Fabric slingshot pocket

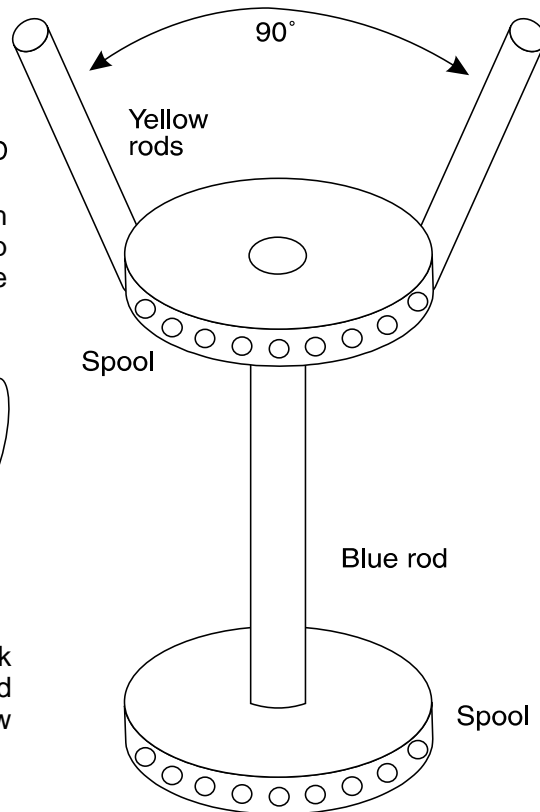


Lay one rubber band next to the other with end C overlapping on top of end B. Loop end D through the top of the space between B and C and pull taut.



Push ends A and D through holes in (back of) fabric pocket. Ends A and D are looped and twisted, each over one of the yellow rods on the slingshot base assembly.

Rubber band/pocket assembly



Slingshot base assembly

■ WHIRLYBIRD: EXAMINING COMPETITION AND COLLABORATION

Goals

- To offer the participants an opportunity to experience and explore both intragroup collaboration and intergroup competition.
- To encourage the participants' creativity.
- To facilitate team building within individual subgroups through the completion of a collaborative task.

Group Size

Three to six subgroups of three to five members each.

Time Required

One hour and fifteen to thirty minutes.

Materials

- A copy of the Whirlybird Assembly Instructions for each participant.
- A pencil for each participant.
- Assorted paper: newsprint, card stock, tissue, bond, glossy, wrapping, and so on (enough so that each subgroup can experiment more than once with each type of paper).
- A ruler for each subgroup, plus several extra rulers to be displayed on the supply table.
- A pair of scissors for each subgroup, plus several extra pairs to be displayed on the supply table.
- A roll of transparent tape for each subgroup, plus several extra rolls to be displayed on the supply table.
- Several different colors of felt-tipped markers for each subgroup.
- A stopwatch for timing the drop of each whirlybird. (The stopwatch may or may not be necessary, depending on the method of competition chosen. See step 4.)

Physical Setting

A large room in which each subgroup can work comfortably. A table and movable chairs should be provided for each subgroup. In addition, there should be a table on which to display the paper and extra supplies. The setting should include access to an open stairwell or other elevated area to serve as the site from which whirlybirds will be dropped.

Process

1. The facilitator asks the participants to assemble into subgroups of approximately equal size (three to five members each), and each subgroup is asked to be seated at one of the tables.
2. Each subgroup is given a ruler, a pair of scissors, a roll of transparent tape, several different colors of felt-tipped markers, and enough copies of the Whirlybird Assembly Instructions and pencils to accommodate all subgroup members.
3. The facilitator explains that the subgroups will be using the distributed materials and the paper and extra materials on the supply table to construct whirlybirds, that at the end of the construction period the subgroups will drop their whirlybirds from the “drop site,” and that the subgroup whose whirlybird takes the longest time to drop to the floor will win the competition. The subgroups are encouraged (a) to experiment with paper and design modifications (different wing lengths, different numbers of wings, different weights, and other modifications), (b) to test the various models they construct before selecting one for competition, and (c) to decorate their competition models with colorful designs if they wish. The facilitator tells the subgroups that they have forty-five minutes to come up with competition models and then asks them to begin; several times during the construction period the facilitator reminds the participants of the remaining time.
4. After forty-five minutes the facilitator calls time and announces the beginning of the competition at the drop site. The competition may take any of several forms (chosen by the facilitator or by the participants): for example, a single race with all subgroups competing at once, a “best of five” series for each subgroup, or several “heats” after which the two best-timed whirlybirds compete against each other. Ultimately, the subgroup whose whirlybird has the longest drop time is declared the winner. (Ten to fifteen minutes.)
5. The facilitator reassembles the total group and leads a concluding discussion by asking the following questions:
 - How do you feel about your subgroup right now? Would you describe your subgroup as a team? If so, how?

- How would you describe the way in which you and the other members of your subgroup worked together as you constructed your whirlybird? What were some indications of creativity in your subgroup? Of collaboration? Of competition?
- How did you feel about the other members of your subgroup during the construction period? How do you account for those feelings?
- How did you feel during the competition? How did you feel about the other subgroups?
- On the basis of this activity, how would you define the “good news” and the “bad news” about collaborative efforts? How would you define the “good news” and the “bad news” about competition? Which of the two—collaboration or competition—is more likely to lead to a “team” feeling and why?
- What have you learned about collaboration and competition that you can apply at work? What is one thing that you might do differently in the future?

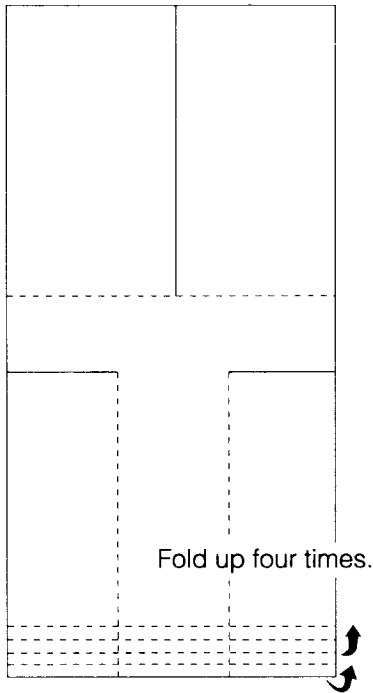
Variations

- Different kinds of winners may be declared, for example, the subgroup with the most colorful whirlybird or the subgroup with the greatest number of design modifications.
- Individual participants may be instructed to build their own designs; subsequently the individuals join subgroups to collaborate with others.
- The subgroups may be set up to operate in different ways (one subgroup with an assigned leader, another with the members assigned to different construction items, another whose members work individually before they work together, and so on). Afterward the facilitator processes how these differences affected the competition.

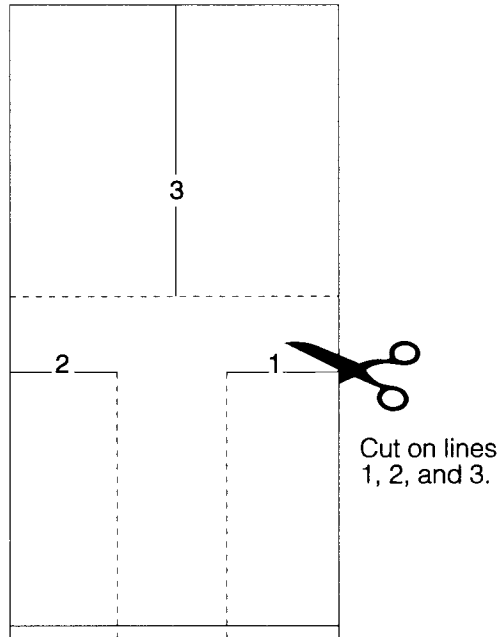
Submitted by Gary Gemmill and Gary Wagenheim.

WHIRLYBIRD ASSEMBLY INSTRUCTIONS

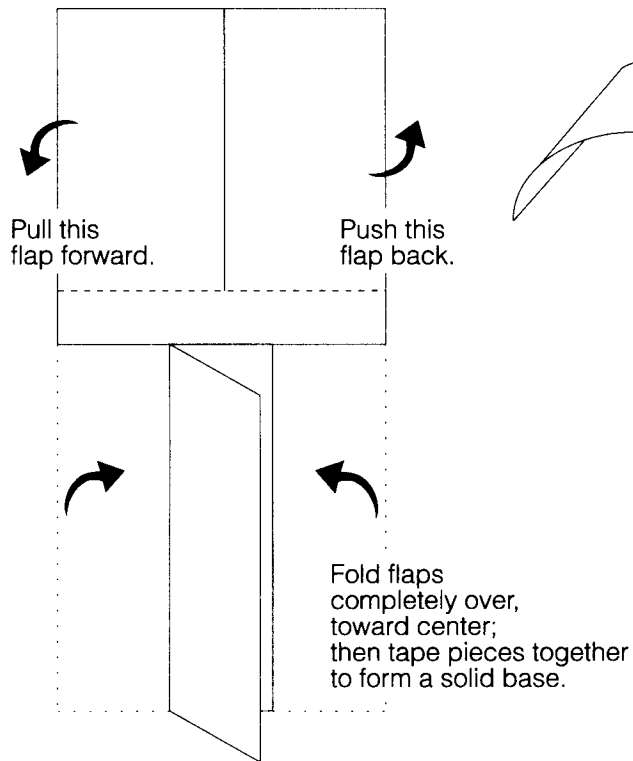
Step 1



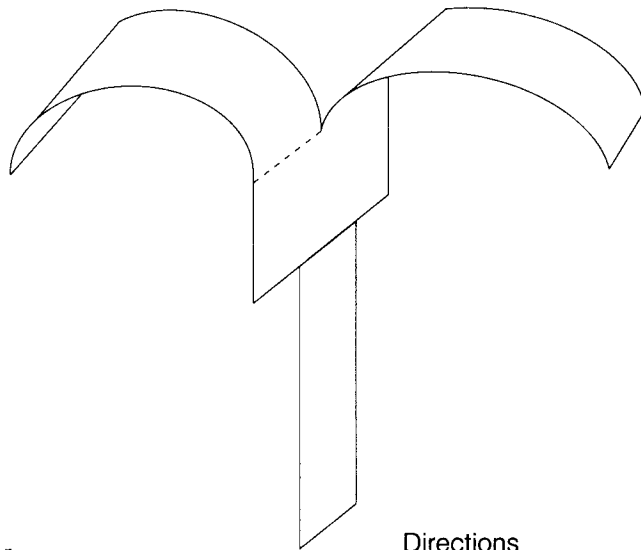
Step 2



Step 3



COMPLETED WHIRLYBIRD



Directions for use:

Hold whirlybird high in the air and release.

■ COMMITTEE MEETING: DEMONSTRATING HIDDEN AGENDAS

Goal

- To illustrate the effects of hidden agendas on task accomplishment in a work group.

Group Size

Fifteen or more participants.

Time Required

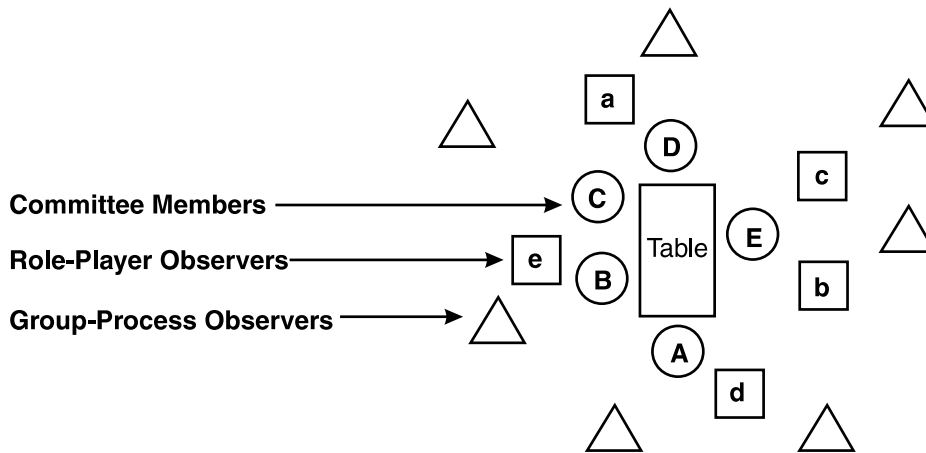
Approximately one and one-half hours.

Materials

- Copies of the Committee Meeting Problem Sheet and the Instructions for Playing a Role for all participants.
- One copy of the Committee Meeting Role Briefing Sheet, cut into strips to separate the role descriptions. Give one role to each committee member in some way that prevents members from knowing each other's "hidden agendas."
- A copy of the Committee Meeting Role-Play Observation Sheet for each role-player observer.
- A copy of the Committee Meeting Process Observation Sheet for each group-process observer.
- Pencils for all observers.

Physical Setting

The five role players are seated in the center, with all other participants seated around them. (A table in the center for the role players is optional.) Each of the five role-player observers sits directly across from the committee member whom he or she is observing. Group-process observers sit behind the role-player observers. The total setting takes the form of three concentric circles, as illustrated.



Process

1. The facilitator forms a committee of five people as role players and distributes to each of them a role description strip, a copy of Instructions for Playing a Role, and a copy of the Committee Meeting Problem Sheet. These five people are taken to an area outside the hearing range of the remaining group of participants. They are given five minutes to study their roles and problems independently. The facilitator instructs the role players not to reveal their hidden agendas to anyone.
2. While the committee members are studying their roles, the facilitator chooses five participants to be observers of role players. Each observer is assigned to observe a specific role player. The facilitator distributes Committee Meeting Problem Sheets and Committee Meeting Role-Play Observation Sheets to them.
3. The remaining participants are designated as group-process observers. They receive Committee Meeting Problem Sheets and Committee Meeting Process Observation Sheets.
4. The role-player observers and the group-process observers are seated as suggested above.
5. Then the role players take their places. They are instructed by the facilitator to introduce themselves by their new names and titles only. They are told that the other participants are observers. The group of role players begins the meeting under the direction of Marion Turner, chairperson.
6. After fifteen minutes the role playing is terminated, regardless of whether the group has completed the task.
7. The group-process observers are asked to report.
8. The role-player observers are asked to report.
9. The facilitator asks the role players to read their roles aloud to the group. Sam Simon reports last.

10. The facilitator informs the group that the purpose of this activity was to demonstrate that “what goes on underneath the table” interferes with task accomplishment. He or she leads a discussion of the effects of hidden agendas. The following questions may be asked:
- How do hidden agendas affect group problem solving?
 - How do they affect the participation of individual members?
 - What are some indications that group members have hidden agendas?
 - When is it appropriate for group members to acknowledge their hidden agendas?

Variations

- The content of the exercise can be adapted to local issues. Other committees, such as a student council awards committee, a task force of middle management charged with recommending personnel policy changes, or a vestry committee, can be simulated.
- Role players can be seated as a panel in front of all of the other participants.
- The task of the committee can be made more complex.
- Two rounds of the committee meeting can be held, with observers’ reports after each round.

This activity is based on materials developed by Jerry Gold. Len Miller assisted in developing the role descriptions.

COMMITTEE MEETING PROBLEM SHEET FACT-FINDING COMMITTEE OF THE CAA ADVISORY BOARD

Participants

1. Marion Turner, shoe-store owner and operator
2. Robin Stevens, parent of five children, receiving government assistance
3. Terry Haber, dentist
4. Sam Simon, Chamber of Commerce vice president
5. Tracy Stone, social worker, Department of Welfare

Problem

You are at a meeting of a special fact-finding committee of the Community Action Agency (CAA) Advisory Board. Your committee was established to study the suggestion that the CAA revise its procedure for electing representatives from poverty groups to the Advisory Board. At present, representatives are selected for three years, through a general, area-wide election. Your group has been authorized to come up with specific recommendations for the Board to act on at its next meeting. The Board has advised your committee to consider two points:

1. What would be the best procedure for selecting poverty representatives?
 - The present system (general, area-wide election) should be maintained.
 - District elections should be held.
 - Neighborhood elections should be held.
2. How long should the term of office be?
 - The present term should be maintained.
 - The representatives should serve for one year.

The chairperson of the committee is Marion Turner, who will report your recommendations to the Board.

COMMITTEE MEETING INSTRUCTIONS FOR PLAYING A ROLE

1. Do not disclose your role description.
2. Read your description carefully and play the role conscientiously.
3. Put yourself into the role that you are given, but do not overact.
4. Be natural, but emphasize behavior aimed at fulfilling your role.

COMMITTEE MEETING ROLE BRIEFING SHEET

Tracy Stone

You are a social worker with the Department of Welfare, and you would like some of your clients to become active in the CAA. You think that if you help some of your clients get on the Board, this will impress your department head and you can achieve more power in the CAA program. Because your work area covers a district, you want the district form of election to be recommended. You prefer that the term of office be three years.

Marion Turner

You are a shoe-store owner and operator, and you are an ambitious community leader. You want the poverty representatives on the Board to show a lack of unity and goals, so that the professional and governmental members can run things their way. You think that poor people are just “lazy.” You support general election procedures for the whole area. This should result in electing more representatives who do not have support from a specific group of people in a small area and who do not have many specific goals in mind. You also support one-year terms to get as little continuity among members from poverty as possible.

Robin Stevens

You have five children, and you are receiving government assistance for child support. You want a greater role for poverty representatives on the Board. You would also like different people from poverty to have a chance to get on the Board. You support the concept of neighborhood or small-unit elections for one-year terms. You also want more representatives from poverty on the Board than there currently are, to counteract some of the professional, governmental members.

Terry Haber

You are a dentist and you are on the City Council. You think that local government leaders as well as professional people “who know what they are doing” should have a larger say on the CAA Board. Therefore, you want a weaker voice from the poverty representatives. You support general area elections for one-year terms.

Sam Simon

You are vice president of the Chamber of Commerce, and you are not really concerned with the work of the committee. You joined for one reason, to meet and get to date Tracy Stone. During the meeting you plan to agree with, and support, every point that Tracy makes. Your behavior is guided by your desire to impress Tracy Stone.

COMMITTEE MEETING ROLE-PLAY OBSERVATION SHEET

1. How active was the committee member whom you observed?
2. How committed was the member to the task of the group?
3. How effective was the member as a listener?
4. To what degree did the member seem motivated by personal concerns?
5. What approach did the member take in attempting to influence the group?

COMMITTEE MEETING PROCESS OBSERVATION SHEET

Atmosphere

1. To what degree were committee members cooperating with each other?
2. What was the feeling tone of the meeting at various stages?

Participation

3. Who were the high and low participators?
4. What was the relationship between level of participation and the accomplishment of the task?

Commitment

5. To what degree were members committed to a common goal?
6. What motives did you infer for each of the members?

■ LEGO® BRIDGE: INTERGROUP COMPETITION

Goals

- To observe spontaneous patterns of organization in work groups.
- To explore the relationship between planning and production.
- To study the effects of intergroup competition on group functioning.

Group Size

An unlimited number of subgroups of from five to eight members each.

Time Required

Approximately one and one-half hours.

Materials

- A copy of the LEGO® Bridge Information Sheet for each subgroup.
- A copy of the LEGO® Bridge Observer Sheet for each observer.
- At least 200 LEGO® Blocks for each subgroup.
- One complete set of spans for each subgroup. Spans can be made from any sturdy material (wood, masonite, etc.) and are to be 100 mm wide. The lengths of the six spans are as follows: 450, 460, 470, 480, 490, and 500 mm.
- A metric ruler for each subgroup.
- Paper and pencils for each subgroup.
- Newsprint, felt-tipped markers, and masking tape.

Physical Setting

A room large enough to permit subgroups to work without being distracted or influenced by other subgroups. Alternatively, one room could be used during the introductory and processing phases, with smaller individual rooms used by the subgroups during the problem-solving phase.

Process

1. The facilitator divides the participants into subgroups of five to eight members each. Each subgroup then designates one of its members to function solely as process observer.
2. The facilitator distributes a copy of the LEGO® Bridge Information Sheet to each participant.
3. After the participants have read the LEGO® Bridge Information Sheet, the facilitator distributes two hundred LEGO® blocks, a metric ruler, paper, and pencils to each subgroup. He or she reminds the subgroups that they are not to submit a bid for the bridge, but are to predict their profit.
4. The facilitator announces the start of the forty-minute design and profit-predicting time and takes note of the time.
5. When thirty-five minutes have passed, the facilitator announces the time; at the end of forty minutes, he or she calls time. The facilitator then collects and posts the profit expectations and span length for each subgroup.
6. The facilitator gives each subgroup a span the length of its bridge design. He or she collects all bricks that have not been “purchased” and reminds the participants that each assembly second is worth \$3,333. The facilitator also answers any procedural questions.
7. The facilitator announces the beginning of the construction phase and takes note of the time.
8. After the construction phase is completed, each subgroup prepares a profit and loss statement and submits it to the facilitator.
9. Each subgroup is directed to prepare a report on how it would improve its process if it could do the task again. The observers lead this process. (Fifteen minutes.) During this time, the facilitator checks the accuracy of each profit and loss statement.
10. The facilitator directs the subgroups to present their reports; he or she then leads a discussion of the activity, which includes how the subgroup processed ideas and how it disciplined itself.
11. The facilitator posts a summary of the profit and loss statements and announces the winner.

Variations

- The building materials can be varied.
- Pairs of tables can be set to simulate the banks on either side of a river. The bridge construction spans the space between the two tables.

- Subgroups can be penalized for inaccurate time estimates. The cost per minute can be increased for time in excess of the subgroup's prediction.
- Several participants can be assigned timing, policing, and observing roles.
- Each subgroup can be divided into the following two functional units: planning and construction.
- The same general design can be used with a different product.

Submitted by Peter Mumford, with acknowledgment to the Reed Paper Group Ltd. Reprinted by permission from *Canadian Training Methods*, April 1, 1974, pp. 24-25.

LEGO® BRIDGE INFORMATION SHEET

Your Group's Task

You are a project team employed by Bridge Builders, Inc. You have contracted to build a bridge over the Indian River between Old Bankstown and New Bankstown. The bridge is needed because the previous bridge collapsed. The Indian River is a raging torrent, 450 mm wide at the point where the collapse occurred. Engineering studies indicate that the major cause of failure was the total unsuitability of the river bed for any sort of supporting pier for a bridge. All future bridges, therefore, must be single-span structures. You are to advise the facilitator on design (including the desired span length) and on the expected profit to the company.

Stage 1: Planning

You have forty minutes in which to conduct your evaluation of the situation. At the end of this time, your group will be asked to announce its profit expectation. At this point also, any materials not called for in the design will be collected. You may use the remaining materials to test your design but may not prefabricate any parts of the design to assist stage 2.

Stage 2: Construction

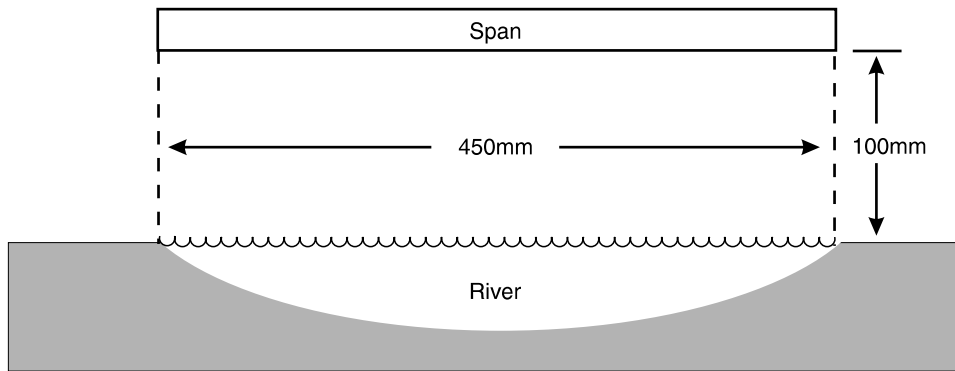
You will be provided with the material called for in your design. Your construction time will be measured precisely.

Contract Terms

<u>Span (mm)</u>	<u>Required Height (mm)</u>	<u>Payment</u>
450	100	\$3,000,000
460	110	\$3,100,000
470	120	\$3,250,000
480	130	\$3,500,000
490	140	\$3,800,000
500	150	\$4,100,000

There must be a ramp at each end of the span. These ramps must be at least as wide as the span.

Diagram



Cost Factors

Land: Donated by the Indian River Bridge Authority.

Span: Contracted by a different firm (no charges to your company).

Labor and overhead: \$200,000 per minute of construction.

Building materials: \$10,000 for each LEGO[®] block, regardless of size, when the initial purchase is made prior to construction. After the construction stage begins, the price per block will be \$12,000. Unused blocks can be returned to the supplier for a refund at the rate of \$5,000 per block.

LEGO® BRIDGE OBSERVER SHEET

Record verbal and nonverbal behaviors, guided by the statements and questions that follow. Try to focus on the processes that emerge rather than on the content of what is said.

1. *Structure*: how the subgroup organizes to accomplish its task. What ground rules emerge? What leadership behaviors are displayed? How are decisions made? How is information treated?
2. *Climate*: the psychological atmosphere of the meeting. How are feelings (as opposed to points of view) dealt with? What nonverbal behavior indicates changes in climate? How do members' voices denote feeling tone?
3. *Facilitation*: how subgroup members influence the development of the subgroup. Does the subgroup process itself? What group-building behaviors (bringing in silent members, harmonizing conflict, reinforcing participation, etc.) are engaged in?
4. *Dysfunctions*: behaviors that hinder the accomplishment of the subgroup's task. What anti-group behaviors (blocking, recognition-seeking, dominating, withdrawing, etc.) are seen? What communication patterns develop that are dysfunctional to the subgroup?
5. *Convergence*: how the subgroup moves from independence to collective judgment. What behaviors promote agreement? What consensus-seeking behaviors are observed? What "false" consensus behaviors (such as "me too," "I'll go along with that") are displayed?

■ **LINE OF FOUR: AN INTERGROUP COMPETITION**

Goals

- To examine a group's communication, planning, and collaborative behavior.
- To examine the use of self-imposed rules of behavior.
- To explore the dynamics of intergroup competition.

Group Size

Three teams of up to eight persons each. (Teams need not be of equal size.)

Time Required

Approximately one and one-half hours.

Materials

- A copy of the Line of Four Observer Sheet and a pencil for each of the three observers.
- A copy of the Line of Four Instruction Sheet for each participant.
- A Line of Four Recording Sheet, prepared previously by the facilitator.
- Six copies of the Line of Four Placement Order Form and a pencil for each team and extra copies of the Line of Four Placement Order Form to be placed on the Line of Four Recording Sheet.
- At least three sets of twenty chips or other markers, each set a different color, one set for each item.
- Newsprint and a felt-tipped marker.

Physical Setting

A table and chair in the front of the room for the facilitator, with some means of obstructing the participants' view of the Line of Four Recording Sheet, which is placed upright (if possible) on the table, with the colored markers and order forms placed in front of it. Three groupings of tables and chairs or three areas, well separated from one another, for the three teams.

Process

1. The facilitator divides the participants into three teams and tells them to seat themselves around the three tables or in three separate areas in the room.
2. A volunteer is selected from each team to serve as observer. The facilitator gives each observer a copy of the Line of Four Observer Sheet on which he or she has previously indicated the area(s) (communication, collaboration, planning, intergroup dynamics) each is to observe. The facilitator tells them to read their instructions.
3. The facilitator then gives a copy of the Line of Four Instruction Sheet to each member of each team. While the members read their instruction sheets, the facilitator makes sure that the observers understand their tasks; he or she reinforces the fact that they are not to intervene in the activity or answer any questions.
4. The facilitator tells the teams that the activity is about “decision making.” (The facilitator does *not answer any of the questions* from participants at any time during the activity; he or she merely refers them back to the Line of Four Instruction Sheet.) The facilitator briefly shows the Line of Four Recording Sheet to the entire group and explains the ways of scoring a point, i.e., by having four of the same colored markers contiguous, in a straight line—horizontally, vertically, or diagonally (as in the popular game Bingo).
5. The facilitator places the Line of Four Recording Sheet on the table in the front of the room (it can be raised upright with its blank back facing the teams or it can be *behind* an obstruction—it is essential that the recording sheet be out of the direct view of the participants until they are directed to approach it as representatives of their teams).
6. The facilitator gives each team six chips or other markers of the same color and places all of the remaining markers in the appropriate places on the Line of Four Recording Sheet. (Participants are permitted to use these additional markers, but the facilitator does not tell them that they may do so.) The facilitator then gives each team six copies of the Line of Four Placement Order Form and places the remaining order forms in the appropriate place on the Line of Four Recording Sheet. (Participants are permitted to use these additional order forms, but the facilitator does not tell them that they may do so.)
7. The facilitator calls each team only by its color from this point on. He or she stands behind the Line of Four Recording Sheet and begins the activity by directing a representative of the first team to approach the Line of Four Recording Sheet. The representative gives the facilitator one Line of Four Placement Order Form and one marker. If a team’s first choice is already taken, the team gets its second choice, etc. If errors occur, e.g., if the team representative places the marker on the recording sheet or incorrectly fills out the

Line of Four Placement Order Form, the facilitator hands both the marker and order form back to the team representative with the words: "I am sorry, you are not following instructions and must lose your turn."

8. The next team's representative is then called to the recording sheet and the activity continues. Only one play per turn is permitted for each team, with teams remaining in order throughout the activity. (Anything not specifically prohibited by the Line of Four Instruction Sheet is permitted, for example, sending a player to the recording sheet to keep records of moves. However, participants are not told that they can do this.) Every one or two minutes (decided by the facilitator), the next team is called to the recording sheet until a line of four markers is achieved by one team. This team's point is recorded by the facilitator on newsprint, the recording sheet is cleared, and the activity continues with the used markers being returned to the teams.
9. The facilitator concludes the activity when one team reaches a predetermined number of points or when an allotted amount of time has passed.
10. The game is processed. Observers are asked to report their observations, using notes made on the Line of Four Observer Sheet. The facilitator relates group communication, collaboration, planning, and intergroup dynamics to self-imposed rules by focusing on:
 - What happened when a team ran out of markers? Did it send a representative to get additional markers? Did it wait to see what other teams did before committing itself?
 - How did team members feel when the facilitator refused to answer questions? How did it affect their effectiveness at the task?
 - How did the ambiguity of the task affect communication, collaboration, planning, motivation, leadership, or similar factors?
 - How did the limits each team set for itself (self-imposed rules of behavior) compare and contrast to each other and to the actual limits it could have had?

Variations

- The facilitator can allow the teams to caucus after the second or third round to discuss rules and strategy.
- The activity can be made more competitive by having a smaller (fewer numbers) recording sheet or by allowing only one or no alternative choices.
- Observers can focus on all dimensions on the observer sheet.
- Observers can serve as consultants during a mid-point round.

Submitted by William R. Mulford.

LINE OF FOUR OBSERVER SHEET

The Line of Four activity can be used to examine a number of aspects of how groups work: communication, collaboration, planning, intergroup dynamics.

Your task as an observer is to study how team members behave during the activity and to comment briefly on your observations at the end of the activity.

Do not intervene in the activity. Do not answer any questions.

For Observers of Communication:

1. How were the written instructions received?
2. How did the representative returning from the Line of Four Recording Sheet communicate with the rest of the team?
3. What failures in communication occurred? What was their impact?
4. What communication aids were used (diagrams, lists, etc.)?
5. How did communication patterns or processes change during the activity?
6. How did team members respond to the limits of the written instructions?

For Observers of Collaboration:

1. Did some team members refuse to participate?
2. What was the motivational level of the members?
3. How did enthusiastic members try to motivate less interested members?
4. How did the team work together?
5. How did leadership emerge in the team?

6. What style did the leader use?
7. How did leadership change?

For Observers of Planning:

1. What team plan emerged?
2. What alternative plans were devised?
3. How was the plan determined?
4. How was the plan changed or altered?
5. How did the actual behavior of the team differ from the plan?
6. How effective was the plan in helping the team accrue points?
7. How did the team evaluate its plan and/or its success?

For Observers of Intergroup Dynamics:

1. What communication occurred across teams?
2. How were the other teams referred to within any given team?
3. What pressures to “win” were evident within the teams?
4. What attempts were made to subvert the chances of the other teams?

LINE OF FOUR INSTRUCTION SHEET

Your team is in competition with two other teams. Your team must attempt to score, by the end of the session, more points than the other teams.

A point is scored when a team succeeds in placing four of its colored markers in a contiguous straight line on the Line of Four Recording Sheet. When this happens all markers are cleared from the recording sheet and the activity recommences without interruption.

How the Activity Is Conducted:

1. For each turn your team will need to decide:
 - a) the square on which you wish to place a marker, and
 - b) two alternative choices of squares (second and third choices) in case your first choices have been taken by another team;
 and to indicate these decisions on a Line of Four Placement Order Form along with your team's color.
2. For each turn, your team's representative will take a correctly completed Line of Four Placement Order Form and hand it to the facilitator along with the marker you wish placed. The facilitator will then place the marker in position on the Line of Four Recording Sheet according to the written instructions from your team.
3. After each team is notified that its turn has arrived, the team's representative has only thirty seconds to deliver the correctly completed Line of Four Placement Order Form and to observe the recording sheet.
4. Members of a team will take turns serving as the team representative, and this order will be maintained throughout the activity.

Here are some copies of the Line of Four Recording Sheet to help you keep track of the action. You may draw more if you need to.

1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32
33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48
49	50	52	52	53	54	55	56
57	58	59	60	61	62	63	64

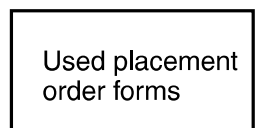
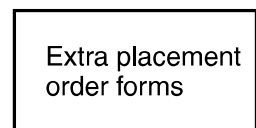
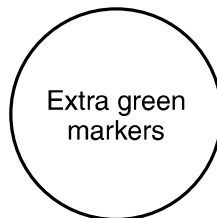
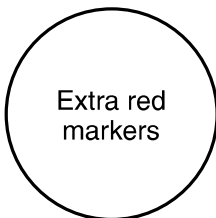
1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
24	26	27	28	29	30	31	32
33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48
49	60	51	52	53	54	55	56
57	48	59	60	61	62	63	64

Anything not specifically prohibited by this Line of Four Instruction Sheet is permitted.

LINE OF FOUR RECORDING SHEET

To be prepared by the facilitator ahead of time on a large (about 20" x 20") piece of paper or sheet. Spaces for markers and order forms may be designated by signs. If the recording sheet is to be placed flat on a table, chips or solid markers can be used. If the recording sheet is to be upright, markers can either be pinned or taped to it or can be drawn in with felt-tipped pens (adjust "materials" accordingly).

1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32
33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56
57	58	59	60	61	62	63	64



LINE OF FOUR PLACEMENT ORDER FORM

(These are to be cut and six copies distributed to each team.)

LINE OF FOUR PLACEMENT
ORDER FORM

First Choice _____

Second Choice _____

Third Choice _____

Team Color _____

LINE OF FOUR PLACEMENT
ORDER FORM

First Choice _____

Second Choice _____

Third Choice _____

Team Color _____

LINE OF FOUR PLACEMENT
ORDER FORM

First Choice _____

Second Choice _____

Third Choice _____

Team Color _____

LINE OF FOUR PLACEMENT
ORDER FORM

First Choice _____

Second Choice _____

Third Choice _____

Team Color _____

LINE OF FOUR PLACEMENT
ORDER FORM

First Choice _____

Second Choice _____

Third Choice _____

Team Color _____

LINE OF FOUR PLACEMENT
ORDER FORM

First Choice _____

Second Choice _____

Third Choice _____

Team Color _____

■ SPY: AN INTERGROUP ACTIVITY

Goals

- To explore the impact of competition between groups.
- To demonstrate different methods of group problem solving.
- To examine the dynamics of suspicion and distrust in a group.
- To observe the process of a leaderless group in the completion of a specific task.

Group Size

A minimum of two subgroups with six to ten participants each (subgroups should be of equal size).

Time Required

Approximately one and one-half hours.

Materials

- One set of fourteen blocks for each subgroup and another set from which the facilitator constructs the model (see Directions for Making a Spy Model).
- A Spy Team Design Instruction Sheet for each participant.
- An envelope containing Spy Special Instructions for each participant. (On each sheet, the facilitator is to mark an “x,” *by hand*, in the block next to the words “You are not a spy.”)
- Two Spy Team Design Work Sheets for each subgroup.
- A watch for each timekeeper.
- A copy of the Spy Timekeeper Sheet for each timekeeper.
- A copy of the Spy Observer Sheet for each observer.
- Pencils for each observer, timekeeper, and subgroup.
- Newsprint and a felt-tipped marker.

Physical Setting

Two rooms, or one room with a small partitioned-off area for placement of the model. One room should be large enough for each subgroup to work at a separate table. The model is placed on a table in the second room or partitioned area.

Process

1. The facilitator forms equal subgroups of six to ten members each. Volunteers are solicited to function as observers and timekeepers (one of each for each subgroup). Each subgroup is then assigned to a work table.
2. A set of blocks is apportioned to each subgroup. A Spy Team Design Instruction Sheet and an envelope containing Spy Special Instructions are given to each participant. A watch, a Spy Timekeeper Sheet, and a pencil are given to each timekeeper. A Spy Observer Sheet and a pencil are handed to each observer; and two Spy Team Design Work Sheets and a pencil are given to each subgroup.
3. The facilitator reviews the Spy Team Design Instruction Sheet with the members and informs them that:
 - Each subgroup will have to decide whether or not to use all fourteen blocks.
 - There may be one or more spies in a subgroup.
 - Members may write on the work sheets, but may *not* take the work sheets with them when they view the model.
 - Subgroups may arrange their blocks in order, so long as no two blocks are touching.
4. The facilitator briefs the timekeepers and observers and reviews their instruction sheets with them. (The facilitator does *not* tell the observers that there are no spies.)
5. The facilitator informs the subgroups of the location of the model and gives the signal to begin the activity.
6. When one hour has passed, the facilitator calls time. The timekeepers for each subgroup give their reports, and the facilitator records the scores on newsprint. Then the observer from each subgroup makes a report. The facilitator leads a discussion of the following group processes: the impact of competition between groups; methods of group problem solving; and the interaction between members of a leaderless group. He or she may relate these to time scores and the productivity of the subgroups.
7. The facilitator divulges the fact that there were *no* spies in any subgroup, and the total group discusses the behavior surrounding this issue. The group members can also discuss any feelings they may have experienced about being misled on this point.

8. Finally the facilitator discusses the learnings gained from the activity and their application to real-life situations.

Variations

- To increase competition between subgroups, a small amount of money can be collected from each participant as a prize for the winning team.
- To examine intergroup dynamics, one essential block from each subgroup can be given to another subgroup.
- To assist subgroups, one or more correct numbers may be written in advance on each work sheet.
- To aid in timing the competition segment, a sixty-minute cassette tape can be made with the “time remaining” announced at fifteen-minute intervals for forty-five minutes, five-minute intervals for the next ten minutes, one-minute intervals for the next four minutes, and fifteen-second intervals for the last minute.
- Different materials can be used.
- Planning minutes can “cost” one point each and assembly minutes three points each in order to determine a winning team.

Submitted by Stephen J. Schoen.

DIRECTIONS FOR MAKING A SPY MODEL

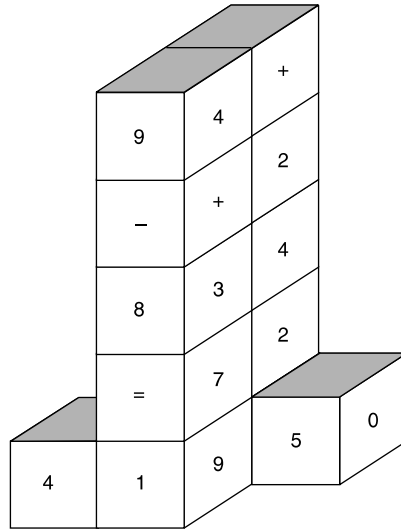
Each subgroup receives a set of fourteen blocks. Twelve of the blocks are needed to duplicate the model.

The blocks can be made out of 2" x 2" wooden cubes. The top and bottom of each block are blank; the sides are painted with the figures specified below:

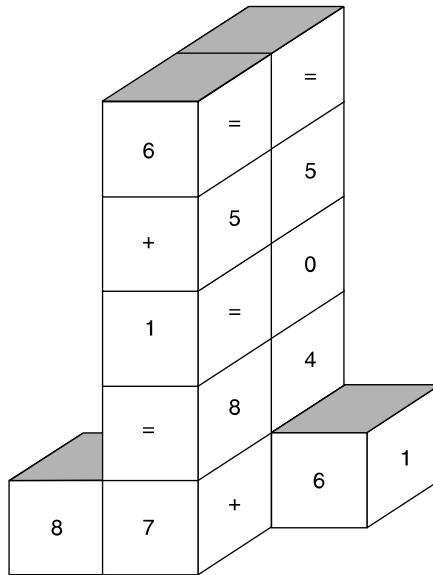
Block	Figures			
	Side 1	Side 2	Side 3	Side 4
1	5	0	8	7
2	7	+	1	-
3*	7	+	1	-
4	7	6	4	=
5	1	9	0	3
6	1	4	8	6
7	5	-	+	0
8	8	9	2	=
9	4	2	+	5
10*	2	3	9	7
11	8	3	2	0
12	+	6	=	-
13	9	4	1	=
14	9	4	1	=

*Block not needed to constructed model.

With an additional set of blocks, the facilitator constructs a model to be viewed by the teams. He or she does this by arranging blocks as shown in the two following views.



Model View #1



Model View #2

SPY TEAM DESIGN INSTRUCTION SHEET

On the table (in the next room) is a model made of blocks. On each of the four sides of a block there is either a number, a minus sign, a plus sign, or an equal sign. The general shape of the model is depicted on the Spy Team Design Work Sheet. The tops of the blocks are blacked out since only the sides of each block are marked.

Take the blocks allotted to your subgroup and spread them out on the table so that no two blocks are touching. Verify that you have fourteen blocks.

The task of each subgroup is to construct a duplicate of the model in the shortest time. You will have sixty minutes to complete the task. The duplicate must be “exact”; the shape must be the same as the model, and all numbers, plus, minus, and equal signs must be in the correct positions.

The activity is divided into two parts. The first part is preparation. Take as much of the sixty minutes for preparation as you want, because preparation time will not count in the competition. During preparation, you may handle the blocks, but you may not remove them from the table or place them so that they are touching any other blocks. You may use the work sheets, but you may not remove them from the table.

Any subgroup member (one at a time only) may go to view the model but may look at it from one side of the table only. A subgroup member may look at the model for as long as necessary and may return as often as he or she wishes, but is not permitted to see all sides of the model in any one viewing. Each time a subgroup member goes to view the model, regardless of how long he or she remains, fifteen seconds will be charged to your subgroup’s construction time. Subgroup members may view the model at any time during preparation or construction.

When your subgroup feels ready to construct the model, notify the timekeeper and begin constructing. Your construction time will automatically start if two blocks are deliberately placed so that they are touching. When you believe that your model is correct, notify the timekeeper, who will stop the timing. Your model will then be checked. If it is incorrect, you will be told that there is at least one mistake, and your construction time will continue.

SPY SPECIAL INSTRUCTIONS

(For your eyes only . . .)

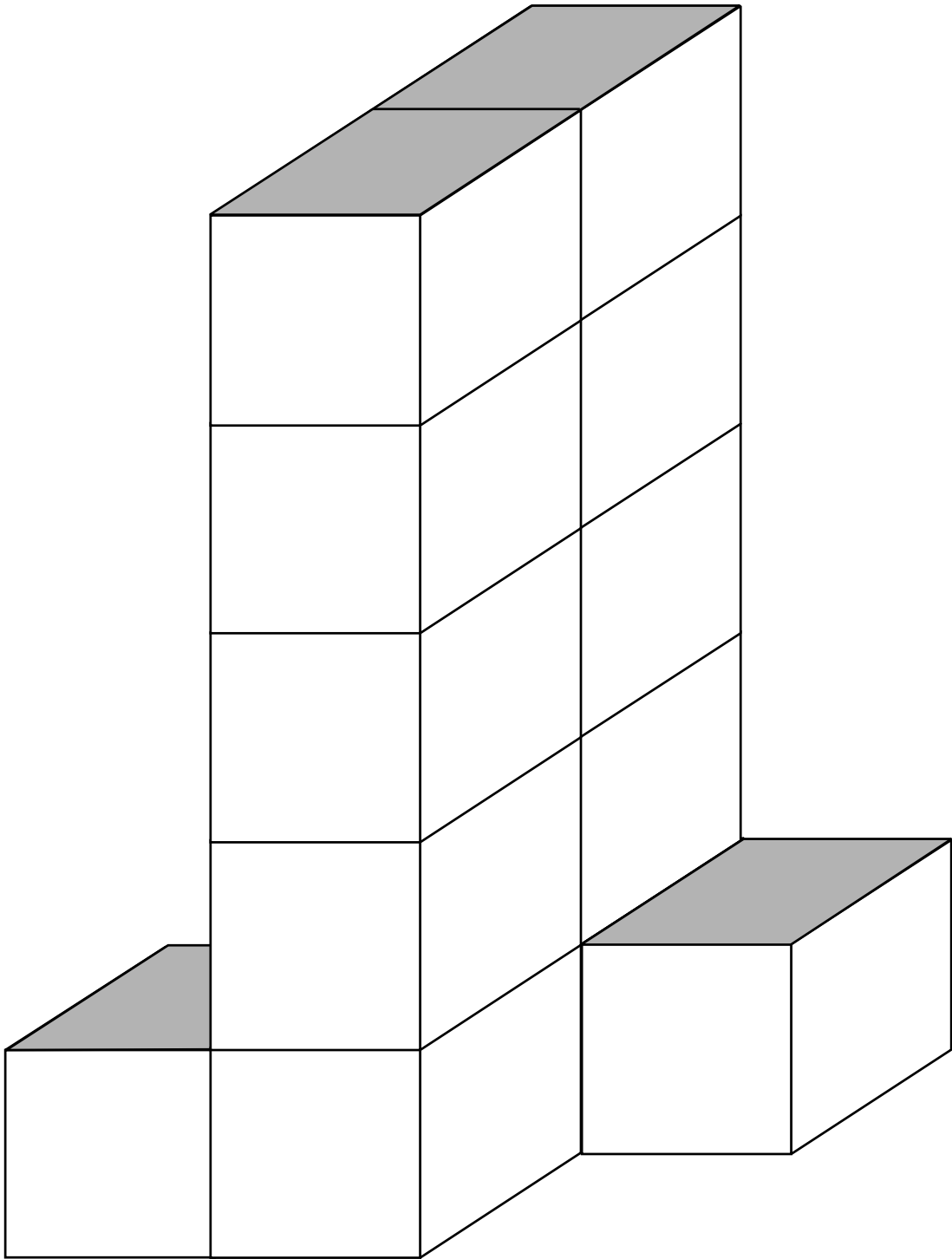
In real life, all group members do not always work for the same goals. Sometimes people do things to reach personal rather than group goals. They may work against group goals because of group friction, lack of trust, inability to get along with a supervisor, etc. There may be such a person in your subgroup. We will call that person a “spy.” It is possible that more than one spy may be in a subgroup.

If you are a spy, you are to do everything in your power to hinder the efforts of your subgroup, without letting anyone know that you are a spy.

If a subgroup member thinks that another member is a spy, he or she can accuse that person of spying. The rest of the subgroup will vote, and if there is unanimous agreement, the spy can be excluded from any further deliberations of the subgroup.

- You are a spy.
- You are *not* a spy.

SPY TEAM DESIGN WORK SHEET



SPY TIMEKEEPER SHEET

You are to make an accurate record of the time used by your subgroup. It is important that the time be accurate.

In the space marked “visits to model,” place a check mark each time a member from the subgroup you are observing goes to view the model.

Do not time anything until the subgroup tells you it is ready to start constructing the model. As soon as it tells you, start keeping time.

When the subgroup tells you that it has completed the task, calculate the elapsed time and ask the facilitator to check the model. If the model is incorrect, continue keeping time until the subgroup again tells you it has completed the task, then calculate the elapsed time again and ask the facilitator to check the model.

At the end of the activity, add up the check marks in item 1 and multiply by fifteen seconds. Then write down in item 2 the actual time used according to the watch. Last, add items 1 and 2 to get a total construction time for item 3.

1. Visits to model: _____ x fifteen seconds = ____ min. ____ sec.

2. Construction time: _____ min. ____ sec.

3. Total construction time (item 1 plus item 2) = ____ min. ____ sec.

SPY OBSERVER SHEET

You are to observe one subgroup during the activity. Feel free to wander around the subgroup as much as you like, but do not speak and do not answer any questions. Following is a list of things you should be looking for. Take notes and be prepared to discuss your observations after the activity.

Did any one member emerge as a leader?

Did other subgroup roles emerge, such as tension reliever, organizer, etc.?

Was there friction in the subgroup? Why?

Did people wonder who the spy was?

How was the preparation time used?

How was the construction time used?

Describe the level of teamwork you observed:

Who were high participators? Low participators?

Any other observations:

■ TINKERTOY BRIDGE: INTERGROUP COMPETITION

Goals

- To analyze individual and group actions in relation to on-the-job experiences.
- To build awareness of the need for teamwork in completing a task.
- To demonstrate the effects of competition on group efforts.

Group Size

A minimum of twelve participants.

Time Required

Approximately one and one-half hours.

Materials

- A box of “Junior Architect” Tinkertoys® for each subgroup.
- A copy of the Tinkertoy Bridge General Instruction Sheet for each participant.
- A copy of each of the following for each observer:
 - Tinkertoy Bridge Observer Sheet: Designing/Constructing
 - Tinkertoy Bridge Observer Sheet: Organizing/Constructing.
- A copy of each of the following for the designers from each subgroup:
 - Tinkertoy Bridge Design Instruction Sheet
 - Tinkertoy Bridge Template (see Directions for Making a Tinkertoy Bridge Template)
 - Tinkertoy Bridge Design Sheet.
- A copy of the Tinkertoy Bridge Construction Instruction Sheet for each construction worker.
- A watch with a second hand for each observer.
- Newsprint, masking tape, and a felt-tipped marker.
- A four-pound weight (may be made out of sand, metal, books, etc.).

Physical Setting

A room large enough for two subgroups to work separately without distracting each other. A separate room for each subgroup's designers.

Process

1. The facilitator briefly introduces the activity, explaining that participants will be involved in carrying out a specific task within a group effort and in providing feedback on the process. The facilitator gives a Tinkertoy Bridge General Instruction Sheet to each participant. He or she emphasizes the following:
 - Designers may not participate in the actual construction of the model. They may, however, observe and redesign if necessary.
 - Construction workers may use only one hand to construct the model. They must follow the design on the Tinkertoy Bridge Design Sheet and must ask the designers to alter it if necessary.
2. The facilitator selects four observers. He or she instructs the remaining participants to divide into two equal-sized subgroups while he or she is privately briefing the observers.
3. The facilitator meets with the observers in a separate room. He or she gives a copy of the Tinkertoy Bridge Observer Sheet: Designing/Constructing to two of the observers and a copy of the Tinkertoy Bridge Observer Sheet: Organizing/Constructing to the other two observers. The facilitator explains their time-keeping and rule-enforcing responsibilities. Each observer must have a watch with a second hand. (During the construction phase, one observer will keep time while the other enforces rules.) The facilitator designates which subgroup each observer will monitor. The observers and the facilitator rejoin the other participants.
4. The facilitator directs each subgroup to select two members to be "designers" and two members to be "construction workers." (The observers begin their tasks.)
5. The facilitator distributes a copy each of the Tinkertoy Bridge Design Instruction Sheet, the Tinkertoy Bridge Template, and the Tinkertoy Bridge Design Sheet to each set of designers. He or she ensures that they understand their task. The facilitator directs the two design subgroups and their observers to their work rooms and tells the designers that they have approximately ten minutes to complete their design.
6. The facilitator distributes a copy of the Tinkertoy Bridge Construction Instruction Sheet and a box of Tinkertoys to the construction workers from each subgroup. He or she ensures that they understand their task and directs them and

their observers to their respective work areas to begin the organizing phase. The facilitator tells them that they have approximately ten minutes for this phase.

7. Designers from each subgroup return to the main room as soon as they have completed their design and estimates. Construction begins and designers are reminded that they may not participate physically in the construction.
8. On completion of construction the facilitator tests each bridge by comparing it to the model and by hanging a four-pound weight at its center.
9. Results of each subgroup’s project are posted on newsprint. A chart such as the following may be used:

Factor	Team I		Team II	
	Estimated	Actual	Estimated	Actual
1. Material	\$ _____	\$ _____	\$ _____	\$ _____
2. Design Time	xxx	___min	xxx	___min
3. Design (\$600 per minute)	xxx	\$ _____	xxx	\$ _____
4. Construction Time	___min.	___min.	___min.	___min.
5. Construction Labor (\$3,000 per minute for estimated time)	\$ _____	\$ _____	\$ _____	\$ _____
6. Penalty Charges (\$6,000 per minute over or under estimate)	xxx	\$ _____	xxx	\$ _____
7. Total Time (items 2 + 4)	___min.	___min.	___min.	___min.
8. Total Cost (items 1 + 3 + 5 + 6)	\$ _____	\$ _____	\$ _____	\$ _____

10. Each subgroup gives a two-minute report to the observers on “who should be awarded the contract and why.”
11. The observers decide publicly which subgroup is to be awarded the contract. Participants discuss their “feeling” reactions to the decision.
12. Each observer meets with his or her subgroup and critiques it. Subgroups then critique themselves and discuss specific actions they could have taken to operate more effectively as a subgroup. (Fifteen minutes.)

13. The facilitator leads a discussion of how the activity compares with real jobs in work situations. He or she encourages the participants to be as specific as possible. The facilitator directs them to focus on the ways in which the activity compares with operations, conflicts, teamwork, etc., in actual work situations.

Variations

- Another construction project, with other materials, may be used.
- The designing and constructing tasks can be done by the same persons.
- To accelerate the process, a blueprint may be furnished to each subgroup.

Submitted by Geoff Bellman.

TINKERTOY BRIDGE GENERAL INSTRUCTION SHEET

The State Highway Department has asked your company to design and construct a model of a new bridge across the Mandan River. Other companies are also designing bridges for other locations. The highway department is going to have twenty bridges built around the state and will award a contract for all the remaining bridges to one of the companies. All the competing companies are building models. You want your company's model to win.

The highway department will make its decision based on a number of factors, including:

Strength—If the model will support a weight of four pounds at its center, it will meet the state's minimum standards.

Actual vs. Contract Cost, Actual vs. Contract Time—Being close to contract cost and time is to your advantage.

Low Cost—This is naturally an important consideration. Cost figures will be available to your designers.

There are two main tasks facing your company:

1. Drawing the design
2. Constructing the model.

Designers will be given a design sheet and specific instructions.

Construction workers will be given instructions and adequate building materials.

TINKERTOY BRIDGE OBSERVER SHEET: DESIGNING/CONSTRUCTING

Design Phase

How were the designers selected? Were their abilities considered?

How did the designers divide the work to be done?

Who influenced decisions the most? How?

Did the designers see themselves as part of a team with the construction workers?
How did they show this?

What happened among the designers that caused them to use their time well? Poorly?

How much attention did they pay to bridge standards (strength, materials, and labor costs)? How much time did they spend deciding costs?

Construction Phase

What did the construction workers do when they first began construction?

Did the construction workers follow the plans and organization that they set up earlier?

Did these work?

Did the construction workers follow the Tinkertoy Bridge Design Sheet in actually building the bridge?

Did they build subassemblies?

Did they cooperate well in the actual construction phase?

Did the construction workers have any problems with the design? How were the problems handled?

Did the construction workers see their designers as friends or as enemies? How was this shown?

How did the construction workers use the designers' ideas during construction?

How was the design changed? Who suggested the change?

How realistic were the material and labor cost estimates? How could they have been improved?

What happened if the model did not meet the strength specifications?

TINKERTOY BRIDGE OBSERVER SHEET: ORGANIZING/CONSTRUCTING

Organizing Phase

How were the construction workers selected? Were their abilities considered?

What did the construction workers do while the designers were designing?

Did the construction workers organize themselves? How?

Did they sort materials?

Did they assign jobs?

Did they practice assembly?

Did they plan how they would build the bridge?

What else did they do?

How did the construction workers feel about the designers? Did they see them as teammates? Why or why not?

Were the construction workers oriented toward the designers' objectives? Why or why not?

Construction Phase

What did the construction workers do when they first began construction?

Did the construction workers follow the plans and organization that they set up earlier?
Did these work?

Did the construction workers follow the Tinkertoy Bridge Design Sheet in actually building the bridge?

Did they build subassemblies?

Did they cooperate well in the actual construction phase?

Did the construction workers have any problems with the design? How were the problems handled?

Did the construction workers see their designers as friends or as enemies? How was this shown?

How realistic were the material and labor cost estimates? How could they have been improved?

What happened if the model did not meet the strength specifications?

How did the construction workers use the designers' ideas during construction?

How was the design changed? Who suggested the change?

TINKERTOY BRIDGE DESIGN INSTRUCTION SHEET

Design a model bridge with a minimum length of AB (points on the design sheet) and a minimum width of AC that *will support a weight of four pounds at its center.*

You have been given:

1. A blank design sheet
2. A template for drawing.

The design with at least two views completed,¹ must be finished—along with cost estimates—before you take it to the construction workers.

There are four cost factors:

1. Design time costs \$600 per minute.
2. Straighttime construction labor costs \$3,000 per minute for every minute of estimated time. (Put your estimated time on the design sheet.)
3. Penalty charges cost \$6,000 per minute for every minute of actual construction time above or below the estimated time.
4. Materials cost from \$100 to \$600 each. (Amounts are listed on the template; put your estimated cost on the design sheet.)

Each construction worker may use only one hand during the construction.

Construction workers cannot design and designers cannot build.

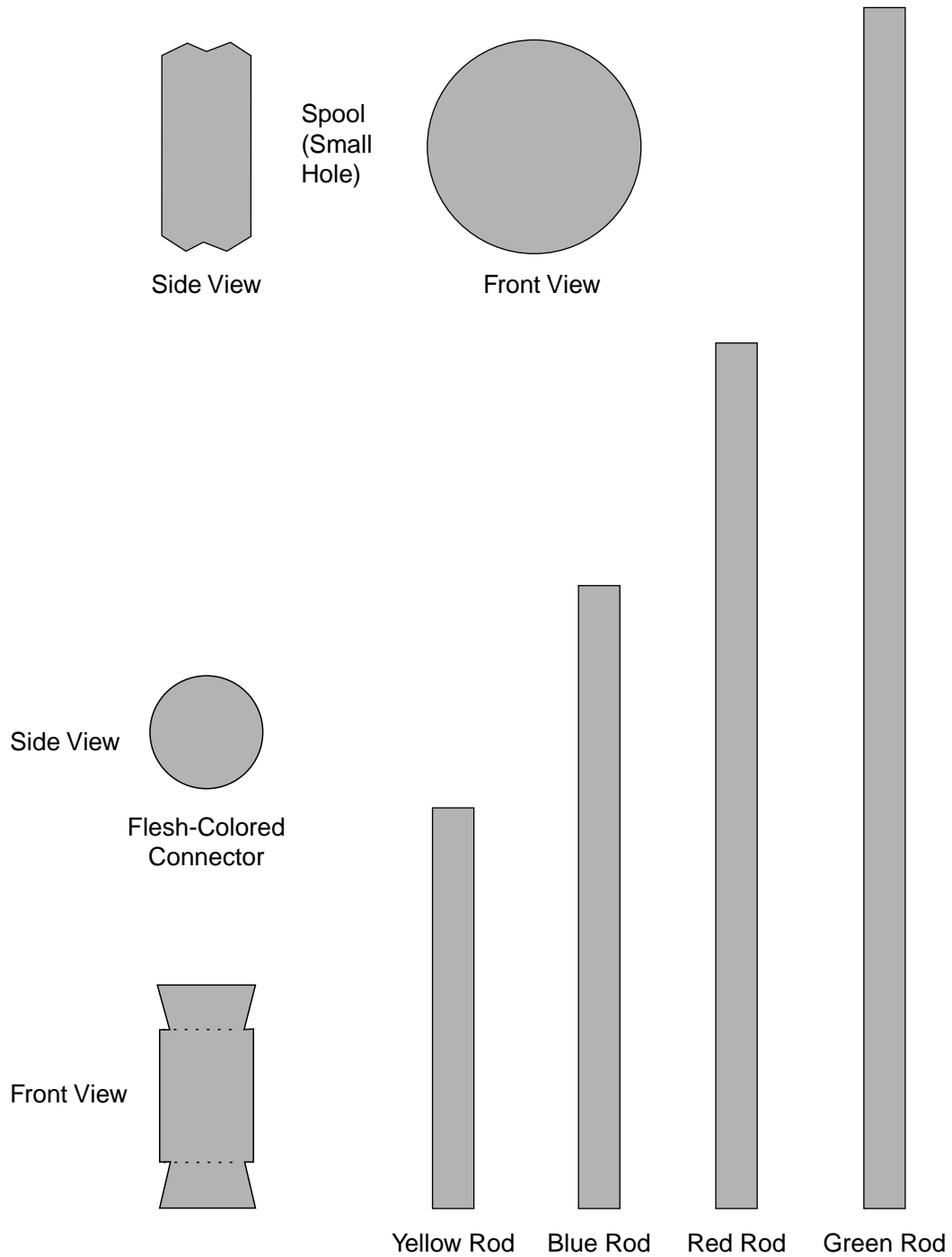
Two members of each subgroup will be selected to be designers. The rest of the subgroup will be construction workers. The design will be prepared in another room. Construction will be in this room.

¹ The design should be clear to the construction workers, but exactness is not necessary.

DIRECTIONS FOR MAKING A TINKERTOY BRIDGE TEMPLATE

To the facilitator:

This template is to be made of cardboard. (Shaded areas are to be cut out.) It is to be presented to the designers for their use in drawing the design for their subgroup's bridge. The pieces of the template must be drawn to scale.



Construction Piece	Inventory	Cost per Piece
Spool	20	\$200
Connector	8	\$100
Rod, yellow	12	\$300
Rod, blue	12	\$400
Rod, red	10	\$500
Rod, green	10	\$600

TINKERTOY BRIDGE CONSTRUCTION INSTRUCTION SHEET

You will be building a model bridge out of the materials given to you. The design for this bridge will also be given to you. You may not begin assembling the model bridge until construction time begins. The model must be able to support a four-pound weight at its center.

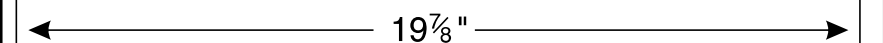
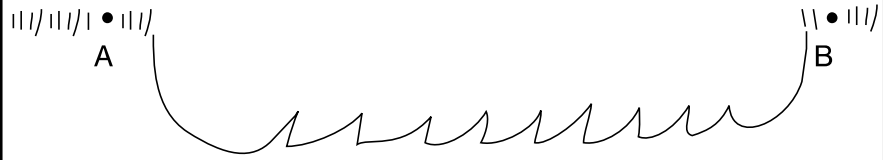
Remember: *During construction you may use only one hand.*

Follow the design but if you feel that it will not work, is not strong enough, or is too expensive or time consuming, you may ask the designers to change it. (They *may not* change the material and labor cost estimates but they may change the design itself.) You are not finished until the design and the model match.

TINKERTOY BRIDGE DESIGN SHEET

To the facilitator:

This sheet is to be reproduced on 30"× 34" paper (two sheets of newsprint can be used). Designers are to draw their bridge design to scale, using the Tinkertoy Bridge Template.

<p>COST ESTIMATES</p> <p>Cost of Materials \$ _____ (See template for prices.)</p> <p>Cost of Labor \$ _____ (See design instructions.)</p> <p>Total Costs \$ _____</p>	<p>TINKERTOY BRIDGE DESIGN SHEET</p> <div style="text-align: center;">  <p>← 19⁷/₈" →</p> <p>C • • D</p> <p style="margin-left: 100px;">↑ 3" ↓</p> <p>A • • B</p> <p style="text-align: center;">TOP VIEW</p> </div>
<p style="text-align: center;"> • • </p> <p style="text-align: center;">C A</p> <p style="text-align: center;">END VIEW</p>	<div style="text-align: center;">  <p style="text-align: center;">SIDE VIEW</p> </div>

■ TOWERS: AN INTERGROUP COMPETITION

Goals

- To study phenomena of competition among groups.
- To explore the feeling content and behavioral outcomes of winning and losing.
- To provide a basis for feedback to group members on their relations with other group members and their productivity in a task situation.

Group Size

Unlimited. (This is a multi-group exercise; each subgroup should have no more than nine members.)

Time Required

Approximately one and one-half hours.

Materials

- Articles for auction: staplers, scissors, glue, string, and construction paper.
- Tower Judges' Role-Briefing Sheet for each subgroup.
- Tower Observers' Role-Briefing Sheet for each subgroup.

Physical Setting

A room large enough to permit several subgroups to work separately, but in sight of one another. For Process step 1, each subgroup should be seated separately, facing one table on which all the articles for auction are displayed.

Process

1. The facilitator briefly discusses goals of the activity and forms subgroups.
2. Each subgroup selects a representative to be on a panel of judges. These persons separate and form another subgroup and then read the Tower Judges' Role-Briefing Sheet.
3. An observer is selected for each subgroup; this person goes to a private area to read the Tower Observers' Role-Briefing Sheet.

4. The facilitator now auctions off the articles, announcing that each subgroup has a sum of money—\$100,000, for example. Each subgroup selects a bidder. The facilitator announces a minimum bid for the first article, and the bidding begins.
5. The facilitator announces that each subgroup is to build a construction-paper tower with its articles. One tower will be declared the winner, judged by the criteria of height, aesthetic appeal, and sturdiness.
6. Each subgroup constructs a tower with its articles. One observer takes notes on each subgroup. There are no ground rules imposed on the towerbuilding process.
7. When all subgroups are finished, the judges select a winning tower. The subgroups respond to the judgment. Each observer should note his or her subgroup's reactions to the judging process and to the announcement of the winning tower.
8. Judges are asked to report on their experience. Each observer then reports on his or her subgroup.
9. The subgroups meet separately to process the exercise. Participants give each other feedback.

Variations

- Instead of auctioning the articles, the facilitator can distribute them equally (or unequally) among the subgroups.
- Judges and observers can be selected before the formation of subgroups, so that they do not “represent” subgroups.
- The judges may distribute the articles in any manner they wish.
- Other criteria, such as cooperation, creativity, and speed, can be applied to determine the winning subgroup.
- The construction can be carried out nonverbally.

TOWER JUDGES' ROLE-BRIEFING SHEET

1. As a judge you will select a winning tower according to the criteria of height, aesthetic appeal, and sturdiness. You are not to evaluate the towers on other criteria, such as a subgroup's cooperation.
2. You, the judges, will decide the relative weight given to the three criteria. You may or may not announce your weighting procedure.
3. You will decide whether your decision making is to be public or private.
4. You should be fair in your judgment and not favor your subgroup.
5. During the construction phase, you should function only as an observer.

Criterion	Judge	Group			
		1	2	3	4
Height (weight =)	1				
	2				
	3				
	4				
Aesthetic Appeal (weight =)	1				
	2				
	3				
	4				
Sturdiness (weight =)	1				
	2				
	3				
	4				

Winner: Subgroup _____

TOWER OBSERVERS' ROLE-BRIEFING SHEET

1. You are to observe and record the significant behavior of your subgroup and its individual members during the construction, judging, and reaction phases.
2. After the subgroup's reactions to the judging, you will give a brief oral report of your observations.
3. Remember that feedback is more effective when it is specific, non-evaluative, focused on modifiable behavior, and checked to ensure accuracy.

What the Subgroup Did

During Construction:
During Judging:
Reacting to the Judging:

What Individuals Did

During Construction:
During Judging:
Reacting to the Judging:

■ **WORD-LETTER: A PROBLEM-SOLVING ACTIVITY**

Goals

- To demonstrate how problems are resolved when the alternatives are not clearly defined or the situation is ambiguous.
- To explore group problem-solving processes.

Group Size

Twelve to twenty participants.

Time Required

Approximately one and one-half hours.

Materials

- The following materials are to be compiled according to the Directions for Preparing Word-Letter Envelopes:
 - A large manila envelope.
 - Two smaller (letter-sized) envelopes that will fit inside the manila envelope.
 - An overall Word-Letter Instruction Sheet to be placed inside the large manila envelope.
 - A Letter Task Instruction Sheet and twenty-one 3" x 5" index cards, to be placed inside one of the letter-sized envelopes.
 - A Word Task Instruction Sheet and six 3" x 5" index cards, to be placed inside the other letter-sized envelope.
- A copy of the Word-Letter Observer Sheet for each participant.

Physical Setting

Participants should be seated in a group-on-group arrangement so that the inner group has a table or floor space to work on and the outer group can see and hear the process clearly.

Process

1. The facilitator begins with a brief introduction, indicating that work groups often have tasks that are not well defined and that there is a process they go through to complete them.
 - Decide what the task is;
 - Perform it; and
 - Determine when it is completed.
2. Inner and outer groups are chosen so that the two groups are of about equal size, and the facilitator states that the groups will change positions when the first group has completed its task.
3. The outer group is told that it will observe the process used by the inner group and give feedback later on. The facilitator distributes a copy of the Word-Letter Observer Sheet to each member of the outer group.
4. The facilitator then places the large envelope in the center of the work space, and the first group performs the task until it decides it is finished. The first group may ask the facilitator for further directions or clarification of the task. The facilitator responds by saying that the group must make this decision.
5. When the task has been completed, the facilitator initiates a discussion about the experience by asking about group and individual satisfaction with how the task was done. (Was everyone pleased with the outcome? Why or why not? Were minority opinions heard?) The facilitator also guides the first group through the process by which it made its various decisions during the activity. (How was one task chosen over the other? What assumptions were made in choosing? Who led the group in deciding and working? How was the group's objective or target arrangement determined? Who was listened to and who was not? Who spoke and who did not?) Observations are then made by participants and observers.
6. The two groups then reverse roles and positions so that the second (unopened envelope) task is done by those who had observed the first task. The facilitator distributes the remaining Word-Letter Observer Sheets to members of the new outer group.
7. Step 5 is repeated.
8. Both groups then discuss the similarities and differences between the processes used by the two groups, and the facilitator leads the total group in a discussion of how groups accomplish tasks.

Note: There are no “right” answers to these tasks.

Variations

- The same group can do both tasks.

- Two or more groups can do the task simultaneously and then share experiences.
- Observers can be directed to look for specific things in a group.
- The activity can be performed by individual groups without the group-on-group arrangement.
- Another ambiguous task can be assigned.

Submitted by Jordan P. Berliner.

DIRECTIONS FOR PREPARING WORD-LETTER ENVELOPES

Inside a large (9"×12" or larger) manila envelope, place two smaller envelopes and an instruction sheet stating:

“This envelope contains two envelopes. One of the envelopes contains a letter task and the other a word task. Your task is to choose one of the two tasks and do it.”

One of the two sealed envelopes is marked “Letter Task” and contains:

Three 3"×5" index cards marked A

Three 3"×5" index cards marked B

Three 3"×5" index cards marked C

Three 3"×5" index cards marked D

Three 3"×5" index cards marked E

Three 3"×5" index cards marked F

Three 3"×5" index cards marked G

and an instruction sheet stating:

“This envelope contains cards on which letters of the alphabet have been printed. Your task is to arrange these cards.”

The other sealed envelope is marked “Word Task” and contains:

One 3"×5" index card marked A

One 3"×5" index card marked BEST

One 3"×5" index card marked CAN

One 3"×5" index card marked DO

One 3"×5" index card marked EAGLE

One 3"×5" index card marked FAIRER

and an instruction sheet stating:

“This envelope contains cards on which words have been printed. Your task is to arrange these cards.”

All envelopes are to be sealed before they are given to the participants.

WORD-LETTER OBSERVER SHEET

Record verbal and nonverbal behaviors, guided by the statements and questions that follow. Try to focus on the processes that emerge rather than on the content of what is said.

1. *Structure*: how the subgroup organizes to accomplish its task. What ground rules emerge? What leadership behaviors are displayed? How are decisions made? How is information treated?
2. *Climate*: the psychological atmosphere of the meeting. How are feelings (as opposed to points of view) dealt with? What nonverbal behavior indicates changes in climate? How do members' voices denote feeling tone?
3. *Facilitation*: how subgroup members influence the development of the subgroup. Does the subgroup process itself? What group-building behaviors (bringing in silent members, harmonizing conflict, reinforcing participation, etc.) are engaged in?
4. *Dysfunctions*: behaviors that hinder the accomplishment of the subgroup's task. What anti-group behaviors (blocking, recognition-seeking, dominating, withdrawing, etc.) are seen? What communication patterns develop that are dysfunctional to the subgroup?
5. *Convergence*: how the subgroup moves from independence to collective judgment. What behaviors promote agreement? What consensus-seeking behaviors are observed? What "false" consensus behaviors (such as "me too," "I'll go along with that") are displayed?

■ DYNASELL: HIDDEN AGENDAS AND TRUST

Goals

- To demonstrate the impact of distrust on collaboration in a task group.
- To heighten awareness of one's personal responses when the motives of others are in question.

Group Size

Several subgroups of five to seven members each.

Time Required

One and one-half to two hours.

Materials

- A copy of the Dynasell Instruction Sheet for each participant.
- A copy of the Dynasell Special Instruction Sheet for each participant.
- A set of children's building blocks, five sheets of blank paper, a felt-tipped marker, a roll of cellophane tape, and a pair of scissors for each subgroup.

Physical Setting

A room with enough space to provide a work area for each subgroup.

Process

1. The facilitator introduces the activity but does not emphasize the element of distrust. The facilitator then divides the participants into subgroups of five to seven members each.
2. The facilitator distributes one copy of the Dynasell Instruction Sheet and one copy of the Dynasell Special Instruction Sheet to each participant, directing each person to follow the special instructions *only* if the appropriate block at the bottom of the page is checked. (In reality, none of the participants is assigned this role and the alternate block is checked on all sheets.) The facilitator cautions the participants not to discuss their assigned roles.

3. The facilitator directs the subgroups to separate locations and informs each subgroup that it has thirty minutes in which to complete the task and that the facilitator will represent the Dynasell company in determining which city will be awarded the contract.
4. The facilitator gives each subgroup a set of building blocks, five sheets of blank paper, a felt-tipped marker, a roll of tape, and a pair of scissors and tells the members that they may use any or all of the materials to construct their model, but may not write on the blocks.
5. The facilitator states that if a participant is voted out of a subgroup during the work time, he or she is to leave the work area for the remainder of the task activity. If any workers are voted out of subgroups, they are joined by the facilitator and are instructed to reflect on the behaviors that triggered this response.
6. At the end of thirty minutes, the facilitator calls time and reassembles the total group. The winning model is selected, and the basis for the choice is stated. The facilitator then informs the participants that *no one* was assigned the role of the self-seeking person.
7. All group members, including any members who were voted out, reconvene in their subgroups to discuss their reactions to the activity. The following points may serve to guide this discussion:
 - The impact of distrust on subgroup members' attitudes and/or behaviors,
 - How distrust affected the subgroup's *concern* for the task,
 - How distrust affected the *quality* of the task accomplished,
 - Whether some ideas, suggestions, or modifications were ignored because of subgroup members' concern for suggested motives,
 - The feelings of those participants who may have been voted out of a subgroup.
(Thirty minutes.)
8. Subgroup members are directed to discuss their learnings in terms of the effects of mistrust on their task behavior and their feelings toward the subgroup. (Fifteen minutes.)
9. The facilitator instructs each subgroup to formulate a short list of things members could say or do to prevent the build-up of mistrust and the hindrance of progress in a task group. (Fifteen minutes.)
10. The large group reconvenes, and subgroups report their lists of strategies. (Ten minutes.)

11. The facilitator instructs individual participants to spend a few minutes writing notes to themselves on the implications of these learnings in terms of their back-home work groups. (Five minutes.)

Submitted by William W. Kibler.

DYNASELL INSTRUCTION SHEET

Background: Dynasell is a young company that has grown rapidly in recent years. Dynasell manufactures and sells canned foods on a retail basis. The company is interested in building a new headquarters for its executive and clerical staff. It has narrowed its selection site to one of several cities: yours or one of the neighboring cities represented here today.

Instructions: You are a member of the planning and development committee for your city. The committee is composed of five members. Together you are to construct a scale model of the proposed new building. Dynasell will study your model and the neighboring cities' models. The site selected will depend on the attractiveness of the scale model of the building submitted by each of the planning and development groups. Your committee is most anxious to have the new headquarters located in your city in order to increase job opportunities, tax revenue, and so on.

You are concerned about the motives of the other members of your committee. A reliable source has given you reason to suspect that one member of your group is not committed to this project. You believe that this individual stands to benefit personally if the new Dynasell building were to be constructed in a neighboring city that is also competing for the site selection. You suspect that this person will hinder the development of the model if possible.

During the building of your model, if you have reason to suspect the identity of the saboteur based on the effects that someone's behavior is having on the work of your committee, you can attempt to have that person removed by a unanimous vote of the remaining members.

You will be instructed when to begin working on your model. Your group will have thirty minutes to complete the task.

DYNASELL SPECIAL INSTRUCTION SHEET

If the block below designates you as the individual with the personal motive for sabotaging the project, follow this script:

For personal reasons, you are opposed to having Dynasell construct its new headquarters in your city. You have a friend in a neighboring city (which is also competing for the site selection) who has agreed to pay you \$250,000 in cash if your committee's model is not selected.

Your objective is to hinder your committee if you can. You can do this in many ways, e.g., making improper design suggestions, delaying decisions. Make every effort to be subtle. If the other committee members become suspicious of your motives, they can vote for your dismissal from the committee, causing you great personal embarrassment and a possible loss of \$250,000.

You are the person.

You are not the person.

■ **GROUP SELL: ADVERTISING GROUP VALUES**

Goals

- To explore the participants' reasons for joining groups and the attractiveness of different types of groups.
- To examine issues concerning group loyalties and values about groups.

Group Size

A minimum of twenty and a maximum of fifty participants.

Time Required

One and one-half to two hours.

Materials

- One set of Group Sell Leader Sheets 1 through 5 (a different sheet for each of five subgroup leaders). If desired, extra copies of these sheets may be made available to the leaders to distribute to members of their subgroups.
- One copy of the Group Sell Discussion Sheet for each participant.
- Blank paper and a pencil for each participant.
- Newsprint and a felt-tipped marker for each leader.
- Masking tape.

Physical Setting

- A main assembly room in which the participants can move about freely. It is preferable, but not essential, to have five large tables (one for each subgroup) in this room; if no tables are available, portable writing surfaces should be provided. A chair for each participant during the latter stages of the activity (steps 7 and 8) is also optional.
- A separate room with a table and chairs should be provided for the purpose of group-leader preparation.

Process

1. The facilitator introduces the activity as one that involves recruiting members for groups and then calls for five volunteers to serve as subgroup leaders.
2. The facilitator announces that he or she and the subgroup leaders will be leaving the room for fifteen minutes to prepare for the activity. The remaining participants are given blank paper and pencils and are asked to make lists of the groups to which they currently belong and then discuss these groups until the facilitator and the subgroup leaders return.
3. In a separate room, each subgroup leader is given a copy of a different leader sheet. The facilitator outlines the activity, explaining that the leaders will be “selling” their respective subgroups to the remaining participants. It is emphasized that the leaders must maintain their roles so that distinctions among the subgroups are ensured. Blank paper, pencils, newsprint, and felt-tipped markers are distributed. Then each leader is asked to spend the remainder of the fifteen minutes studying his or her sheet, determining an effective approach to member recruitment, making notes as desired, and creating a newsprint poster to advertise his or her subgroup.
4. After the allotted time has passed, the subgroup leaders are asked to return to the main assembly room and to bring their notes and posters with them. The facilitator makes an announcement:

“Each of these five people is the leader of a different kind of subgroup, and for the next *half-hour* all five will be soliciting your membership in their respective subgroups. The leaders and some or all of the new recruits they obtain will provide you with information about their subgroups and/or try to persuade you to join. You must decide to join *only one* subgroup, but you may switch subgroups at any time until it is announced that the joining period is over. I will keep you apprised of the amount of time left in which to make your final decision.”
5. Each subgroup leader is stationed in a different location in the room and is given masking tape with which to attach his or her newsprint poster to the wall at this location. Then the participants are asked to begin.
6. The facilitator monitors the activities throughout the room, announcing the remaining time at intervals until one-half hour has passed, at which point it is announced that the joining period is over.
7. Each subgroup is asked to remain at its station. The facilitator distributes copies of the Group Sell Discussion Sheet and requests that each subgroup select a reporter to record answers to the questions on the discussion sheet and then report on these answers later. Each subgroup is given blank paper and a pencil to be used by the reporter. (Twenty minutes.)

8. The total group is reassembled. Each reporter is asked to share his or her subgroup's data, and the facilitator leads a discussion of the data and summarizes the reactions.

Variations

- This structured experience may be used with an ongoing group by assigning leader roles one session in advance of the activity itself.
- With an ongoing group, the following questions may be added at the end of the discussion sheet:
 - Can you compare your *real* group with one or several of the imaginary subgroups created for this activity? What are the similarities and differences?
 - What kind of image do you think your real group projects?
 - What would you like potential members to think about your real group?
 - Can you apply what you have experienced here to improving your real group?
- The facilitator may create an option for the participants not to join any subgroup. In this case the discussion sheet should be altered accordingly, and a reporter should be chosen to represent those who decide to remain unaffiliated.
- The subgroup leaders may be instructed to fashion their approaches so that their subgroups are not attractive. This task creates dissonance among the participants as they try to decide among the subgroups.

Submitted by Tim A. Flanagan.

GROUP SELL LEADER SHEET 1

Bribery Group

Your subgroup exists only because its members have been promised something in return for joining. Prospective members are offered whatever may appeal to them: money, all-expense-paid trips, success in life or business, and so forth. The subgroup's goal is to have as many members as possible.

As the leader of this subgroup, your objective is to solicit new members. You may use any tactic that is *consistent with the description of the subgroup* provided in the preceding paragraph. Anyone who joins your subgroup may assist you in recruiting others by reading this sheet and following these directions.

Do not show this sheet to nonmembers.

GROUP SELL LEADER SHEET 2

Elite Group

Your subgroup is traditionally considered "high class" and perhaps even snobbish. High standards are emphasized. Prospective members are interviewed carefully; only those who qualify are invited to join.

As the leader of this subgroup, your objective is to solicit new members. You may use any tactic that is *consistent with the description of the subgroup* in the preceding paragraph. Anyone who joins your subgroup may assist you in recruiting others by reading this sheet and following these directions.

Do not show this sheet to nonmembers.

GROUP SELL LEADER SHEET 3

Productive Group

Your subgroup exists not only because of its accomplishments, but also by virtue of its goals: learning, working, and developing comradeship among members. Prospective members are given an accurate description of life within the subgroup and then are encouraged to make their own decisions regarding joining.

As the leader of this subgroup, your objective is to solicit new members. You may use any tactic that is *consistent with the description of the subgroup* in the preceding paragraph. Anyone who joins your subgroup may assist you in recruiting others by reading this sheet and following these directions.

Do not show this sheet to nonmembers.

GROUP SELL LEADER SHEET 4

Power Group

Your subgroup has the authority to do and act as it pleases. It exerts influence, makes policies, and exercises control over the actions of nonmembers. Prospective members must be willing to use the power of the subgroup.

As the leader of this subgroup, your objective is to solicit new members. You may use any tactic that is *consistent with the description of the subgroup* in the preceding paragraph. Anyone who joins your subgroup may assist you in recruiting others by reading this sheet and following these directions.

Do not show this sheet to nonmembers.

GROUP SELL LEADER SHEET 5

Party Group

Your subgroup's exclusive purpose is to have fun. Prospective members are told that their only responsibility, if they join the subgroup, will be to enjoy themselves and to contribute to the enjoyment of the other members.

As the leader of this subgroup, your objective is to solicit new members. You may use any tactic that is *consistent with the description of the subgroup* in the preceding paragraph. Anyone who joins your subgroup may assist you in recruiting others by reading this sheet and following these directions.

Do not show this sheet to nonmembers.

GROUP SELL DISCUSSION SHEET

1. What attracted you to your subgroup?
2. How would you characterize the values of the different subgroups? How did you react to their different recruiting approaches?
3. As a recruited member of your subgroup, what did you look for in potential members?
4. Did anyone switch subgroups? If so, what were the reasons? Would anyone like to switch subgroups now? What would induce you to do so?
5. How satisfied were you with your choice?
6. How loyal did you feel to your subgroup? How would you explain the link between the values your subgroup espouses and your loyalty to the subgroup?
7. After joining your subgroup, did you help to solicit members? Why or why not? If you did help to solicit, how did you do so? What does this say about your commitment to your subgroup?
8. What do you look for in a subgroup or organization that you are considering joining? How does this fit with the choices you made in this experience?
9. How do your current memberships in real groups fit with what you have learned during this activity?

■ ORIENTATIONS: LEFT-BRAIN/RIGHT-BRAIN PROBLEM SOLVING

Goals

- To acquaint the participants with the basic theory of left-brain and right-brain orientations.
- To provide a way for each of the participants to determine his or her particular orientation.
- To examine the ways in which different orientations affect the completion of group tasks.
- To develop the participants' understanding of the benefits and drawbacks of their own and others' orientations.

Group Size

From fifteen to thirty participants assembled into three subgroups of varying sizes. (See step 4.)

Time Required

Approximately two hours.

Materials

- A copy of the Orientations Inventory for each participant.
- A copy of the Orientations Scoring and Interpretation Sheet for each participant.
- Six copies of the Orientations Observer's Sheet (one copy for each observer).
- A pencil for each participant.
- A newsprint flip chart and several felt-tipped markers for each subgroup.
- A newsprint flip chart and a felt-tipped marker for the facilitator's use.

Physical Setting

A room with chairs and writing surfaces for the participants. When the subgroups are formed, they should be seated far enough apart so that they do not disturb one another while working on the task.

Process

1. The facilitator announces that the upcoming activity concerns different approaches to problem solving, distributes copies of the Orientations Inventory and pencils, and instructs the participants to complete the inventory. (Ten minutes.)
2. When all participants have completed the inventory, the facilitator distributes copies of the Orientations Scoring and Interpretation Sheet and asks the participants to follow the instructions for scoring and then to read the section entitled “Interpretation.” (Ten minutes.)
3. The facilitator leads a brief discussion of the theory material in the “Interpretation” section, eliciting and answering questions as necessary. (Ten minutes.)
4. Three subgroups are formed according to the participants’ orientations: left brain, right brain, and no clear preference. Then two observers are assigned to each subgroup: one left-brain thinker and one right-brain thinker.
5. The facilitator explains that the members of each subgroup, with the exception of the observers, are to function as members of a research and development team for a major toy manufacturer and are to *spend twenty minutes developing three new ideas for toys to be marketed during the coming year and another ten minutes preparing a five-minute, formal presentation of these ideas for the total group*. Each subgroup is given a newsprint flip chart and several felt-tipped markers to aid in completing the task. Each observer also is given a copy of the observer’s sheet and is asked to follow the instructions on the sheet while the subgroups work on their task. After ensuring that all participants understand what they are to do, the facilitator instructs the subgroups to begin.
6. After the subgroups have worked for twenty minutes, the facilitator asks them to spend the next ten minutes preparing their formal presentations.
7. The facilitator calls time and instructs the subgroups to stop their work. Then the subgroups take turns making their formal presentations. (Fifteen minutes.)
8. The pairs of observers take turns sharing their observations with the total group. As these observations are shared, the facilitator writes important points on newsprint, taking care in each case to designate the observer’s own orientation (left brain or right brain). (Fifteen minutes.)
9. The facilitator concludes the activity by asking the following questions:
 - What are your reactions to the differences in subgroup products? in subgroup presentations?
 - What reactions do you have to the differences in observations about the subgroups? What are your reactions to the differences between right- and left-brain observers?

- How did you feel while completing the task? How did you feel about your subgroup's product? How did you feel about the process your subgroup used to accomplish the task?
- What dynamics did you notice in your subgroup? How did you feel about these dynamics?
- What can we conclude about the advantages and disadvantages of an all-left-brain group? an all-right-brain group? a mixed group or a group whose members have no clear preference?
- What else have you learned about brain orientation as it affects the completion of group tasks?
- What is one way you can improve your own group's functioning back home as a result of this experience?

Variations

- The total group may be assembled into only two subgroups: those with a left-brain orientation and those with a right-brain orientation. In this case the participants whose scores on the inventory indicated no clear preference for either orientation should be designated as observers.
- If right- or left-brain thinkers are not represented in the group, the facilitator may ask some individuals from the no-clear-preference subgroup with the scores closest to the missing orientation to form the needed subgroup.
- The task may be changed to reflect the participants' experience.
- The inventory may be assigned as pre-work, and the participants may be asked to bring their completed copies with them to the session.
- A second task round may be conducted with a new task using heterogeneous subgroups and having the participants from the no-clear-preference subgroup serve as observers.

Submitted by Daniel J. Nacht, Kurt Kraiger, and Ruth Mandrell.

ORIENTATIONS INVENTORY

Instructions: Respond to each of statements 1 through 18 and 20 through 26 by writing a check mark in the blank that completes the statement so that it *is more true for you or is true for you more of the time* than the alternative. Complete items 19 and 27 by following the specific instructions written next to each of those item numbers.

1. When planning the activities of my day, I usually
_____ a. make a list of all the things I need to accomplish.
_____ b. picture the places I will go, people I will see, things I will do.
2. I prefer to
_____ a. summarize readings.
_____ b. outline readings.
3. When I need to motivate myself, what works best is
_____ a. competing with myself.
_____ b. competing with others.
4. When I go to a movie, I usually sit
_____ a. on the left side of the theater.
_____ b. on the right side of the theater.
5. When I approach a problem, I am likely to
_____ a. try to find the one best way to solve it.
_____ b. think of a number of different ways to solve it.
6. When preparing myself for a new or difficult task, I am more likely to
_____ a. compile extensive information about the task.
_____ b. visualize myself accomplishing the task.
7. I am skilled in
_____ a. the statistical, scientific prediction of outcomes.
_____ b. the intuitive prediction of outcomes.
8. When I meet someone it is easier for me to
_____ a. remember the person's name.
_____ b. remember the person's face.
9. When I shop I have a tendency to buy
_____ a. on impulse.
_____ b. after carefully reading the labels and comparing costs.

10. Generally speaking, I absorb new ideas best by
 _____ a. contrasting them to other ideas.
 _____ b. applying them to concrete situations.
11. Daydreaming is
 _____ a. a viable tool for planning and problem solving.
 _____ b. a waste of time.
12. I am strongest at recalling
 _____ a. spatial imagery (the room arrangement, where people sat, etc.).
 _____ b. verbal materials (names, dates, etc.).
13. To outline a scheme to someone, I am likely to
 _____ a. use a paper and pencil.
 _____ b. explain it orally.
14. During oral explanations I am generally
 _____ a. attentive.
 _____ b. restless.
15. When someone gives me an assignment, I would rather have
 _____ a. specific instructions.
 _____ b. flexible instructions.
16. After attending a good movie, I enjoy
 _____ a. visualizing scenes from the movie in my mind.
 _____ b. quoting dialogue from the movie.
17. I learn athletics better by
 _____ a. watching someone and getting the feel of the game.
 _____ b. thinking about the sequence and repeating the steps.
18. If I had a choice, I would rather work
 _____ a. by myself.
 _____ b. on a team.
19. Check all of the following statements that you feel are true about you:
 _____ I am outgoing and work well with others.
 _____ I enjoy swimming.
 _____ I enjoy skiing.
 _____ I enjoy bicycling.
 _____ I am good at thinking up new ideas.
 _____ I can understand schematics and diagrams.

- _____ I like to relax and just do nothing.
- _____ I enjoy dancing.
- _____ I like to paint or sketch.
- _____ I strongly visualize the characters, setting, and plot of a book.
- _____ I postpone making telephone calls.
- _____ I enjoy fishing.
- _____ I enjoy running.
- _____ Ideas frequently come to me out of nowhere.
- _____ It is easy for me to read people's body language.
- _____ I like to sing in the shower.
- _____ I enjoy rearranging my furniture and decorating my home.
20. When I read a recommendation, I am likely to pay the most attention to
- _____ a. the ideas that are behind the recommendation.
- _____ b. whether or not the recommendation can be accomplished.
21. When reading a paper, I read
- _____ a. to understand the main ideas.
- _____ b. to understand the details and facts.
22. I prefer to learn
- _____ a. systematically through ordered and planned experiences.
- _____ b. through free exploration.
23. I have a tendency to make decisions
- _____ a. after careful thought and analysis.
- _____ b. on a gut level or by hunch.
24. It is more fun to
- _____ a. plan realistically about the future.
- _____ b. dream about the future.
25. I like to organize things
- _____ a. to show relationships.
- _____ b. to show sequence.
26. I am more skilled at solving problems
- _____ a. intuitively.
- _____ b. logically and rationally.
27. Check all of the following statements that you feel are true about you:
- _____ I have a place for everything and a system for doing things.

- _____ I enjoy sewing.
- _____ I enjoy chess.
- _____ I enjoy photography.
- _____ I can extract meaning from contracts, instructional manuals, and legal documents.
- _____ I find it satisfying to plan and arrange the details of a trip.
- _____ I like to collect things.
- _____ I enjoy working on home improvements.
- _____ I can easily find words in a dictionary and names in a phone book.
- _____ I take notes at meetings and lectures.
- _____ I enjoy writing.
- _____ I play bridge.
- _____ I am results oriented.
- _____ I like to read.
- _____ I play a musical instrument.
- _____ I enjoy doing crossword puzzles.
- _____ My work is organized, efficient, and orderly.

ORIENTATIONS SCORING AND INTERPRETATION SHEET

Instructions

For items 1 through 18 and 20 through 26, refer to your inventory and circle the letter of the completion that you checked for each item. For items 19 and 27, follow the specific instructions written beside each of those item numbers.

	Left Brain	Right Brain
1.	a	b
2.	b	a
3.	b	a
4.	a	b
5.	a	b
6.	a	b
7.	a	b
8.	a	b
9.	b	a
10.	b	a
11.	b	a
12.	b	a
13.	b	a
14.	a	b
15.	a	b
16.	b	a
17.	b	a
18.	a	b

19. All statements are *right brain*; 17 check marks are possible. Statements *with* check marks are right-brain responses; statements *without* check marks are left-brain responses. Count your check marks and write your totals below:

Left-brain responses (without check marks): _____

Right-brain responses (with check marks): _____

20.	b	a
21.	b	a
22.	a	b
23.	a	b
24.	a	b
25.	b	a
26.	b	a

27. All statements are *left brain*; 17 check marks are possible. Statements *with* check marks are left-brain responses; statements *without* check marks are right-brain responses. Count your check marks and write your totals below:

Left-brain responses (with check marks): _____

Right-brain responses (without check marks): _____

Now total your number of left-brain responses as well your number of right-brain responses for all items—including items 19 and 27—and write your totals below:

Total Number of Left-Brain Responses: _____

Total Number of Right-Brain Responses: _____

Interpretation

A person whose total number of either type of response is 32 or above shows a clear preference for that type of thinking. Consequently, someone whose right-brain responses number 32 or more shows a clear preference for right-brain thinking. A right-brain thinker may demonstrate considerable creative, musical, or artistic talents. When called on to make a decision or to participate in a problem-solving or decision-making task, a right-brain thinker often relies on feelings and intuition. Such a person is good at recognizing patterns with minimal data provided and may excel at solving complex problems that require creativity and insight.

An individual whose total number of left-brain responses is 32 or above shows a clear preference for left-brain thinking. He or she may demonstrate strong verbal, logical, or analytical skills. Such a person tends to be meticulous and well organized and probably excels at planning, projecting costs, or performing similar tasks requiring precise attention to detail.

A person whose totals do not indicate a clear preference may possess both left- and right-brain problem-solving skills. Such a person may be flexible in his or her approach to problem solving, and this flexibility may be an asset to a group problem-solving effort.

Your total numbers of left-brain and right-brain responses are most useful when they are compared with the responses of others in any group to which you belong. It is a

good idea to become aware of your orientation (right brain or left brain) and to develop an understanding of the impact that it may have on your own and your group's ability to solve problems and make decisions. Then, when you and your fellow group members share and begin to understand one another's orientations, you can take greater advantage of each member's assets when working together on a task.

ORIENTATIONS OBSERVER'S SHEET

Instructions: Observe your subgroup closely as it completes the task and write your answers to the following questions.

1. How is the subgroup going about its task? (What procedures or processes are the members using?)
2. How are the subgroup members keeping track of what they are doing?
3. What kind of information is the subgroup using to develop its product ideas?
4. How are individual members' ideas received by the rest of the subgroup?
5. How are formal roles (leader, recorder, spokesperson, presenters, and so forth) being determined?
6. What criteria (cost, originality, marketability, appearance, and so forth) is the subgroup using to evaluate ideas?

7. How is the subgroup making decisions? (Are the members voting? simply agreeing with one another?)

8. How would you describe the level of activity or energy in the subgroup? (How would you describe the level of physical movement and the volume of the conversation?)

9. How is the subgroup going about the planning of its presentation?

10. What is your personal evaluation of:
 - a. The subgroup's final product (its three toy ideas)?

 - b. The members' effectiveness in working together?

■ STRUCTURES: INTERGROUP COMPETITION

Goals

- To study the effects of intergroup competition on group processes.
- To identify helps and hindrances to task accomplishment.
- To demonstrate the impact of effective and ineffective communication processes in task groups.

Group Size

Three to six subgroups of five to eight members each.

Time Required

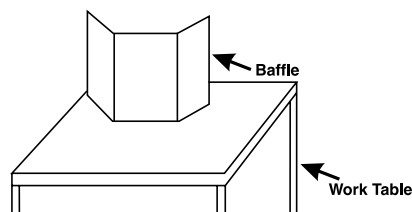
Approximately two hours.

Materials

- A copy of the Structures Task Sheet for each subgroup.
- A copy of the Structures Design Sheet for the design subgroup.
- A copy of the Structures Communicator Sheet for each subgroup.
- A small set of Tinkertoys[®] or similar toy building/construction materials for each subgroup
- Newsprint and a felt-tipped marker.

Physical Setting

A table for each subgroup, set far enough apart that the subgroups cannot overhear one another, and a method of screening each team's structure from the others (a baffle, as shown below, can be used). In addition, there must be a separate room or meeting area for the communicators.



Process

1. The participants are divided into small subgroups, and the subgroups are directed to their respective work areas.
2. The facilitator explains to the participants that they will simulate a business operation in which one subgroup will design a prototype structure and will give manufacturing rights to whichever task subgroup is able to accurately reproduce the structure most quickly. The facilitator distributes a copy of the Structures Task Sheet and a set of Tinkertoys® to each subgroup and directs the subgroups to wait for further instructions before handling the materials.
3. The facilitator then designates one subgroup as the design team (this can be done by placing a mark on the bottom of one Tinkertoy box) and gives a copy of the Structures Design Sheet to that subgroup.
4. The facilitator directs each subgroup to select one member to serve as communicator. Each communicator receives a copy of the Structures Communicator Sheet.
5. The facilitator directs the subgroup members to read their instruction sheets and ensures that everyone understands the roles and tasks. The task process then begins with a ten-minute planning period. During this period the design team is the only team that may begin to assemble a structure. The design team must complete the prototype within the ten minutes.
6. The facilitator calls for the first meeting of the communicators. The facilitator monitors the timing of all communication sessions by signaling the start and finish of each. There will be three minutes of work time between communication sessions. The design-team communicator is in charge of the communication sessions and follows the procedures outlined on the Structures Communicator Sheet. (Twenty minutes.)
7. A task team may begin construction of its structure when its communicator returns to the subgroup following the first communication session. Once work has begun, task-team members may continue to work during ensuing communication sessions. As soon as *one* of the task teams has completed a structure, the facilitator stops the action, and the team's structure is compared with the prototype. If all members of the design team accept the task team's product, all construction stops; if not, the construction process continues until one subgroup produces a structure acceptable to all members of the design team.
8. The winning subgroup displays its structure. Subgroup members then discuss their reactions to the activity. (Ten minutes.)
9. Subgroups are directed to discuss how they organized themselves for the task, what types of communication patterns emerged within the subgroup, and the impact of competition on their subgroup processes. (Fifteen minutes.)

10. The facilitator reconvenes the entire group. A representative from each task team gives a summary report on that subgroup's approach to the task. (Ten minutes.)
11. The facilitator then asks the participants to identify factors that helped the subgroup accomplish its task and those factors that hindered task accomplishment. These items are listed on newsprint by the facilitator. (Fifteen minutes.)
12. The facilitator leads a discussion focusing on the role of the communicator in the process. The list of helps and hindrances may be applied to this discussion by identifying the communication skills needed by key communicators. (Ten minutes.)
13. Following this general discussion, new subgroups are formed and participants are instructed to develop strategies that could be used by key communicators in task teams in order to be helpful in accomplishing tasks. (Fifteen minutes.)
14. Participants are then asked to state how they plan to use their learnings in their back-home situations. (Ten minutes.)

Variations

- The facilitator can add a two-minute private communication session for each task-team communicator to meet with the design-team communicator.
- Instead of having the subgroups choose one communicator, task-team members can be instructed to take turns serving in this capacity.
- The design team can be limited to a five-minute construction period at the start of the activity.
- Members of the design team can take turns serving as the design-team communicator during the communication sessions. Their task is to develop a variety of effective ways to communicate about the design of their subgroup's structure.
- The design team can decide whether speed, accuracy, or a combination of both criteria are to be considered in determining a winner from among the task groups. These criteria are then communicated to task teams during the communication sessions.

Submitted by Anthony C. Stein, Stephen C. Iman, and Albert A. Ramos.

STRUCTURES TASK SHEET

Task 1. Choose a communicator for your subgroup. This person will meet with the communicator from each of the other subgroups at various times during this activity. During these meetings the communicator from the design team will relay information necessary for building the structure to the communicators from the task teams. You may choose more than one communicator, but only one may represent any one communication session.

Task 2. Build a structure that corresponds to the prototype structure produced by the design team. Your communicator will relay descriptions of the product to you after each communication session.

STRUCTURES DESIGN SHEET

Task 1. Choose a communicator for your subgroup. This person will meet with the communicator from each of the other subgroups at various times during this activity. During these meetings the communicator from the design team will relay information necessary for building the structure to the communicators from the task teams. You may choose more than one communicator, but only one may represent your subgroup at any one communication session.

Task 2. Design and build a structure utilizing all the parts found in the Tinkertoy box with the exception of the instruction sheet and the box itself.

Task 3. Plan what information your communicator will relay to the communicators from the other teams during each session.

STRUCTURES COMMUNICATOR SHEET

The purpose of the communication sessions is to share information about the prototype structure between the design team and the task teams.

The design-team communicator is in charge of this session. His or her task is to supply requested information and to be helpful to the task-team communicators. The design-team communicator will decide if questions are to come before or after the communication session unless the format is designated on the schedule below.

After each session, the communicators will return to their respective subgroups.

Schedule of Communication Sessions

Session	Communication Time	Questions by Task-Team Representatives
1	2 minutes	None
2	2 minutes	None
3	2 minutes	Each subgroup representative is allowed one minute to ask questions. This continues until each subgroup representative has had a turn. All representatives may listen to the information shared between the design-team representative and the other task-team representatives.
4	3 minutes	None
5	3 minutes	Two minutes, open discussion
6	3 minutes	Three minutes, open discussion
7	3 minutes	Each representative is allowed one minute to obtain specific information. All other representatives may listen to this exchange.
8	3 minutes	Questions allowed at any time
9	3 minutes	Questions allowed at any time
10	3 minutes	Questions allowed at any time

■ TEAM PLANNING: EFFECTS OF DIFFERENTIAL INFORMATION

Goals

- To explore the dynamics of team planning.
- To examine the differences in communication, planning, and collaborative behavior when teams are given different amounts of information as the basis for completing a task.

Group Size

Five teams of four to eight participants each.

Time Required

Approximately two hours.

Materials

- One set of art supplies for each team. These supplies should include such items as paper, construction paper, straws, pipe cleaners, scissors, tape, and felt-tipped markers. Each team's set of supplies must not be visible until the appropriate time (see Process, Steps 5 and 6).
- A large tray for each team.
- One set of the appropriate instructions for each team. Each set is to be cut apart and the individual instructions are to be distributed one at a time.
- One copy of the Team Planning Observer Sheet for each observer.
- A pencil for each observer.
- A clipboard or other portable writing surface for each observer.

Physical Setting

A room with a large table on which the teams can display their models. In addition, each team should be provided with a table either in a separate room or in the same room. If only one room is available, the facilitator should plan carefully to ensure that each team can receive instructions, work, and construct its model in privacy.

Process

1. The participants are assembled into five subgroups that are designated Team A, Team B, Team C, Team D, and Team E.
2. The facilitator explains that the teams will be involved in a team-planning activity and that afterward they will be responsible for providing feedback regarding the process.
3. A volunteer is selected from each team to serve as an observer and is given a copy of the Team Planning Observer Sheet, a pencil, and a clipboard or other portable writing surface. Each observer is told that later he or she will report on the observations made during the experience.
4. The teams are then asked to go to separate rooms or areas to await further instructions.
5. The facilitator gives each team its *first* instructions. In addition, Team E receives a set of art supplies and a tray. In answer to all questions, the facilitator replies, “You have been given all the information you require at this point.”
6. After fifteen minutes each team is provided with its *second* instructions. Teams A, B, C, and D are also provided with sets of art supplies and trays.
7. After twenty minutes the facilitator gives each team its *third* instructions.
8. After fifteen minutes all teams are requested to bring their models to the main assembly area and to place them on the table.
9. Each team is asked to meet separately to receive feedback from its observer regarding the procedures that were just completed. (Ten minutes.)
10. The facilitator briefly explains the instructions given to each team. Then each spokesperson is asked to explain his or her team’s model to the total group and to clarify the ways in which the instructions affected both the team’s organization and the final product. In addition, the team observers are asked to report briefly on their observations. (Thirty minutes.)
11. The facilitator then leads a discussion of the entire activity, focusing on such concerns as the following:
 - The effects of the task instructions on the process and the finished product;
 - The effects of missing, partial, and complete instructions on the team’s decision making, planning, and implementation periods; and
 - The extent to which each team is committed to its model and the implications of this commitment.

Variations

- The activity may be introduced in step 2 as one involving competition or collaboration. In this case appropriate criteria or selection methods should be introduced (consensus seeking, ranking, and so forth).
- With a small group, one or more of Teams B, C, and D may be eliminated.
- More specific instructions may be given to Teams D and E. For example, the instructions may include a list of factors that affect team communication or a picture of a model.

Submitted by Thomas J. Mallinson, Ron Sept, and Alan Tolliday.

TEAM PLANNING INSTRUCTIONS FOR TEAM A

Team A

Instruction 1: Spend fifteen minutes discussing the pros and cons of marriage.

Team A

Instruction 2: Using the set of art supplies that has been provided, work together to construct a model of team communication. You have twenty minutes to complete this task. If you complete the task before time is called, you may review your model, but you may not discuss the experience. Construct your model on the tray so that you can bring it with you later to display in the main assembly area.

Team A

Instruction 3: Spend fifteen minutes discussing this activity and selecting a spokesperson who will describe your model to the total group and explain how the instructions affected the team's organization and the final product.

TEAM PLANNING INSTRUCTIONS FOR TEAM B

Team B

Instruction 1: Spend fifteen minutes discussing the concepts or ideas that you believe should be represented in any model of team communication.

Team B

Instruction 2: Using the set of art supplies that has been provided, work together to illustrate the points you have just discussed by constructing a model of team communication. You have twenty minutes to complete this task. If you complete the task before time is called, you may review your model, but you may not discuss the experience. Construct your model on the tray so that you can bring it with you later to display in the main assembly area.

Team B

Instruction 3: Spend fifteen minutes discussing this activity and selecting a spokesperson who will describe your model to the total group and explain how the instructions affected the team's organization and the final product.

TEAM PLANNING INSTRUCTIONS FOR TEAM C

Team C

Instruction 1: In fifteen minutes you will be required to carry out a task involving planning and construction. While you are waiting for the specific directions, discuss the resources of your team and the most effective way in which you can organize your resources to complete the task.

Team C

Instruction 2: Using the set of art supplies that has been provided, work together to illustrate the points you have just discussed by constructing a model of team communication. You have twenty minutes to complete this task. If you complete the task before time is called, you may review your model, but you may not discuss the experience. Construct your model on the tray so that you can bring it with you later to display in the main assembly area.

Team C

Instruction 3: Spend fifteen minutes discussing this activity and selecting a spokesperson who will describe your model to the total group and explain how the instructions affected the team's organization and the final product.

TEAM PLANNING INSTRUCTIONS FOR TEAM D

Team D

Instruction 1: In fifteen minutes you will be required to work together to construct a three-dimensional model of team communication by using art supplies that will be provided. Spend this preliminary period deciding which concepts or ideas you would like to see represented in your model and determining the most effective way in which to organize your resources for the task.

Team D

Instruction 2: Using your set of art supplies, work together to illustrate the points you have just discussed by constructing a model of team communication. You have twenty minutes to complete this task. If you complete the task before time is called, you may review your model, but you may not discuss the experience. Construct your model on the tray so that you can bring it with you later to display in the main assembly area.

Team D

Instruction 3: Spend fifteen minutes discussing this activity and selecting a spokesperson who will describe your model to the total group and explain how the instructions affected the team's organization and the final product.

TEAM PLANNING INSTRUCTIONS FOR TEAM E

Team E

Instruction 1: In fifteen minutes you will be required to work together to construct a three-dimensional model of team communication by using the set of art supplies that has been provided. Do not begin construction now; instead, use this preliminary period to decide which concepts and ideas you would like to see represented in your model and to determine the most effective way in which to organize your resources for the task.

Team E

Instruction 2: Using your set of art supplies, work together to illustrate the points you have just discussed by constructing a model of team communication. You have twenty minutes to complete this task. If you complete the task before time is called, you may review your model, but you may not discuss the experience. Construct your model on the tray so that you can bring it with you later to display in the main assembly area.

Team E

Instruction 3: Spend fifteen minutes discussing this activity and selecting a spokesperson who will describe your model to the total group and explain how the instructions affected the team's organization and the final product.

TEAM PLANNING OBSERVER SHEET

You are to observe a situation in which the members of a team complete the following three procedures:

1. Discussing an assigned topic (fifteen minutes);
2. Working together to construct a model of team communication (twenty minutes);
and
3. Discussing the activity and selecting a spokesperson to describe their model to the total group and to explain how their instructions affected the team's organization and the final product (fifteen minutes).

Do not discuss this process, your instructions, or any aspect of the experience until you are instructed to do so. You are to make observations as described below. Space has been provided on this sheet so that you can make notes on your observations.

Instruction 1 (Procedure 1)

Watch the general pattern of *communication*, noting:

- The balance of participation and leadership roles:

- The ways in which the team members react to their instructions:

Instruction 2 (Procedure 2)

Watch the general pattern of *interaction*, noting:

- The ways in which the previous discussion influences the interaction process and the construction of the model:

- The extent to which member roles (for example, leadership) change from the first procedure to the second:

Instruction 3 (Procedure 3)

- Watch the general pattern of *decision making*, noting:

- The criteria that the members use to select their spokesperson:

- The extent to which the members reach agreement regarding the final model and its rationale:

- Any changes in the model as a result of the discussion:

■ FACULTY MEETING: A MULTIPLE ROLE PLAY

Goals

- To study behaviors that facilitate and that block communication in groups.
- To explore the effects of process feedback on group functioning.

Group Size

Teams of eight role players, with two process observers for each team.

Time Required

Approximately two and one-half hours.

Materials

- A copy of each of the following for each participant: Faculty Meeting Guidelines and Task Sheet, Faculty Meeting Memo Sheet, Faculty Meeting Unit Personnel Sheet, and Faculty Meeting Agenda Sheets I and II.
- A copy of the appropriate Faculty Meeting Role Description Sheet for each role player.
- Two copies of the Faculty Meeting Observer Sheet for each observer.

Physical Setting

Role players should be seated around a rectangular table, with the unit leader at one end.

Process

1. Each role player is assigned a role and given materials (except for the Faculty Meeting Agenda Sheet II). Each process observer is given a copy of the Faculty Meeting Observer Sheet. Role players are to study their materials privately while observers discuss their task with the facilitator. The facilitator must take care to ensure that each player sees only his or her own role description.
2. The facilitator announces that this before-school faculty meeting will last thirty minutes. The meeting begins.
3. Process observers give brief reports of what they saw (no more than ten minutes), and the team reacts. The facilitator ensures that this discussion remains

on process rather than on content. The focus is on ways to make the next meeting more effective. (Thirty minutes.)

4. The facilitator distributes the Faculty Meeting Agenda Sheet II to all role players and a second Observation Sheet to each observer. He or she emphasizes that they should attempt to use the suggestions from the processing session and should continue to play their roles. The facilitator announces that the second meeting will last for thirty minutes.
5. Step 3 is repeated. The facilitator gives attention to areas in which improvement was observed.

Variations

- When the role play is used within an organization, roles can be assigned strategically. For example, the principal can be given the part of one of the practice teachers (role reversal).
- The content of the instruction sheets can be modified to fit local situations.
- The observers can be instructed to intervene as often as they wish.
- The second role play can be delayed for up to one day. During this interval, the group can be given specific training in interaction skills (e.g., listening, appropriate language, giving feedback).
- The simulation leader can play the role of Dr. Logan, the principal, and introduce additional problems, especially local ones.

Submitted by Frederick H. McCarty and Bernard Nisenholz.

FACULTY MEETING GUIDELINES AND TASK SHEET

You are a member of a multi-unit elementary school in the River Falls School District. This is the first year that your school has operated with a multi-unit structure. There was much chaos and confusion at the very beginning, with an enormous amount of lost energy and frayed tempers. It is late November, and although many things have been resolved and have become routine, there is much confusion and hidden resentment in your unit. No one is completely satisfied with the way people were assigned to units and selected as unit leaders. In addition, there is much confusion over the content areas (for which there are few complete materials and structures).

Your unit meets two or three mornings a week before school. One of the meetings is usually a longer organizational meeting, and the other two are for resolving minor problems.

Role-Playing Guidelines

1. Read this Guidelines and Task Sheet, the Faculty Meeting Memo Sheet, the Faculty Meeting Unit Personnel Sheet, and the Faculty Meeting Agenda Sheet I, plus the description of the role you will play.
2. You will be participating in unit meetings. Play your role as well as you can.
3. Do not drop your role for any reason.
4. You may, however, alter your character to fit your own creative ideas of what that person might be like. Feel free to invent “past history” at any time. Feel free to disagree with someone else’s “past history” by saying something like “I don’t remember that . . .” or “That’s not the way I think it happened . . .,” etc.

The Task

In your meetings, attempt to confront and resolve all items on the agenda that seem important to you. Display appropriate feelings.

FACULTY MEETING MEMO SHEET

TO: All Units
FROM: Dr. Logan, Principal
SUBJECT: Discipline

Extreme differences apparently exist about the notions of proper decorum and discipline in the various units in this building.

Some units are so quiet you could hear the proverbial pin drop. In others, there is pandemonium. I do not think it is necessary to use names here, but I will list some of the behaviors I believe we all need to help stop.

1. Allowing students from other units to visit at any time (without a pass, for example).
2. Allowing students to handle materials and operate equipment without constant adult supervision.
3. Allowing students to go from one activity to another at their whim.
4. Running in the halls.
5. Going to the bathroom without a pass.
6. Bringing in visitors and speakers without clearance from my office.
7. Eating candy and other food in the rooms (and leaving wrappers and other mess in rooms).

In this first year of multi-unit education in the River Falls School District it is very important that we avoid potentially dangerous situations. Some of the problems above would make devastating reading if reported by some parent to the local newspaper.

Let's put our heads together on this problem. I would like each unit to discuss these issues and come to some conclusions about actions we should take (even formulate suggested policy). I would like to hear the results from the unit leaders at the next unit-leader meeting.

FACULTY MEETING UNIT PERSONNEL SHEET

Lee Colvin: Unit leader; thirty years old; eight years of teaching experience (two years in this district). Chosen randomly as unit leader from those people indicating an interest in the position. Really likes the multi-unit concept and wants it to succeed.

Dale Wilcox: Fifty-four years old; teaching for thirty-two years in River Falls. Formerly a seventh-grade math teacher, took courses last summer to prepare for elementary certification. Well-known and well-liked in the community. Former high office holder in the defunct River Falls Education Association (replaced by the River Falls Federation of Teachers). A no-nonsense approach to teaching. Hobby is photography; loves to show work.

Chris Lewis: Twenty-two years old; newly married; spouse in graduate school. Does not seem to enjoy the job and seems apathetic or depressed. Few in the unit have had much real contact with Chris.

Terry Klein: Thirty-four years old; three children, one of whom is a student in the unit. Attractive, very competent, well-liked. Very interested in art education.

Pat Reed: Twenty-six years old; military veteran; very much interested in humanistic approaches to education. Very student oriented (some say too much so) and creative. Long hair, wears jeans and T-shirts.

Kelly O'Malley: Twenty-year-old senior at State University; in the second semester of a one-year practice-teaching experience. Has openly expressed the feeling that practice teachers have been left out of unit planning and activities. Would like to be more involved. Seems quite idealistic.

Marion Heiland: Nineteen years old; a junior at State University; in the first semester of a one-year practice-teaching experience. Seems very unsure, apathetic and listless, but has complained about having been given too many assignments by Lee Colvin and others in the unit.

K.C. Gilmore: Forty years old; has four children. Has always lived in River Falls, and for a very long time has been a leader in the PTA. Well-liked by most in the unit but has recently been complaining about being the "unit disciplinarian."

FACULTY MEETING AGENDA SHEET I

UNIT 5—MEETING OF NOVEMBER 21, 8:00 a.m.

From Lee Colvin

1. Use of cluster art room (problems and scheduling).
2. Assignment of holiday bulletin-board responsibilities.
3. Preparation of social studies unit on Eskimos. (Who will take charge of preparing this unit?)
4. Dr. Vincenzo has requested that we assign more permanent teaching responsibilities to the practice teachers as soon as possible.
5. Discipline memo from principal.
6. Possible inclusion of student as member of unit planning meeting—Pat Reed.
7. Utilization of supplies.
8. Diagnostic testing schedule.
9. Moving closer to an ideal open-concept, multi-unit level. (I think we could try to move away from lecture/recitation and use other learning modes such as small groups or one-to-one more than we are now.)
10. Announcements.

FACULTY MEETING AGENDA SHEET II

UNIT 5–MEETING OF NOVEMBER 23, 8:00 a.m.

From Lee Colvin

1. Unfinished business from November 21.
2. Most of us know that Billy Wentzel's mother came in today and complained about problems such as discipline, Billy's not receiving grades, and the faults she sees in multi-unit schools. Unfortunately, Mrs. Wentzel did her complaining in front of the children in Chris Lewis's room, often shouting. Chris would like to discuss this event with the unit.

FACULTY MEETING ROLE DESCRIPTION SHEET

Role A

Lee Colvin. You are thirty years old and have been teaching for eight years (six in a previous district). When the principal asked for people who would like to be unit leaders, you submitted your name and a long letter outlining what you felt were your special qualities for performing this task competently. You are quite annoyed that you were chosen at random from a list of those who had submitted their names, rather than for your special qualities. You are enjoying being a unit leader, although you do complain about the extra work involved.

You are having problems with the teachers and the practice teachers in your unit and have not been able to get them to work together as smoothly as you wish. You are aware that several members of the unit are behaving as if they were still in a self-contained setting. Several teachers are resisting your advice, but while this makes you angry, you are committed to being a democratic leader.

Another problem is that your unit has been assigned two practice teachers, and you have to worry about them and their training. They will be attending today's meeting because they have complained since the beginning of the semester about being excluded from unit planning. Their supervisor, Dr. Vincenzo, has strongly insisted that they be permitted to attend and participate.

You are also concerned about unit meetings because one of your teachers, Dale Wilcox, resents your leadership. Dale has many years of experience and seniority and continually attempts to obstruct the business of the unit.

With the exception of Dale, you like all the teachers in your unit and enjoy being in their company. You also enjoy working with the children and are proud that they respect and admire you. You hope someday to become a principal, and you are enrolled in courses in educational administration.

One of the items on your agenda that you want to discuss at the next unit meeting is your feeling that Dale Wilcox and Chris Lewis are not really engaging in unit-style teaching, but have, instead, been playing the traditional role found in self-contained classrooms. You think that this has been seriously impairing the progress of your unit. You want to have a good record as a unit leader, and you sincerely believe in the superiority of the new organizational structure.

FACULTY MEETING ROLE DESCRIPTION SHEET

Role B

Dale Wilcox. You have been teaching for thirty-two years in the same district. You remember when River Falls had only a one-room schoolhouse and was a rural community. You have watched the town grow into a middle-class suburb. You know many of the parents and grandparents of your students, and you were the teacher of many of the parents. You formerly held a high office in the River Falls Education Association which, five years ago, was replaced as bargaining agent for the teachers by the River Falls Federation of Teachers. You are on the top step of the salary schedule, have tenure, and have thirty credits beyond the master's degree. In the past, before the advent of the multi-unit concept, you were a seventh-grade math teacher and were noted for your no-nonsense approach to teaching, your excellent discipline, and the high percentage of college entrants among your graduates.

Because you were placed in multi-unit, you had to spend the previous summer taking several courses designed to certify you for the elementary grades. You are finding yourself very uncomfortable teaching subjects other than math and working with younger children.

You also feel that you should have been chosen as unit leader. You feel that the young "upstart" who has been made unit leader is not experienced enough or competent enough to hold that position. Although you are unfailingly polite to him, you do not intend to help him by strongly supporting the unit's activities.

Your hobby of photography occupies a great deal of your leisure time and you enjoy bringing in examples of your work to show students and colleagues. You are trying to start a photography club for the students.

You are quite annoyed with Terry Klein for obvious attempts at pleasing Lee Colvin at meetings. You like Pat Reed's "refreshing frankness" although you do not agree with most of the ideas. You believe that Chris Lewis agrees with you but lacks the courage of her convictions.

The practice teachers are a minor annoyance to you. You feel that their training program is a "mollycoddle." You often try to tell them how tough it was when you were a novice teacher.

You feel that multi-unit teaching can involve a lot of sharing but does not have to involve any loss of personal autonomy or of the right to decide the structure of any lesson or class.

FACULTY MEETING ROLE DESCRIPTION SHEET

Role C

Chris Lewis. You are twenty-two years old and have been married since August. Your spouse is finishing a master's degree in business administration. Although you earned an "A" in practice teaching, you are not very confident about your own ability. You genuinely disliked your practice-teaching experience. You were hoping that real teaching would be better, but so far the experience has been so chaotic that you have found yourself coming home depressed almost every night.

You do not feel that anyone notices that you need help. You feel alone. Although the concept of the multi-unit seems very good to you, your training in a self-contained classroom did not prepare you for it. You are planning (and working up courage) to ask for help at the next unit meeting.

You feel that because of your lack of experience and seniority you are being given all the least desirable assignments and most difficult students. You feel resentful.

You like Terry Klein very much, who, of all the teachers in the unit, seems to care most about you. You avoid the practice teachers as much as you can. You also avoid Lee Colvin when possible, because you fear criticism.

You like Dale Wilcox, who seems well organized, but has recently been pressuring you for your support against Lee Colvin. This makes you nervous.

FACULTY MEETING ROLE DESCRIPTION SHEET

Role D

Terry Klein. You are thirty-four years old and proud of your youthful looks. You wear the latest fashions. You taught for two years after college and then resigned to raise a family. You returned to teaching four years ago. Two years ago you completed your graduate degree in education; you have a special interest in art education. Your youngest child is in your unit, which has created some problems for you. You might discuss this at the meeting.

You live three houses away from your unit leader, Lee Colvin, whom you like very much. You are very excited by the idea of the multi-unit and are committed to making it work. You are constantly looking for new ideas and techniques to use in the classroom and are always sharing the ones you have. You have attempted inconspicuously to solicit support for Lee Colvin, but you do not feel you have succeeded.

You enjoy working with the practice teachers even though one of them seems to need much help.

You feel that Dale Wilcox has been almost deliberately obstructing the conversion to multi-unit teaching. Certainly, as you see it, this person has been behaving as a self-contained classroom teacher. This has been annoying you more and more lately. Chris Lewis seems to be doing the same as Dale Wilcox, but mostly out of confusion rather than malice.

FACULTY MEETING ROLE DESCRIPTION SHEET

Role E

Pat Reed. You are twenty-six years old. After getting a degree in elementary education, you served in the military. You are extremely interested in the writers of the “Romantic School” of education, such as Kozol, Kohl, Dennison, Herndon, Hentoff, and Illich. In any conflict between teachers and students you almost invariably take the student’s side. You feel there is resentment toward you because of your advanced ideas. Of all the members of your unit, Terry Klein and the practice teachers seem to like you best. Some of Lee Colvin’s ideas attract you, but others repel you.

You believe that the school, even with the flexibility added by an open-concept multi-unit situation, is much too rigid and needs more freedom for the students. In the last two unit meetings, you have been asking repeatedly why there are no student members at the unit meetings. One of the practice teachers, Kelly O’Malley, supported the idea of student representation very much when you discussed it in the hall yesterday. You have dated Kelly twice.

If you are rehired for next year you will have tenure. Several remarks about your relationships with students, your clothing, and your long hair have been passed to you by the principal and several other administrators. This fall you joined the River Falls Federation of Teachers.

You have recently been quite annoyed when you have had to do work that Dale Wilcox and Chris Lewis should have done. You feel that they failed to do the work on time (and did some of it incompletely) because they are resisting the team effort implicit in multi-unit education. This is on your mind as an important topic to confront soon. You do, however, understand and respect Dale Wilcox’s accomplishments in thirty-two years of teaching, and you rather like the person.

FACULTY MEETING ROLE DESCRIPTION SHEET

Role F

Kelly O'Malley. You are twenty years old, a senior in elementary education at State University. You have been practice teaching for a full semester. You feel all education courses are worthless, and, while you are very idealistic about teaching, the courses you have taken so far have almost disillusioned you.

You expected student teaching to give you the practical experience that you felt you needed. However, so far, all you have done is make transparencies, mark tests, operate the mimeograph machine, supervise the playground, run errands, and teach spelling. You do not feel included in the unit except as a glorified teacher's aide. You complained bitterly to your supervisor, Dr. Vincenzo, who arranged for you to attend this unit meeting. You are burning with many good ideas for the unit and are very excited about this opportunity to share them. You are very nervous about having yourself and your ideas rejected.

You do not like the other practice teacher, Marion Heiland, but you always work together because of unit assignments.

You are very flattered by the attention Pat Reed has shown, and you have dated twice. You hope the relationship will continue. You agree with many of Pat's ideas; although Pat has suggested that you support these ideas at the unit meeting, you are wary of the possible consequences.

FACULTY MEETING ROLE DESCRIPTION SHEET

Role G

Marion Heiland. You are nineteen years old, a junior at State University. This is your first semester of a two-semester practice-teaching experience.

You are not very sure of yourself. You have had doubts lately about being a teacher, even though your father says it will probably be the best thing for you. Although you have been given duties similar to Kelly O'Malley's, you have been upset and dissatisfied, but you have voiced your complaints only in the dorm to your friends. While you would like to be teaching more, you are also afraid of failing in front of the children.

Your first observation by Dr. Vincenzo, your practice-teaching supervisor, will be in two days. You are quite apprehensive about it.

You have a semi-cynical attitude about open-concept education. For you, the multi-unit has only meant giving and marking tests, much moving of students, and, worst of all, never being entirely clear about what you should be doing. You plan to ask about this at the meeting.

Lately you have felt rather apathetic, only doing what you have been directly asked to do. You have procrastinated on many things.

When Lee Colvin asked you to take some work home, you complained that you had no time to do it. You have come home from practice teaching so tired and dejected that it has been ruining your social life.

You like Lee Colvin and Terry Klein, but you have a special, warm feeling for Dale Wilcox, who reminds you of your favorite teacher from the fifth grade. Pat Reed's ideas seem right to you but somewhat exaggerated.

You have hinted to Dr. Vincenzo and Lee Colvin that you feel that favoritism has been shown to Kelly O'Malley.

One of your close friends in the dorm has suggested that you air your fears and feelings at the unit meeting. While this is a very frightening idea, it is also a very tempting one. You are not sure what you will do at the meeting.

FACULTY MEETING ROLE DESCRIPTION SHEET

Role H

K.C. Gilmore. You are forty years old and have four children, who attend this school. You have always lived in River Falls and know many of the parents through your activity in the PTA.

You value your job as a teacher's aide because it allows you to earn some sorely needed extra income for your family, and it makes you feel important. However, you are unhappy about some of your assigned tasks, such as cafeteria duty, policing the halls, and disciplining students sent into the unit office by the teachers. You feel that others should share in these tasks, because you are becoming identified by the students as the disciplinarian. You are determined to discuss this at the next meeting.

Lee Colvin is always very nice to you and from the very beginning insisted on your attending and participating in unit meetings.

You like Terry Klein and have served together on several committees in the PTA.

You like one of the practice teachers, Marion Heiland, who seems rather lost. You feel like "mothering" and helping the student get started in teaching. On the other hand, Kelly O'Malley seems "uppity," and you have not been able to talk together.

You have a great deal of respect for Dale Wilcox, who was once your teacher, and whose ideas and methods you feel have never gone out of style. You also like Pat Reed's ideas and quick wit.

In the back of your mind is the idea of working toward teacher certification.

You are concerned and disturbed as a parent about some of the situations in the school and in the unit. Things have certainly changed since you went to school, and you do not entirely agree with or understand some of them. You would really like to halt any further "new innovations" until the problems caused by the "old innovations" are resolved.

FACULTY MEETING OBSERVER SHEET

Record verbal and nonverbal behaviors, guided by the statements and questions that follow. Try to focus on the processes that emerge rather than on the content of what is said.

1. *Structure*: how the subgroup organizes to accomplish its task. What ground rules emerge? What leadership behaviors are displayed? How are decisions made? How is information treated?
2. *Climate*: the psychological atmosphere of the meeting. How are feelings (as opposed to points of view) dealt with? What nonverbal behavior indicates changes in climate? How do members' voices denote feeling tone?
3. *Facilitation*: how subgroup members influence the development of the subgroup. Does the subgroup process itself? What group-building behaviors (bringing in silent members, harmonizing conflict, reinforcing participation, etc.) are engaged in?
4. *Dysfunctions*: behaviors that hinder the accomplishment of the subgroup's task. What anti-group behaviors (blocking, recognition-seeking, dominating, withdrawing, etc.) are seen? What communication patterns develop that are dysfunctional to the subgroup?
5. *Convergence*: how the subgroup moves from independence to collective judgment. What behaviors promote agreement? What consensus-seeking behaviors are observed? What "false" consensus behaviors (such as "me too," "I'll go along with that") are displayed?

■ **FOUR-LETTER WORDS: EXAMINING TASK-GROUP PROCESSES**

Goals

- To study the behavior of an unstructured group in accomplishing a complex task.
- To heighten awareness of the importance of correct interpretation of written task instructions.
- To enable group members to compare observed behavior with typical task-group behavior.
- To assist group members to better perceive and understand individual interactions within a task group.

Group Size

Ten to twelve participants.

Time Required

Approximately two and one-half hours.

Materials

- One copy of the Four-Letter Words Paradox Sheet for each participant.
- One copy of the Four-Letter Words Behavior Prediction Sheet for each of the participants.
- One copy of the Four-Letter Words Observation Summary Sheet for each participant.
- A copy of the Four-Letter Words Instruction Sheet.
- A copy of the Four-Letter Words Incentive Sheet.
- One large, sealed envelope bearing the instruction: *“Do Not Open This Envelope Until You Are Really Ready To Do So”* that contains a similarly sized, sealed envelope, folded in half, bearing the instruction: *“If you have opened the first envelope before the required information has been given to the facilitator, you have lost \$5,000 of any profit you may make. Do not open this envelope until you are really ready to do so. If you fail to observe this instruction, you will not be able to make any profit and will have incurred a further loss of \$5,000.”*

- The inner, folded and sealed envelope should contain seven 3" × 3" cardboard squares. A different letter of the alphabet is to be printed on both sides of each of seven squares. The seven letters are: A, E, L, O, P, S, and T.
- A pencil for each observer.
- A pencil for each member of the active group.
- A wall clock, watch, or stopwatch for the timekeeper.
- Newsprint and a felt-tipped marker.

Physical Setting

A group-on-group arrangement in which the members of the active group are seated around a large table, with sufficient room for each observer to stand behind each seated active-group member. A separate room in which the observers can be briefed.

Process

1. The facilitator briefly explains the goals of the activity. (Five minutes.)
2. An “active group” (or subgroups) of five or six members each is formed and is seated around the work table. Each member is given a copy of the Four-Letter Words Paradox Sheet. The members are directed to read the sheet thoroughly and then to discuss their reactions to the information. The active group is also told that it will soon be asked to accomplish a task. No leader is designated for the active group. (Twenty minutes.)
3. While the active-group members are following their instructions, the remaining participants are taken to a separate room and are told that they will act as the observer group. Each observer is given a copy of the Four-Letter Words Paradox Sheet and a copy of the Four-Letter Words Behavior Prediction Sheet and is allowed time to study them. The facilitator then clarifies any items on the Four-Letter Words Behavior Prediction Sheet and explains the objectives of the task to be accomplished by the active group. (Five to ten minutes.)
4. A copy of the Four-Letter Words Observation Summary Sheet and a pencil are issued to each *observer*. Names of the active-group members are filled in. Each observer is assigned to watch one of the members of the active group or is assigned to observe for a particular type of behavior that corresponds to one of the categories on the Four-Letter Words Behavior Prediction Sheet. (Five minutes.)
5. The observers are directed to review the following guidelines (prepared on newsprint prior to the activity):
 - The observing task is to be accomplished *nonverbally*.

- Any behavior observed after the task is begun should be indicated on the Four-Letter Words Observation Summary Sheet by an “X”—one X for each time a behavior is observed.
 - No help or suggestions, in any form, should be given to the members of the active group.
(Five minutes.)
6. One of the observers is designated timekeeper. The timekeeper is told to record both the planning time and the working time of the active group, but to give no verbal reminders to the active group.
 7. Both groups (active and observer) are positioned in the work room. The facilitator states the time and places one copy of the Four-Letter Words Instruction Sheet, one copy of the Four-Letter Words, Incentive Sheet, and the sealed envelope packet in the center of the table. The facilitator gives a pencil to each member of the active group and tells the members of the active group to begin the planning phase. The timekeeper starts timing. (Twenty-five minutes.)
 8. When the active group gives the required information to the facilitator, the timekeeper notes the elapsed time. This information is recorded on newsprint by the facilitator.
 9. The facilitator then gives the word for the task to begin, and the timekeeper keeps track of the time until the active group gives the facilitator the number of four-letter words that has been produced. (Ten minutes.)
 10. One member of the observer group is directed to check the number of words produced. (See Answer Key.) This total and the time taken to complete the task are recorded on the newsprint, and the facilitator calculates the profit/loss of the active group. (Five minutes.)
 11. Members of the active group report on their feelings about the task. (Five minutes.)
 12. A copy of the Four-Letter Words Observation Summary Sheet and a copy of the Four-Letter Words Behavior Prediction Sheet are issued to each member of the active group so that all members can review the observer’s data. Observers then meet with the member of the active group whom they were observing to report on their observations. If some or all observers were assigned to observe for a particular behavior, they report on their observations to the members of the active group as a whole. (Ten to fifteen minutes.)
 13. After both groups have debriefed the activity and observations have been discussed, the facilitator reconvenes the total group to help summarize participants’ learnings from the experience. (Fifteen minutes.)
 14. The participants are divided into subgroups and directed to discuss the factors that increase the tendency to agree to go along with a decision that one is not convinced is appropriate or accurate. (Ten minutes.)

15. One member from each subgroup serves as spokesperson to the total group to help generate a list of the groups' factors. The facilitator records these ideas on newsprint and summarizes the data by calling attention to recurring themes and/or key factors. (Ten minutes.)
16. The participants reconvene in the subgroups to develop applications for their learnings. (Fifteen minutes.)

Variation

- An eighth, blank square can be included in the inner envelope. A goal then would be to explore how members follow instructions in the face of conflicting information. Groups that decide to use the blank square can be disqualified for not following the written instructions.

Submitted by Walter J. Cox.

Answer Key

A	E	L	O	P	S	T
ALOE	EATS	LOTS	OAST	PALI	STOP	TAPS
ALPS	EAST	LOST	OPAL	POTS	SPOT	TALE
ALSO	ELSA	LAPS	OATS	POST	SOAP	TAPE
ALTO	EASE	LETS	OPTS	PAST	SLOP	TEAS
ALES	ELSE	LEAS	OLEO	PATS	SLOT	TEAL
APES	ELLA	LEST	OTTO	PEST	SPAT	TAEL
APSE	EELS	LAST		PALS	SLAP	TOPS
ATOP	ELLS	LEAP		PEAL	SLAT	TOPE
ASPS		LETO		PETS	STEP	TOES
ALAS		LOPE		PEAS	SALE	TEST
		LOSE		PELT	SEAL	TEAT
		LATE		PEAT	SEAT	TOOT
		LOPS		PATE	SATE	TOTE
		LASS		POLE	SEPT	TOLL
		LOOP		PALE	SOLE	TEES
		LOSS		PLEA	SALT	TOTS
		LESS		PLAT	SEEP	TOSS
		LOOT		POET	SOOT	TOOL
		LOOS		PLOT	SEAS	TELL
		LOLL		POSE	SEES	
		LEES		PESO	SPAS	
				POPE	SELL	
				PAPS	SOLO	
				PASS	SETS	
				POOL		
				PEEP		
				POOP		
				POLL		
				PEEL		
				POLO		
				PALL		
				PLOP		

FOUR-LETTER WORDS PARADOX SHEET

Social psychologists and group theorists¹ have studied the actions and decisions made by people in groups and compared them with actions and decisions made by people as individuals. The results may be surprising.

Frequently related to the “mob effect,” the conclusions are that people will take greater risks within a group-action context than they will as individuals; that people will tend to agree to a decision that they would not make as individuals in order to achieve group consensus; and that pressure to conform to and adopt group norms exists even if the group is not actively or consciously exerting this pressure. In other words, I might not choose to eat ice cream today, but if I am with a group of friends and someone suggests going for ice cream, I will likely acquiesce, perhaps because it is something we can all do together or because I think that the other members of the group want to go, and I do not want to be perceived as a negative element.

This tendency to agree without really agreeing may explain not only why families squabble on the way to the seashore but also why so many unofficial strikes and other disruptive actions occur in industry and commerce.

¹ See, for example, the summaries of studies in D. Cartwright and A. Zander (Eds.), *Group Dynamics: Research and Theory* (3rd ed.), New York: Harper & Row, 1968; R. Brown, *Social Psychology* (Chapter 13, “Group Dynamics”), New York: The Free Press, 1965; and D.P. Cartwright and R. Lippitt, “Group Dynamics and the Individual,” in L.P. Bradford (Ed.), *Group Development* (2nd ed.), San Diego, CA: Pfeiffer & Company, 1978.

FOUR-LETTER WORDS BEHAVIOR PREDICTION SHEET

1. One or more members of the group will attempt to achieve a leadership position.
2. It is likely that the group will fail to fully understand the written and/or oral instructions.
3. There will be discussion about the alternative ways in which the group could organize itself.
4. There will be discussion about rules to be observed while doing the task.
5. It is likely that the group members will agree to work according to certain rules.
6. It is likely that the group members, having decided to observe certain rules, will fail to do so.
7. There will be at least one member who will try to persuade the group to plan thoroughly before taking action.
8. There will be at least one member who will be action oriented and will want to begin working on the task at once.
9. There will be at least one member who will try to persuade the group to be cautious in estimating the profit that will be made.
10. It is likely that at least one member will be primarily concerned with the time factor(s) involved.
11. Unless strong leadership emerges, it is likely that the group will lose sight of its prime objective(s) and fail to perform to the required standards.
12. It is likely that one member will indicate that he or she thinks the activity is stupid and not worth doing, since the reasons for doing the task are not known and the information available is incomplete.

FOUR-LETTER WORDS OBSERVATION SUMMARY SHEET

Prediction	1	2	3	4	5	6	7	8	9	10	11	12	Total
Active Member													
Total													

FOUR-LETTER WORDS INSTRUCTION SHEET

Instructions: Do not open the sealed envelope until:

1. These instructions have been read and understood,
2. The two incentive charts have been studied, and the profit motive and method of calculation are understood, and
3. The information required by the facilitator has been produced.

The sealed envelope contains seven cardboard squares. A different letter of the alphabet is printed on each square. At least one of the letters is a vowel.

As a group, your *task* is to write down as many Four-Letter words as possible using the seven letters. Each member of the group should make a contribution to the total number of words produced by the group. As a group your *objective*, while completing the task, is to make as large a monetary profit as possible.

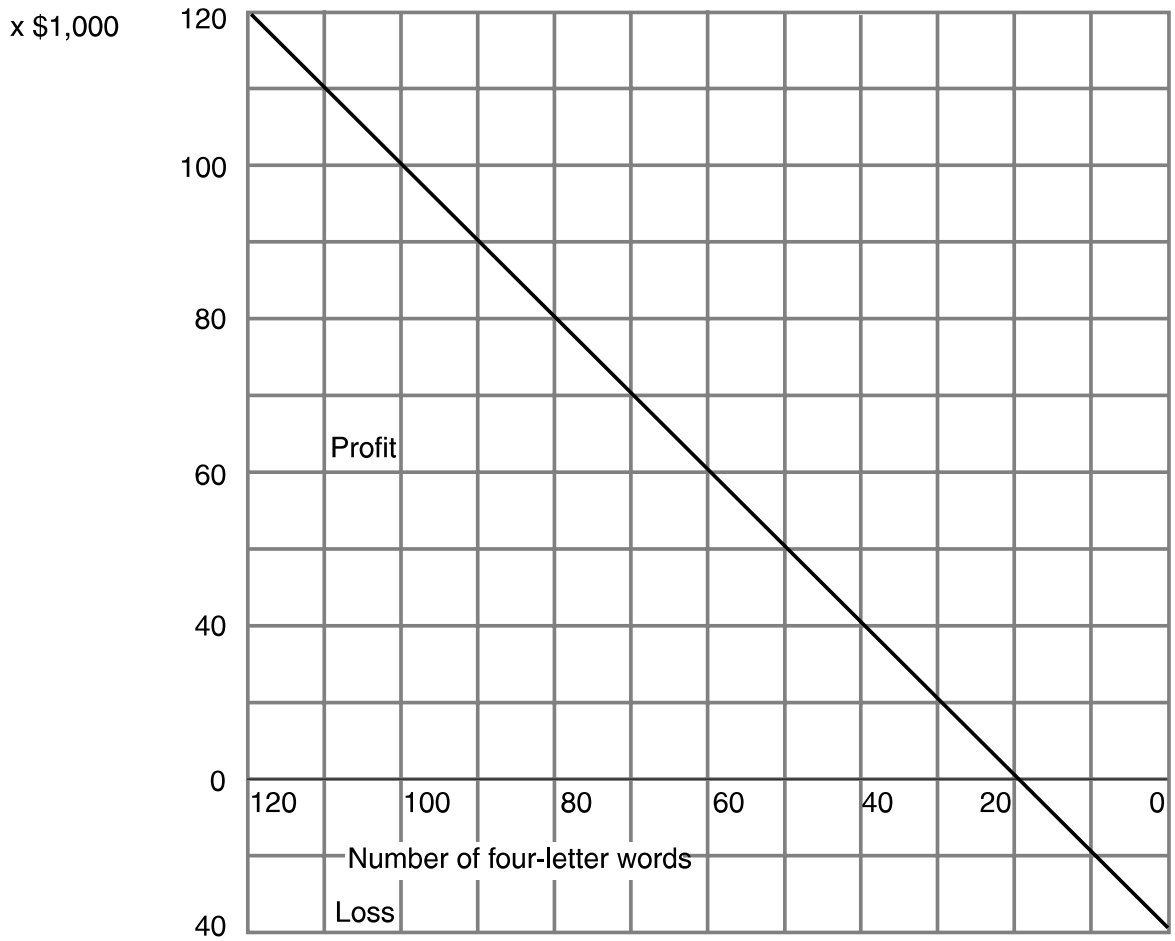
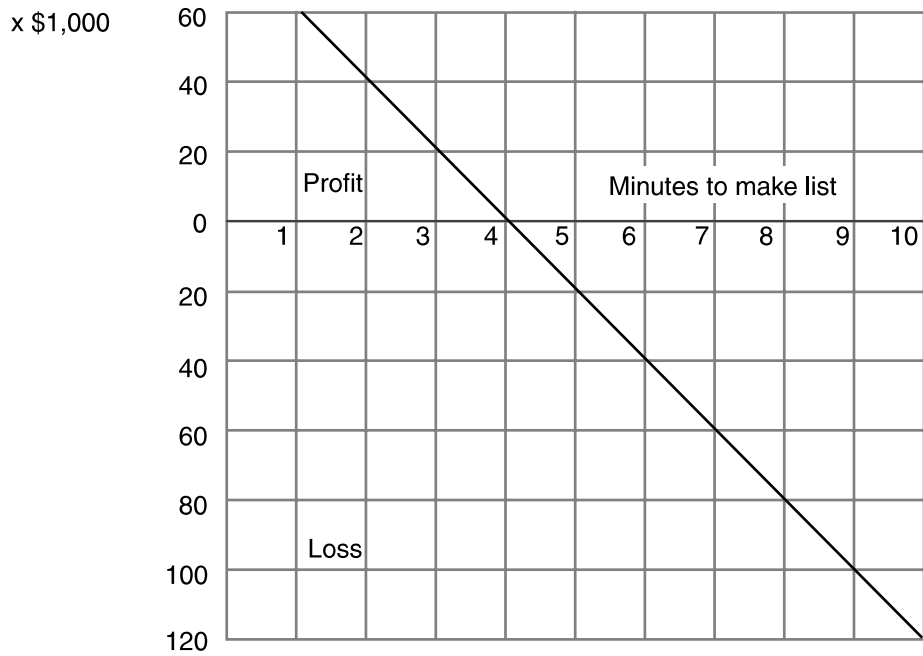
Before beginning the task, you must give the following information to the facilitator:

1. The total number of words the group will make,
2. The time the group will take to do the task, and
3. The expected profit the group will make.

A *maximum* period of *twenty minutes* is allowed for discussion and planning before attempting the task. Any extension beyond the twenty minutes allowed will cause the imposition of an immediate \$5,000 deduction from any profit made. The total number of words written down must be reported to the facilitator at the end of the time taken to do the task.

There are no further instructions. Questions may *not* be asked of either the facilitator or the observers.

FOUR-LETTER WORDS INCENTIVE SHEET



■ HOMESSELL: INTERGROUP COMPETITION

Goals

- To explore the ways in which members interact in a work group.
- To demonstrate different methods of group problem solving.
- To relate members' group behavior to back-home situations.

Group Size

Up to twenty-four participants, divided into subgroups of five or six members each.

Time Required

Approximately three hours. (May be conducted in two sessions of one and one-half hours each.)

Materials

- For each participant: one copy each of the Homesell Background Sheet, Homesell Instruction Sheet, and Homesell Processing Sheet.
- For each subgroup: scissors, 150 3" × 5" index cards, a roll of cellophane tape, a map of any metropolitan area, pencils, and felt-tipped markers.

Physical Setting

A large room with a table and chairs for each subgroup.

Process

1. Participants are divided into subgroups, and each subgroup is assigned to a work area in which there are a table and chairs, scissors, index cards, tape, a map, pencils, and felt-tipped markers.
2. Each member receives a Homesell Background Sheet and a Homesell Instruction Sheet. Members are directed to read their sheets and then to begin the subgroup's task. (One and one-half hours.)
3. The facilitator announces the time at fifteen-minute intervals for one hour and fifteen minutes; then he or she announces when ten minutes remain, five minutes, and one

minute. When time is called, all materials are collected by the facilitator. (In a two-session format, the remaining steps take place at the second session.)

4. The facilitator returns each subgroup's materials in turn, and each subgroup makes its presentation to the other participants. (A maximum of ten minutes for each presentation.)
5. After all subgroup presentations have been made, each subgroup takes a secret vote on which individual in the subgroup made the greatest contribution to the subgroup's effort. Each person is required to vote for *two* people, one of whom may be himself or herself; he or she is not allowed to cast both votes for the same person. (The results are not important; the dynamics of the process are.)
6. The Homesell Processing Sheet is distributed to all participants, and subgroup members complete the sheet and share their responses with one another.
7. The facilitator leads the entire group in discussing the activity, using subgroup members' reactions to the questions on the Homesell Processing Sheet. The facilitator can point out that people learn and change through experience. Thus, even the same subgroup would have different results if the activity were done a second time.

Variations

- The Homesell Processing Sheet may be used as the basis for a general group discussion.
- Company representatives can be chosen to serve as process observers and to be the focus of subgroup presentations.
- Participants with specific hidden agendas can be incorporated into each subgroup.
- A prize can be offered for the winning building and the rental contract awarded.

Submitted by Joel Zimmerman.

HOMESSELL BACKGROUND SHEET

Homesell is a relatively young company that has grown steadily in the last few years. Its managers are young but generally credited with being imaginative and skillful. People who have dealt with the company say that its attitude toward investing company funds (whether into research, personnel benefits, advertising, or other areas) is best described as “careful, but definitely not cheap.”

The Homesell Company sells nonperishable foods (primarily gourmet items), hardwares and housewares (including some small appliances), inexpensive jewelry, and some gift items on a retail basis. About 50 percent of sales are through catalog mail orders; the other 50 percent of sales are through direct personal selling in private homes and small businesses.

The company is now looking in your area for a new location for its headquarters to house its executives and clerical staff. The headquarters also will be the home base for the thirty-five or more salespeople who work in nearby districts. Other employees who will work there include five people who produce the company’s yearly catalog; fifteen people who perform advertising, personnel, and other functions; and five buyers. Finally, the headquarters will be the central location for receiving goods, storing them, “picking” merchandise to fill orders, and preparing completed orders for delivery through the mails or by salespeople. These tasks employ about forty more people and a small computer that manages the automated part of the work.

The company is concerned with maintaining and improving its image. It wants to be seen as modern, clean, and efficient, yet friendly and personable. Official company policy is that the public is welcome at any time to come to the warehouse and offices to inspect merchandise or to talk with company management. Homesell is concerned about public relations; it frequently donates merchandise and the time of its personnel to community activities, and it occasionally makes its offices and meeting rooms available to community groups after regular working hours.

HOMESSELL INSTRUCTION SHEET

You are a corporate group (give your organization a name) that owns and manages large buildings. You would like the Homesell Company to rent space in one of your buildings, and you must, of course, compete for its business. Your task, fundamentally, is to persuade the Homesell Company to become a tenant in your building.

To do this, your subgroup must accomplish three things: (1) design and construct a three-dimensional model of the building into which you wish the Homesell Company to move its headquarters; (2) “locate” your building somewhere in your area; and (3) prepare and deliver a ten-minute presentation to the Homesell Company to persuade it to move into your building. Homesell Company representatives will be interested in seeing your model and in hearing why features of your building and its location would be advantageous to them. They also would like a recommendation about what kinds of terms they should be looking for in a lease.

At the end of one and one-half hours, your subgroup must be ready to give its presentation to the Homesell Company representatives. At that time, your subgroup will give any presentation notes and materials to the facilitator; these materials will be returned to your subgroup when it is your turn to make your presentation. The presentation will complete your subgroup’s task—no question-and-answer period will follow. Each presentation will be limited to ten minutes.

After all subgroups have made their presentations, each subgroup will vote on the two members of its subgroup who made the greatest contribution to the subgroup’s effort.

You may use the following materials: tape, 3" x 5" index cards, a map, scissors, pencils, and felt-tipped markers. You may not use any other paper, books, or tools (ruler, compass, knife, etc.).

Your group *may*:

- Use index cards and tape to construct models or any other kinds of displays for the presentation. These may be written and drawn on.
- Use index cards for recording notes for the presentation.
- Write on the map and use it in the presentation.
- Use the Homesell Instruction Sheet and Background Sheet for scratch paper and for recording notes for the presentation.

Your group *may not*:

- Use pens or pencils structurally in your model.
- Communicate with anyone on another team, although you are free to “eavesdrop.”

HOMESSELL PROCESSING SHEET

1. How did you feel while you were participating? What emotions were you experiencing and how did these emotions affect your work?
2. What difference did it make to the members' behavior that there was going to be a vote on who made the greatest contribution to the subgroup?
3. Describe the subgroup's organization.
4. In what ways did the personalities of people in the subgroup help or hinder the completion of the task?
5. What made a person "valuable" to your subgroup?
6. Who was the subgroup's leader? What characteristics of this person were critical in his/her emergence as a leader?

7. What motivated your subgroup? Why did your subgroup's members try to do a good job?

8. In what ways were communications important to the accomplishment of the task? What were the major communication difficulties?

9. What would be the advantages of accomplishing this task by yourself (in a proportionately longer period of time—about six hours), rather than having a subgroup do it? What would be the disadvantages?

10. If you had this to do over again, what would you do differently (as a subgroup)?

11. Think about the role you usually play in groups such as the family, your work group, or a group of friends. What kinds of behaviors or relationships do you usually assume in such groups? Did these same behaviors or relationships emerge in this activity? How might these behaviors relate to your personal satisfaction or success in this subgroup?

■ WHAT TO LOOK FOR IN GROUPS: AN OBSERVATION GUIDE

Goal

- To assist group members in understanding and being more perceptive about group process.

Group Size

Two subgroups of at least ten members each.

Time Required

Three hours.

Materials

- A copy of the What to Look for in Groups handout for each participant.
- Paper and pencil for each member.

Physical Setting

A large room with movable chairs.

Process

1. The facilitator distributes the handout and leads a thirty-minute theory session on group process based on the material in the handout.
2. The facilitator asks the group members to number off, one through ten (and begin with one again if there are more than ten members in a single subgroup). He or she assigns the “ones” the section in the handout entitled “Participation,” “twos” the section entitled “Influence,” etc.
3. The facilitator then divides the participants into two subgroups (A and B), ensuring that all ten sections are represented in each subgroup. He or she explains that each subgroup will complete some appropriate task that will provide the subgroups with “group process” to observe, each member observing in terms of his or her assigned section of the handout.

4. Group A completes an assigned task while Group B observes. This phase of the experience should take no more than thirty minutes.
5. The facilitator asks Group B to give feedback to Group A based on the handout. (Approximately fifteen minutes.)
6. Group A is given ten minutes in which to respond to the feedback from Group B.
7. The facilitator asks everyone to take a fifteen-minute break.
8. The experience resumes with Group A observing Group B completing an assigned task, Group A giving feedback to Group B, and Group B responding to the feedback with the same time indications as above.
9. Each subgroup processes the feedback from the entire experience separately. The facilitator may move between subgroups to observe and assist in the processing of feedback.

Submitted by Philip G. Hanson.

WHAT TO LOOK FOR IN GROUPS

In all human interactions there are two major ingredients—content and process. The first deals with the subject matter or the task on which the group is working. In most interactions, the focus of attention of all persons is on the content. The second ingredient, process, is concerned with what is happening between and to group members while the group is working.

Group process, or dynamics, deals with such items as morale, feeling tone, atmosphere, influence, participation, styles of influence, leadership struggles, conflict, competition, cooperation, etc. In most interactions, very little attention is paid to process, even when it is the major cause of ineffective group action. Sensitivity to group process will better enable one to diagnose group problems early and deal with them more effectively. Because these processes are present in all groups, awareness of them will enhance a person's worth to a group and enable him or her to be a more effective group participant.

Following are some observation guidelines to help one analyze group process behavior.

1. Participation

One indication of involvement is verbal participation. Look for differences in the amount of participation among members.

- Who are the high participators?
- Who are the low participators?
- Do you see any shift in participation, e.g., highs become quiet; lows suddenly become talkative. Do you see any possible reason for this in the group's interaction?
- How are the silent people treated? How is their silence interpreted? Consent? Disagreement? Lack of interest? Fear? etc.
- Who talks to whom? Do you see any reason for this communication pattern in the group's interactions?
- Who keeps the ball rolling? Why? Do you see any reason for this in the group's interactions?

2. Influence

Influence and participation are not the same. Some people may speak very little, yet they capture the attention of the whole group. Others may talk a lot but are generally not listened to by other members.

- Which members are high in influence (that is, when they talk others seem to listen)?

- Which members are low in influence? Others do not listen to or follow them. Is there any shifting in influence? Who shifts?
- Do you see any rivalry in the group? Is there a struggle for leadership? What effect does it have on other group members?

3. Styles of Influence

Influence can take many forms. It can be positive or negative; it can enlist the support or cooperation of others or alienate them. How a person attempts to influence another may be the crucial factor in determining how open or closed the other will be toward being influenced. The following items are suggestive of four styles that frequently emerge in groups.

- *Autocratic*: Does anyone attempt to impose his or her will or values on other group members or try to push them to support his or her decisions? Who evaluates or passes judgment on other group members? Do any members block action when it is not moving in the direction they desire? Who pushes to “get the group organized”?
- *Peacemaker*: Who eagerly supports other group members’ decisions? Does anyone consistently try to avoid conflict or unpleasant feelings from being expressed by “pouring oil on the troubled waters”? Is any member typically deferential toward other group members—gives them power? Do any members appear to avoid giving negative feedback, i.e., being honest only when they have positive feedback to give?
- *Laissez faire*: Are any group members getting attention by their apparent lack of involvement in the group? Does any group member go along with group decisions without seeming to commit himself or herself one way or the other? Who seems to be withdrawn and uninvolved; who does not initiate activity, participates mechanically and only in response to another member’s question?
- *Democratic*: Does anyone try to include everyone in a group decision or discussion? Who expresses his or her feelings and opinions openly and directly without evaluating or judging others? Who appears to be open to feedback and criticisms from others? When feelings run high and tension mounts, which members attempt to deal with the conflict in a problem-solving way?

4. Decision-Making Procedures

Many kinds of decisions are made in groups without considering the effects of these decisions on other members. Some people try to impose their own decisions on the group, while others want all members to participate or share in the decisions that are made.

- Does anyone make a decision and carry it out without checking with other group members (self-authorized)? For example, the group member decides on the topic to be discussed and immediately begins to talk about it. What effect does this have on other group members?
- Does the group drift from topic to topic? Who topic-jumps? Do you see any reason for this in the group's interactions?
- Who supports other members' suggestions or decisions? Does this support result in the two members deciding the topic or activity for the group (handclasp)? How does this affect other group members?
- Is there any evidence of a majority pushing a decision through over other members' objections? Do they call for a vote (majority support)?
- Is there any attempt to get all members participating in a decision (consensus)? What effect does this seem to have on the group?
- Does anyone make any contributions that do not receive any kind of response or recognition (plop)? What effect does this have on the member making the contribution?

5. Task Functions

These functions illustrate behaviors that are concerned with getting the job done, or accomplishing the task that the group has before it.

- Does anyone ask for or make suggestions as to the best way to proceed or to tackle a problem?
- Does anyone attempt to summarize what has been covered or what has been going on in the group?
- Is there any giving or asking for facts, ideas, opinions, feelings, feedback, or searching for alternatives?
- Who keeps the group on target? Who prevents topic-jumping or going off on tangents?

6. Maintenance Functions

These functions are important to the morale of the group. They maintain good and harmonious working relationships among the members and create a group atmosphere, which enables each member to contribute maximally. They ensure smooth and effective teamwork within the group.

- Who helps others get into the discussion (gate openers)?
- Who cuts off others or interrupts them (gate closers)?

- How well are members getting their ideas across? Are some members preoccupied and not listening? Are there any attempts by group members to help others clarify their ideas?
- How are ideas rejected? How do members react when their ideas are not accepted? Do members attempt to support others when they reject their ideas?

7. Group Atmosphere

Something about the way a group works creates an atmosphere which in turn is revealed in a general impression. In addition, people may differ in the kind of atmosphere they like in a group. Insight can be gained into the atmosphere characteristic of a group by finding words that describe the general impressions held by group members.

- Who seems to prefer a friendly congenial atmosphere? Is there any attempt to suppress conflict or unpleasant feelings?
- Who seems to prefer an atmosphere of conflict and disagreement? Do any members provoke or annoy others?
- Do people seem involved and interested? Is the atmosphere one of work, play satisfaction, taking flight, sluggishness, etc.?

8. Membership

A major concern for group members is the degree of acceptance or inclusion in the group. Different patterns of interaction may develop in the group that give clues to the degree and kind of membership.

- Is there any subgrouping? Sometimes two or three members may consistently agree and support one another or consistently disagree and oppose one another.
- Do some people seem to be “outside” the group? Do some members seem to be “in”? How are those “outside” treated?
- Do some members move in and out of the group, e.g., lean forward or backward in their chairs or move their chairs in and out? Under what conditions do they come in or move out?

9. Feelings

During any group discussion, feelings are frequently generated by the interactions among members. These feelings, however, are seldom talked about. Observers may have to make guesses based on tone of voice, facial expressions, gestures, and many other forms of nonverbal cues.

- What signs of feelings do you observe in group members: anger, irritation, frustration, warmth, affection, excitement, boredom, defensiveness, competitiveness, etc.?

- Do you see any attempts by group members to block the expression of feelings, particularly negative feelings? How is this done? Does anyone do this consistently?

10. Norms

Standards or ground rules may develop in a group, which control the behavior of its members. Norms usually express the beliefs or desires of the majority of the group members as to what behaviors should or should not take place in the group. These norms may be clear to all members (explicit), known or sensed by only a few (implicit), or operating completely below the level of awareness of any group members. Some norms facilitate group progress and some hinder it.

- Are certain areas avoided in the group (e.g., sex, religion, talk about present feelings in group, discussing the leader's behavior, etc.)? Who seems to reinforce this avoidance? How do they do it?
- Are group members overly nice or polite to each other? Are only positive feelings expressed? Do members agree with each other too readily? What happens when members disagree?
- Do you see norms operating about participation or the kinds of questions that are allowed (e.g., "If I talk, you must talk"; "If I tell my problems you have to tell your problems")? Do members feel free to probe one another about their feelings? Do questions tend to be restricted to intellectual topics or events outside of the group?

■ GREETING CARDS: AN ORGANIZATION SIMULATION

Goals

- To observe a group's organizational style and functioning.
- To gather data on individuals' responses to creating and operating a production-centered organization.
- To give group members feedback on their organizational behavior.

Group Size

Approximately twenty-four members. Two or more previously designated subgroups may be joined into one larger group for this task.

Time Required

Three to six hours (one afternoon and/or one evening session, for example).

Materials

- A copy of the Greeting Cards Task, Requirements, and Attitude Sheet for each member.
- A copy of the Greeting Cards Product Specifications Sheet for each member.
- One or two copies of each bulletin on the Greeting Cards Bulletins Sheet (8:00 p.m., 8:15 p.m., and 8:30 p.m. are the sample times used).
- Two copies of the Greeting Cards Rating Sheet for each member for pre- and post-testing.
- A pencil for each member.
- An ample supply of 8½" × 11" paper.

Physical Setting

A large room with movable desks, tables, and chairs to allow the group members to arrange their own production environment.

Process

1. If the group has not previously met as a whole before, the facilitator may arrange that they have lunch together to become acquainted or may design some other social interaction with the total group before the task is discussed.
2. The facilitator may wish to briefly outline the task toward the end of this social period so that preliminary discussion of the task may take place.
3. The facilitator will distribute the Greeting Cards Task, Requirements, and Attitude Sheet and the Greeting Cards Product Specifications Sheet to each member. The group is asked to meet in the room set aside for the production in order to organize itself for the task. A diagram of its organization or plan of operation must be submitted by the group to the facilitator at the end of a specified time period. (One to two hours.)

The facilitator asks the group to select two observers who will not participate in any of the interaction from this point on. The observers will take notes on the behavior and interaction of the other group members. They are also reminded to choose one member who will be responsible for getting the market requirements from the Acme Brokerage Co.

The facilitator explains to the group members that they may go about the task in any fashion that they choose. He or she explains that they need not go into actual production until the time indicated on the Greeting Cards Task, Requirements, and Attitude Sheet but that they may wish to have a pilot run to test, in a preliminary fashion, how the organization is working.

4. At the designated time, the facilitator receives the diagram or plan from the group and administers the Greeting Cards Rating Sheet. The group processes the rating data.
5. At the time designated for production, the facilitator gives the first bulletin from the Acme Brokerage Co. to the group member who has been assigned this part of the task. The facilitator will continue to distribute a bulletin for each of the next two fifteen-minute segments. After forty-five minutes, production is stopped and the group is asked to make its final tabulations. When the task is completed, the facilitator administers the Greeting Cards Rating Sheet for the second time.
6. The facilitator asks the group to take a fifteen-minute break while the results of the two rating sheets are being evaluated.
7. After the break, the data from the rating sheets will be reviewed and the production figures discussed. The facilitator will then ask the observers to give the group and/or individuals feedback. Finally, the facilitator opens the entire task experience for group discussion and evaluation. (The facilitator may design this evaluation period in any way that seems appropriate to the group, perhaps giving different emphasis to the various aspects of evaluation.)

GREETING CARDS TASK, REQUIREMENTS, AND ATTITUDE SHEET

Task

The group will create and operate a business organization that will produce a product. The positions in the organization are to be filled by the members of the group.

Be sure your organization can meet emergencies and shifting market demands, because these will be introduced into the activity. This activity is focused primarily on problems of productivity rather than on problems of profitability. Consequently, you do not need to be concerned about problems of capital, retained earnings, balance sheets, pay scales, budget controls, purchasing, etc. Assume that all personnel are adequately paid. Raw materials and floor space will be made available as needed. You will be told what market conditions exist at the time your plant begins operating (8:00 p.m. tonight).

The products are sheets of paper containing verses like those in greeting cards.

Products must conform to the standards outlined on the Greeting Cards Product Specifications Sheet. You will need to work out some way of making sure that the specifications are met, and that data are gathered on: (1) total volume of output, (2) proper product mix (i.e., meeting the market demand for certain kinds of verse), and (3) percentage of rejects. Be sure that your records are set up to keep these data current. In determining volume and product mix figures, you can count only finished products in inventory at the end of any production period. Goods in process are not to be counted. Thus you will need a place to store finished inventory.

You will not need a sales force, but you will need some person to get market requirements from Acme Brokerage Co. In meeting changes in market requirements, excess finished inventory may be carried over to the next period, but work in process cannot be used this way.

Requirements for the Organization

1. Produce a large volume of verses that meet specifications and are of the types required to meet market demand.
2. Maximize creativity of all personnel as they do their work.
3. Encourage maximum involvement and self-direction among all personnel.
4. Maintain flexibility needed to deal with changes in market demand or with unexpected internal disturbances of the organization.
5. Provide for assistance and consultation for any personnel who are being blocked or hindered from doing a good job.

Attitude Toward the Task

Try to be creative in designing the organization rather than using existing organizations as models. You may even wish to use new names for any positions you create.

GREETING CARDS PRODUCT SPECIFICATIONS SHEET

1. Each 8½" × 11" sheet of paper must contain two different two-line verses. Both are about the same occasion, however.
2. The lines of each two-line verse must rhyme, but the two verses on the page need not rhyme with each other.
3. Each sheet must have a title at the top that shows the kind of occasion for which the verses are to be used. For example: New Year's, Mother's Day, Father's Birthday, Get Well, etc.
4. Every sheet must be different; no duplication of verses.
5. Grammar, spelling, punctuation, and capitalization must be correct. Lines should have approximately the same meter, but this is not a rigid requirement.
6. Verses may be serious or humorous.

Sample Product

Birthday

I see that you are 82;
The years are sneaking up on you.

I wish you lots of cheer today;
In every friendly sort of way.

GREETING CARDS BULLETINS

8:00 p.m. Bulletin

The Acme Brokerage Co. buys all of the cards of your company. The market conditions are such that between 8:00 and 8:15 they will purchase any number of verses in the following percentages:

- 50% New Year's Day verses
- 50% Valentine's Day verses

These market conditions may change and the Acme firm is always on the lookout for new markets.

8:15 p.m. Bulletin

The Acme Brokerage Co. now is prepared to purchase verses in the following percentages:

- 25% New Year's Day verses
 - 25% Wedding Congratulations verses
 - 20% Verses for "Sensitivity" cards
 - 30% Verses for Get Well Cards for facilitators
-

8:30 p.m. Bulletin

The Acme Brokerage Co. announces a change in market requirements. It will now purchase verses in the following percentages:

- 20% Verses for men who have just become engaged
- 15% Halloween verses
- 15% Labor Day Greeting verses
- 5% St. Patrick's Day verses
- 20% Get Well verses for the Boss
- 25% Verses to develop new markets

GREETING CARDS RATING SHEET

Instructions: Please put a check mark in the space that corresponds to your assessment of this activity.

1. How strong is (was) your desire to help this organization work effectively?
 1. Extremely weak
 2. Very weak
 3. Weak
 4. Neither weak nor strong
 5. Strong
 6. Very strong
 7. Extremely strong

2. How satisfied are (were) you with your job assignment in the organization?
 1. Completely dissatisfied
 2. Very dissatisfied
 3. Dissatisfied
 4. Neither satisfied nor dissatisfied
 5. Satisfied
 6. Very satisfied
 7. Completely satisfied

3. How free will you be (were you) to use your own initiative and creativity in helping this organization work well?
 1. Completely restricted from using initiative and creativity
 2. Very restricted
 3. Restricted
 4. Somewhat restricted, somewhat free
 5. Free
 6. Very free
 7. Extremely free to use initiative and creativity

4. Do you think there is (was) adequate provision for your getting help and consultation when you “get stuck” or have trouble in your work?
 1. Completely inadequate
 2. Very inadequate
 3. Inadequate
 4. Somewhat adequate
 5. Adequate
 6. Very adequate
 7. Completely adequate

5. To what extent will you be (were you) bossed, pushed around, over-supervised?
- () 1. A great deal
 - () 2. Quite a bit
 - () 3. Somewhat
 - () 4. A little
 - () 5. Not at all

6. How many units of marketable product do you estimate this organization will produce (has produced) per hour?

Write in number: _____

■ **LET'S COME TO ORDER: GETTING DOWN TO BUSINESS**

Goals

- To acquaint the participants with the basics of and effective task-oriented meeting.
- To give the participants and opportunity to participate in or observe a task-oriented meeting and then to give or receive feedback on the effectiveness of that meeting.
- To demonstrate the effects of process (how members interact with one another) on task and vice versa.
- To develop the participants' awareness of behaviors that facilitate or hinder task completion during a meeting.

Group Size

Fifteen to twenty participants (ten meeting participants and five to ten observers).

Time Required

Approximately one and one-half hours.

Materials

- Ten copies of the Let's Come to Order Meeting Simulation for the meeting participants.
- A set of ten envelopes (4½" × 9¼" or similar size), each containing one of the ten Let's Come to Order Role Descriptions.
- One set of observer materials for each observer, consisting of the following materials:
 - One copy of the Let's Come to Order Meeting Simulation.
 - One copy of the Let's Come to Order Observer Sheet.
 - One copy of each of the ten Let's Come to Order Role Descriptions.
 - A pencil.
 - A clipboard or other portable writing surface.

- A newsprint flip chart and a felt-tipped marker for the meeting participants (for the scribe's use).
- Masking tape for posting newsprint.

Physical Setting

This activity relies on a group-on-group configuration, which consists of two groups of participants: One group forms a circle and actively participates in an activity; the other group forms a circle around the first group and observes the first group's activity. Therefore, the room that is used should be large enough to accommodate the two circles of participants and should include movable chairs.

Process

1. The facilitator explains the goals of the activity.
2. The participants are assembled into two circles. The inner circle consists of ten participants who will take part in the meeting simulation, and the outer circle consists of five to ten participants who will observe the meeting simulation. (Five minutes.)
3. Each observer is given one set of observer materials (see Materials). The observers are asked to read all of the information they have been given.
4. The facilitator gives the meeting participants a newsprint flip chart, a felt-tipped marker, and masking tape (for the scribe's use). The meeting participants are given copies of the Let's Come to Order Meeting Simulation and are asked to read it. Then each meeting participant selects one of the ten envelopes, each of which contains one of the Let's Come to Order Role Descriptions. Each meeting participant reads his or her own role silently. The facilitator then elicits and answers questions *about the meeting task only*. (Ten minutes.)
5. The meeting participants are told that they have thirty minutes in which to conduct their meeting and are instructed to begin. (Thirty minutes.)
6. At the end of the thirty-minute period, the facilitator asks the meeting participants to stop their meeting and to abandon their roles. The meeting participants are asked to discuss briefly (*not playing their meeting roles*) what went well and what they would change about how the meeting was conducted. (Ten minutes.)
7. The meeting participants and meeting observers are asked to switch places so that the observers are in the inner circle and the participants are in the outer circle. The observers are asked to share and discuss their observations, using their observer sheets as a starting point. (Fifteen to twenty minutes, depending on the number of observers.)

8. The facilitator leads a concluding discussion by asking the following questions:
- Other than those already mentioned, what meeting roles, tools, or procedures were helpful?
 - Other than those already mentioned, what interpersonal behaviors helped task completion? Which ones hindered?
 - How would you describe the relationship between process and task during a task-oriented meeting?
 - How will you apply what you have learned in future meetings?
(Ten to fifteen minutes.)

Variations

- The meeting role assignments (meeting manager, scribe, and timekeeper) could be eliminated, retaining only those individuals' personal characteristics. This variation would give participants more opportunity to discover what is missing in terms of roles, tools, and so on.
- A budget and blueprint could be added for the meeting participants to work with in conducting their meeting.
- The number of meeting participants could be reduced by eliminating those roles not crucial to the activity.
- The activity could begin without the meeting manager, scribe, and timekeeper. Halfway through the meeting, the facilitator could introduce and assign those roles.

Submitted by Michele M. Moomaugh.

LET'S COME TO ORDER MEETING SIMULATION

During this activity you will have an opportunity to participate in a simulation to discover important information about how you participate in a meeting. You and the nine other meeting participants are to role play members of a task force created by the director of your department, "Department Z."

Department Z, which is located downtown, is a department of the local city government. In about three months the department will be moving to another downtown location approximately six blocks from its current location. The department is moving because it has outgrown its current space and needs to move into a larger facility in order to continue to respond to the requests of citizens and other departments in a timely and effective manner.

This is the first meeting of the task force in response to the task generally outlined by the department director in the memo on the next page. You will each be given other instructions in separate envelopes. Other than that, you are on your own to decide what to do at your first meeting to start work on the task that you have been charged with.

You will be told how much time you have for your meeting. After you have held your meeting and critiqued it, the people who have observed the meeting will also critique it while you listen.

Once you have read this page, you are to assume the character of a task-force member and a participant in the upcoming meeting. Do not abandon this identity until you are instructed to do so.

MEMO FROM DEPARTMENT DIRECTOR

To: Relocation Task Force, Department Z

From: A.J. Reed, Director

Regarding: Recommendations for move to new building

As you know, we will be moving to another facility downtown in three months. This is a wonderful opportunity for us to rethink how we want to set up our department: Are there better ways for us to organize the layout of our work areas, desks, office equipment, and so on?

Because this is a complex and challenging task, I've decided to generate more involvement in the decision making by asking each of you to serve on the task force as a representative for the entire department.

Plan to meet as often as necessary for the next six weeks to study and recommend to me the *best possible layout for our new location*. Blueprints will be made available to you, along with the budget and other information about the new facility. Your recommendations will be seriously considered by me and the Buildings Division manager assigned to coordinate our move.

When you meet, consider the following topics:

- Should the clerical staff be centrally located or dispersed throughout the area we have been given? Which works best—centralized or decentralized clerical staffing?
- Should we consider small offices (with doors) shared by two or three people or individual cubes with acoustical walls and no doors?
- Should we have a large conference room to be used by everyone, or should we have a smaller conference room so that space can be dedicated to an employee lounge?
- Should we go with our traditional beige walls or consider a nontraditional color?

I am really open to creative thinking on these challenging and sensitive concerns, so I hope you can come up with some fair way to decide such issues for our department. Once our new layout is in place, it will be a long time before we'll have such an opportunity again, so please be thoughtful about your recommendations and stay within the financial limits you'll be given.

In order to help you get started, I've assigned a meeting manager, a scribe, and a timekeeper. Those responsibilities are described as follows:

Meeting Manager—Runs the meeting, keeps everyone involved, makes sure that the group stays on one topic at a time, ensures that the predetermined method of reaching decisions is adhered to, maintains the time schedule, and leads the post-meeting evaluation.

Scribe—Uses a newsprint flip chart and a felt-tipped marker to record participants' thoughts and to keep track of ideas.

Timekeeper—Monitors the participants' use of time and periodically notifies the meeting manager of the time (according to previously agreed-on time increments).

LET'S COME TO ORDER ROLE DESCRIPTIONS

ROLE 1

Meeting Manager

You are not quite sure how to go about accomplishing the assignment given to you and your task-force members, but you feel strongly that everyone should have a voice in the recommendations made. You hope that no one's ideas get too crazy. You also are aware that to enhance involvement in future meetings, it would be a good idea to take five minutes at the end of this meeting to assess its effectiveness. You will make sure that this time is taken.

At the beginning of the meeting, you should announce that you are the meeting manager, *but do not share the information in the previous paragraph.*

ROLE 2

Scribe

This is your chance to show people not only how well you can capture their ideas, but also how influential you can be. Be sure to participate actively in the discussion and make your opinions known.

At the beginning of the meeting, you should announce that you are the scribe, but *do not share the information in the previous paragraph.*

ROLE 3

Timekeeper

You are very punctual by nature and are not inclined to let people be sloppy about how they use their time. Furthermore, you have some definite opinions about the color that the walls should be: The task force should definitely stay with the beige used in the current offices.

At the beginning of the meeting, you should announce that you are the timekeeper, but *do not share the information in the previous paragraph.*

ROLE 4

Creative Thinker

You see the task-force project as a wonderful chance to turn the usual conservative approach of the department upside down. During the meeting you plan to push for some creative ways of addressing the issues mentioned in the director's memo. You know that a way to unleash creativity is to take care of process concerns up-front (how the meeting will be conducted, how people will be recognized and make comments, how decisions will be made, and so on).

Do not share this information with anyone.

ROLE 5

Clerical Representative

You are concerned that other department members seldom take the needs of the clerical employees into consideration, so you plan to work hard during the meeting to represent the clerical staff well. You will push for the decentralization of the clerical staff, because you believe that your fellow clerical employees would not like to be put into a centralized “pen,” as you call it.

Do not share this information with anyone.

ROLE 6

Middle Manager

You do not care what anyone else wants in the new location as long as you can have your own office with a window.

ROLE 7

Quiet Employee

You cannot believe that you have been assigned to this important task force, and your tendency is to be quiet during the meeting and see what the others say and do.

Do not share this information with anyone.

ROLE 8

Vocal Employee

The upcoming meeting is your chance to be heard, so you plan to take every opportunity to talk. After all, your ideas are usually pretty good, and you take seriously the director's effort to involve others in the relocation. You do know that you need to have everyone agree on the desired objectives of the meeting.

Do not share this information with anyone.

ROLE 9

Disinterested Employee

You have lots of important things that you should be doing instead of attending the upcoming meeting. In fact, you believe that most meetings are a waste of time. Consequently, you plan to work discreetly on other things while the task force meets.

Do not share this information with anyone.

ROLE 10

Skeptical Employee

You are not happy about being on this task force, and you hope that this meeting is the only one you will have to attend. In addition, you are skeptical that the task force is really empowered to do anything other than go through the motions just to make the department director look good.

Do not share this information with anyone.

LET'S COME TO ORDER OBSERVER SHEET

Instructions: Attached are copies of all handouts being used by the ten people participating in the meeting simulation. *Review the remainder of this sheet and all handouts before the simulation begins.*

During the simulation you will be observing the meeting interactions and completing this sheet, which deals with your observations. Whenever possible, jot down an example from the meeting to support your opinion. *Note:* You do not have to answer all of the questions below; simply use them as guidelines for your critique.

After the meeting simulation ends, you will be asked to meet with the other observers to discuss your critiques while the meeting participants listen.

PROCESS

1. What seemed helpful about the roles assigned by the director (meeting manager, scribe, and timekeeper)?
2. What meeting tools, techniques, or procedures were effective in the meeting?
3. How would you describe the participation level of the group?

TASK

How would you describe the quantity and quality of work accomplished during the meeting, even though there were time constraints?

RECOMMENDATIONS

What would you have the meeting participants do differently if they were to meet again?

■ AIRPLANES: EXPLORING THE DYNAMICS OF CHANGE

Goal

- To offer the participants an opportunity to experience the dynamics of change within a task group.
- To encourage the participants to explore the effects of planning for change.
- To identify behaviors that help and hinder in adapting to change.

Group Size

Two subgroups of six participants each. (One participant in each subgroup serves as an observer. If there are a few more than fourteen participants, more than one observer may be assigned to each subgroup.)

Time Required

Approximately one hour and fifteen minutes.

Materials

- Six copies of the Airplanes Instruction Sheet (three copies for each subgroup). There should be one copy for each of the first two participants in each subgroup who work on constructing airplanes plus one copy for each observer.
- A set of two Airplanes Role Sheets for each subgroup:
 - A copy of Role Sheet 1 for the first participant who joins the construction in progress; and
 - A copy of Role Sheet 2 for the second participant who joins the construction in progress.
- A copy of the Airplanes Observer Sheet for each observer.
- An assortment of supplies for each subgroup: three sheets of newsprint; three felt-tipped markers in different colors; one pair of scissors; a roll of transparent tape; and paper clips.
- A pencil for each observer.

- A yardstick and masking tape for measuring and marking a distance of eight feet on the floor.

Physical Setting

One room with a table and chairs for each subgroup. This room should have an area that can be set up to enable the subgroups to fly their paper airplanes a distance of eight feet.

Another room is needed for the participants who are asked to wait and then join the construction in progress; that room should have movable chairs.

Process

1. The facilitator explains the goals of the activity, forms two subgroups of six members each, asks each subgroup to choose one observer, and then instructs each subgroup to choose three people (not including the observer) to come with the facilitator to the second room. (Five minutes.)
2. The facilitator takes the chosen participants into the second room and tells them that they will be spending at least fifteen minutes in this room. They are instructed to discuss their past experiences with change (in both tasks and personnel) in work teams, their reactions to those experiences, and what they learned about change as a result. (Five minutes.)
3. The facilitator returns to the main activity room. Each observer is given a copy of the Airplanes Instruction Sheet, a copy of the Airplanes Observer Sheet, and a pencil; the remaining participants are given copies of the Airplanes Instruction Sheet and the supplies for building paper airplanes. The facilitator asks the participants to read their handouts, goes over the contents of the instruction sheet, and emphasizes that the observers may not interact with their subgroups during the upcoming construction period. Once the participants understand the task, the facilitator responds to all questions by saying “All you need to know is on the instruction sheet.”¹ (Ten minutes.)
4. The subgroups are told to begin constructing their planes. The facilitator designates the time by which they should be finished.
5. After the subgroups have worked for five minutes, the facilitator goes to the second room and gives a copy of Role Sheet 1 to one participant from each of the two original subgroups. The facilitator reviews the content of the role sheet with the two participants and ensures that they understand their role. Then these participants are invited to join their respective subgroups in the main activity room. The remaining participants in the second room are instructed to continue their discussion. After returning to the main activity room, the facilitator makes

¹ Although the participants may be frustrated by this response, the facilitator should be elusive about exact guidelines and should allow the subgroups to make their own decisions. The members of each subgroup should decide who will serve as leader, designer, and so on as the subgroup size increases.

sure that the subgroups receive the appropriate information from the new members.

6. The subgroups continue to work on the task for another five minutes.
7. After the five-minute period, the facilitator goes to the second room and gives a copy of Role Sheet 2 to one participant from each of the two original subgroups and repeats the process of step 5. On returning to the main activity room, the facilitator again makes sure that the subgroups receive the appropriate information from the new members and then uses the yardstick and masking tape to create an eight-foot distance in the area that has been set up for flying the airplanes.
8. The subgroups continue working until the original thirty-minute deadline is met.
9. At the end of the thirty-minute period, the facilitator calls time. By this time each subgroup should have a name as well as three completed paper airplanes, one of which is able to fly eight feet.
10. The presenters take turns making their presentations to the total group. Each presenter states his or her subgroup's name, shows the subgroup's airplanes to the total group, and demonstrates that one of the planes can fly the required distance. (Ten minutes.)
11. The facilitator leads a discussion about the impact of continually changing task requirements and members during the construction period, ensuring that the observers share their observations. Questions such as the following may be helpful:
 - What were your reactions when the rules changed? How did you react when new subgroup members were added?
 - How did these changes affect the original division of responsibilities within the subgroup?
 - How did the changes affect motivation levels within the subgroup?
 - What conclusions can you draw about the impact of change on work groups? How do your conclusions compare with your previous experiences with change in work teams?
 - On the basis of what you have learned, which behaviors would you say help team members to adapt to change? Which behaviors hinder adaptation to change?
 - What can you personally do to make changes go more smoothly in your own work team?(Fifteen minutes.)

Variations

- After step 11 the facilitator may present a lecturette on change.
- If there are fewer than twelve participants, the facilitator may simply inform the subgroups of the changes in criteria at the designated time intervals.
- The activity may be used with two ongoing work groups. In this case the role sheets need not be used; people may behave as they normally do in their groups. However, one member should serve as an observer.
- If the subgroups need to explore the issue of intergroup competition, the participants may be asked to cast votes for the most attractive airplane, the airplane that flies the greatest distance, the most effective presentation, and so on.

Submitted by Mary A. Brenkus.

AIRPLANES INSTRUCTION SHEET

Your subgroup will be using the supplies given to you to construct a paper airplane. The size, shape, and appearance of the airplane are strictly up to your subgroup.

The members of your subgroup will decide who will take on the different responsibilities needed:

- *The leader*, who will give direction to the subgroup;
- *The designer*, who will coordinate ideas for designing the paper airplane;
- *The presenter*, who will show your airplane to the total group; and
- *The remaining members*, who will help in whatever way is needed to complete the project.

One person may assume more than one responsibility.

Your subgroup has thirty minutes to construct the airplane.

AIRPLANES ROLE SHEET 1

You will be rejoining your subgroup as it is in the process of building paper airplanes. Thus far your subgroup probably will have been working on constructing one plane only.

You are to inform the members that before the end of the construction period they need to *decide on a team name* and to *make three airplanes*.

Your role is to stir things up and to antagonize the subgroup. Be arrogant and resist helping with the project. You may want to criticize the way in which the planes are being constructed, how many planes have or have not been constructed, or other aspects of task completion.

AIRPLANES ROLE SHEET 2

You will be rejoining your subgroup as it is in the process of building paper airplanes. You are to tell the members that before the end of the construction period *one of the planes they are making must fly a distance of eight feet*.

Also tell the members that they need to choose a presenter who will *show all three planes* to the total group and *demonstrate that one can fly* the required distance.

Play the role of a helpful, encouraging team member. Be supportive of the work that the members have already completed.

AIRPLANES OBSERVER SHEET

Instructions: Please *do not share the content of this sheet* with the other members of your subgroup. Your role is to observe the subgroup members as they construct paper airplanes. As you observe the changes in subgroup members and in the task itself, jot down answers to these questions:

- What happens when the subgroup begins its work?

- What happens each time a new member is added?
 - *The first added person:*

 - *The second added person:*

- What happens each time the criteria for the task change?

- What behaviors help the subgroup to accomplish the task?

- What behaviors hinder task accomplishment?

Below write any additional information that will help to explain the dynamics of change within your subgroup.

■ ROPE TRICK: EXPERIENCING HOW GROUPS FUNCTION

Goals

- To offer participants an opportunity to experience how group members organize themselves to accomplish a task.
- To offer participants a chance to experience how group members communicate in planning and completing a task.
- To develop participants' awareness of the leadership styles that arise in groups as the members complete tasks.

Group Size

Three subgroups of ten to twelve members each. *Note:* Two of the members of each subgroup are observers.

Time Required

One hour and thirty to forty-five minutes.

Materials

- A copy of the Rope Trick Observer Sheet for each of the six observers.
- A pencil for each observer.
- A clipboard or other portable writing surface for each observer.
- For each participant except the observers, a kerchief (or other suitable material) to be used as a blindfold.
- A fifty-foot length of clothesline rope (available at supermarkets or hardware stores), cut into three pieces: (1) a piece twenty feet long to make a square, (2) a piece eighteen feet long to make a triangle that will fit on top of the square, and (3) a piece twelve feet long to make a circle that will fit inside the square. See Figure 1 for an illustration of the "house" structure that the participants ultimately create with these pieces of rope.

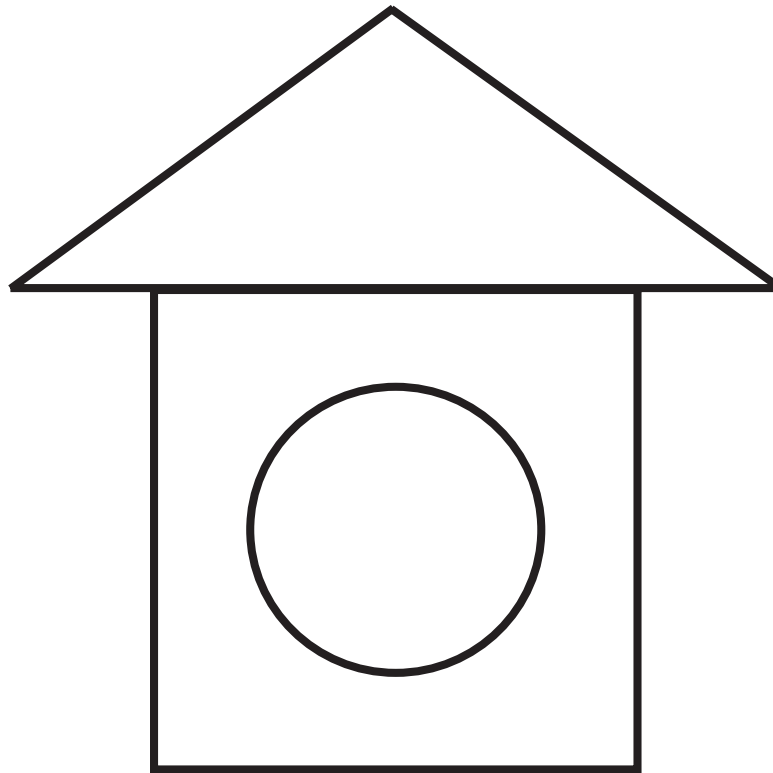


Figure 1. The Rope House

- A newsprint reproduction of Figure 1, prepared by the facilitator prior to conducting the activity.
- A newsprint flip chart and felt-tipped markers.
- Masking tape for posting newsprint.

Physical Setting

An unobstructed indoor or outdoor area that is at least 40' × 50'. There must be enough room for the members of all three subgroups to move around while constructing shapes from the rope.

Process

1. The facilitator introduces the activity, divides the participants into subgroups of ten to twelve members each, and designates the subgroups as A, B, and C. Two members of each subgroup are asked to be observers. (Ten minutes.)
2. The subgroups are positioned in separate circles, and the facilitator places one of the three pieces of rope inside each circle. The participants are advised not to touch the rope prior to beginning the activity. The facilitator distributes

blindfolds to all participants except the observers and instructs the participants to put on their blindfolds so that they cannot see. (Ten minutes.)

3. The participants are told that first they will be completing a practice round. The facilitator explains the process:
 - Each subgroup forms a geometric shape with its rope, *using the full extension of that rope*: Group A forms a square, Group B forms a circle, and Group C forms a triangle.
 - The members of each subgroup are to spend some time planning how they will construct the shape before they begin. The planning time ends when one of the members touches the rope.
 - Once a member has touched the subgroup's rope, all members must pick up the rope.
 - Every member must adhere to certain restrictions about handling the rope: Once the rope is picked up, the hand that picks it up must remain on the rope throughout the activity. Each member may slide his or her hand along the rope (for example, by holding his or her thumb and forefinger together and creating a "hole" for the rope to slip through), but may not release the rope with that hand.
 - There are no restrictions on the use of the other hand.
 - The observers' job is to monitor the activity; to announce the remaining time at five-minute intervals; and to help people get over or under ropes and away from obstacles. The facilitator will help with these responsibilities.

(Five minutes.)

4. The facilitator announces that fifteen minutes are allotted for the practice round, including both planning and forming the geometric shapes, and then tells the subgroups to begin.
5. While the subgroups are working, the facilitator and the observers monitor for adherence to the rules and restrictions and for safety concerns. Also, if a subgroup's rope becomes knotted and/or the members are hopelessly entangled, the facilitator or an observer instructs one member to remove his or her blindfold for one minute to rectify the situation. (Fifteen minutes.)
6. At the end of the fifteen-minute period, the facilitator calls time, asks the participants to remove their blindfolds, and posts the newsprint reproduction of Figure 1. The facilitator explains that now that the participants have completed the practice round, they are ready for the second round: They will again be blindfolded, create the same geometric shapes, and adhere to the same rules and restrictions. However, this time the subgroups need to combine their efforts so that they can ultimately create the outline of a primitive "house," using the square for the basic structure, the triangle for the roof, and the circle for the

window. The facilitator announces that the time allotted for this task is ten minutes.

7. The facilitator gives each observer a copy of the Rope Trick Observer Sheet, a clipboard or other portable writing surface, and a pencil. The facilitator explains that during the upcoming round the observers are to write answers to the questions on their observer sheets, again monitor for the participants' safety, and again help people get over or under ropes and away from obstacles. This time, however, the facilitator will assume the responsibilities of ensuring adherence to the rules and restrictions and announcing the remaining time at intervals.
8. The facilitator asks the participants to put on their blindfolds and begin the second round of the activity. (Ten minutes.)
9. When all subgroups have placed their ropes, the facilitator instructs the members to remove their blindfolds and to view their creation. (Five minutes.)
10. The total group is reassembled. The facilitator asks the observers to give brief reports on the contents of their observer sheets. (Approximately fifteen minutes.)
11. The facilitator leads a concluding discussion about the second round. The following questions may be useful:
 - How do you feel about the final product? How would you assess the quality of your functioning as you and the other subgroups worked together?
 - What would you do differently if you were to do this task again?
 - How did this activity represent the ways in which work teams organize, communicate, and accomplish tasks?
 - What have you learned from this activity that you will use in the future?(Ten to fifteen minutes.)

Variations

- If the subgroups are composed of ongoing teams, the final processing may focus on how the teams actually work and how the members' interaction can be improved, based on the learnings from this activity.
- Processing may also occur after the practice round.
- Within each subgroup, half of the members may be required to wear blindfolds. The other members participate without blindfolds but are required not to speak. The subsequent dynamics are discussed during the processing.

Submitted by Meredith Cash.

ROPE TRICK OBSERVER SHEET

Instructions: During the upcoming round, jot down answers to the following questions. In addition, monitor for the participants' safety and help them get over or under ropes and away from obstacles. Do not answer any questions about how to complete the task. When the second round has been completed, you will be asked to report your observations to the total group.

1. How do the members organize themselves to accomplish the task?
2. What kind of leadership evolves? How does it occur? How does it change as the members work? How would you describe the effectiveness of leadership communication?
3. How do the subgroup members communicate with one another? How effective is their communication?

4. How does the group deal with problems?

5. What else do you notice about the group's process? What do you notice before they pick up the rope? After they pick up the rope?

6. How efficiently and effectively does the subgroup complete its task?

7. What do you see being applied from the practice session?

■ LINCOLN DECISION COMMITTEE: LEARNING ABOUT GROUP SKILLS

Goals

- To familiarize participants with six essential group skills: (1) encouraging participation, (2) clarifying and summarizing comments, (3) observing and identifying process events, (4) obtaining goal clarity, (5) implementing methods for group problem solving and decision making, and (6) managing conflict.
- To offer participants an opportunity to practice these skills or to observe others as they practice.

Group Size

Ten participants: eight role players and two observers. (As many as four extra participants may be accommodated as observers.)

Time Required

Two hours and five to ten minutes.

Materials

- A copy of the Lincoln Decision Committee Theory Sheet for each participant.
- A copy of the Lincoln Decision Committee Background Sheet for each participant.
- A set of Lincoln Decision Committee Role Sheets for the role players. (Each player receives a different one of the eight sheets.)
- A name tag for each role player. Prior to conducting the activity, the facilitator writes a separate role designation on each of the eight tags, leaving enough space below the designation for the participant to write his or her first name.
- A felt-tipped marker for each role player.
- A copy of the Lincoln Decision Committee Observer Sheet A for one of the observers.
- A copy of the Lincoln Decision Committee Observer Sheet B for the other observer.
- A pencil for each observer.
- A clipboard or other portable writing surface for each observer.

- A newsprint flip chart.
- Masking tape for posting newsprint.

Physical Setting

A room large enough to accommodate a table for the role players as well as two (or more) observers seated around the role players. The table should be large enough to seat eight people. Movable chairs should be provided for all participants.

Process

1. The facilitator delivers a brief lecturette based on the Lincoln Decision Committee Theory Sheet, identifying and describing six essential group skills. The facilitator explains that there are other important skills as well, but that the activity will concentrate on the six identified. After the lecturette the facilitator elicits and answers questions and then distributes copies of the theory sheet, explaining that the participants may need to refer to the content later. (Ten minutes.)
2. The facilitator asks for eight volunteers to participate in a role play that will illustrate the group skills described in the theory sheet. After the eight have been chosen, the facilitator asks them to be seated around the table. The remaining participants are instructed to serve as observers and are asked to be seated close to the table, positioned so that they will be able to see and hear what happens but not intrude on the role play. (Five minutes.)
3. The facilitator distributes copies of the Lincoln Decision Committee Background Sheet and asks the participants to read this handout. (Ten minutes.)
4. Each role player is given a different role sheet, a name tag to match, and a felt-tipped marker. The role players are asked to write their first names on the tags under their role designations and to put on their name tags. The facilitator asks them to read their role sheets and study the theory sheet and background sheet as necessary to prepare for their roles. (Five minutes.)
5. While the role players are preparing for their roles, the facilitator meets with the observers in a separate part of the room. One observer is given a copy of the Lincoln Decision Committee Observer Sheet A, and the other observer is given a copy of the Lincoln Decision Committee Observer Sheet B. Both observers are given pencils and clipboards or other portable writing surfaces. The facilitator explains that each observer is responsible for observing only three of the six skills, as indicated on the sheet; for recording observations on the sheet; and for sharing observations and offering recommendations to the role players later. (Five minutes.)

6. Once all materials have been read, the observers are asked to resume their positions close to the table. The role players are provided with newsprint and masking tape, so that they can make and post notes during their meeting. The facilitator reminds the role players to incorporate the six behaviors as much as possible and then asks them to begin the role play. (Thirty minutes.)
7. After thirty minutes the facilitator stops the meeting and asks the observers to give feedback from Part 1 of their observer sheets. The facilitator leads a discussion, highlighting the use (or lack of use) of the group skills, as noted by the observers. The observers then are asked to act as “consultants,” offering recommendations for improving the effectiveness of the group of role players. (Fifteen minutes.)
8. The facilitator instructs the role players to pick up where they left off and continue their meeting, again using the six group skills whenever possible. (Twenty-five minutes.)
9. The facilitator stops the meeting and asks the observers to provide feedback, based on their notes from Part 2 of their observer sheets. (Five to ten minutes.)
10. The facilitator leads a concluding discussion, asking questions such as the following:
 - What other instances of the six group skills did you notice?
 - What were the differences between the first part of the meeting and the second part? What can you conclude from those differences?
 - What have you learned about the six group skills?
 - How can you apply these skills when you are working with your own group, a project team, or a task force?(Fifteen minutes.)

Variations

- Other group skills may be highlighted (for example, giving information, modeling effective behavior, giving and receiving feedback, and confronting members about their behavior). Two good sources of information on group skills are *Professional Standards for Training of Group Workers*, 1990, Alexandria, Virginia: Association for Specialists in Group Work; and R. Conyne and L. Rapin, January 1994, *Task Group Workshop*, presented at the ASGW National Group Work Conference, St. Petersburg, Florida.
- To shorten the activity, the facilitator may omit the second part of the role play.

- Additional role-play groups may be formed, depending on the number of participants, available facilitators, and space.
- Role sheets may be created for an organization rather than a school committee.

Submitted by Robert K Conyne and Lynn S. Rapin.

LINCOLN DECISION COMMITTEE THEORY SHEET

A task group must accomplish two objectives: (1) complete pieces of work (tasks) that meet the specific goals of the organization and (2) maintain effective dynamics and interactions within the group. There are a number of skills associated with these two objectives, but this theory sheet describes six that are especially important:

- Encouraging participation;
- Clarifying and summarizing comments;
- Observing and identifying process events;
- Obtaining goal clarity;
- Implementing group methods for problem solving and decision making; and
- Managing conflict.

SIX IMPORTANT GROUP SKILLS

1. Encouraging Participation

The leader can aid discussion and set a collaborative tone for a meeting by providing an agenda and background materials before the group meets, by reviewing the purpose of the meeting once the members have arrived, and by arranging for the members to sit in a circle so that visual contact is maximized. Here are some other ways in which the leader and other members can encourage participation:

- State that all members' opinions are valued and desired.
- Ask for opinions, ideas, and elaboration on statements.
- Elicit different perspectives.
- Brainstorm for ideas without evaluating them.
- Link people who express similar ideas: "Ted and Sue, you both seem to be saying that the budget cuts have had a negative effect on morale."
- Ask for further comments from members who share a viewpoint different from that of the majority: "Sarah and Bill, your perspective seems different. We'd like to hear more about it from each of you so that we can understand your viewpoint."
- Thank individual members and the group as a whole for contributions.

2. Clarifying and Summarizing Comments

Clarification and summary increase the depth of a discussion, enhance understanding, and reduce defensiveness. To clarify, someone either restates his or her understanding of what has been said, or asks the member who spoke to rephrase the comment. To summarize, someone recaps the content and/or feelings that have been presented.

3. Observing and Identifying Process Events

A group's effectiveness can be increased when its members monitor and discuss the ways in which they approach their tasks. For example, the members should note high and low participators, levels of influence, group norms, and so on.

Monitoring the group's process allows the members to identify problems and take corrective action. For example, if responsibility for a discussion is not being equally shared, the leader or another member can say something like "We haven't heard from Chris or Lee. How do you see the issue?"

4. Obtaining Goal Clarity

The leader should always discuss the group's goal at the beginning of a meeting, making sure that the members agree on that goal before proceeding. The leader also can write important points on a flip chart or a whiteboard to direct the group discussion. In addition, the group should identify each member's responsibility in relation to the goal.

5. Implementing Group Methods for Problem Solving and Decision Making

Task groups generally are engaged in problem solving and decision making, which consist of the following steps:

- Defining the problem;
- Determining objectives and criteria for success;
- Generating alternative strategies for accomplishing the objectives;
- Selecting the strategy with the greatest potential for accomplishing the objectives and meeting the criteria; and
- Creating plans for implementing and evaluating the strategy.

The group members also need to establish ground rules for making decisions: "Will we use majority vote, consensus, or some other method?" In addition, they should monitor their progress against the plan: "How close are we to having a description of the problem?"

6. Managing Conflict

In order to manage their emotional responses, the group members must accept the fact that conflict is natural. However, when group members feel understood, they are less likely to attack.

The members should acknowledge conflict when it arises and make it part of the group's shared work. For example, the leader or a member might say, "Sam and Theresa, you seem to have very different points of view. Perhaps we need to hear from each of you in more detail."

If the group reaches an impasse, the members should try forming subgroup clusters and spending fifteen minutes brainstorming ideas about how to get beyond the impasse. Then the ideas are shared in the total group.

LINCOLN DECISION COMMITTEE BACKGROUND SHEET

THE COMMITTEE

Objectives

The principal of Lincoln Elementary School has formed a group to make decisions concerning the school's (1) vision and mission, (2) goals, (3) budget, and (4) principal, should that position become vacant. This group is known as the "Lincoln Decision Committee."

The committee may act as a whole or through ad hoc subcommittees. However, any issues requiring decisions or recommendations must be brought before the entire committee.

Composition

The committee includes the following eight people:

- Two teachers;
- Two staff members (one of whom is the assistant principal, appointed by the principal);
- Two parents; and
- Two community members.

The school's teacher, staff, and parent groups elect their own representatives to the committee. The representatives, in turn, select the community members. The committee members report the committee's activities to their constituents and elicit feedback and assistance.

Chairperson

The committee chairperson must be a parent or a community member and is elected by the committee members. The chairperson at this time is a community member.

Terms

Each member (except the principal) serves a three-year term. Any member may be elected or selected to serve additional terms, provided that he or she continues to represent the same constituency.

Meetings

Nine meetings per school year are recommended. One annual meeting is required, to review the school's goals and budget and the committee's purpose. Additional meetings may be called by the chairperson or scheduled by the committee.

A quorum (two-thirds of committee membership) is necessary for all decision making. The committee may seek assistance from the school's administration if it is unable to make decisions or experiences unresolvable conflict.

CONTEXT

Lincoln Elementary is an urban school with students in kindergarten through the eighth grade. Approximately 60 percent of the students are from minority groups. The school has a good reputation in the community and has experienced a steady increase in volunteer participation during the last four years.

The decision committee has conducted three meetings this year. The members agree that they are overwhelmed with the number of important issues to be addressed. They are committed to resolving these issues, but they are all very busy. The two teachers and the two staff members (the assistant principal and the staff counselor) work an early schedule (7:45 a.m. to 3:15 p.m.), while some of the other committee members work through the dinner hour. Early-evening meetings are a problem for most members. Meetings are scheduled for one and one-half hours but generally run for two or two and one-half hours, because of the large number of issues to be discussed.

The assistant principal, who was assigned to the committee by the principal, is new to the school and is in a steep learning curve.

AGENDA FOR TODAY'S MEETING

The committee has been concentrating on identifying the school's goals for the current year. In previous meetings, the committee has addressed the goals of increasing academic achievement, improving communication at all levels, and revising the discipline plan.

The agenda for the meeting today is *the goal of improving interracial and intercultural understanding at the school*. The members will discuss the goal, identify major issues, and develop a plan for achieving the goal.

LINCOLN DECISION COMMITTEE ROLE SHEET 1

Teacher

You are a “traditionalist” and proud of it. You believe that the role of a school is to educate students in the basics: reading, writing, and arithmetic. The purpose of the school is to pass on knowledge and Western culture from generation to generation. You are wary of anything “new”: innovation, experimentation, pilot programs, multiculturalism, and community involvement. Stability, tradition, conservatism, “tried-and-true” values, and classroom control are the cornerstones of your approach. You plan to be guarded in your participation at the committee meeting.

LINCOLN DECISION COMMITTEE ROLE SHEET 2

Teacher

You are a “change agent” and proud of it. You believe that the role of a school is to liberate and empower students so that they can think for themselves and work well with others. The purpose of the school is to help students realize their potential and use their developing competence to improve society. You are wary of anything “old”: tradition, conservatism, “tried-and-true” values, and teacher-controlled classrooms. Innovation, experimentation, pilot programs, multiculturalism, and community involvement are the cornerstones of your approach.

LINCOLN DECISION COMMITTEE ROLE SHEET 3

Assistant Principal

You are the new assistant principal of Lincoln Elementary School, having joined the staff a few months ago. You are just “learning the ropes,” getting to know the school personnel, parents, policies and procedures, and committees (including this one). You find yourself wanting to please everyone, but the desires of different groups are not always compatible. You are also beginning to be frustrated, because when you take a position on a matter, the principal often does not support you and follow through on it.

LINCOLN DECISION COMMITTEE ROLE SHEET 4

Staff Counselor

You are the only counselor in this school of eight hundred children. You were hired the year before last as the first counselor. You are overwhelmed by the demands you face. Children at all grade levels need attention, and you have to use your time efficiently to reach as many children as possible. You have instituted some interventions at every grade level, including group activities and individual attention. You have noticed that there is interracial tension at most grade levels and that it is greater in the higher grades. You are very interested in the goal of today’s meeting.

**LINCOLN DECISION COMMITTEE
ROLE SHEET 5**

Parent of Seventh Grader

You work in the Post Office and have been very involved in the school as a volunteer in the PTA. This is your second year on the committee. You have heard that children are often involved in fights on the bus and the playground. You wonder if these incidents are racially motivated.

**LINCOLN DECISION COMMITTEE
ROLE SHEET 6**

Parent of First Grader

You are a realtor and you appreciate the diversity of your community. Your first grader does not seem to be as happy at Lincoln as you expected her to be. You have talked with her teacher, who seems to be a very nice person and is as perplexed about your daughter's lack of enthusiasm as you are. You pursued a position on this committee to learn more about how the school actually works. You try to see the positive in most situations, and you will use that approach during the meeting.

LINCOLN DECISION COMMITTEE ROLE SHEET 7

Community Representative

You are a successful and respected artist, specializing in watercolors. You are extremely concerned about discipline in the school. You have heard that black males receive more detentions and suspensions than all other groups combined. You want the school to address this inequity. You plan to be vehement in the expression of your position.

LINCOLN DECISION COMMITTEE ROLE SHEET 8

Committee Chairperson; Community Representative

You are a front-line supervisor in a large local corporation. You have your hands full in your role as chairperson of this committee. Every meeting is full of ideas and challenges. The committee has so much business to transact in the short time available that you need the full cooperation of all members to get the work done. You have set today's agenda to cover only the goal of improving interracial and intercultural understanding at the school. You will try to keep the group on track and obtain some clarity about exactly what the members want to accomplish. You anticipate that there will be some conflict, but you don't want it to stop the progress of the group.

LINCOLN DECISION COMMITTEE OBSERVER SHEET A

COMMITTEE MEETING, PART 1

Use this sheet to assist you in observing and giving feedback. Answer the following questions in the spaces provided; consider the behavior of all committee members and give specific examples. Also jot down any recommendations for improving the meeting.

1. How was participation encouraged?
2. How were ideas clarified and summarized?
3. What group processes were identified by the members?

Recommendations

COMMITTEE MEETING, PART 2

1. How was participation encouraged?
2. How were ideas clarified and summarized?
3. What group processes were identified by the members?

LINCOLN DECISION COMMITTEE OBSERVER SHEET B

COMMITTEE MEETING, PART 1

Use this sheet to assist you in observing and giving feedback. Answer the following questions in the spaces provided; consider the behavior of all committee members and give specific examples. Also jot down any recommendations for improving the meeting.

1. How was the goal clarified?
2. What procedures for group problem solving and decision making were established?
3. How did the group members manage conflicts that arose?

Recommendations

COMMITTEE MEETING, PART 2

1. How was the goal clarified?
2. What procedures for group problem solving and decision making were established?
3. How did the group members manage conflicts that arose?

■ **WEB OF YARN: SIMULATING SYSTEMS**

Goals

- To provide participants with a sensory experience of belonging to a system.
- To encourage systems thinking.

Group Size

As many as thirty participants assembled into subgroups of ten to fifteen members each.

Time Required

Approximately forty-five minutes.

Materials

- For each subgroup, a ball of sturdy yarn long enough to connect all members in a random fashion.
- A newsprint poster prepared in advance with the following statement:
Dr. W. Edwards Deming defined a system as a set of interdependent parts that work together to accomplish an aim.
- Masking tape for posting newsprint.

Physical Setting

A room large enough and free enough from obstructions to accommodate the physical movement of the subgroups.

Process

1. The facilitator introduces the activity as a way of understanding systems. The participants are divided into subgroups of approximately equal size, and the subgroups are directed to different areas in the room. (Five minutes.)
2. Each subgroup is given a ball of yarn. The facilitator explains that the members of each subgroup will be tossing the yarn among themselves, and as a member catches the yarn, he or she is to hold on to part of it and toss the remainder. The

tossing is to continue until every member is holding a piece of the yarn and all members are connected in a “web” of yarn. (Ten minutes.)

3. When all members of each subgroup are connected, the facilitator asks the following questions:

- What are your thoughts about the web of yarn you have created?
- How is your web of yarn like a system?
- How is it unique?
- What makes other “webs” or systems that you are familiar with unique?
- How could a training group, a work team, or an entire organization be considered a system?

(Ten minutes.)

4. The facilitator posts the prepared newsprint with the statement about Deming and explains the relationship between the web and Deming’s definition of a system:

“The web of yarn represents not only the interconnection and interdependence of the elements of a system, but also the information that travels through the system. Like any system, this training group is unique; its members are aiming at a common goal. The lengths of yarn that extend from person to person can be seen as the system’s lines of communication. Also, the web can be seen as representing the relationships among individual participants in a training group, individual members of a work team, or individual parts of an organizational system.”

5. The facilitator asks one participant in each subgroup to jerk his or her piece of yarn and then asks if the others felt the movement. After the participants respond (usually in the affirmative), the facilitator says that this experiment illustrates how movement in any part of a system affects the other parts. (*Note:* This effect can be exaggerated by asking all participants to pull on their bits of yarn.) (Five minutes.)
6. The facilitator asks someone in each subgroup to drop his or her yarn and leave the subgroup. The participants are then asked what effect this development has on the system. After listening to and affirming the participants’ responses, the facilitator ensures that the participants understand that there is now a different system and that there are no unimportant players.
7. The facilitator directs each subgroup to unwind from the yarn and to rejoin the other participants in a common area. The facilitator then leads a concluding discussion based on these questions:
 - What were your feelings about being connected to the other members of your subgroup?
 - What did you experience when one member left your subgroup?

- What principles have you learned about systems? How do these principles operate in the systems that you belong to in real life, such as your family or your workplace? What are some real-life examples?
- How can you apply what you have learned to improve the systems to which you belong?

(Ten to fifteen minutes.)

Variations

- As each participant tosses the ball of yarn in step 2, he or she may make a statement—either a learning about an experience that the training group has previously undergone or a piece of information about himself or herself. This serves the purpose of introducing information into the system.
- After step 6 the facilitator may instruct the participants to do either of the following and then discuss the implications for real-life situations: (1) tangle the web or (2) introduce another person into the web.

Submitted by M. K. Key.

■ **CIRCLE IN THE SQUARE: A COOPERATION/COMPETITION ACTIVITY**

Goals

- To demonstrate how cooperation and competition can affect winning and losing.
- To explore how winning and losing are defined, perceived, and measured.

Group Size

An unlimited, even number of subgroups of two to eight members each.

Time Required

Approximately one hour.

Materials

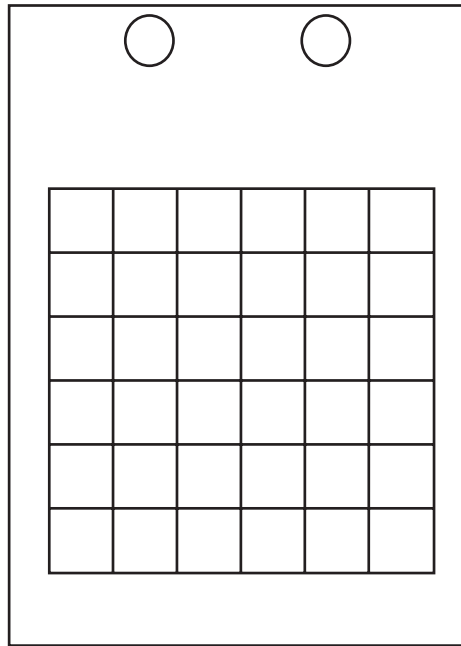
- Two felt-tipped markers of different colors for each pair of subgroups.
- One sheet of newsprint, with the chart with thirty-six squares drawn on it, for each pair of subgroups.
- A watch with a second hand.

Physical Setting

One room large enough to accommodate the activity.

Process

1. The facilitator explains to the participants that they will have an opportunity to invest ten cents each in order to gain a greater return on their money. He or she emphasizes the fact that skill is all that is required to achieve this success. The facilitator then collects ten cents from each of the participants.
2. The facilitator displays on newsprint a chart with thirty-six squares. He or she explains that the activity will be carried out by pairs of subgroups, using the chart and felt-tipped markers. (The facilitator does not use the word “teams” or introduce the element of competition in describing the activity.) He or she explains that the activity will be carried out as follows:



- Each subgroup will use a different-colored marker to place a circle in a square during the subgroup's "move." The objective is to complete rows (horizontal, vertical, or diagonal) of five squares marked with circles of the subgroup's color.
 - A subgroup will mark one circle in one square per move, and moves will be made alternately by the two subgroups.
 - Each subgroup is allowed thirty seconds for each move; the move is lost if not made within that time.
 - Each subgroup will be allowed ten minutes for a strategy session before the marking begins.
 - The activity will be completed when each subgroup has had an opportunity to make fifteen moves.
 - The return on the members' investment is based on the number of rows of five consecutive squares filled in by their subgroup. (No mark can be counted twice.)
3. The facilitator divides the participants into pairs of subgroups. Each subgroup meets separately for ten minutes to plan its strategy. Each subgroup elects a "marker" who will draw a circle in the subgroup's chosen square on the newsprint. The "marker" can confer with the rest of the subgroup before each move but must stay within the time limit of thirty seconds per move.
 4. The facilitator flips a coin to determine which subgroup in each pair will move first. The subgroups then move alternately until each subgroup has had a chance to move fifteen times. The facilitator keeps the subgroups within the thirty-second time period for each move.

5. At the completion of the activity, the facilitator “scores” the activity according to the following chart:

Players Per Subgroup	Return/Line Completed (3 Lines Maximum)
2-3 people	\$.10-.15
4-5 people	.15-.20
6-7 people	.25-.30
8 people	.35

The facilitator then pays the subgroups the return on their investments according to the chart. Any remaining money is distributed to the members of the “winning” subgroup.

7. The facilitator leads the participants in a discussion of the activity, focusing on the following elements:
- The meaning of winning. (Is it winning money, making the other subgroup lose, achieving a higher score than the other subgroup, gaining cooperation from the other subgroup, etc.?)
 - The feeling of winning. (This can be explored in terms of winning money, achieving more points, preventing the other subgroup from winning, etc.)
 - The fact that the facilitator did not verbally try to create a competitive atmosphere.
 - The fact that most subgroups are so competitive they do not see that if they cooperate and do not block the other subgroup’s moves, each subgroup can complete three lines (a win-win solution). In the process of competing, most subgroups will block the other subgroup’s moves to the extent that neither may complete any lines at all.
 - The concepts of cooperative and competitive achievement, win-win versus win-lose strategies, trust, etc. (These can be discussed and related to the members’ experiences.)

Variations

- Other tasks for the subgroups can include words to be formed from selected letters with points for the number of words and letters.
- Instead of using different-colored markers, paired subgroups can mark their value with different symbols.
- The payoff schedule can be adapted to reflect the completion of rows of three, four, five, or six squares.
- At the end of round 8, the members of each subgroup can choose either to confer among them or to confer with the members of their paired subgroup. (Ten minutes.)

- The activity can be carried out without using money.
- The total group can decide before the activity how any remaining money will be spent or distributed or the group can make this decision after the activity, making sure that it is a win-win solution.

Submitted by Clyde E. Lee.

■ PRISONERS' DILEMMA: AN INTERGROUP COMPETITION

Goals

- To explore trust between group members and effects of betrayal of trust.
- To demonstrate effects of interpersonal competition.
- To dramatize the merit of a collaborative posture in intragroup and intergroup relations.

Group Size

Two teams of no more than eight members each.

Time Required

Approximately one hour. (Smaller teams take less time.)

Materials

- Copies of the Prisoners' Dilemma Tally Sheet for all participants.
- Pencils.

Physical Setting

Enough space for the two teams to meet separately without overhearing or disrupting each other. For step 7, two chairs for team representatives should be placed facing each other in the center of the room.

Process

1. The facilitator explains that the group is going to experience a "risk-taking" situation similar to that experienced by guilty prisoners being interrogated by the police. Before interrogating prisoners suspected of working together, the questioner separates them and tells each one that the other has confessed and that, if they both confess, they will get off easier. The prisoners' dilemma or risk is that they may confess when they should not or they may fail to confess when they really should. (The facilitator carefully avoids discussing goals.)

2. Two teams are formed and named Red and Blue. The teams are seated apart from each other. They are instructed not to communicate with the other team in any way, verbally or nonverbally, except when told to do so by the facilitator.
3. Prisoners' Dilemma Tally Sheets are distributed to all participants. They are given time to study the directions. The facilitator then asks if there are any questions concerning the scoring.
4. Round 1 is begun. The facilitator tells the teams that they will have three minutes to make a team decision. He or she instructs them not to write their decisions until signaled that time is up, so that they will not make hasty decisions.
5. The choices of the two teams are announced for round 1. The scoring for that round is agreed upon and is entered on the scorecards.
6. Rounds 2 and 3 are conducted in the same way as round 1.
7. Round 4 is announced as a special round, for which the payoff points are doubled. Each team is instructed to send one representative to the chairs in the center of the room. After representatives have conferred for three minutes, they return to their teams. Teams then have three minutes, as before, in which to make their decisions. When recording their scores, they should be reminded that points indicated by the payoff schedule are doubled for this round only.
8. Rounds 5 through 8 are conducted in the same manner as the first three rounds.
9. Round 9 is announced as a special round, in which the payoff points are "squared" (multiplied by themselves: e.g., a score of 4 would be $4^2 = 16$). A minus sign should be retained: e.g., $(-3)^2 = -9$. Team representatives meet for three minutes; then the teams meet for five minutes. At the facilitator's signal, the teams write their choices; then the two choices are announced.
10. Round 10 is handled exactly as round 9 was. Payoff points are squared.
11. The entire group meets to process the experience. The point total for each team is announced, and the sum of the two team totals is calculated and compared to the maximum positive or negative outcomes (+126 or -126 points). The facilitator may wish to lead a discussion about win-lose situations, zero-sum games, the relative merits of collaboration and competition, and the effects of high and low trust on interpersonal relations.

Variations

- The competition can be carried out using money instead of points.
- Process observers can be assigned to each team.
- Teams can be placed in separate rooms, to minimize rule-breaking.
- The number of persons in each team can be varied.

- In round 10, each team can be directed to predict the choice of the other. These predictions can be posted before announcing the actual choices, as in the following diagram. (Actual choices are recorded in the circles after the predictions are announced.)

Predicting Team	Predicted Choice	
	Red Team	Blue Team
Red	○	
Blue		○

PRISONERS' DILEMMA TALLY SHEET

Instructions: For ten successive rounds, the Red team will choose either an A or a B and the Blue team will choose either an X or a Y. The score each team receives in a round is determined by the pattern made by the choices of both teams, according to the schedule below.

PAYOFF SCHEDULE

<p>AX — Both teams win 3 points. AY — Red Team loses 6 points; Blue Team wins 6 points BX — Red Team wins 6 points; Blue Team loses 6 points BY — Both teams lose 3 points</p>

SCORECARD

Round	Minutes	Choice		Cumulative Points	
		Red Team	Blue Team	Red Team	Blue Team
1	3				
2	3				
3	3				
4*	3 (reps.) 3 (teams)				
5	3				
6	3				
7	3				
8	3				
9**	3 (reps.) 3 (teams)				
10**	3 (reps.) 3 (teams)				

* Payoff points are doubled for this round

**Payoff points are squared for this round. (Retain the minus sign.)

■ **WOODEN BLOCKS: A COMPETITION EXERCISE**

Goals

- To explore individual and small group goal-setting behavior and achievement motivation.
- To study interpersonal and intergroup competition phenomena.
- To explore feelings and outcomes of winning and losing.

Group Size

Minimum of six participants. Any reasonable number may be accommodated, given the size of the working space and the amount of material available.

Time Required

Approximately one hour.

Materials

- About twenty stackable blocks per participant. All blocks should be the same size. The actual material and color are irrelevant. Cubes with sides of about 1½" work well.
- Sheets of newsprint and a felt-tipped marker.
- “Prizes” for one individual and one small group.

Physical Setting

Participants are seated at solid, level tables or on a smooth-surfaced floor. Allow enough space for individuals to stack blocks without interference from others.

Process

1. The facilitator piles the blocks randomly around the work space.
2. The facilitator asks that each participant estimate silently the height of a column of blocks or number of blocks that he or she can stack one on top of the other without having the column topple over. After this estimate has been made, the facilitator asks that each participant stack blocks and then determine whether he or she over estimated or under estimated his or her ability.

3. The facilitator asks the participants to take down their columns, and announces that they are about to play a second round of the challenge. The facilitator explains that for this round participants will publicly announce their stacking goals and that these will be recorded for everyone to see. Participants are also told that there will be a prize for the individual with the highest estimate who completes his or her tower successfully. It is also announced that playoffs will be conducted in case of ties.
4. When the winner has been determined and given a prize, the facilitator forms equal-sized teams of three or four, depending upon the size of the total group.
5. This time the task will be to form three columns of blocks side by side. The facilitator announces that each team will now make an estimate, emphasizing that teams should focus on a realistic goal. The teams are told that there will be a prize for the highest estimate completed. When the estimates have been recorded, the facilitator tells the teams to begin stacking.
6. When the winning team has been determined and given the prize, the facilitator leads a discussion centering around influences of goal-setting behavior, group pressure and competition, willingness to assume risks, the value of external motivators (prizes), and self-imposed restrictions.

Variations

- The facilitator may wish to add a practice round for the teams prior to their making an estimate.
- Instead of blocks, other materials may be used, such as playing cards, tinker toys, dominoes, and pins and drinking straws.
- The facilitator may choose to add an additional element to the competition by setting time limits on each stacking round or by noting both the time it takes teams to arrive at an estimate and the time it takes them to successfully stack the blocks.

Submitted by Amy Zelmer.

■ BLUE/GREEN: AN INTERGROUP NEGOTIATION

Goals

- To explore the element of trust between group members and the effects of the betrayal of trust.
- To demonstrate the effects of competition and collaboration in intergroup relationships.
- To study the effects of win-lose, win-win, and lose-lose strategies in negotiations between groups.

Group Size

An even number of trios.

Time Required

One and one-half hours.

Materials

- A Blue/Green Instruction Sheet for each participant.
- Eight blue cards and eight green cards for each trio.
- Eight envelopes for each trio.
- A Blue/Green Tally Sheet and pencils for each trio.
- Newsprint and felt-tipped markers (optional).

Physical Setting

Enough space for each subgroup to meet separately without being overheard by the members of other subgroups.

Process

1. The facilitator distributes copies of the Blue/Green Instruction Sheet to participants and describes the activity to follow. The goals of the activity are not discussed, and the facilitator does not suggest whether subgroups are to compete or collaborate with one another during the activity.

2. The facilitator divides the participants into trios. Half the trios are designated “A” and numbered A1, A2, etc. The other half of the trios are designated B1, B2, and so on. Each A trio is then paired with a corresponding B trio, i.e., A1 with B1, A2 with B2, etc., to form clusters. The two trios of a cluster are seated near one another but separately, so that each individual trio can work independently. (Team A1 does not work with team B1.)
3. A set of eight blue cards and eight green cards, a Blue/Green Tally Sheet, eight envelopes, and three pencils are given to each trio.
4. Round one begins. Each trio is allotted two minutes to decide which card (blue or green) it will give to the other trio in its cluster. (Each A trio will give one card to its B trio and vice versa.) The trios are reminded that they are not to communicate with members of any other subgroups, either verbally or nonverbally.
5. The facilitator notifies the trios that it is time to end the decision-making process and instructs each trio to place its card in an envelope and to exchange envelopes with the other trio in its cluster.
6. Each trio computes its score for round one, based on the payoff schedule, and enters this score on its Blue/Green Tally Sheet. (Two minutes.)
7. The facilitator notifies the trios that they have two minutes to decide which card they will give away during round two. The round then proceeds with participants transferring cards via the envelopes and scoring according to the payoff schedule. Round three proceeds in the same manner.
8. At the conclusion of round three, the facilitator announces that the two trios within each cluster may negotiate if *both* of them wish to do so. The time allowed for this negotiation is three minutes. At the conclusion of negotiations, the facilitator reminds the participants that they are not to communicate with members of other clusters during the rounds.
9. Rounds four through eight are conducted in the same manner as the previous rounds, with the following exceptions:
 - The facilitator announces that rounds six and seven are scored according to the payoff schedule for rounds six and seven.
 - The facilitator announces that round eight is scored according to the payoff schedule for round eight.
10. At the conclusion of round eight, each trio computes its total score (resources) by adding its scores from each round (a minus score is computed as a minus, i.e., +5, -10, +25 = +20). (The highest total that any trio can accumulate is 190; the highest total that any cluster can accumulate is 380.)
11. The total group is assembled, and the facilitator leads the members in processing the activity. They may focus on such issues as the trust that developed between

paired trios, the effects of the betrayal of trust, the effects that competition versus collaboration (win-lose, win-win strategies) had on the total resources amassed, the group decision-making process, and the application of these learnings to the participants' back-home situations. (Thirty minutes.)

Variation

- The facilitator may allow a five-minute negotiation period prior to round eight.

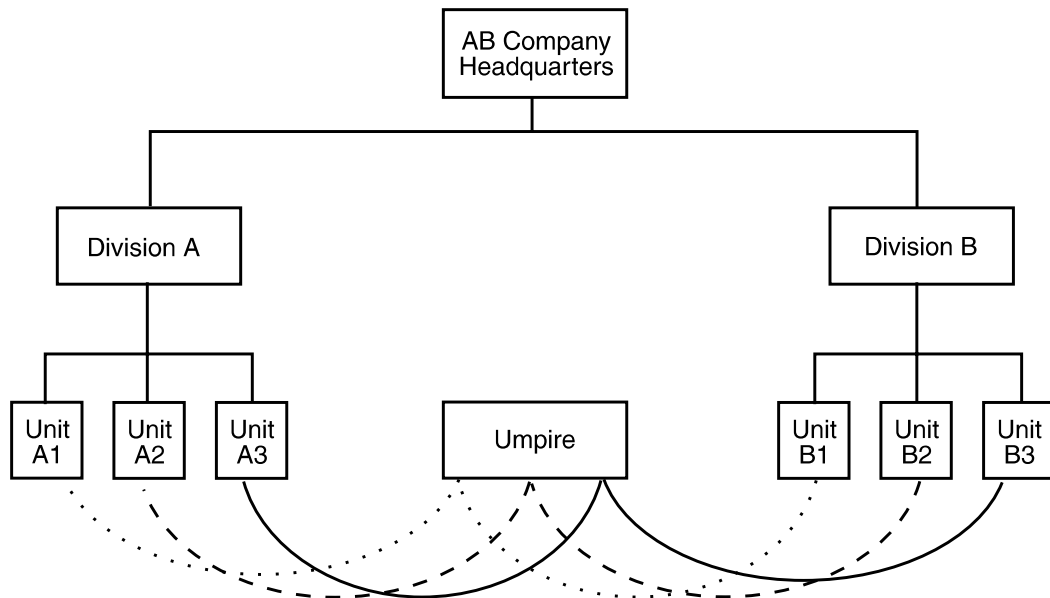
Adapted from James Owens, "Organizational Conflict and Team Building." Reprinted from the *Training and Development Journal*. Copyright 1973, the American Society for Training and Development. Reprinted with permission. All rights reserved.

BLUE/GREEN INSTRUCTION SHEET

You are a member of a three-person work unit within either Division A or Division B of the AB Company. Your task is to exchange resources, in the form of blue or green cards, with a work unit in the other division of the company. (If you are in team A1, you will transact your business with team B1, and so on.) However, because of the classified nature of the work, all exchanges will be made in sealed envelopes.

The objective of these exchanges is the accumulation of net positive points in eight rounds.

The AB Company is diagrammed as follows:



BLUE/GREEN TALLY SHEET

Scoring for each round will be as follows:

Round	We Send (Circle)	We Receive (Circle)	Our Total Accumulated Points
1	green	green -10 blue + 5	
	----- blue	green -5 blue +10	
2	green	green -10 blue +5	
	----- blue	green -5 blue +10	
3	green	green -10 blue + 5	
	----- blue	green - 5 blue +10	
Paired trios may negotiate—if both wish to—for three minutes following the completion of round 3.			
4	green	green -10 blue + 5	
	----- blue	green - 5 blue +10	
5	green	green -10 blue + 5	
	----- blue	green - 5 blue +10	
6	green	green -10 blue + 5	
	----- blue	green - 5 blue +10	
7	green	green -10 blue + 5	
	----- blue	green - 5 blue +10	
8	green	green -10 blue + 5	
	----- blue	green - 5 blue +10	

■ CROSS-GROUP NEGOTIATION AND COOPERATION: STUDYING GROUP DYNAMICS

Goals

- To provide an opportunity to experience the effects of cooperation in task-group functioning.
- To explore the effects of conflicting objectives on the behavior of members of a task group.
- To increase awareness of the positive effects of planning, negotiation, and sharing of resources among work-group members.

Group Size

Two to six subgroups of four members each.

Time Required

Approximately one and one-half hours.

Materials

- A copy of the appropriate Cross-Group Negotiation and Cooperation Instruction Sheet for each subgroup member.
- A large box of Tinkertoys® (350 pieces) or similar toy building/construction materials for each subgroup.
- Newsprint and a felt-tipped marker.

Physical Setting

A room large enough to allow the subgroups to work separately, preferably on the floor.

Process

1. The facilitator divides the participants into subgroups of four members each and instructs the subgroups to assign a number to each member by counting off.

2. The facilitator gives each subgroup a set of Tinkertoys and gives each participant a copy of the appropriate Cross-Group Negotiation and Cooperation Instruction Sheet, i.e., member 1 in each subgroup receives instruction sheet 1, etc.
3. The facilitator announces that the members have twenty-five minutes in which to complete all their tasks.
4. The facilitator calls time and directs each subgroup to display its constructions.
5. The entire group is reassembled, and the members share their reactions to the activity and then discuss their experiences by reviewing the following points:
 - Did each subgroup complete all the tasks assigned?
 - How did each subgroup decide the order for completing the tasks? Was a plan for accomplishing all the tasks discussed?
 - Which task was easiest for members to accomplish? Which was most difficult?
 - Which task gave the most satisfaction? Which task gave the least satisfaction?
 - How were information and resources shared within the subgroups?
 (Twenty minutes.)
6. The facilitator helps to summarize the main points from the general discussion and reconvenes the subgroups to process the learnings. Subgroup members are directed to discuss the activity by focusing on the following questions:
 - What did members learn from their subgroup's functioning? What did participants learn about their own behavior as a member of a group?
 - What would members do differently if they had to repeat the activity?
 (Fifteen minutes.)
7. The facilitator calls for a report of key learnings from each subgroup. (Ten minutes.)
8. Subgroup members are instructed to develop applications of their learnings to their back-home situations. (Ten minutes.)

Variations

- Participants can be informed that they are competing with other subgroups. The task processes can be timed or completed structures can be judged on aesthetics, stability, or creativity.
- Larger subgroups can be formed with more than one member receiving the same set of instructions.

- When working with ongoing work groups, an additional discussion question can be added during step 8 to help group members apply their learnings to improve their intragroup cooperation.
- Work-group composition can be based on specific criteria such as job description, sex, etc.

Submitted by Barbara L. Fisher and Roberta G. Sachs.

CROSS-GROUP NEGOTIATION AND COOPERATION INSTRUCTION SHEETS

For Group Member 1:

1. Complete a structure with someone outside your subgroup.
 2. Complete a structure with one other person in your subgroup.
 3. Complete a structure by yourself.
 4. Complete a structure with your entire subgroup.
-

For Group Member 2:

1. Complete a structure by yourself.
 2. Complete a structure with your entire subgroup.
 3. Complete a structure with someone outside your subgroup.
 4. Complete a structure with one other person in your subgroup.
-

For Group Member 3:

1. Complete a structure with one other person in your subgroup.
 2. Complete a structure by yourself.
 3. Complete a structure with your entire subgroup.
 4. Complete a structure with someone outside your subgroup.
-

For Group Member 4:

1. Complete a structure with your entire subgroup.
 2. Complete a structure with someone outside your subgroup.
 3. Complete a structure with one other person in your subgroup.
 4. Complete a structure by yourself.
-

■ **MODEL BUILDING: AN INTERGROUP COMPETITION**

Goals

- To study interpersonal and intergroup competition phenomena.
- To explore the feeling content and behavioral results of winning and losing.
- To provide feedback to group members on their contributions in a task situation.

Group Size

This is a multi-group activity; each subgroup should be composed of no more than eight members. Any number of subgroups can be accommodated.

Time Required

Approximately one and one-half hours.

Materials

- Sets of toy building materials, such as LEGO® Blocks or Tinkertoys®. There should be enough materials so that each subgroup can duplicate a model constructed by the facilitator.

Physical Setting

The members of each subgroup should be seated together, preferably on the floor, with the subgroups arranged in clusters around a small table placed in the center of the room.

Process

1. Before the meeting, the facilitator constructs a toy model that is to be duplicated by each of the subgroups. The model should be complex enough to require some work to duplicate, but there must be enough materials for each subgroup to duplicate the model. All the materials are piled under the table in the center of the room, and the model is covered until further instructions are given.
2. After the subgroups have been arranged, the facilitator announces that each subgroup is to choose a judge from among its members. (Some members also

may be chosen to function as process observers rather than participants.) Then each subgroup has a brief meeting to discuss how its selection was made.

3. The judges assemble in the center of the room. The model is uncovered, and the judges are told that they “own” the model and the construction materials. Each subgroup will attempt to duplicate the model. The job of the judges will be to establish any rules they wish, decide how the materials will be dispensed, and declare a winner. The judges are instructed to take ten minutes to confer among themselves, announce the rules, and signal the beginning of the work period. They may or may not state their criteria for judgment, but they must declare one subgroup the winner.
4. Under the rules established by the judges, each subgroup receives materials and attempts to duplicate the model.
5. On a signal from the judges, work stops and judging begins, in any manner agreed on by the judges. A winner is declared.
6. If process observers have been used, they report at this time. Each subgroup, including the judges, has a ten- to fifteen-minute meeting to discuss its participation. Judges may be asked to give and receive feedback. Subgroups may select spokespersons to report significant generalizations from their groups. The winning subgroup may be prompted to consider the costs of winning. Losing members may be asked to offer their reactions to losing. The phenomenon of task seduction in the work period may be explored with the total group.

Variations

- The model can be placed outside the room, and only one representative of each subgroup can be allowed to see the model at one time.
- The judges can be selected before subgroups are formed, so that they do not “represent” groups.
- Judges can post their criteria before the subgroups attempt to duplicate the model.
- Participants can establish the rules, the plan for distributing materials, and the criteria for winning.
- The facilitator can point out to the judges that they may distribute materials unequally or judge the subgroups unfairly.

■ TESTING: INTERGROUP COMPETITION

Goals

- To explore the impact of the lack of communication in competitive situations.
- To demonstrate the need for collaboration and interdependence.

Group Size

An unlimited number of pairs of subgroups of three to seven members each. The subgroups should be as nearly equal in size as possible.

Time Required

Approximately one and one-half hours.

Materials

- A copy of the Testing Score Sheet for each subgroup.
- A set of precut Testing Question Blanks for each subgroup.
- A set of precut Testing Answer Blanks for each subgroup.
- A pencil for each subgroup.

Physical Setting

A room large enough for the subgroups to meet without interfering with or being overheard by one another.

Process

1. The facilitator divides the participants into an even number of nearly equal-sized subgroups and gives each subgroup a number designation. The subgroups are instructed to seat themselves apart from the other subgroups.
2. The facilitator explains that the activity will be a test of knowledge and strategy. The group is told that each subgroup will design ten one-item tests for one of the other subgroups. The tests, which will be in each of ten assigned categories, will be distributed one at a time. Points will be awarded for correct answers.
Subgroups must score at least one hundred points to be eligible to win. (The subgroup with the highest score above one hundred wins.)

3. The facilitator pairs up subgroups that are physically separated from each other. They are told that these paired subgroups will construct the tests for each other, with each subgroup answering the questions submitted to it by the opposite group.
4. The facilitator distributes a copy of the Testing Score Sheet, a set of Testing Question Blanks, and a set of Testing Answer Blanks to each subgroup. The facilitator reads the ground rules aloud and answers procedural questions.
5. The facilitator announces that each subgroup is to discuss its strategy and formulate its first question. The group is also told that ten minutes will be allowed before the first question must be distributed, but for subsequent questions only two minutes each will be allowed. Three minutes will be allowed for each answer. After ten minutes, the facilitator announces that one person from each subgroup is to bring its question to a central location and be ready to exchange it silently for the question brought from its paired subgroup. When all the questions have been carried to the center, the facilitator gives the signal for the simultaneous exchange and announces the beginning of the three-minute period in which each subgroup will answer the question submitted to it.
6. After three minutes, the facilitator calls for the answers to be exchanged in the same manner as were the questions.
7. The facilitator announces that there will be two minutes to formulate the next question. Along with this question each subgroup is to indicate whether the previous question was answered correctly.
8. During each round of questions and answers, the facilitator reminds the subgroups of the category and point value of the question. After questions 3, 6, and 9, the subgroup representatives (if any were chosen by the paired subgroups) are allowed three minutes to confer with one another in a neutral place.
9. After round ten the facilitator directs each subgroup to discuss questions such as the following:
 - What happened? How did you feel?
 - What changes occurred in your mood?
 - Who was the adversary in this game? What did you need to win? What did it take to lose?
 - In what other situations do you see this happening?
 - What factors, conditions, or circumstances made it easy to compete and hard to collaborate? Do these factors, conditions, or circumstances exist in the other situations where you see this happening?
10. The facilitator elicits comments about the process from the separate subgroups. The facilitator discusses win-lose, lose-lose, and win-win strategies.

11. The facilitator calls for the final score for each subgroup and announces a winner, if there is one.

Variations

- The activity can be carried out using money instead of points.
- Process observers can be assigned to each subgroup.
- Paired subgroups can be placed in separate rooms, to minimize participants' breaking the rules.

Submitted by Peter R. Scholtes.

TESTING SCORE SHEET

Ground Rules

1. The Testing Question Blanks and Testing Answer Blanks are to be used to transmit one paired subgroup's question to the opposite subgroup and to return that subgroup's answer to the question.
2. After questions 3, 6, and 9 have been exchanged, the paired subgroups may select one representative each to meet together for three minutes. The representatives may discuss any topic they wish. Those subgroups who wish to select representatives must indicate so in the appropriate spaces on answer forms 3, 6, and 9.
3. No communication is permitted between the two subgroups other than the above exchange of forms and meetings through representatives
4. No communication is permitted at all with any other subgroups participating in the activity.
5. Question and answer forms are to be exchanged at the same time by all subgroups, when so directed by the facilitator.
6. Any dispute over the fairness of a question or the correctness of an answer is to be settled by the subgroup that formulated the question and there is no appeal to its decision. Subgroups are urged, however, to make their questions clear, specific, and unequivocal. Questions may have several parts with the assigned points distributed among the different parts at the discretion of the questioning subgroup.

Round	Topic	Points	Our Score		Their Score	
			This Round	Cumulative	This Round	Cumulative
1	Sports	10				
2	National History	10				
3*	Science	15				
4	Politics	15				
5	Movies	15				
6*	World History	25				
7	Advertising	15				
8	Geography	15				
9*	Popular Music	30				
10	Wild Card (any topic)	50				

*After rounds 3, 6, and 9, a representative from your subgroup may have a three-minute meeting with the representative of the other subgroup, during which they may discuss whatever they choose.

TESTING QUESTION BLANKS

1. From Group _____ To Group _____

You will be informed if your answer is correct when you receive question 2.

2. From Group _____ To Group _____

Your answer to question 1 was correct/incorrect.

3. From Group _____ To Group _____

Your answer to question 2 was correct/incorrect.

4. From Group _____ To Group _____

Your answer to question 3 was correct/incorrect.

5. From Group _____ To Group _____

Your answer to question 4 was correct/incorrect.

6. From Group _____ To Group _____

Your answer to question 5 was correct/incorrect.

7. From Group _____ To Group _____

Your answer to question 6 was correct/incorrect.

8. From Group _____ To Group _____

Your answer to question 7 was correct/incorrect.

9. From Group _____ To Group _____

10. From Group _____ To Group _____

Your answer to question 8 was
correct/incorrect.

Your answer to question 9 was
correct/incorrect.

11. From Group _____ To Group _____

(No question.)

Your answer to question 10 was
correct/incorrect.

TESTING ANSWER BLANKS

1. From Group _____ To Group _____

2. From Group _____ To Group _____

3. From Group _____ To Group _____

4. From Group _____ To Group _____

We do/do not want a meeting of
representatives.

5. From Group _____ To Group _____

6. From Group _____ To Group _____

We do/do not want a meeting of
representatives.

7. From Group _____ To Group _____

8. From Group _____ To Group _____

9. From Group

To Group

10. From Group

To Group

We do/do not want a meeting of
representatives.

■ BLOCKBUSTER: A COLLABORATION ACTIVITY

Goals

- To experience elements of teamwork in group problem solving.
- To examine the effects of planning on task achievement.
- To examine the significance of communication and rhythm in a particular type of group task.

Group Size

Up to five subgroups of six to eight members each.

Time Required

One and one-half to two hours.

Materials

- A copy of the Blockbuster Game Sheet for each participant.
- A copy of the Blockbuster Referee Sheet for each subgroup.
- A copy of the Blockbuster Tally Sheet for each subgroup.
- For each participant, a square block that can be picked up and passed easily with one hand.
- For each subgroup, an object that is similar in size to the participants' blocks and different in color or shape from the other subgroups' objects.
- A pencil for each subgroup.
- Audio equipment on which a simple, well-known song can be played.

Physical Setting

A circular table for each subgroup and room enough for the subgroups to move around their tables.

Process

1. The facilitator introduces the activity as one that will involve planning and teamwork and that should be fun.
2. The participants are divided into subgroups of six to eight members each. One member of each subgroup is designated as referee for the subgroup. The subgroups and their referees are directed to their respective work areas.
3. Each participant is given a copy of the Blockbuster Game Sheet and a square block. Each referee is given a copy of the Blockbuster Referee Sheet, the Blockbuster Tally Sheet, and a pencil. Time is allowed for the participants to read the printed materials, and questions about rules and timing are answered. (Five minutes.)
4. A simple, well-known song is played, and the subgroup members are encouraged to sing along. They are told that in the next round of play, they will have to sing the song themselves. During the song, the facilitator places an object in the center of each subgroup's table. (Three minutes.)
5. Round 1, a planning period, is announced. The referees observe their subgroups' interactions but do not participate actively in the planning. (Ten minutes.)
6. Round 2 is introduced. The subgroups are told that they must sing the song during this round and that no talking is allowed. They are reminded that the subgroup can stop to reorganize during the round, but that scores will be tallied as each subgroup's referee records the number of times the subgroup correctly integrates and circulates its object during the round. The referee will note a violation if the object is not circulated in accordance with the rules. Actual scores for each round will be based on the number of cycles completed minus violations committed during the round. The round then begins. (Five minutes.)
7. Round 3, another planning period, is announced. (Five minutes.)
8. Round 4, another passing round, is introduced. Subgroup members are told that they *may sing or talk as they choose* during this round. The referees are reminded to keep score, and the round begins. (Ten minutes.)
9. Time is called, the subgroup's tallies are collected, and the winning subgroup is announced. That subgroup demonstrates its passing technique to the other subgroups. (Five minutes.)
10. The referee from each subgroup reports on the subgroup's process, and the members share reactions and observations. (Five minutes.)
11. Each subgroup, including its referee, is directed to discuss its experience in terms of the following:
 - How the subgroup organized itself.
 - How ideas were shared and decisions were made.

- How the subgroup functioned as a team.
 - Any differences that the ability to talk made during the second round of the passing activity.
- (Ten minutes.)
12. The subgroups then discuss the effect of singing the song during the first passing round, whether the subgroup sang during the second passing round, and whether the singing itself or the rhythm of the song had any effect on the passing activity. (Five minutes.)
 13. Finally, the subgroups are directed to discuss the effect of the planning rounds on task performance and the difference between the subgroup's passing and coordinating performance following the first and second rounds of planning. (Five minutes.)
 14. A spokesperson from each subgroup reports to all participants on the highlights of the subgroup's discussions in the areas of:
 - Teamwork.
 - The effects of singing and talking on the accomplishment of the task, and
 - The effects of planning on the accomplishment of the task.
 (Five minutes per subgroup.)
 15. Similarities and differences in the subgroup's experience are noted, and generalities are extracted from these items. Participants then volunteer key "learnings" from the experience, and these are discussed. (Ten minutes.)
 16. Members meet within their subgroups again to suggest and discuss ways in which the things that have been learned during the activity can be used to improve the functioning of other task groups with which they are involved. (Ten minutes.)

Variations

- Each subgroup can be instructed to select its own song.
- Singing can be required during the second round of passing.
- More planning and task rounds can be conducted.

Submitted by R. Moses Thompson.

BLOCKBUSTER GAME SHEET

1. Each subgroup member will be given a block to pass.
2. All objects will be passed in a clockwise direction to the person on the left. Passing of objects must be done in rhythm with the music.
3. The object of the game is to bring the object in the center of the table into circulation and to earn points by completing passing cycles. The subgroup scores one point each time the center object goes all the way around the circle without error. The referee will tally this score.

However

4. Each member can have only one object in front of him or her at one time.
5. The center object must be brought into the cycle in *rhythm* with the passing of the blocks. It can be brought into circulation only when objects are in the process of being passed.
6. Violations will be tallied and deducted from the points earned for completing a cycle of passing the center object around the circle. Any action not in accordance with the rules will be considered a violation.
7. The activity will be divided into four rounds.
 - Round 1, planning period: ten minutes.
 - Round 2, task period: five minutes.
 - Round 3, planning period: five minutes.
 - Round 4, task period: ten minutes.
8. Talking is not allowed during the passing rounds unless it is specifically authorized. Violations will be tallied and deducted from points earned for completing a passing cycle.
9. Each subgroup has a referee who will not participate actively in the planning and passing phases but who will compute scores and penalize the subgroup for any violations. The referee's decisions are final.
10. Reorganization: A group can elect to stop and reorganize itself at any time during a round; however, the other subgroups can continue to accumulate scores during this time.

BLOCKBUSTER REFEREE SHEET

You are not to participate directly in the subgroup's planning and passing activities but are to act as a process observer. In addition, your task is to enforce the rules of the game. You declare when the subgroup's object has made a complete cycle and you record the score on the group's tally sheet.

Also record all violations of the rules and announce what the violation is when it occurs.

- No talking is allowed during the passing rounds unless it is specifically authorized.
- You will be asked to discuss your observations of the subgroup's process during a debriefing period following the four rounds.

BLOCKBUSTER TALLY SHEET

Rounds 1 and 3 (Planning Rounds)

Observations:

Rounds 2 and 4 (Passing Rounds)

Round	Points (one cycle completed)	-	Violations	=	Score
2					
4					

■ INTERTWINE: INTERGROUP COLLABORATION

Goals

- To illustrate intergroup task interdependence.
- To explore aspects of collaboration such as communication and division of labor.
- To practice intergroup problem-solving skills.

Group Size

Two, four, six, eight, or ten trios.

Time Required

Approximately one and one-half to two hours.

Materials

- A copy of the Intertwine Observation Sheet for each observer.
- One packet of prepared twine. The packet should contain three pieces each of three different types of rope, twine, or string—a total of nine pieces. The length of each piece should be three feet multiplied by the number of trios, up to approximately twenty feet. (For example, three pieces may be thin, white string; three may be rough, red twine; and three may be thicker, tan rope. The three types should vary in more than one obvious way.) All nine pieces are to be tangled (but not knotted) together prior to the activity.
- Newsprint and a felt-tipped marker.

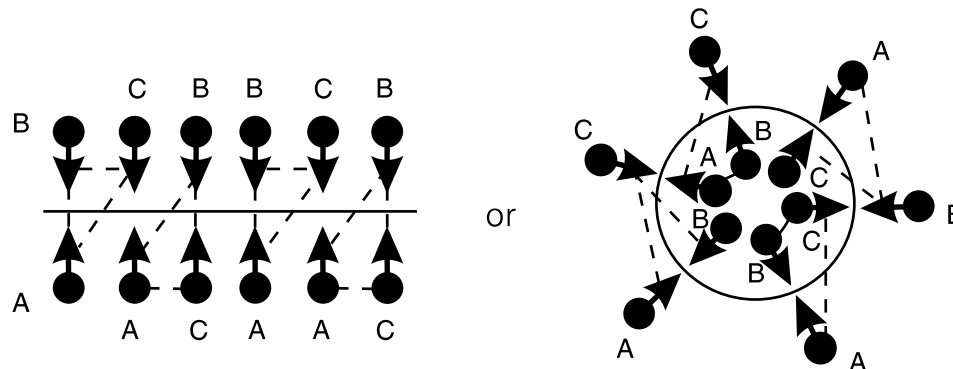
Physical Setting

A room large enough for the participants to stand or sit comfortably in two parallel rows or in two circles, one inside the other.

Process

1. The facilitator explains that the group is to work on a problem-solving task and divides the participants into trios (subgroups of three members each). Additional participants are designated as observers. (Two minutes.)

- The facilitator tells the trios to arrange themselves in parallel rows (or two concentric circles) so that the rows face each other, as illustrated by the diagrams below.



The trios are told that they will remain in these positions throughout the activity. (Two minutes.)

- Each observer is given a copy of the Intertwine Observation Sheet.
- The tangled twine is laid on the floor lengthwise between the two rows of participants, and the facilitator announces the overall task: With the twine stretched out lengthwise between the rows, each participant is to hold a portion of all three pieces of one of the types of twine, e.g., a portion of all three tan strands or all three red strands, etc., with each member of the trio holding a different type of twine. (The participant's task is not to gather up all three pieces of each type, but to hold a *portion* of the full length of twine.)
- The facilitator then announces and posts *THE RULE*:

No two adjacent people, either within or between trios, may hold the same type of twine.

(The *unstated* implication of this rule is that the way in which any one trio decides to divide the task will determine how *all* other trios *must* divide the task in order for the overall task to be accomplished. Thus, only if all trios collaborate and cooperate can the sorting-out problem be solved. The trios must discover this for themselves.)

- If the problem is not solved after twenty minutes, the facilitator suspends the action and briefly discusses how the problem might best be approached, focusing on the collaborative requirements. (Five minutes.)
- Following step 5 if the problem initially is solved correctly, or five to ten minutes after step 6 if it is not, the facilitator calls time and solicits the participants' reactions to the activity. (Five minutes.)
- The facilitator directs the participants to review how members cooperated and coordinated within and across trios to solve the problem. The observers' reports

are given and the effectiveness of the various strategies that were used is discussed. (Twenty minutes.)

9. A general discussion of intergroup problem solving is conducted. The following items may be included in the discussion:
 - The relationship between the task and the need for collaboration.
 - Aspects of collaboration such as communication processes and division of labor.
 - The differences between intergroup problem solving and intragroup problem solving.
 - Other learnings related to task interdependence among subgroups.(Twenty minutes.)
10. The members meet in their trios to discuss their own needs and plans for collaboration across problem-solving or task groups in their back-home work situations. (Ten minutes.)

Variations

- If the group is sophisticated or if the third goal is to be emphasized, step 6 can be omitted, and the subgroups can be forced to find the solution for themselves.
- The problem can be made easier if, during step 5, the facilitator emphasizes the importance of intergroup consultation in order to satisfy the rule.
- The problem can be made more difficult if, during step 5, the facilitator announces that no one (or only one member from each trio) may speak during the task phase.

Submitted by Marshall Sashkin.

INTERTWINE OBSERVATION SHEET

The task given to each trio is the same: Each person is to sort out and hold on to all of one of the three different types of strands. However, the requirement that no two adjacent people can hold strands of the same type imposes an interesting result: The type of threads held by members of any one trio determines the only configuration (who holds which type) that will work for all other trios.

Your task as an observer is to watch how the trios begin their task. Note when the members realize the essential problem. Observe how they react and how they attempt to resolve the problem.

As the activity proceeds, look for intergroup conflicts. How do they appear and how are they handled?

■ STOCK EXCHANGE: A COLLABORATION ACTIVITY

Goals

- To provide the participants with an opportunity to experience the effects of different approaches to developing resources.
- To develop the participants' awareness of the advantages and disadvantages of various collaborative strategies.

Group Size

Four subgroups of three to five members each.

Time Required

One hour and forty minutes.

Materials

- One copy each of Stock Exchange Templates A, B, C, and D. The facilitator may want to reproduce these templates on cardboard or heavy paper stock so that the participants can work with them more easily.
- A plastic bag containing poker chips for each subgroup. Prior to conducting the activity, the facilitator should obtain enough red, blue, yellow, and white poker chips to stack to the required levels on all four templates.¹ (Yellow poker chips may be obtained from a number of game stores without special ordering.) Then the facilitator fills the four plastic bags as follows:
 - In the first bag: one red chip and random numbers of blue, yellow, and white chips;
 - In the second bag: one blue chip and random numbers of red, yellow, and white chips;
 - In the third bag: one yellow chip and random numbers of red, blue, and white chips; and
 - In the fourth bag: one white chip and random numbers of red, blue, and yellow chips.

¹ Poker chips vary in size. To conduct this activity successfully, the facilitator must ensure that all chips in any given color are of the same size and thickness. However, it is not essential that the red chips be the same size as the blue chips, and so forth.

Physical Setting

A room large enough to accommodate a separate table for each subgroup and interaction among the subgroups. The tables should be separated from one another by plenty of space.

Process

1. The facilitator announces that the participants are to experience an activity that emphasizes the effects of different approaches to developing resources.
2. The participants are assembled into four subgroups of approximately equal size, and each subgroup is assigned to a separate table.
3. Each subgroup is given a copy of one of the four templates and a bag of poker chips.
4. The facilitator explains that the activity consists of three rounds. Throughout the three rounds the objective for each subgroup will be the same: to obtain enough of each color of poker chips to stack to or over the required level on the subgroup's template. However, in each round the subgroups will be asked to use a different approach in attempting to meet this objective. It is clarified that before each round the facilitator will explain the approach to be used.
5. Questions about the activity are elicited and answered. (Five minutes.)
6. The participants are told that in round 1 each subgroup is to seek to meet its own needs exclusively. The subgroups may ask for chips from one another, but they may not barter for them; they may give away chips if asked, but they are not obligated to do so. In addition, no subgroup may inquire about another subgroup's needs.
7. The instructions are clarified as necessary, and the subgroups are told to begin.
8. After ten minutes the facilitator stops the activity, asks which subgroups met their objectives, and encourages the participants to share briefly with the total group their feelings about the interactions that took place during the first round. (Five minutes.)
9. The facilitator explains that during round 2 each subgroup is to seek to meet its own needs, but that the subgroups may barter with one another and should try to make even exchanges. If more than half of the subgroups met their objectives during the previous round, the facilitator collects all chips and redistributes them as described in the Materials section.
10. The instructions are clarified as necessary, and the subgroups are told to begin.
11. After ten minutes the facilitator stops the activity, again asks which subgroups met their needs, and invites the participants to share their feelings about what occurred during the round. (Five minutes.)

12. The facilitator states that during round 3 each subgroup is to try not only to meet its own needs, but also to help the other subgroups to meet their needs. It is suggested that the subgroups link their resources in order to accomplish this goal. Again, if more than half of the subgroups have already met their objectives, the facilitator collects and redistributes the chips.
13. Questions about the instructions are elicited and answered, and the subgroups are asked to begin.
14. After ten minutes the facilitator stops the activity, checks to see which subgroups met their objectives, and asks the participants to share with the total group their feelings about what happened during the third round. (Five minutes.)
15. The total group is reconvened for a concluding discussion during which the facilitator asks the following questions:
 - Which round was the most enjoyable or satisfying? What characteristics of the action during that round contributed to your satisfaction with the outcome?
 - How did the three rounds differ in terms of their impact on your subgroup?
 - Which of the approaches used in the three rounds would you prefer using as your own personal style?
 - Which approach most closely resembles the one used by your back-home group?
 - How and under what circumstances could you use the collaborative approach of round 3 (networking) in your back-home group? What might be the advantages of this approach? What might be the disadvantages?
 - What are some other collaborative strategies that you could use back home?

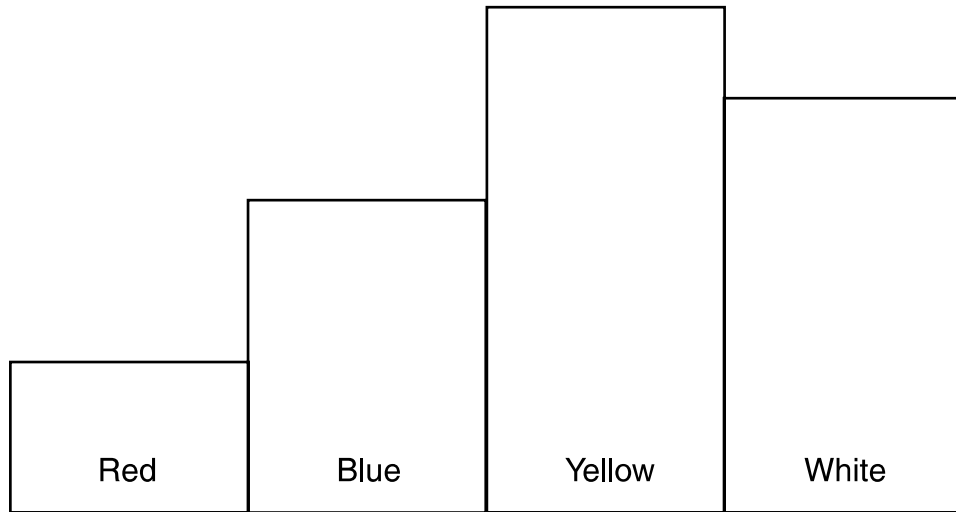
Variations

- Coins may be substituted for the poker chips.
- The difficulty of the activity may be increased by conducting the activity with fewer poker chips than required for the subgroups to meet their objectives.
- Instead of eliciting the participants' feelings about interactions after each round, the facilitator may defer all processing until step 15.

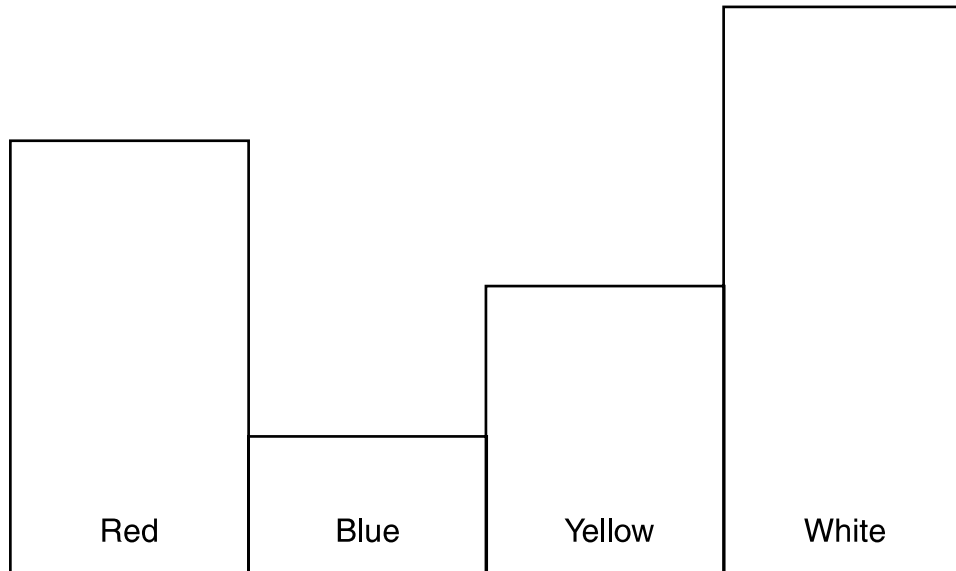
- After step 15 the participants may be asked to reassemble into their subgroups in order to develop back-home plans for various collaborative strategies, such as networking.
- After step 15 the facilitator may deliver a lecturette on collaboration.

Submitted by Kenneth W. Howard.

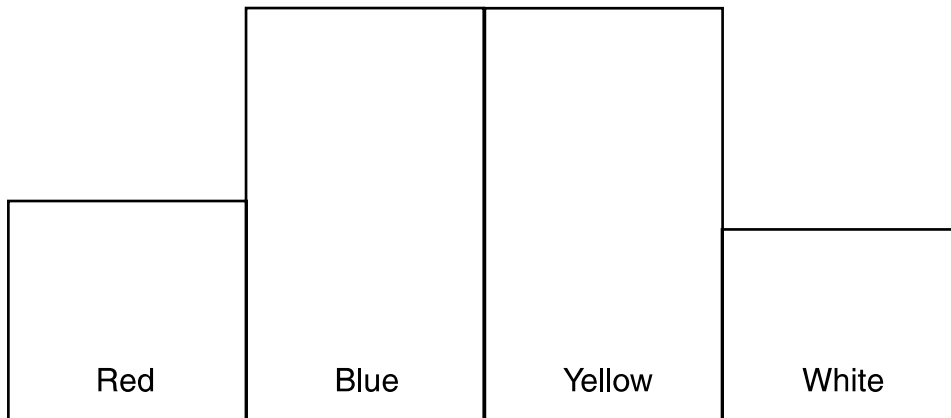
Stock Exchange Template A



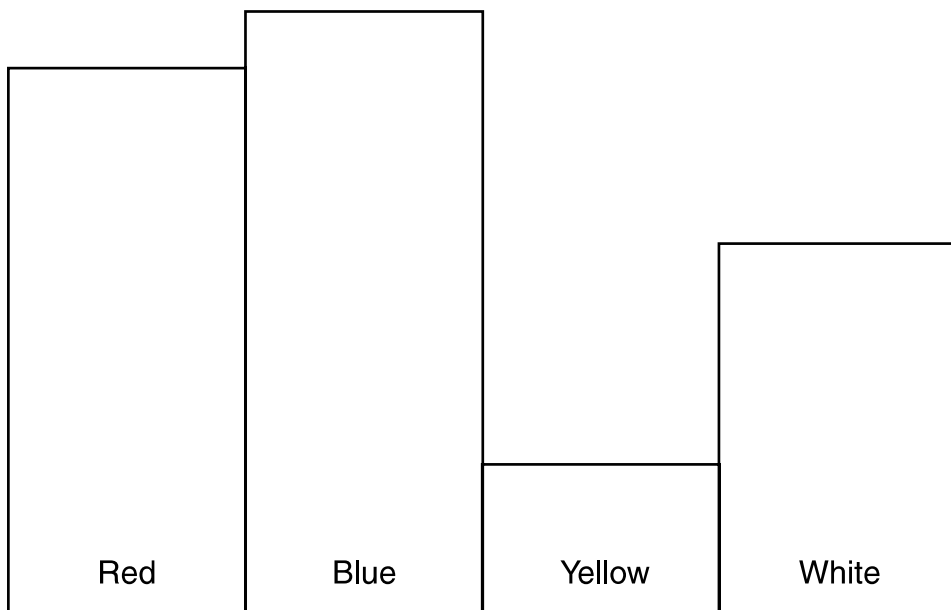
Stock Exchange Template B



Stock Exchange Template C



Stock Exchange Template D



■ HIGH IRON: COLLABORATION AND COMPETITION

Goals

- To examine the elements of negotiation and collaboration in achieving goals.
- To experience the effects of collaboration and/or competition in problem solving.

Group Size

Any number of subgroups of four members each.

Time Required

Approximately two hours.

Materials

- A copy of the High Iron Information Sheet for each participant.
- A copy of the High Iron Reaction Sheet for each participant.
- A copy of the High Iron Work Sheet for each participant.
- A pencil for each participant.
- Newsprint and a felt-tipped marker.

Physical Setting

A room large enough to provide a work area for each subgroup.

Process

1. The facilitator introduces the activity as one that will examine the effects of competition and collaboration in achieving goals.
2. The facilitator divides the participants into subgroups of four members each and instructs them to arrange themselves in separate locations around the room. Each subgroup then is told to divide into two teams of two members each to represent the traffic managers of the T & B Railroad and the J & L Rail Lines. (If there are an uneven number of participants, extra persons may be assigned to subgroups as process observers or recorders.)

3. The facilitator distributes a copy of the High Iron Information Sheet, a copy of the High Iron Work Sheet, and a pencil to each participant and tells the participants to read their instructions. When all members understand the procedure, the facilitator reminds them that the length of each negotiation session is indicated on the work sheet and tells them that teams will have three minutes for planning between each negotiating session. The facilitator also tells them that the two members of a company's management team may caucus at any time to discuss their corporate strategy.
4. The facilitator calls time at the end of each planning period and times each round of the negotiations. Results from each of the seven rounds are recorded on the High Iron Work Sheet. (Thirty minutes.)
5. At the end of the seven rounds the facilitator distributes a copy of the High Iron Reaction Sheet to each participant and allows time to complete it.
6. The facilitator leads the subgroups through a debriefing of the activity, covering the following points:
 - Personal reactions to the experience;
 - Consideration of the practical effects (in profits) of their decisions during the activity;
 - Sharing of data from the High Iron Reaction Sheet; and
 - Review of negotiating-team style with other company teams.(Twenty minutes.)
7. Subgroup reports are made. The facilitator posts data from items 1 and 2 on the High Iron Reaction Sheet for each team and then discusses what these results show in terms of competition and collaboration. (Ten minutes.)
8. Subgroup members process the activity by:
 - Discussing factors that enhance collaboration between working teams; and
 - Identifying elements of the negotiation process that affect the climate of collaboration. (Twenty minutes.)
9. The facilitator leads a total-group discussion of the nature of collaborative behavior based on subgroup learnings, and generalizations are drawn from the group. (Twenty minutes.)
10. Application to back-home problem-solving sessions can be formulated, or individuals can generate personal statements of intended behavioral applications. (Ten minutes.)

Variations

- The facilitator can announce that during rounds 5 and 7 there will be a “bonus for early delivery” for one or both companies. The “profit” is multiplied by ten for early delivery if a company uses the main line.
- An eighth round can be declared, with a “bonus for early delivery” offered to one or both companies. The bonus round should be preceded by a two-minute negotiating session.
- After round 5, the facilitator may declare the route closed by snow or a rail strike. Participants may spend time discussing what is happening or planning strategy with other managers from their company.
- With small participant groups, one subgroup can engage in the activity while other participants act as coaches or other personnel in the companies.

Submitted by Donald T. Simpson. This activity was developed to complement the research of M. Deutsch and R.M. Krauss, “The Effect of Threat on Interpersonal Bargaining,” *Journal of Abnormal and Social Psychology*, 1960, 61, 183.

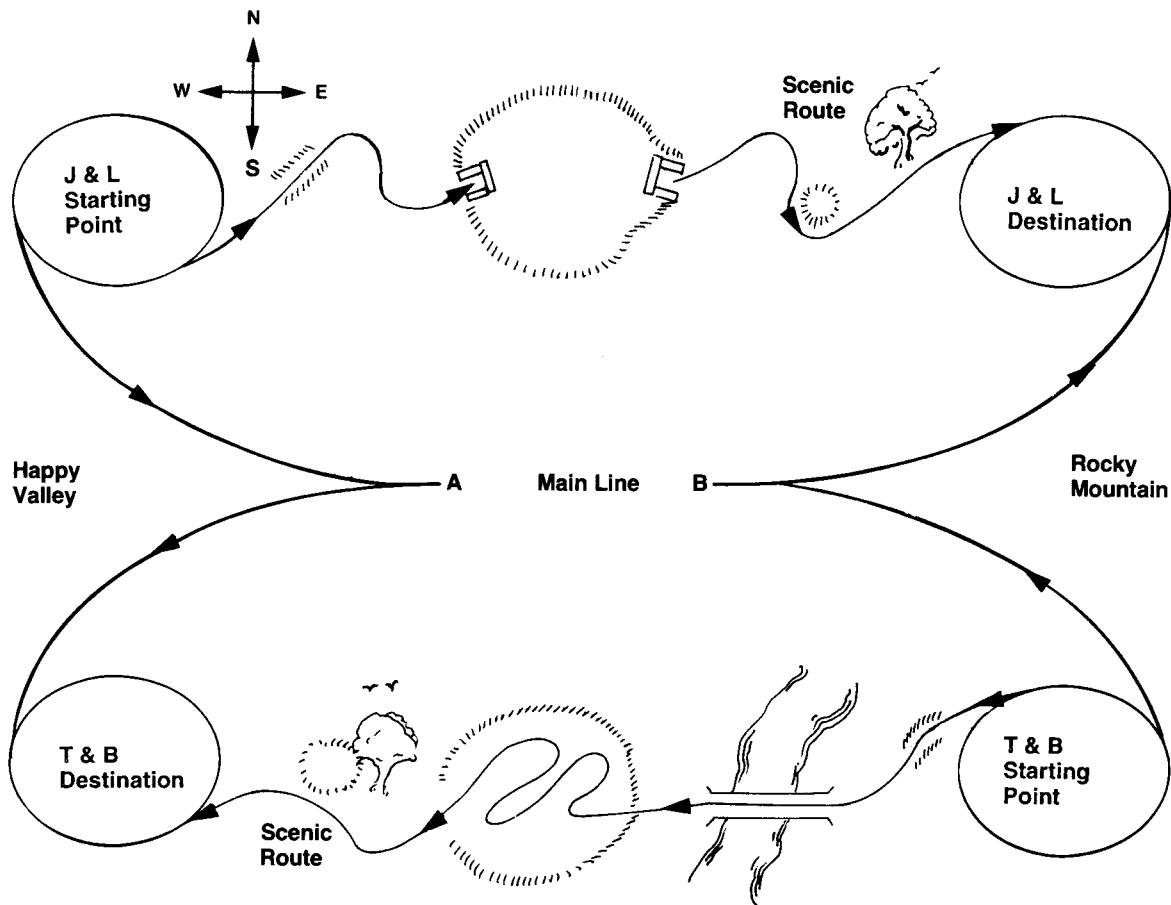
HIGH IRON INFORMATION SHEET

The J & L Rail Lines and the T & B Railroad both ship products between Happy Valley and Rocky Mountain. There are two rail lines available to each company to use, as shown on the map. One route is the main line, or “high iron,” the other is the “scenic route” (usually reserved for weekend excursions).

J & L controls the switch at A; T & B controls the switch at B. Between points A and B, traffic on the main line, or “high iron,” can proceed in only *one* direction—east or west—during any one day.

Both J & L and T & B handle high-priority cargo, although not in direct competition with each other. When cargo goes on the main line, a company makes a profit of \$5 a ton. But when cargo has to go on the scenic route, the company makes only \$2 a ton profit because of the delay.

Your objective, as a member of your company’s management team, is to make as much profit as possible. Just prior to each day’s operations, or “round,” you may negotiate with the other company for use of the highborn route. If you fail to reach an agreement before the negotiating time expires, the main line becomes unavailable. (Nobody wants a head-on collision!)



HIGH IRON WORK SHEET

Round (Day)	Negotiating Time	Decision: Main-Line Flow (East or West)	T & B's Profit	J & L's Profit
1	2 min.			
2	1 min.			
3	1 min.			
4	1 min.			
5	2 min.			
6	1 min.			
7	1 min.			

Total Profit _____

HIGH IRON REACTION SHEET

Take twenty minutes to record your reactions to this activity.

1. Profit for my company \$ _____ per ton
Profit for other company \$ _____ per ton

2. Generally, use of the main line was determined by:
 - () Threat of denial by other company (closing the switch at A or B).
 - () Threat of reprisal (if you do not let me use the main line, I will not let you use it next time).
 - () Reciprocal agreement (if you let me use it this time, I will let you use it next time).
 - () Negotiation and understanding (we will both come out with more profit if we cooperate).
 - () Other:

3. I felt that my team (was/was not) in competition with the other team.

4. Some problems we had in negotiating use of the main line were:

5. Some things we did to enhance cooperation were:

6. From this experience, I learned that:

■ RISK GAME: COMPETITION AND TEAM BUILDING

Goals

- To increase awareness of one's preferred level of risk taking.
- To increase awareness of how the attitudes of others can affect one's choices and level of risk taking.
- To study the effects of intergroup competition on intragroup communication processes.

Group Size

Eight to twenty-four participants, in even numbers.

Time Required

Approximately two hours.

Materials

- Eighteen to forty-five copies of the Risk Game Tally Sheet (three copies for each pair and three additional copies for each pair of teams—refer to Process).
- A Risk Game Board for each subgroup (to be prepared on newsprint by the facilitator prior to the experience).
- A die for each subgroup.
- A copy of the Risk Game Rules prepared in advance on newsprint.
- A pencil for each subgroup.
- A variety of small items (key, pen, lighter, etc.) to be used as markers for each participant.

Physical Setting

Enough room to allow all subgroups to position themselves so that each subgroup has a section of wall to throw its die against.

Process

1. The facilitator introduces the activity by stating the goals. The rules of the Risk Game are prepared ahead and posted on newsprint. A brief overview of the activity is given and the three main points in the rules are emphasized.
 - The participants must keep track of each move because the move number determines the level of risk that can be chosen.
 - The game is over on the twenty-second move, and a draw is declared if no one has reached position 71 on the board.
 - Any member who must retreat more spaces than he or she has accrued loses the game at that point. For example, if a participant is on position 11 and then rolls a six, under the level-2 risk-condition option, the twelve spaces retreated would put the marker off the board. The game would be over for that pair at that point. The winner would be the player remaining on the board.

(Ten minutes.)

2. The facilitator says that each participant is to look around the room and pick as an opponent someone he or she thinks will give him or her a good game, then join that person in a location along a wall and away from others. (If a participant's invitation to play is refused, the participant is to pick another opponent.)
3. The facilitator distributes three copies of the Risk Game Tally Sheet, a die, and a pencil to each pair. The facilitator may either direct each participant to select an individualized "marker" from among his or her personal effects or may bring a selection of markers and distribute them to the participants.
4. Phase 1 of the game is played. (Fifteen minutes.) Several games may be played during this phase of the activity. A new Risk Game Tally Sheet should be used to keep track of the rounds for each game played.
5. An even number of subgroups ("teams") of four to six members each is formed. Each team chooses a captain, who will roll the die and move the team piece. The team also chooses a recorder, who is charged with keeping notes on the game strategy and keeping track of the rounds completed.
6. The facilitator instructs each team to choose as an opponent a team that it thinks it can beat. (If a team's challenge is refused, it is to pick another team.) The teams are encouraged to organize themselves so that communication among team members flows smoothly, efficiently, and with satisfaction to the team members.
7. Each pair of teams receives three copies of the Risk Game Tally Sheet. (A new Risk Game Tally Sheet is used for each game played.) One or more games can be played between teams in the time allotted. (Twenty minutes.)

8. At the end of this phase, team members debrief the activity by reviewing their results, the number of games won, etc. (Ten minutes.)
9. The facilitator then assembles the entire group and leads a discussion of the experience. The following questions can be used to guide the discussion:
 - How did teams approach the game? What strategies did they develop for winning?
 - What contingency strategies did teams develop for when they were behind?
 - What impact did individual members' risk-taking preferences have on the team's risk-level choices?
 - Did individual members' willingness to take risks increase once they became members of a team? If so, what factors influenced them?
 - What communication networks and work patterns developed within the teams?
 - How did patterns change as the teams played more games?
 (Twenty minutes.)
10. The teams are then reconvened to discuss members' personal learnings regarding risk taking. The focus of this discussion is to identify factors that influence an individual's willingness to take risks in various situations. (Ten minutes.)
11. The participants are directed to complete this sentence: "What I learned (or relearned) about taking risks is...." (Five minutes.)
12. Team members then share their statements and discuss applications of their learnings. (Ten minutes.)

Variations

- Prior to the activity, the facilitator can present a lecturette on motivation and risk taking and ask the participants to rate themselves as high, medium, or low on two independent measures: need to achieve and fear of failure. During the processing of personal learnings, team members comment on these self-perceptions, based on their observations during game interactions.
- Some participants can serve as judges or observers.
- Based on the outcome of the first round, several strategies for team composition can be used:
 - Winners can be grouped as a team against other winners, and the same strategy used with subgroups of losers. A rank order of best to worst teams can result.
 - Winners can play in teams against teams of losers.
 - Teams can be formed so that they include both winners and losers.

- The facilitator can draw attention to the fact that there may be some, all, or no winners. If everyone elects a “no-risk” condition, only half the players are expected to cross the finish line by the twenty-first move. A general discussion of the costs and advantages of risk taking is then conducted.

Game Rules

1. Teams select a game piece (marker).
2. Team captains call a risk level within the constraints of the rules prior to rolling the die. Note: Team captains may call the risk level for rounds 8, 9, 15, 18, and 21 by consulting or not consulting with teammates.
3. The rolled die must hit a wall to ensure a fair roll.
4. The team captain advances or retreats the team’s game piece the indicated number of moves on the game board.
5. If the game piece is required to retreat a number of moves more than has been already gained on the board, the team loses the game at the moment it becomes overextended. This is the only way the game can be lost.
6. Each round must be marked off on the Risk Game Tally Sheet as it is completed.
7. The game is over at the end of the twenty-first turn. The only way to win the game is to cross the winner’s line prior to the end of the twenty-first turn.

^submitted by Allen J. Schuh.

RISK GAME TALLY SHEET

Check off as rounds are completed:	Round	Risk Level
_____	1	I
_____	2	I
_____	3	I
_____	4	I
_____	5	I
_____	6	I
_____	7	I
_____	8	*I or II
_____	9	*I or II
_____	10	I or II
_____	11	I or II
_____	12	I or II
_____	13	I or II
_____	14	I or II
_____	15	*I, II, or III
_____	16	I, II, or III
_____	17	I, II, or III
_____	18	* I, II, or III
_____	19	I, II, or III
_____	20	I, II, or III
_____	21	* I, II, or III

*Team captain *may* select risk level by consulting or not consulting with team members.

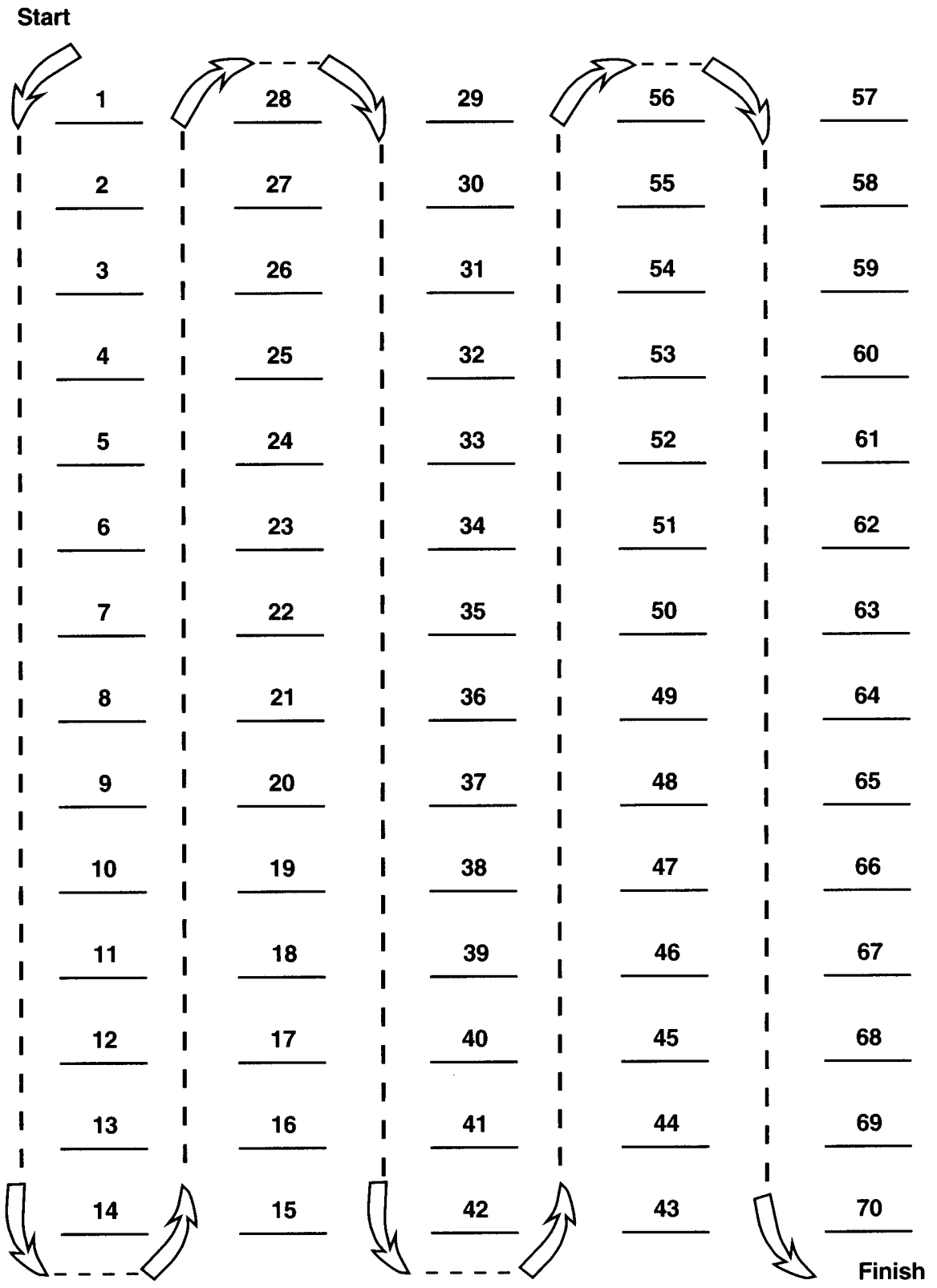
Explanation of Risk Levels

I. (Low risk): Marker advances by the number of spaces indicated on the die.

II. (Moderate risk):	If die shows	Advance	Retreat
	1	2	0
	2	0	4
	3	6	0
	4	0	8
	5	10	0
	6	0	12

III. (High risk):	If die shows	Advance	Retreat
	1	3	
	2	0	6
	3	9	0
	4	0	12
	5	15	0
	6	0	18

RISK GAME BOARD



■ X-Y: A THREE-WAY INTERGROUP COMPETITION

Goals

- To explore interpersonal trust.
- To demonstrate the effects of cooperation, competition, and betrayal.
- To dramatize the advantages of both competitive and collaborative models in intergroup relations.

Group Size

An unlimited number of three-team clusters, each team comprised of two to five participants.

Time Required

Approximately two hours.

Materials

- A pencil for each team.
- A copy of the X-Y Score Sheet for each team.
- A copy of each of the X-Y Payoff Schedules I, II, and III for each team.
- Blank paper.

Physical Setting

Enough space for the three teams in each cluster to meet separately without overhearing or disrupting one another.

Process

1. The facilitator forms clusters of three teams each and designates the teams in each cluster as A, B, and C. The teams are seated far enough apart so that they cannot overhear the other teams. (The goals of the activity are not discussed at this point.)
2. A copy of the X-Y Score Sheet and a copy of the X-Y Payoff Schedule I are given to each team. The teams study these two sheets. (Five minutes.)
3. The facilitator reiterates the rules found on the X-Y Score Sheet and answers procedural questions. (The team's goal is purposely left ambiguous.)

- The facilitator announces that there will be ten rounds to the activity. The teams are reminded to remember the ground rules and informed of the amount of time (one minute for each person in the largest team) allotted during each round for the teams to mark their choice for that round. (See the Time Chart for Rounds.)

TIME CHART FOR ROUNDS

Rounds 1-3 (Schedule I)	Decision making: 1 minute per person in the largest team
Between Rounds 3-4	One-way written communication: 5 minutes
Rounds 4-5 (Schedule I)	Decision making: 1 minute per person in the largest team
Between Rounds 5-6	Negotiation: 5 minutes for team strategy and 5 minutes for representatives' meeting
Rounds 6-8 (Schedule II)	Decision making: 1 minute per person in the largest team
Between Rounds 8-9	Two-way written communication: 10 minutes
Rounds 9-10 (Schedule III)	Decision making: 1 minute per person in the largest team

- The facilitator announces the beginning of round 1. At the end of the allotted time, the teams are directed to signal (raise hands) if they have marked their choices. All unfinished teams are instructed to complete the task and then the facilitator directs each team (a) to share its decision with the other two teams in its cluster, without comments or reactions, and (b) to record the outcomes for round 1 on its X-Y Score Sheet, according to X-Y Payoff Schedule I.
- The facilitator answers any questions about scoring and proceeds with rounds 2 and 3 in the same manner (time for marking, reminder to finish, sharing in cluster, scoring).
- At the completion of round 3, the facilitator announces that before round 4 is conducted, each team may send a written message to each of the other two teams in its cluster. The facilitator stresses that there will be no verbal communication and that no reply will be made to any message. (Five minutes.)
- Rounds 4 and 5 are conducted in the same manner as rounds 1 to 3.
- At the conclusion of round 5, the facilitator distributes X-Y Payoff Schedule II and announces that this form replaces the previous one. A negotiation session is then introduced. Teams are given five minutes to discuss a team strategy. Then five more minutes are allotted, during which time a representative from each team meets with the two representatives from the other teams in the same cluster.
- Rounds 6, 7, and 8 are conducted as above, with scoring done according to X-Y Payoff Schedule II.
- Before round 9, X-Y Payoff Schedule III is distributed. The facilitator introduces a ten-minute period in which each team may send a written communication to

the other two teams in its cluster and may send back a written reply to each of the two messages it receives. (No talking permitted between teams.)

12. At the end of ten minutes, round 9 is conducted, followed by round 10; both are scored according to X-Y Payoff Schedule III.
13. The facilitator then conducts a processing session consisting of the following phases:
 - Team members discuss feelings they had about one another and share insights about team functioning. (Ten minutes.)
 - The three teams in each cluster form a group and explore the dynamics that emerged during the activity. (Ten minutes.)
 - The facilitator discusses the goals of the structured experience, relates the outcomes of the goals, and explores the implications of the learning. (Ten minutes.)

Variations

- Larger teams can be used to generate more intragroup data.
- Team decision-making times can be varied for each round.
- Chips, bubble gum, or money can be used as team winnings.
- Rather than teams comparing their marked choices during each round, a few participants may be designated as “the clearinghouse.” Each team sends a “runner” to report the team’s choice for the round, and the clearinghouse then awards points according to the X-Y Payoff Schedule for that round.
- An additional negotiation session can be permitted between rounds 9 and 10.
- During the processing phase, teams may be instructed to form generalizations from key words such as trust, cooperation, collaboration, and betrayal.
- Alternate payoff schedules may be developed.

Submitted by Gustave J. Rath, Jeremy Kisch, and Holmes E. Miller.

X-Y SCORE SHEET

Instructions: For ten successive rounds, the members of your team will choose either an X or a Y. The payoff for each round depends on the pattern of independent choices made by the three teams in your cluster.

Round	Team Choice (Circle)	Pattern of Choices in the Cluster	Team Payoff	Team Balance
1	X Y	___ X ___ Y	\$ _____	\$ _____
2	X Y	___ X ___ Y	_____	_____
3	X Y	___ X ___ Y	_____	_____
4	X Y	___ X ___ Y	_____	_____
5	X Y	___ X ___ Y	_____	_____
6	X Y	___ X ___ Y	_____	_____
7	X Y	___ X ___ Y	_____	_____
8	X Y	___ X ___ Y	_____	_____
9	X Y	___ X ___ Y	_____	_____
10	X Y	___ X ___ Y	_____	_____

Ground Rules: There are three basic rules to be followed during this activity:

1. Members of your team are not to confer with members of the other teams in your cluster, either verbally or nonverbally, unless given specific permission to do so.
2. The members of a team must agree on a single choice for each round of the activity.
3. Members of other teams in your cluster are not to know your team's choice until your team is instructed to reveal it.

XY PAYOFF SCHEDULE I

Cluster Choice Pattern	Team Payoffs
3 X's	Lose \$1 each
2 X's	Win \$2 each
1 Y	Lose \$2
1 X	Win \$3
2 Y's	Lose \$2 each
3 Y's	Win \$1 each

X-Y PAYOFF SCHEDULE II

Cluster Choice Pattern	Team Payoffs
3 X's	Lose \$2 each
2 X's	Win \$5 each
1 Y	Lose \$2
1 X	Lose \$3
2 Y's	Win \$3 each
3 Y's	Win \$2 each

X-Y PAYOFF SCHEDULE III

Cluster Choice Pattern	Team Payoffs
3 X's	Lose \$2 each
2 X's	Win \$4 each
1 Y	Lose \$4
1 X	Win \$6
2 Y's	Lose \$4 each
3 Y's	Win \$2 each

■ **BALANCE OF POWER: A COOPERATION/COMPETITION ACTIVITY**

Goals

- To explore the effects of collaboration and competition strategies in group problem solving.
- To study how task-relevant information is shared between groups.
- To increase awareness of the influence that leaders (or political systems) have on decision making in groups.

Group Size

Three subgroups of ten members each. Several three-subgroup sections may be directed simultaneously.

Time Required

Approximately two and one-half hours.

Materials

- A copy of the Balance of Power Instruction Sheet for each participant.
- A copy of one of the following for each participant, according to subgroup: Balance of Power Alpha Information Sheet, Balance of Power Gamma Information Sheet, or Balance of Power Omega Information Sheet.
- A copy of the Balance of Power Computation Table for the facilitator.
- The following 3" × 5" file cards:
 - 35 cards with the word "food";
 - 20 cards with the word "uranium";
 - 20 cards with the word "lead";
 - 80 cards with the words "atomic weapon."
- Blank paper and a pencil for each participant.
- Newsprint, masking tape, and a felt-tipped marker.

Physical Setting

A room large enough for the three subgroups to meet comfortably and without disturbing one another.

Process

1. The facilitator divides participants into three subgroups of ten members each: Alpha, Gamma, and Omega.
2. The facilitator distributes a copy of the Balance of Power Instruction Sheet to each subgroup member, answering any questions.
3. The facilitator gives a copy of the appropriate information sheet to each subgroup member, according to subgroup.
4. Each subgroup has thirty minutes to:
 - Choose a leader (or establish a political system).
 - Assign workers to different jobs according to each subgroup's list of resources and goals and the joint decision of the subgroup.
 - Record all worker assignments and compute the number of unit cards needed.
 - Send a representative to the facilitator (only one subgroup's representative may be with the facilitator at a time) to have unit card computations verified, to give the facilitator a list of worker assignments, and to receive unit cards. (The facilitator computes unit cards according to the Balance of Power Computation Table, which is not to be shown to the subgroups because it contains information that is not shared by all subgroups.)
 - Decide as a subgroup what to trade with other subgroups and appoint a representative to meet with representatives of the other two subgroups to engage in international discussion and trade.
5. Representatives negotiate a distribution of food and atomic power, using a group-on-group design, in three fifteen-minute rounds (or until a stalemate or acceptable solution has been reached). After the first two rounds, representatives check back with their subgroups for approximately five minutes of strategy planning. A qualified physicist can present unit cards for uranium and lead to the facilitator during this time and receive an atomic weapon. (Fifty-five minutes.)
6. Each subgroup meets separately to discuss how it worked together as a subgroup, how well its actual needs were met, and its feelings about the activity, taking notes for a large-group discussion. (Ten minutes.)
7. The three subgroups meet to share what their actual needs were, how well these were met, and their strategies with one another. (Ten minutes.)
8. The facilitator reassembles the large group and leads a discussion of the activity. Any or all of the following questions may be helpful.

- How did you select a leader for your nation? On what did you base your decision?
- How did your nation decide to divide your resources? How much influence did the leader have on that decision?
- If you thought your nation was successful/unsuccessful, how did it succeed in achieving its needs or fail to achieve them?
- If you were unsuccessful, what would you do differently now?
- Do nations and people in similar situations use competitive or cooperative models to solve intergroup problems?
- What are the good and bad points of competitive models?
- Was it possible to agree on more than one way to solve the problem presented in this activity?
- What communication and decision-making techniques were revealed?
- Can we come to consensus on a solution that will help each of us deal with a similar situation in real life?

Variations

- Group-on-group negotiation sessions may be replaced by rotating representatives conferring with their subgroups about the negotiation and returning continually to relieve one another.
- Cooperation and competition may be increased or decreased by varying the number of atomic weapons needed to maintain the balance of power.

Submitted by Lucian Parshall.

BALANCE OF POWER INSTRUCTION SHEET

Your subgroup represents a separate nation, which to survive must organize and work together. Your nation seeks to gain atomic capabilities while satisfying the basic food requirements of its population, as listed on your information sheet. You are to work as a subgroup, to assign members to do certain jobs and to make trade agreements with other nations. In this situation, of course, the most successful nation is the one that can both feed and protect itself. Within each nation, the investment used to develop atomic weapons cannot be used to grow food, but with these weapons a nation can maintain a balance of power. The goals of each nation are to feed all citizens successfully and to protect the nation successfully.

When assigning jobs to the individual members of your nation, try to produce the maximum of your nation's needs with the minimum of workers. You can then trade for things that would take more of your nation's workers to produce and that you could not get otherwise. Workers who have been assigned to one job may not be assigned to another during any period. After your nation decides what it wants and assigns tasks, workers send one representative to the facilitator and submit a list of worker assignments. You will receive the appropriate number of unit cards. After you have your unit cards, you must decide what you are going to trade with other nations to fulfill your national needs. Each time your nation obtains one unit card of uranium and one unit card of lead, send your physicist to the facilitator to exchange the cards for four atomic weapon unit cards.

BALANCE OF POWER ALPHA INFORMATION SHEET

Procedure

1. Choose a leader (or establish a political system).
2. Assign workers to different jobs according to your list of resources and goals and your joint decision on how best to obtain your goals.
3. Each member writes down worker assignments and computes the number of unit cards received from the facilitator.
4. After obtaining your cards, you are to decide, as a subgroup, what to trade with other subgroups. Appoint a representative to meet with representatives of the other two subgroups for up to three fifteen-minute negotiation sessions which other subgroup members are to observe silently. The representatives are to check back with the subgroup after each of the first two negotiation sessions for approximately five minutes of strategy planning before continuing.
5. After the final session, your subgroup is to discuss the activity and how well its actual needs were met and how you worked together as a team, taking notes for a large-group discussion.

Resources and Goals

Natural Resources: There is a lead mine in your nation. Each worker assigned to mining can produce two units of lead.

Food: Your nation needs ten units of food to prevent starvation. One worker (doing nothing else) can produce one unit.

Workers: You may assign as many people to be miners or farmers as you wish; they cannot be both. No one in your nation knows how to produce an atomic weapon. You must find a physicist in another nation who is willing to make the atomic weapons for you.

Goals:

- You must feed all the citizens of your nation.
- You need at least ten atomic weapons to maintain a “balance of power.” To produce four atomic weapons, you need one unit of uranium, one unit of lead, and the expertise of a physicist.

BALANCE OF POWER GAMMA INFORMATION SHEET

Procedure

1. Choose a leader (or establish a political system).
2. Assign workers to different jobs according to your list of resources and goals and your joint decision on how best to obtain your goals.
3. Each member writes down worker assignments and computes the number of unit cards received from the facilitator.
4. After obtaining your cards, you are to decide, as a subgroup, what to trade with other subgroups. Appoint a representative to meet with representatives of the other two subgroups for up to three fifteen-minute negotiation sessions which other subgroup members are to observe silently. The representatives are to check back with the subgroup after each of the first two negotiation sessions for approximately five minutes of strategy planning before continuing.
5. After the final session, your subgroup is to discuss the activity and how well its actual needs were met and how you worked together as a team, taking notes for a large-group discussion.

Resources and Goals

Natural Resources: There is a uranium mine in your nation. One worker can mine two units of uranium.

Food: Your nation needs nine units of food to prevent starvation. Two workers (doing nothing else) can produce one unit.

Workers: You may assign as many people to be miners or farmers as you wish; they cannot be both. Only one person, a nuclear physicist, in your nation knows how to make an atomic weapon. The nuclear physicist is able to make as many weapons as you have materials for, but can do nothing else. You do not have to assign this expert to making weapons if you do not wish to do so.

Goals:

- You must feed all the citizens of your nation.
- You need at least ten atomic weapons to maintain a “balance of power.” To produce four atomic weapons, you need one unit of uranium, one unit of lead, and the expertise of a physicist.

BALANCE OF POWER OMEGA INFORMATION SHEET

Procedure

1. Choose a leader (or establish a political system).
2. Assign workers to different jobs according to your list of resources and goals and your joint decision on how best to obtain your goals.
3. Each member writes down worker assignments and computes the number of unit cards received from the facilitator.
4. After obtaining your cards, you are to decide, as a subgroup, what to trade with other subgroups. Appoint a representative to meet with representatives of the other two subgroups for up to three fifteen-minute negotiation sessions which other subgroup members are to observe silently. The representatives are to check back with the subgroup after each of the first two negotiation sessions for approximately five minutes of strategy planning before continuing.
5. After the final session, your subgroup is to discuss the activity and how well its actual needs were met and how you worked together as a team, taking notes for a large-group discussion.

Resources and Goals

Natural Resources: You have enough good farmland to produce food for all three nations, but no uranium or lead.

Food: Your nation needs six units of food to prevent starvation. One worker (doing nothing else) can produce two units.

Workers: There are three physicists in your nation who know how to make an atomic weapon. Any physicist can make as many weapons as you have materials for, but can do nothing else. You do not have to assign these experts to making weapons if you do not wish to do so.

Goals:

- You must feed all the citizens of your nation.
- You need at least ten atomic weapons to maintain a “balance of power.” To produce four atomic weapons, you need one unit of uranium, one unit of lead, and the expertise of a physicist.

BALANCE OF POWER COMPUTATION TABLE

Group Alpha: 10 Members

Receives:

1 *food* unit card per person assigned
2 *lead* unit cards per person assigned

May *not* qualify a physicist

Survival Needs

10 food unit cards
10 atomic weapon
unit cards

Group Gamma: 10 Members

Receives:

0.5 *food* unit cards per person assigned
2.0 *uranium* unit cards per person assigned

May qualify 1 physicist

Survival Needs

9 food unit cards
10 atomic weapon
unit cards

Group Omega: 10 Members

Receives:

2 *food* unit cards per person assigned

May qualify up to 3 physicists

Survival Needs

6 food unit cards
10 atomic weapon
unit cards

- No physicist may be qualified to do any other work, if that person is assigned to be a physicist.
- No worker may be assigned to more than one type of work.
- Atomic weapons are awarded only to qualified physicists, who are given four atomic weapons for one unit of uranium plus one unit of lead.

SAMPLE OPTION

Group Alpha: 6 people produce 6 food
 4 people produce 8 lead
 10 people

Group Gamma: 5 people produce 2.5 food
 4 people produce 8 uranium
 1 physicist
 10 people

Group Omega: 9 people produce 18 food
 1 physicist
 10 people

TOTAL AVAILABLE

8 lead
8 uranium } = 32 atomic weapons
physicist

6 food
2.5 food } = 26.5 food
18 food

TOTAL NEEDS

Alpha: 10 food, 10 weapons
Gamma: 9 food, 10 weapons } = 30 atomic weapons
Omega: 6 food, 10 weapons } 25 food

■ PAPER BOX: AN INTERGROUP-COMPETITION ACTIVITY

Goals

- To study intra- and intergroup relations and conflict.
- To demonstrate the effects of collaboration versus those of competition.
- To demonstrate the impact of negotiation on collaborative activities.
- To practice intragroup planning and problem-solving processes.

Group Size

Two subgroups of up to twelve members each.

Time Required

Two and one-half to three hours.

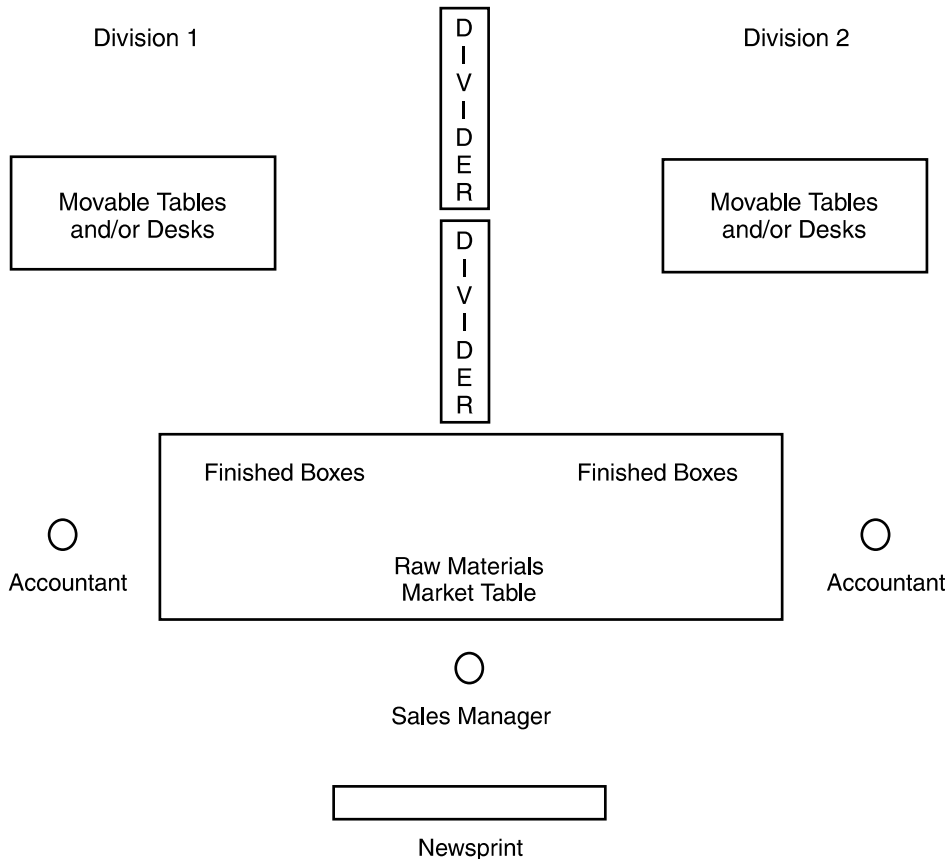
Materials

- A Paper Box Instruction Sheet for each participant.
- A Paper Box Manufacturing Sheet for each participant.
- A Paper Box Monthly Budget Sheet and a pencil for each of the two division accountants.
- A Paper Box Score Sheet for each subgroup and a larger duplicate score sheet, prepared on newsprint and posted where all members can see it.
- Raw materials for each subgroup for the construction of paper boxes:
 - Two pairs of scissors
 - Two small staplers
 - Two hundred staples, to be disbursed in strings of fifty staples each
 - Four crayons of the same color (subgroups have different colors)
 - A ream (500 sheets) of 8.5" × 11" blank paper.
- Two dollars in pennies, with which the facilitator purchases paper boxes.
- A prize that can be divided into two parts.

- Newsprint and a felt-tipped marker.

Physical Setting

The room is divided into two sections with movable blackboards or other large dividers. There must be movable tables or desks and chairs for each subgroup (the number of tables and chairs needed depends on the size of the subgroups) and a large table at one end of the room to hold the raw materials and the assembled boxes. A room arrangement such as in the following diagram is suggested.



Process

1. The facilitator divides the participants into two approximately equal groups. He or she tells them that they are two divisions of the Clawson Paper Box Company and that they have the same two objectives:
 - To forecast volume and then produce paper boxes to be transferred to the sales department at a fixed transfer price; and
 - To increase the money in the divisional budget.
2. The divisions are designated D1 and D2; and each is instructed to select an accountant/disbursing agent.

3. Each accountant is instructed to collect twenty-five cents from each participant in his or her division. This money becomes the division's budget.
4. The facilitator distributes a copy of the Paper Box Instruction Sheet and a copy of the Paper Box Manufacturing Sheet to each participant; he or she gives a copy of each of these sheets, a copy of the Paper Box Monthly Budget Sheet, and a pencil to each accountant. The facilitator allows fifteen minutes for members to study their instructions and answers any questions about procedures and rules.
5. The facilitator demonstrates how to manufacture a paper box. He or she reminds the participants that members of either division are not to speak to members of the other division and that, while accountants may speak to each other regarding the quality of the boxes, they may not relay messages or make comments to the division members about their processes. The facilitator tells the members that they will make *large* boxes during the first round and announces the beginning of a ten-minute planning period, during which divisions are to forecast how many boxes they will produce during the first round.
6. During the planning period, the accountants collect and pay for the raw materials for their divisions and place the materials on their subgroups' assembly tables.
7. The facilitator instructs each accountant to report his or her division's production forecast for the first round. The facilitator posts the forecasts on newsprint and announces the beginning of the first eight-minute assembly period, during which the divisions are to make large boxes. After the facilitator calls time, he or she accepts no more boxes. While the accountants check, pass, and count boxes, the facilitator decides on and tells the divisions the size of the next box run and tells them that they should prepare their forecasts for the next round. While they are doing this, the facilitator completes the posted Paper Box Score Sheet for the first round.
8. After five minutes, each division reports its production forecast to its accountant, who notifies the facilitator. The facilitator posts the forecasts, sees that new raw materials have been purchased and disbursed, and begins the next round.
9. Five more rounds are conducted, with the size of the boxes being varied during the rounds. After each round, the facilitator reminds the divisions of the size of the next box run and allows five minutes in which the divisions prepare their forecasts for the next round, the accountants check, pass, and count boxes and purchase raw materials, and the facilitator updates the posted score sheet.
10. At the conclusion of round 6, the total group is reassembled, and the facilitator leads a discussion of the experience. He or she may ask each subgroup to report on its processes. The facilitator also focuses on the following discussion items:
 - How did the teams develop?
 - How did leadership emerge?
 - What relationships developed among team members?

- How was the task organized?
- What types of changes were made? How do you account for them?
- What were the reactions to the accountant? To the sales manager?
- What effect did posting the scores of each team have?
- What were the reactions of and to employees who were transferred or traded? How did this affect the task?
- What effect did time constraints have on planning? On production? On reactions to the task? On reactions to each other?
- What effect did the results of negotiation (if done) have on production? On the relationship between the teams?
- What types of loyalty emerged (to the product, the team, the overall goal)?
- How does this experience relate to actual working conditions?
- What did you do here that you now see as helpful or hindering in back-home situations?

Variations

- The sales manager can be an extra member of the subgroup so that the experience can include supervisor-employee issues.
- The divisions can decide what size of boxes to produce.
- The accountants can serve as process observers and/or consultants to the divisions during the planning periods.
- Negotiations can be provided for after the third and/or fifth rounds. If either team wishes to negotiate, it must notify the sales manager before he or she announces the next box run. If the negotiation is accepted, the sales manager allows three minutes for negotiation and two minutes reporting/planning time for the teams before announcing the beginning of the next round.

Submitted by James G. Clawson.

PAPER BOX INSTRUCTION SHEET

There are two divisions in the Clawson Paper Box Company (CPB), one that makes D1 boxes and one that makes D2 boxes. Both divisions report to a sales manager (facilitator) who is responsible for controlling both divisions, for determining the size of box to be produced, and for supervising the assessment of the salability of the boxes produced by both divisions. The market is such that the company can sell all the boxes it can make. However, the coordination of purchasing, shipping, and marketing activities within the company is such that the company as a whole will profit more when it produces and sells an equal number of D1 and D2 boxes. Both types of boxes come in two sizes, large and small, and are distinguished by the logo (insignia) marked on the boxes. The market will buy only one size of box at a time.

Each division has its own budget and is rewarded by management for efficient use of its budget. Each division has an accountant/disbursing agent who controls the budget, buys and disburses raw materials, judges the salability of boxes produced, and calculates the results of each production period. The accountant does not participate in the production process in any way.

The divisions' budgets are used:

1. To purchase paper (two cents per page). Paper can be purchased in any amount equal to or less than the amount needed to make forecasted production plus eight boxes.
2. To purchase crayons (three cents per crayon). Crayons may not be broken.
3. To pay for negotiation expenses (varied).
4. To purchase staples (three cents per string of fifty).

Scissors and staplers are considered office equipment and are provided to the divisions at no cost to them.

Raw materials must remain at the market table until the month starts. Forecasts, sales, and monthly budget balances are made known to both divisions, but purchases of new raw materials are not. Any inventory of paper left over at the end of each month must be discarded.

Each division works in "one-month" production periods, each of which is eight minutes long. Each division must provide for its own timekeeper, because the sales manager will announce only the beginning and the end of each production period. There will be five minutes between production periods in which:

1. The sales manager will announce the size of the next box run;
2. The departments will make forecasts and buy materials; and
3. The accountants will calculate and announce the results of the previous production period.

Boxes are delivered to the market table *during* the production period. No further boxes will be accepted when the month ends.

The divisional budget is increased by the sale of boxes, for which the division receives the sales price and bonuses. Large boxes sell for two cents each, small boxes for one cent each. The division with the highest efficiency ratio (number of salable boxes divided by number of employees) receives a five-cent bonus. Any division that does not meet its monthly sales forecast either because of production problems or because of quality-control problems will be fined five cents by the sales manager. Also, no bonus will be awarded to a division that does not reach its forecast. Any division that meets its forecast and outsells the other division will receive a bonus according to the following table. If both divisions meet their forecasts and sell the same number of boxes, they each receive a bonus of six cents. Only “salable” boxes will count toward bonus calculations.

Example: If Division 1 outsells Division 2 by:

	Zero or same sales	1 or 2 boxes	3 or 4 boxes	5 or 6 boxes	7 or more boxes
<i>Then:</i>					
Division 1 bonus equals	6	4	5	7	8
Division 2 bonus equals	6	0	0	0	0

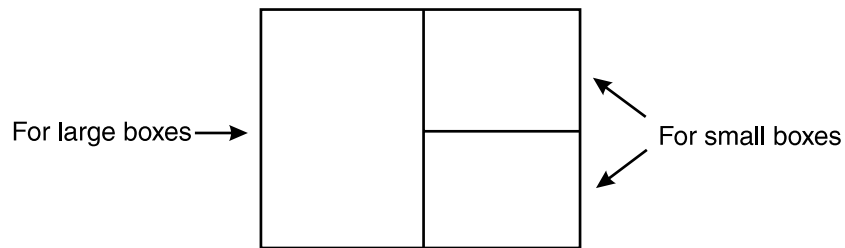
Divisions may initiate interdivisional negotiations to discuss forecasting agreements in the following way: It costs a division three cents to apply for negotiation and five cents to participate in a negotiation. If one division applies for negotiation and the other refuses, the initiating division forfeits the three-cent fee. If the other division agrees to negotiate, the three-cent fee applies to the five-cent negotiation cost. Negotiations take place between single individuals in a neutral place (i.e., at the market table) and may last only three minutes. Accountants may not negotiate. Divisions may negotiate the transfer of employees either as trades, gratis transfers, or for a “salary” to be paid to the division sending the employee. Employees may also be fired.

Divisions are evaluated by the sales manager every six months (production periods) on the basis of their total sales and cost efficiency, that is, on the basis of their budget balances. If a division ends up with a budget balance of five cents or more larger than the other division, it is awarded a prize by the sales manager. If the budgets are equal (within plus or minus five percent), the prize is divided and awarded to both divisions. If the total company budget (the sum of the budgets of both departments) is less after six months than it was to begin with, both divisions are penalized fifty cents. Final division budget balances are divided equally among employees in each division.

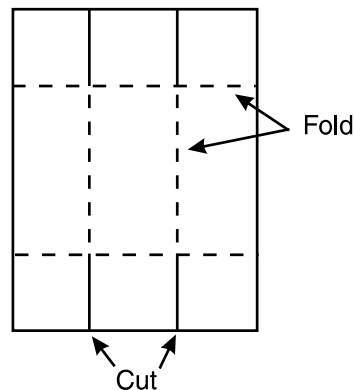
PAPER BOX MANUFACTURING SHEET

Boxes are made in the following manner: Raw material (8.5" x 11" paper) is folded and then cut into halves (for large boxes) or quarters (for small boxes) (step 1). Each quarter is then folded into thirds lengthwise. The paper is folded twice widthwise so that the amount folded over equals the lengthwise folds. The paper is then cut in four places along the two lengthwise folds *only down to the widthwise folds* (step 2).

Step 1. Cut the Raw Material



Step 2. Fold the Raw Material



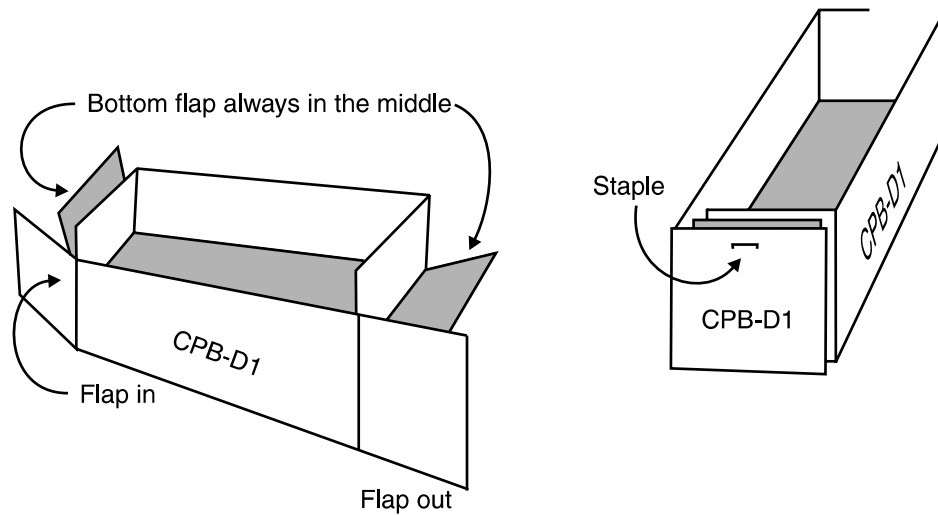
The logo (CPB-D1 or CPB-D2) is then printed on the four sides (step 3). (The logo may be printed in two lines on the ends of small boxes only.) Any marks other than the logo must be on the inside of the box. Each box must have the company logo and division number (CPB-D1 or CPB-D2) marked legibly on the outside of each of the four sides, but not the bottom, of the box.

Step 3. Mark the Logos

CPB -D1	CPB-D1	
	CPB-D1	CPB -D1

The middle sections on the two ends of the boxes are folded up (step 4) and the side sections are folded, one outside and one inside the middle section. Each edge of the box must be folded neatly according to the instructions given. No extra folds are accepted. Each end is stapled with one staple. The staple *ends* must be on the *inside* of the box—the staple being approximately parallel to the bottom of the box and above the logo. There should be no holes or tears in the boxes. The ends of the boxes must match evenly and neatly.

Step 4. Assemble the Boxes



PAPER BOX MONTHLY BUDGET SHEET

Division _____

Rounds

	1	2	3	4	5	6
1. Box size						
2. Number of employees						
3. Production forecast						
4. Sheets of paper purchased (forecast plus enough for eight boxes maximum)						
5. Cost of paper (line 4 × 2¢)						
6. Cost of supplies						
7. Negotiating expenses						
8. TOTAL EXPENSES (sum of lines 5, 6, 7)						
9. Boxes produced						
10. Number of rejects						
11. Number of salable boxes (line 9 minus line 10)						
12. Sales price						
13. Sales revenue (line 11 × line 12)						
14. Less: Expenses (line 8)						
15. NET REVENUES						
16. Forecast penalty (if line 11 < line 3 = 5¢)						
17. EFFICIENCY (line 11 ÷ line 2)						
18. Efficiency bonus						

	1	2	3	4	5	6
19. Sales bonus (see bonus table)						
20. Net change to budget (sum lines 15, 16, 18, 19)						
21. Previous balance (line 22 in previous round)						
22. ENDING BALANCE						

PAPER BOX SCORE SHEET

	Division 1			Division 2		
Round	Forecast	Sales	Balance	Forecast	Sales	Balance
1						
2						
3						
4						
5						
6						
Totals						

■ WAR GAMING: AN INTERGROUP COMPETITION

Goals

- To study group decision making and interaction under stress.
- To examine the importance of cooperation in small-group work.
- To demonstrate the effects of win-win and win-lose approaches to intergroup conflict.

Group Size

Three subgroups of about six members each.

Time Required

Two to four hours.

Materials

- A War Gaming Preliminary Instruction Sheet for each team. (Each team receives either a square, circle, or triangle designation, marked by the facilitator ahead of time.)
- At least three copies of the War Gaming Grid Map for each team. (These can be prepared most easily on graph paper.)
- A War Gaming Conflict Instruction Sheet for each participant.
- Blank paper and a pencil for each participant.

Physical Setting

A room in which the subgroups can meet without overhearing one another.

Process

1. The facilitator explains to the participants that they will be participating in an intergroup-conflict situation in which they will take the offensive only and that the element of chance has been minimized so that skill will determine success.
2. The facilitator randomly selects three people to be “captains.” Each captain picks one other person to be on his or her team. The criterion for selection should be that the people believe they can work well together under stress. Each pair then

discusses who the third team member should be and selects that person. The selection process continues until all participants have been placed on teams. (Five to ten minutes.)

3. Each team receives a War Gaming Preliminary Instruction Sheet containing a square, a circle, and a triangle, one of which will be indicated as each team's symbol. Each member receives blank paper and a pencil. The facilitator goes over the instructions with the participants and tells them that they will have fifteen minutes for this phase of the activity. The facilitator also announces that each team is to be referred to by its symbol from this point on.
4. The facilitator gives each team a copy of the War Gaming Grid Map and demonstrates how troops and equipment are deployed. He or she explains that the three teams are armies and that they are engaged in a three-way conflict. Each team's objective is to have more remaining of its army at the end of the hostilities than any other team—any advantage in force can result in victory.
5. The facilitator distributes the War Gaming Conflict Instruction Sheet to all participants and goes over the instructions with them.
6. The facilitator then directs the teams to position themselves, one in each of three corners of the room. (The fourth corner is designated neutral territory for prisoners.) The facilitator says that each team has ten minutes in which to deploy its resources secretly in the block marked "Our Army" on its War Gaming Grid Map.
7. The facilitator then announces that the teams have five minutes in which to plan their strategies before the commencement of hostilities. The facilitator says that if a team uses more time to prepare, another team may attack it first. He or she reminds the teams that when they are deciding how to deploy their firepower and who they will attack first, they should consider making the team they see as the greatest threat their initial victim, in order to reduce that team's strength. The facilitator says that he or she will call time at the end of the five-minute planning period, and that any team can begin the conflict by identifying its victim and calling out its first three shots. The teams will then take turns in clockwise rotation.
8. The activity continues until any team sustains direct hits on five pieces of equipment or units, at which time that team must surrender one team member to the neutral ground. Prisoners are allowed to talk to one another, but they may not communicate with their former team members.
9. The activity continues until one team is annihilated, either by loss of equipment and units or by loss of team members. (Approximately thirty minutes.) At that point, all activity stops and the team with the most pieces remaining is declared the victor. That team's symbol is displayed and its anthem (created in step 3) is sung by all participants.

10. The facilitator announces that the participants now have the option of engaging in another round of conflict with fresh armaments or of declaring a truce and processing the activity. Teams are given five minutes to make their decisions. All teams must agree before a truce can be declared. (If the conflict is continued, the two teams that appear weaker frequently join forces or collude to vanquish the stronger team. One of the collaborating teams may then “double-cross” the other. These strategies are allowed, although they are not suggested by the facilitator.)
11. If the conflict is to continue, the prisoners are reassigned to teams in the following way: The winning team is first to select one member, the runner-up team has second choice, and the vanquished team is last to select a member. The selection process rotates until all prisoners are reassigned.
12. The facilitator distributes another copy of the War Gaming Grid Map and declares that “to the victor belong the spoils.” He or she says that the victorious team will gain (and draw in) one additional row and column (K and 11) on its grid map. The runner-up gains or loses nothing, and the vanquished team loses one row and column (J and 10).
13. The conflict begins with the deployment of resources (see step 6) and continues until the completion of the battle or until all three teams agree to a peace treaty or truce.
14. The total group is assembled, and the facilitator leads the participants in a discussion of the experience. Some of the following may be considered:
 - Which team won? What is the nature and effect of “winning”?
 - Which team lost? What is the nature and effect of “losing”?
 - What were the feelings of those team members assigned to prisoner status? How did their reactions affect future team functioning?
 - How did teams participate in the conflict? What was the level of involvement in winning?
 - What leadership patterns emerged? What were the characteristics of the leaders? How did these compare to the leadership positions of the captains?
 - How did teams plan their use of resources? What effects did this have on the results of the battle?
 - What strategies were employed? What effect did these have on morale?
 - What alternatives to winning or losing were considered? What risks were taken by each team? How were probabilities examined?
15. Team members are encouraged to relate what they learned about intra- and intergroup cooperation and conflict, win-lose situations, and negotiation and how all of these relate to their back-home situations and to conflict in general.

Variations




- The number of rounds can be fixed and a variable number of shots per round allowed. For example, in the first two rounds, each team can take six shots; in the next two rounds, each team can take five shots, etc.
- The facilitator can announce several conditions without prior warning:
 - After the attack commences, the facilitator calls out ten random grid positions as “mines.” Mines have no allies and explode on each team’s map.
 - An “air strike” by an unknown aggressor eliminates one entire alphabetical row on each team’s map.
 - “Plague” eliminates half the remaining infantry on each team’s map.
 - “Weather” eliminates the tanks on each team’s map.
- The facilitator can randomly select a time to call up “reserves.” When the reserves are called up all unhit elements on the grid map double. Thus, an unhit tank yields another tank that can be positioned anywhere on the grid map that has unhit room for it.
- Victory conditions can be specified. “Decisive” victory is when two teams are completely eliminated in the final move of the cycle. “Tactical” victory is when one team is eliminated. “Marginal” victory is when the cycle terminates by mutual agreement without a total loss to one of the teams.
- One of the team’s own occupied grid-map positions must be exposed each round. The other teams may or may not elect to shoot at the elements. Usually, teams assume that infantry positions only are exposed. If the round ends without an exposed position being hit, it counts the same as any other unhit element.
- As part of step 10, teams also can elect to negotiate (about exchanging team members, declaring a truce, and so on). A halt to hostilities can be called only if all three teams agree. The truce lasts as long as the captains wish to discuss issues either with their teams or other captains. The truce can be broken at any time and by anyone. The thirty-second rule for calling shots again comes into effect.
- Total surrender can be allowed. For total surrender, the entire team must agree or the team *members* must agree to revolt unanimously against the captain, who then is sent to the neutral corner. The team members then relinquish their turn to the captain of whichever team offers them the best terms.


Submitted by Allen J. Schuh.

WAR GAMING GRID MAP

Equipment

Two tanks that occupy four square, adjoining grid spaces each: 

Two artillery batteries that occupy three adjoining grid spaces each: , , 

Six infantry units that occupy one grid space each: 

(These pieces of equipment and units will occupy a total of twenty grid spaces and will remain in the same position throughout the conflict.)

	1	2	3	4	5	6	7	8	9	10
A										
B										
C										
D										
E										
F										
G										
H										
I										
J										

Enemy 1

	1	2	3	4	5	6	7	8	9	10
A										
B										
C										
D										
E										
F										
G										
H										
I										
J										

Enemy 2

	1	2	3	4	5	6	7	8	9	10
A										
B										
C										
D										
E										
F										
G										
H										
I										
J										

Our Army

WAR GAMING PRELIMINARY INSTRUCTION SHEET

The symbol of your team is a square circle triangle
 □ ○ △

Your team is to:

1. Design a national flag that incorporates this symbol;
2. Create a national anthem (something like a drinking song);
3. Establish nationalistic goals (such as revenge for real or imagined transgressions of one or more members of other teams against members of your team, a desire for more territory, etc.).

You are to assume that conflict is inevitable. Problems can be solved only by force of arms. Do your best to justify your conflict with the other teams. You will have fifteen minutes to complete these tasks.

WAR GAMING CONFLICT INSTRUCTION SHEET

The conflict will begin when one team calls out its first three shots at the end of the strategy session. After that, the play will rotate clockwise, as follows:

1. The team captain will call out three shots as a military order by naming the enemy (enemy team 1 or 2) and then the three grid spaces at which it will fire (letter-number, letter-number, letter-number) on the enemy's War Gaming Grid Map. Any order called out must be followed, even if it is redundant. No order can be retracted. Only the team captain may call out orders.
2. If the designated enemy has a tank, artillery battery, or infantry unit in a grid square named, it must assume a direct hit on that piece of equipment or unit and must mark out that portion of the piece or unit on the team's War Gaming Grid Map. The attacked team then calls out a damage report, saying "hit" or "miss" and naming only the letter and number of the occupied grid square that was hit but not identifying "what" was hit. (All hits and misses are subject to verification by the facilitator.)
3. All teams keep a record of shots fired (hits, H, and misses, M) by recording the appropriate letter on their grid map for each team.
4. Only thirty seconds is allowed between the completion of the damage report and the next team's calling of firing orders. Any shots not called in thirty seconds are declared "misfires," and the play advances to the next team.

It is important that each team plan its firing strategy *before* the commencement of hostilities.

■ WORLD BANK: AN INTERGROUP NEGOTIATION

Goals

- To experience the conflict between advantages of cooperation and advantages of competition in a mixed-motive dilemma.
- To explore some dynamics of trust between groups.
- To practice negotiation skills.

Group Size

At least ten participants. Several groups can be conducted simultaneously. Each cluster of ten participants is divided into two teams of four and two referee/bankers.

Time Required

Approximately three hours.

Materials

- Twenty 3" × 5" cards for each team, each card with a marked side (an X covering the entire side) and an unmarked side. Playing cards may be used as substitutes.
- A copy of the World Bank General Instruction Sheet and a copy of the World Bank Questionnaire for each participant.
- A copy of the World Bank Record Sheet for each team.
- For each referee/banker, a copy of the World Bank Referees/Bankers Instruction Sheet.
- Money collected from participants (\$2.00 each, preferably in coins).

Physical Setting

Teams within a cluster are located close to each other, but their meetings are private. Their negotiators also need a private place to meet briefly several times.

Process

1. The facilitator forms pairs of teams of four persons each. There must be an even number of teams.

2. Copies of the World Bank General Instruction Sheet and the World Bank Record Sheet are distributed and read by all participants. The facilitator responds to questions.
3. For each pair of teams, two additional participants are selected to be referees/bankers. They will synchronize the lock-step timing between the two teams, act as officers of the World Bank for these two teams, and monitor the rules set forth in the World Bank General Instruction Sheet. Referees/bankers are briefed about their roles and given their materials: (a) World Bank Referee/Bankers Instruction Sheet; (b) copies of the World Bank Questionnaire for each member of their two teams; (c) the two sets of twenty 3" × 5" cards.
4. The referees/bankers collect \$2.00 from each member of the two teams.
5. The facilitator explains the general process of the activity.
6. Teams have fifteen minutes to organize themselves and plan team strategies. Before the first round begins, each team must also choose (a) a negotiator, (b) a representative, (c) a team recorder, and (d) a treasurer.
7. The referees/bankers signal the beginning of round one to each team.
8. The referees/bankers call the experiment to a close after approximately one hour.
9. The referees/bankers distribute the World Bank Questionnaire to each member of both teams. Participants respond to the items independently.
10. Each team discusses the questionnaire data. During this processing phase the pairs of referees/bankers compare their observations of their two teams. (Five minutes.)
11. Each ten-person cluster is reassembled as one group, and the participants discuss the dynamics of the experience. They collectively decide how to dispose of the balance in their bank. (Thirty minutes.)
12. The facilitator leads a general discussion of the activity. Comments may be elicited on some of these dimensions: intergroup trust, decision making, choices in a mixed-motive dilemma, intra-team polarization, credibility, negotiation, impact of money, betrayal and disillusionment, and collaboration vs. competition.

Variations

- To increase collaboration, the design may be altered as follows: (a) by reducing the number of moves in each round to five; (b) by requiring negotiation after each move; (c) by increasing the twenty-five-cent penalty for an attack; or (d) by designing features to reduce boredom. A repetitive cooperative pattern may produce boredom, which increases the incentive to behave competitively.

- To increase competition, the design may be altered as follows: (a) by increasing the number of moves in each round to ten; (b) by making negotiation more difficult and costly, e.g., by levying a fee; (c) by removing the twenty-five-cent penalty for an attack; or (d) by multiplying the payoff threefold for move four, and fivefold for the final move.
- To focus on the negotiation process, all negotiations may take place in a neutral location in the presence of all parties to the negotiation, e.g., both teams may observe. The number of negotiators may also be increased to two from each team.

Limitations

This experiment sometimes generates feelings of betrayal and resentment that disrupt relationships and color following events. These issues should be addressed directly and there should be ample opportunity for persons to talk through their feelings. For this reason, the consultant may choose to use ad hoc groupings that meet only for the purpose of this experiment.

Submitted by Norman H. Berkowitz and Harvey A. Hornstein.

WORLD BANK GENERAL INSTRUCTION SHEET

This is an intergroup activity. You and your team are going to engage in a task in which money will be won or lost. *The objective is to win as much as you can.* There are two teams involved in this activity, and both teams receive identical instructions. After reading these instructions, your team has fifteen minutes to organize itself and to plan its strategy.

Each team is given twenty cards. These are your *weapons*. Each card has a marked side (X) and an unmarked side. The marked side of the card signifies that the weapon is armed. Conversely, the blank side shows the weapon to be unarmed.

At the beginning, each team will place ten of its twenty weapons in their armed positions (marked side up) and the remaining ten in their unarmed positions (marked side down). These weapons will remain in your possession and out of sight of the other team at all times.

There will be rounds and moves. Each round consists of seven moves by each team. There will be two or more rounds in this experiment. The number of rounds depends on the time available. Payoffs are determined and recorded after each round.

1. A move consists of turning two, one, or none of the team's weapons from armed to unarmed status, or vice versa.
2. Each team has one and one-half minutes for each move. There are thirty-second periods between moves. At the end of one and one-half minutes, the team must have turned two, one, or none of its weapons from armed to unarmed status, or from unarmed to armed status. If the team fails to move in the allotted time, no change can be made in weapon status until the next move.
3. The length of the two-minute periods between the beginning of one move and the beginning of the next is fixed and unalterable.

Each new round of the experiment begins with all weapons returned to their original positions, ten armed and ten unarmed.

Finances

The funds you have contributed to the World Bank are to be allocated in the following manner:

Six dollars will be returned to each team to be used as your team's treasury during the course of the decision-making activities. When the rounds are over, each team's treasury will be divided among its members.

Four dollars will be retained for the operation of the World Bank.

Payoffs

1. *If there is an attack:*

- Each team may announce an attack on the other team by notifying the referees/bankers during the thirty seconds following *any* one-and-one-half minute period used to decide on a move (including the seventh, or final, decision period in any round). The choice of each team during the decision period just ended counts as a move. An attack may not be made during negotiations.
 - If there is an attack (by one or both teams), two things happen: (1) the round ends, and (2) the World Bank levies a penalty of twenty-five cents on each team.
 - The team with the greater number of armed weapons wins fifteen cents for each armed weapon it has over and above the number of armed weapons of the other team. These funds are paid directly from the treasury of the losing team to the treasury of the winning team. The referees/bankers will manage this transfer of funds.
2. *If there is no attack:*
 At the end of each round (seven moves), each team's treasury receives from the World Bank ten cents for each of its weapons that is at that point unarmed, and each team's treasury pays to the World Bank ten cents for each of its weapons remaining armed.

Negotiations

Between moves each team has the opportunity to communicate with the other team through its negotiators.

Either team may call for negotiations by notifying the referees/bankers during any of the thirty-second periods between decisions. A team is free to accept or reject any invitation to negotiate.

Negotiators from both teams are *required* to meet after the third and sixth moves (after the thirty-second period following that move, if there is no attack).

Negotiations can last no longer than three minutes. When the two negotiators return to their teams, the one-and-one-half-minute decision period for the next move begins once again.

Negotiators are bound only by: (a) the three-minute time limit for negotiations, and (b) their required appearance after the third and sixth moves. They are otherwise free to say whatever is necessary to benefit themselves or their teams. The teams similarly are not bound by agreements made by their negotiators, even when those agreements are made in good faith.

Special Roles

Each team has fifteen minutes to organize itself to plan team strategy. During this period before the first round begins, each team must choose persons to fill the following roles. (Each person must have one of the following roles, which can be changed at any time by a decision of the team.)

A negotiator—activities stated above.

A representative—to communicate team decisions to the referees/bankers.

A recorder—to record the moves of the team and to keep a running balance of the team's treasury.

A treasurer—to execute all financial transactions with the referees/bankers.

WORLD BANK RECORD SHEET

		Round One		Round Two		Round Three		Round Four	
		Armed	Unarmed	Armed	Unarmed	Armed	Unarmed	Armed	Unarmed
Required Negotiation	Move	10	10	10	10	10	10	10	10
	1								
	2								
	3								
	4								
	5								
	6								
7									

Funds in Team Treasury	\$6.00				
Funds of Other Team	\$6.00				
Funds in World Bank	\$4.00				

WORLD BANK REFEREES/BANKERS INSTRUCTION SHEET

As *referees* your tasks during this experiment are to synchronize the timing between your two teams and to monitor the rules set forth in the World Bank General Instruction Sheet.

1. After each one-and-one-half-minute move, call for a private report from each team's representative.
2. Thirty seconds later indicate the beginning of the next move, announce a three minute negotiation session, or signal that an attack has been declared. (An attack immediately ends the round.)
3. Following moves three and six, direct the negotiators to a prearranged site out of view of both teams for a compulsory negotiation session. (This session must be limited to a maximum of three minutes.)
4. At the end of a round (after the seventh move or an attack), give each team's recorder the information needed about the status of the other team's weapons to complete the records for that round and prepare for the next round. (Note that there may be an attack after the seventh move, also.)
5. The World Bank Questionnaire is administered at the end of the final round or at the end of one hour.

As *bankers* you represent the World Bank, and you have five responsibilities:

1. To collect \$2.00 from each member of each team.
2. To distribute \$6.00 to each treasurer for the team's initial balance.
3. To collect penalties from the treasurers.
4. To make payments directly to treasurers.
5. To transfer funds from one treasurer to the other.

WORLD BANK QUESTIONNAIRE

Instructions: Circle the appropriate number on each scale to represent your reactions to the World Bank activity.

1. To what extent are you satisfied with your team's strategy?
highly dissatisfied 1 2 3 4 5 6 7 highly satisfied
2. To what extent do you believe the other team is now trustworthy?
highly untrustworthy 1 2 3 4 5 6 7 highly trustworthy
3. To what extent are you now satisfied with the performance of your negotiator?
highly dissatisfied 1 2 3 4 5 6 7 highly satisfied
4. To what extent is there now a consensus in your team regarding its moves?
very little 1 2 3 4 5 6 7 a great deal
5. To what extent are you now willing to trust the other people on your team?
less than before 1 2 3 4 5 6 7 more than before
6. Select one word to describe how you feel about your team: _____
7. Select one word to describe how you feel about the *other* team: _____

Negotiators only: Please respond to the following question.

How did you see the other team's negotiator?

- phony and insincere 1 2 3 4 5 6 7 authentic and sincere

■ MOVE TO NEWTOWN: A COLLABORATION ACTIVITY

Goals

- To increase awareness of the dynamics of competition and collaboration.
- To experience the effects of the use of role power in negotiation situations.
- To explore the effects of role expectations on behavior and reactions.
- To practice renegotiation of role responsibilities and expectations within a work unit.

Group Size

Six subgroups of two to twelve members each.

Time Required

A minimum of three hours.

Materials

- A copy of one of the following Move to Newtown Role-Play Instructions for each subgroup.
 - Top Management
 - Supervisory Personnel
 - Space Procurement: General Services Administration
 - Professional Personnel
 - Clerical Personnel
 - Union Representatives
- A copy of the Move to Newtown Task and Instruction Booklet for each participant. (The booklet should be prepared in such a way that participants are presented with one page at a time.)
- Blank paper and a pencil for each participant.

Physical Setting

A table and chairs for each subgroup.

Process

1. The facilitator explains the activity and timing and sets the climate for the role play. The facilitator forms six subgroups, instructs each subgroup to assemble around a separate table, and assigns each subgroup one role from the Move to Newtown Role-Play Instructions.
2. The facilitator distributes a Move to Newtown Task and Instruction Booklet to each participant. The subgroups are told to proceed, beginning with page 1.
3. The facilitator monitors the time and notifies the subgroups at the end of each round (round 1: twenty minutes; round 2: twenty minutes; round 3: twenty minutes; round 4: thirty minutes; round 5: twenty minutes).
4. The facilitator calls time and polls the teams for their responses to items 4 and 5 on page 6 (reflections) of the Move to Newtown Task and Instruction Booklet.
5. The participants remain in their teams to complete the following tasks:
 - Identify two or more major factors that enhance dysfunctional competition (a) within groups and (b) between groups.
 - Identify two or more specific strategies for enhancing collaboration (a) within groups and (b) between groups.
(Fifteen minutes.)
6. The facilitator leads the total group in a discussion of the team reports, emphasizing similarities. (Ten minutes.)
7. Generalizations are drawn from the participants based on the data brought out in the summary reports. (Ten minutes.)
8. The facilitator instructs each participant to develop a list of action items for personal application of the learnings from the experience.

Variations

- The situation and information can be adapted to suit the needs and background of the group. For example, the Space Procurement: General Services Administration team can be eliminated as a role designation and provided to each team as a given parameter in the decision-making process.
- The facilitator can intervene after each round to present appropriate lecturettes on such subjects as self-disclosure, goal setting, planning change, risk taking, and power strategies.
- Observers can be assigned to specific subgroups or can be directed to look for specific aspects of the group process. Observers are cautioned against participating in the subgroup's discussion of the content.

- The facilitator can brief observers on how to be process consultants, telling them what to look for during the subgroup process and instructing them to intervene as they deem necessary to help a subgroup to clarify its process.
- The facilitator can increase competition and frustration between subgroups by restructuring the time or using a kitchen timer with a bell. Another dynamic can be created by putting dominant personalities on one team and making this team larger than the others—for example, the management team can have eight members and the others only five or six.
- Guidelines for collaborative, negotiative, and coercive tactics can be eliminated from the instruction booklet.
- The role-play activity can be conducted following a lecturette on power tactics, and participants can be assigned one of the tactics to use during the activity.
- Roles can be assigned to group members who then work in mixed planning teams.

Submitted by Richard Parker and Annette A. Hartenstein. This piece has been substantially revised from an earlier version developed by Richard Parker and several colleagues.

MOVE TO NEWTOWN ROLE-PLAY INSTRUCTIONS

(Roles should be printed separately on individual pages and distributed separately to appropriate teams.)

Top Management

You want to move to the Newtown facility as soon as possible so that your agency can really get underway in accomplishing its mission. You are interested in obtaining ideas about needs for the allocation and use of space. At this time you believe that the new facility is quite adequate. You have not decided whether the final decision on plans should be yours entirely or based on a joint group decision. You want employees to settle down to their regular work as soon as possible, so you want to get the move over with.

Supervisory Personnel

You have no strong objection to the move to Newtown, although it is farther from normal transportation routes than your present location. Among the things you want is a private office so that you can talk to workers privately. In addition you believe that a conference room is essential. You like the idea of having a bar in the building so that you can relax there from the strains of supervision—Newtown is rather isolated. You would definitely object to an open-space arrangement for supervisors.

Space Procurement: General Services Administration

The Newtown facility has been a problem from the beginning. Inasmuch as you have been paying tight money for rent for the past few months, you are anxious for the agency to move in right away. You want to get the property off your books. Your views are that the open-space arrangement without permanent walls would be the most adaptable to the agency's needs and allow for growth and changes. It also is cheaper than permanent walls and would be a cost savings. You are strongly in favor of the agency using the open-space arrangement.

Professional Personnel

You are unhappy about the change to the Newtown location, because you will not be able to continue in your carpool. Because you live so far away from Newtown, your travel time will be increased. You are especially concerned that the new facility have a library, because you will be so far from any of the downtown resources. Because your work often requires intense concentration, you would like a private office, but you would be satisfied with sharing an office. You also would like a quiet lounge area for reading and meditation.

Clerical Personnel

You are extremely unhappy about the possibility of being located at Newtown. You are concerned about the problem of public transportation and the amount of time it will take to get to work; it is almost twice as far away from home as the agency's present location. You are willing to accept the location if space is made available for a day care center and lunch room. In addition you want things that will make a comfortable and attractive physical environment. You are also concerned because there are no stores nearby for convenient shopping.

Union Representatives

You are interested in seeing that the workers get a fair deal in this location, including the physical arrangements. You are not sure what the workers want, so you need to find out and help them get what they want. You are relatively new as union representatives and want to gain a good reputation with the workers. The previous union was voted out less than six months ago.

MOVE TO NEWTOWN TASK AND INSTRUCTION BOOKLET

(The facilitator should prepare a booklet for each participant. The booklet should be assembled so that only one page can be read at a time.)

1

Your agency was reorganized just a few months ago to deal with the problems of unemployment in this country. Your mandate is to develop regional (state) programs to lessen unemployment. Your agency will be limited to sixty people, to include the director and his or her staff of three, seven managers, twenty-five professionals, fifteen technicians, and clerical workers. The General Services Administration has informed your top management that sufficient space is available at the Newtown industrial park and that you should move there immediately. Your agency employees are presently housed in temporary facilities in the downtown area. The quarters are crowded and in scattered buildings without sufficient phones or equipment.

The Task

You are being given the opportunity as a member of the new central office staff to determine changes in management processes and administrative procedures. How the office will be organized, managed, and administered will affect your own ability to function and contribute to the agency's goals.

Round 1: Planning Period (Twenty minutes)

2

The purpose of this planning period is to determine the specific self-interests and needs of your group. Defining self-interests and needs is the first step in dealing with change. Having a goal and a focus can determine your satisfaction with your work life. During this task, assume that it is advisable to be self-concerned and to know what you want to happen—be assertive.

In this round complete the following tasks:

1. Discuss your reactions to the agency's move. What are the self-interests and needs of the members of your team in this situation?
2. Agree on the team's self-interests and priorities.
3. Develop a plan to gather the information you need.
4. Determine who can help you deal with the change.
5. Identify your resources for obtaining your goals.

(Stop here—Turn the page only when all members of the team have reached agreement on the task or the facilitator instructs the subgroups to begin round 2.)

Round 2: Identification of Self-Interests of Other Groups (Twenty minutes)

3

Power is the ability to get what you want or to influence what you want to be done. In this basic sense we all use many different forms of power all the time, through work and by personal traits. Power, however, has a bad reputation; many people believe that power corrupts and destroys. This is true of only one type of power. A major aspect of power usage is to discover not only your own self-interests, but those of others, and to recognize them as valuable. Personal power is essential to self-esteem and a healthy, fully functioning personality.

In this round you are encouraged to get acquainted with other subgroups in order to assess their self-interests and resources.

(In twenty minutes the facilitator will stop this round and direct you to turn to the next page.)

Round 3: Strategy Period (Twenty minutes)

4

Decide which strategy your subgroup will undertake or what suggestions you will make in dealing with the change.

Choosing a Power Strategy

Whatever your goals, there are at least three possible strategies you can use:

1. Collaboration (mutual support)
2. Exchange-Bargaining (making deals)
3. Coercion (threats or punishment)

Power Strategy Analysis

Your subgroup's planning will be improved by answering the questions that follow.

1. How do we now see our own self-interests?

2. What power do we now have?

3. How do we perceive the power of other groups/individuals that affect our self-interests?

4. Do others acknowledge our power? How?

5. With which groups are we in a situation calling for the following methods?
 - Collaboration:
 - Exchange-Bargaining:
 - Coercion:
6. What strategic options do we have?

7. Which will work best?

8. What shall we do now and who specifically does what?

Strategic Procedures

A well-designed strategy gets the most results for the least effort. Any strategy entails a degree of risk. Non-action generally is a losing choice.

Collaborative Strategy

To build a cohesive, united force (coalition) out of two or more groups, you will need to develop and use such skills as:

1. Risk taking, trust building, establishing credibility
2. Mutual support systems
3. Sharing and using member resources, consensus seeking
4. Sharing self-interests, openness
5. Listening and communicating skills
6. Joint goal setting, planning, organizing
7. Value clarification
8. Conflict-resolution skills

Exchange-Bargaining Strategy

If your group is to be successful in negotiating, you will need to develop and use such skills as:

1. Bargaining without selling out
2. Assertively using group strengths

3. Demonstrating that you are supported by your group members
4. Authorized to make trades
5. Properly representing your team
6. Renegotiating/selling your own team members on the contract
7. Making the first demand as high as the facts will justify
8. Making binding contracts to establish interdependence of both groups
9. Seeking opportunities to turn a trade-off into a win-win situation

Coercive Strategy

If your group is to be successful in using coercion, you will need to develop optimum skills consistent with your self-interest. These may include:

1. Overwhelming opponents with superior force and greater speed
2. Exploiting the weaknesses of other groups
3. Using good timing to shock or surprise
4. Making convincing threats
5. Using underhanded tactics, spying, hiring agents from other teams, sacrificing one individual, etc.
6. Confusing or goading opponents into acting irrationally
7. Passing incomplete or wrong information
8. Purposely using poor communications
9. Creating issues

(After your team has reached strategy consensus—approximately twenty minutes—the facilitator will direct you to move into round 4.)

Round 4: Action Period (Thirty minutes)

5

Employ your chosen tactics to implement your strategy. For the remainder of the activity you are on your own. Hold strategy sessions in individual teams or with others as often as needed. Remember that what happens depends on how you react to the situation and/or handle the change.

(At the end of thirty minutes, the facilitator will stop all activity and direct you to turn the page.)

Round 5: Reflections (Twenty minutes)

6

In order to reflect adequately on your experience, discuss the following aspects of the role-play experience:

1. *Feelings*: What were the main feelings that team members shared during the activity? What helped or hindered this process of sharing? How did each member deal with these feelings?
2. *Self-interest*: Were members' various self-interests met? How did these self-interests change, if at all?
3. *Information*: How did team members arrange for a flow of information? How well did your team obtain the necessary information? How well did the team use the information it had?
4. *Strategy*: What overall strategy did the team have (a) in collaboration? (b) in bargaining? (c) in coercion?
5. *Satisfaction*: Are team members generally satisfied with the task outcome? How many individual team members are dissatisfied? Why?
6. *Role*: What effect did the assigned role have on behavior during the activity?

■ DECISIONS: AN INTERGROUP NEGOTIATION

Goals

- To experience some of the issues surrounding intergroup trust-building and trust-betrayal.
- To explore considerations of intergroup competition versus collaboration.
- To examine limited communication under stress.
- To study negotiation and negotiation strategies.
- To consider group decision-making processes.

Group Size

Three subgroups of three to six members each (with more than eighteen participants, use four subgroups).

Time Required

A minimum of four and one-half hours.

Materials

- A copy of the Decisions Participant Instruction Outline for each participant.
- A copy of the Decisions Tally Sheet reproduced on newsprint for each subgroup.
- Sufficient Decision Ballots for the subgroups (as described on the Decisions Ballot Sheet).
- Newsprint and felt-tip markers.

Physical Setting

Three adjacent rooms. One of the rooms should be large enough for the three subgroups to meet at the beginning and end of the activity. There should also be sufficient space for two pairs of participants to meet separately and simultaneously away from observation by any of the teams (a hallway would suffice).

Process

1. Three teams of equal size are formed. Then the facilitator distributes a copy of the Decisions Participant Instruction Outline to each participant and instructs the participants to take about five minutes to look through it.
2. The facilitator follows the Decisions Participant Instruction Outline as he or she explains the procedures for the experience. The participants then proceed to their separate rooms.
3. The Decisions Tally Sheets (if this form is copied on a sheet of newsprint for each subgroup, sharing the results in the discussion following the 10th round is more convenient) and two sets of Decision Ballots are distributed to each subgroup. During the first hour before the round 1 decision is due, each subgroup:
 - Plans its management philosophy (e.g., the kind of behavior it wishes to exhibit to produce the desired image, and the way it intends to operate internally during the experience);
 - Determines the percentage of the potential market the subgroup wishes to achieve and converts that percentage into a dollar goal (the maximum potential market for the three subgroups' combined total is \$7,425,000; maximum potential for each subgroup is \$6,600,000; past experience has yielded actual market totals in the \$1,100,000 to \$6,900,000 range with a large clustering between \$2,800,000 and \$5,400,000);
 - Decides on the first decision and projects decisions 2 and 3 for all three subgroups producing a goal for each of the first three rounds.

The management philosophy is recorded on a sheet of newsprint and the market potential, goals, and decisions are recorded on the Decisions Tally Sheet.

The recorder is also chosen by the subgroup during the first hour. The recorder submits all subgroup decisions to the facilitator in order to avoid confusion. The subgroup may change recorders at any time.

4. At the end of the first hour the facilitator collects from each subgroup recorder two Decision Ballots indicating the subgroup's two round 1 decisions. The facilitator then sorts the six Decision Ballots for round 1 and redistributes such that Group A receives the B to A and C to A Ballots; Group B receives the A to B and C to B Ballots; and Group C receives the A to C and B to C Ballots. Each team then records the two decisions received in the appropriate columns on the Decisions Tally Sheet. The result is then computed using the "Summary of Payoffs" table in the Decisions Participant Instruction Outline. This payoff is recorded on the Decisions Tally Sheet and the cumulative balance is inserted. After this is completed each subgroup should have the first row of the Decisions Tally Sheet completely filled in with the subgroup's decision for that round (either "red" or "green") inserted in the "Your Decision" column; the subgroup's

guess as to the other subgroup's decision for that round in the "Your Guess" column; the subgroup's goal for that round (the result of "Your Decision" and "Your Guess") in the "Goal" column; the other subgroup's actual decision from its Decision Ballot in the "Actual Decision" column; the result from the "Summary of Payoffs" table from the combination of "Your Decision" and the "Actual Decision" in the "Result" column; and the sum of the previous balance and this round's result as the cumulative balance in the "Balance" column.

5. Each subgroup then makes its round 2 decisions and records them on the Decision Ballots. Ten minutes after the round 1 decisions were due the facilitator collects the round 2 decisions, sorts them, and redistributes them as in round 1. Each team then records the decisions, computes the results, and figures the balance.
6. At the end of round 3 the same procedure as in rounds 1 and 2 is repeated except that the payoff result derived from the payoff table is multiplied by three. Thus a payoff of plus \$25,000 becomes a payoff of plus \$75,000 and a payoff of minus \$25,000 becomes a payoff of minus \$75,000, etc.
7. After the round 3 decisions have been redistributed and round 4 has begun, the facilitator reminds the participants that communication between subgroups is now possible. If, for example, Subgroup A wishes to communicate with Subgroup B, Subgroup A's recorder informs the facilitator of this desire. The facilitator then goes to Subgroup B and informs its members that Subgroup A wishes to communicate. Subgroup B may agree to communicate at this or a later time or may refuse to communicate. The facilitator returns to Subgroup A with Subgroup B's answer. If Subgroup B has refused to communicate with Subgroup A, Subgroup A may re-request communication with Subgroup B as often and frequently as it wishes. If Subgroup B agrees to communicate, the facilitator instructs each of the two subgroups to choose one of its members as a representative to the other subgroup. Any member, including the recorder, is eligible to be a representative provided that he or she has not previously been a representative to the third subgroup. When both subgroups have chosen a representative, the facilitator takes the two representatives to a neutral spot that cannot be observed by any of the three subgroups (usually a hallway or stairwell suffices). The facilitator remains with the two representatives during their meeting. The meeting ends at the discretion of either representative. The representatives then return to their respective subgroups. Each time one subgroup wishes to communicate with another subgroup the procedure is repeated. Round 4 decisions are submitted to the facilitator at the end of the round following the same procedure as in the previous rounds.
8. At the beginning of round 5 the facilitator reminds the subgroups that from this point through the remainder of the experience fifteen-minute time extensions may be granted. If a subgroup wishes a time extension, that subgroup's recorder

informs the facilitator. The facilitator goes to each of the other two subgroups separately and informs them that a time extension has been requested. The facilitator does not indicate which subgroup has made the request. If both subgroups agree to the time extension, the facilitator informs the three subgroups that a fifteen-minute time extension has been granted and reminds them of the new time at which this round's decisions are due. If either group refuses to agree to the time extension request, the facilitator informs the other two subgroups that the time extension has been denied, without indicating which subgroup refused to agree to the extension. Round 5 decisions are submitted to the facilitator at the end of the round following the same procedure as in the earlier rounds except that the payoff is multiplied by 5.

9. The remaining rounds 6 through 10 are conducted following the same procedure as rounds 4 and 5. Rounds 6 and 7 contain no payoff multiples. Rounds 8 and 9 use a payoff multiple of 5, and round 10 has a payoff multiple of 10.
10. After the round 10 decisions are scored, each subgroup totals its results on the Decisions Tally Sheet. The subgroups are then to reassemble for discussion of the activity.
11. Discussion of the activity follows focusing on such issues as the trust that developed or failed to develop between pairs of representatives and subgroups; the effect of prior judgments or impressions of the members of other subgroups on trust; the effects of betrayal on later contact between subgroups; the attitudes exhibited toward competition versus collaboration and their effect on the total dollar market achieved (collaboration usually results in a larger total market than does competition among the three subgroups); the effectiveness of the communication between representatives; the communication between the representative and his or her subgroup; negotiation strategies and tactics; decision making in the subgroups; power and influence among subgroup members; formal and informal leadership styles exhibited.

DECISIONS PARTICIPANT INSTRUCTION OUTLINE

I. Summary of Payoffs

Your Subgroup's Payoff*	Your Subgroup's Decision	Other Subgroup's Decision	Other Subgroup's Payoff*
+ 25	Red	Red	+ 25
- 25	Red	Green	+100
+100	Green	Red	- 25
+ 5	Green	Green	+ 25

*All plus (+) units represent thousands of dollars of profit; all minus (-) units represent thousands of dollars of loss.

Five of the rounds contain multiples that will vary the preceding payoff summary. The rounds and their multiples are as follows:

- Round 3 multiply by 3
- Round 5 multiply by 5
- Round 8 multiply by 5
- Round 9 multiply by 5
- Round 10 multiply by 10

II. Initial Assignment

During the first hour each subgroup must:

1. Plan its management philosophy (e.g., the kind of behavior it wishes to exhibit to produce the desired image, and the way it intends to operate internally during the experience);
2. Determine the percentage of the potential market the subgroup wishes to achieve and convert that percentage into a dollar goal;
3. Decide on the first decision and project decisions 2 and 3 for all three subgroups producing a goal for each of the first three rounds.

III. Recorder

Each subgroup chooses one of its members to serve as recorder. In case a decision is not made by the subgroup in the time allowed for the round, the recorder must submit the decision for the subgroup. The subgroup may change recorders at any time.

IV. Communication

No communication between subgroups is permitted during the first three rounds.

Beginning with the fourth round, two subgroups may communicate with each other via one representative from each subgroup meeting apart from the other participants in the presence of the facilitator.

The two representatives and the facilitator may freely communicate with one another; however, commitments made during these meetings are not binding on the subgroup's behavior (e.g., commitments will not be enforced by the facilitator if they are violated). All three subgroups may not meet together in any one meeting. Thus if Subgroup A wishes to communicate with both Subgroup B and Subgroup C, Subgroup A must send one representative to meet with Subgroup B and a different representative to meet with Subgroup C in a separate meeting.

Each representative may meet with only one subgroup during the course of this activity (for instance, if Bill represents Subgroup A in discussions with Subgroup B, he can never be a representative to Subgroup C).

The subgroups may change representatives at any time. Subgroups may communicate as often, as frequently, and as long as time during rounds allows.

V. Time Schedule

Round 1 begins at the end of the explanation of procedures for this activity. All subsequent rounds begin as soon as the Decision Ballots from the previous round are redistributed to each subgroup. The rounds end when the decisions for that round are due. The time of the 10 rounds is as follows:

Round 1	1 hour
Round 2	10 minutes
Round 3	10 minutes
Round 4	1 hour
Round 5	15 minutes
* Round 6	15 minutes
Round 7	15 minutes
Round 8	15 minutes
Round 9	15 minutes
Round 10	15 minutes

*Rounds 6 through 10 may be extended in fifteen-minute increments by mutual agreement of all three subgroups. There is no limit to the number of time extensions allowed.

VI. Evaluation Criteria

1. Were your goals reasonable, realistic, and challenging?
2. Was your behavior consistent with your management philosophy?

DECISIONS TALLY SHEET

A→B*						
Round #	Your dec.	Your Guess	Goal	Actual dec.	Result	Bal.
1						
2						
3(x3)						
4						
5(x5)						
6						
7						
8(x5)						
9(x5)						
10(x10)						
A→B* Total _____						

A→C**						
Round #	Your dec.	Your Guess	Goal	Actual dec.	Result	Bal.
1						
2						
3(x3)						
4						
5(x5)						
6						
7						
8(x5)						
9(x5)						
10(x10)						
A→C** Total _____						

Grand Total _____

Maximum Potential Market _____

% Goal _____

\$ Goal _____

*For Team B's Tally Sheet substitute B A
 *For Team C's Tally Sheet substitute C A
 **For Team B's Tally Sheet substitute B C
 **For Team C's Tally Sheet substitute C B

DECISIONS BALLOT SHEET

DECISION BALLOT*	
From Group _____	to Group _____
Round #	Decision
Red	Green (Circle one)

*The facilitator should prepare 10 copies of each of the following ballots:

- From Group A to Group B
- From Group A to Group C
- From Group B to Group A
- From Group B to Group C
- From Group C to Group A
- From Group C to Group B

■ **ASSIGNMENT FLEXIBILITY: COMPARING NEGOTIATION STYLES**

Goals

- To allow participants to experience the “hardball” negotiation process.
- To allow participants to practice the “win-win” negotiation process.
- To allow participants to compare the effects of “hardball” negotiation and “win-win” negotiation.
- To provide information about “assignment flexibility” and its perceived advantages and disadvantages in work negotiations.

Group Size

Ten to fifteen participants.

Time Required

Two hours and forty-five minutes.

Materials

- A copy of the Assignment Flexibility Theory Sheet for each participant.
- A copy of the Assignment Flexibility “Hardball” Instructions Sheet for each participant.
- A copy of the Assignment Flexibility “Hardball” Work Sheet for each participant.
- A copy of the Assignment Flexibility “Win-Win” Instructions Sheet for each participant.
- A copy of the Assignment Flexibility “Win-Win” Work Sheet for each participant.
- A copy of the Assignment Flexibility Case Study Sheet for each participant.
- A copy of the Assignment Flexibility Union Role Sheet for half of the participants.
- A copy of the Assignment Flexibility Management Role Sheet for the other half of the participants.
- A pencil and writing surface for each participant.
- A newsprint poster prepared in advance that lists the following rules for negotiation:

- Only the negotiators may speak during negotiations. Subgroup members may pass notes to their negotiator if communication is necessary.
- Negotiations will last a maximum of twenty minutes or until an agreement is reached. The facilitator will call time after twenty minutes.
- If both negotiators agree, the negotiations may pause, allowing the subgroups to caucus before reconvening. However, the clock keeps running so that a period of only twenty minutes, total, elapses from start to finish.
- A newsprint flip chart and felt-tipped markers.
- Masking tape for posting newsprint.

Physical Setting

A room large enough for two subgroups to work without disturbing each other, with two large tables and with movable chairs for the participants. Two separate meeting rooms for the subgroups and a larger room for negotiations would be ideal.

Process

1. The facilitator introduces the goals of the activity and gives each participant a copy of the Assignment Flexibility Theory Sheet. The facilitator goes over the sheet or allows time for the participants to read it and ask questions of clarification. (Five minutes.)
2. The participant group is divided into two subgroups: union and management. All of the participants are given copies of the Assignment Flexibility “Hardball” Instructions Sheet, copies of the Assignment Flexibility “Hardball” Work Sheet, pencils, and portable writing surfaces. Each member of the union subgroup is given a copy of the Assignment Flexibility Union Role Sheet. Each member of the management subgroup is given a copy of the Assignment Flexibility Management Role Sheet. The two subgroups are instructed to move their chairs and to meet in separate areas to develop bargaining strategies. Each subgroup will choose a negotiator and prepare the negotiator to bargain with the other subgroup concerning how assignment flexibility will be implemented in the company. (Five minutes.)
3. The two subgroups are given time to read their materials, develop their bargaining strategies, choose their negotiators, and prepare their negotiators to bargain. While the subgroups prepare, the facilitator arranges the negotiation area: one table with chairs for the negotiators across from each other at the table, and chairs for the subgroup members behind their negotiators (Figure 1). (Twenty-five minutes.)

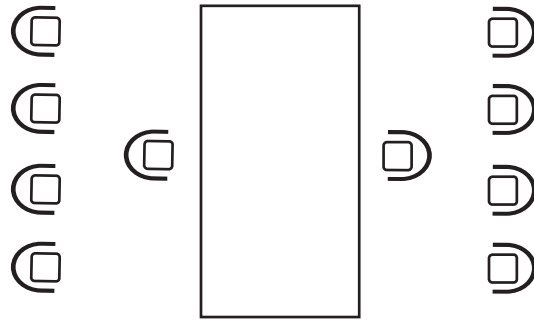


Figure 1. Setup for Hardball Negotiations

4. The facilitator calls time. The negotiators are seated across the table from each other with their subgroups behind them. The facilitator posts the newsprint poster listing the rules for negotiations and reviews the rules with the participants. (Twenty-five minutes.)
5. After twenty minutes or when an agreement is reached, the facilitator stops the activity. The facilitator then leads a group discussion by asking the following questions:
 - How did you feel when preparing for the “hardball” negotiation?
 - How did those of you who were negotiators feel during the “hardball” negotiation? How did the other members feel?
 - What types of behaviors occurred between the negotiators?
 - What are the advantages of hardball negotiation?
 - What are the disadvantages of hardball negotiation?
 (Fifteen minutes.)
6. The union and management subgroups are reconvened. The facilitator distributes copies of the Assignment Flexibility “Win-Win” Instructions Sheet and the Assignment Flexibility “Win-Win” Work Sheet to all participants. The subgroups are told to spend the next twenty minutes completing their Win-Win Work Sheets and preparing for the win-win negotiation. While they are preparing, the facilitator sets up the room for a win-win negotiation: two tables arranged in a V-shape (Figure 2). (Thirty minutes.)
7. The facilitator calls time. The participants are seated so as to alternate members of the union subgroup and members of the management subgroup. A newsprint flip chart is placed at the top of the V where all can see it. (Five minutes.)

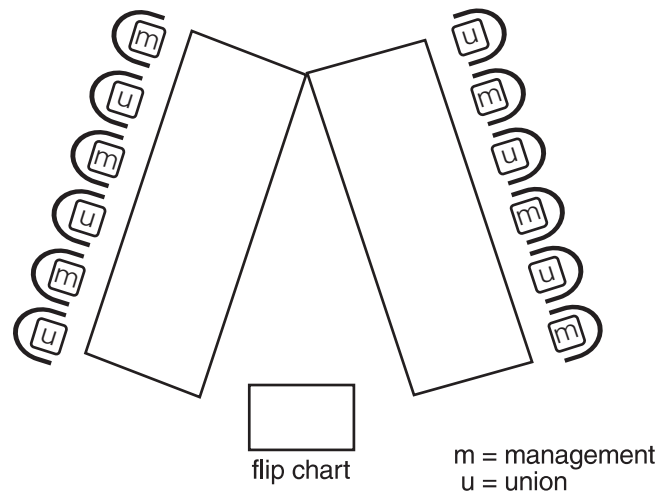


Figure 2. Setup for Win-Win Negotiations

8. For the second round of negotiations, the facilitator again announces the twenty-minute time limit; he or she asks the participants to define the issue and posts the answer on newsprint. Each subgroup is asked for a position statement, which also is written on the newsprint. Then each subgroup is asked to explain its interests. When all interests of both sides are listed and understood, the facilitator asks the participants to generate options that address the interests of both sides. When all available options are listed, the facilitator asks if there are any options or combinations of options that satisfy an acceptable number of the interests of both sides. If so, an agreement is reached. If not, the facilitator asks if there are objective standards that can be brought into the discussion in order to make an acceptable, rational decision. If the final solution is not acceptable, or if one cannot be reached, either side may wish to withdraw from the negotiations, either temporarily or permanently, or exercise its BATNA (Best Alternative to a Negotiated Agreement). After twenty minutes or when an agreement is reached, the facilitator stops the activity. (Twenty minutes.)
9. The facilitator leads a brief discussion of the win-win negotiation process by asking the following questions:
 - How did you feel when preparing for the “win-win” negotiation?
 - How did you feel during the “win-win” negotiation?
 - What are the advantages of win-win negotiation?
 - What are the disadvantages of win-win negotiation?
 - Which kind of negotiation have you experienced most frequently?
 - Which negotiation do you prefer? For what reasons?
 - How can you apply the learnings from this experience in your own life?
 (Twenty minutes.)

10. The facilitator distributes a copy of the Assignment Flexibility Case Study Sheet to each participant and goes over the information on the sheet. (Five minutes.)
11. The facilitator initiates a group discussion of participants' responses to the Case Study Sheet and what they have learned about assignment flexibility. (Ten minutes.)

Variations

- For a shorter activity, the facilitator can use only the win-win negotiation instructions and in processing ask participants how this type of negotiation compares to what they have experienced previously.
- This activity can be used with an issue other than assignment flexibility.
- A larger group can be accommodated if negotiators are chosen for the win-win negotiation segment.

Submitted by John E. Oliver.

ASSIGNMENT FLEXIBILITY THEORY SHEET

Assignment flexibility (AF) is the practice of assigning work to individuals in job classifications or unions that traditionally have not performed that work in the past (that is, work that traditionally has been assigned to another union or job classification). For example, production workers who are members of one union may be called on to perform minor maintenance and repair duties that traditionally have been performed by electricians or mechanics who are members of a different union. Likewise, maintenance mechanics and electricians may be asked to help production personnel in a crisis. Assignments under AF usually are classified according to who is helping whom, for example:

- Production helping production;
- Production helping maintenance;
- Maintenance helping production; and
- Maintenance helping maintenance.

Historically in the United States, labor unions have striven to keep “their work” from being performed by workers, managers, or others who were not union members. They also have been reluctant to perform work that “belonged” to other unions. When assignment flexibility is negotiated into a union contract/labor agreement, management is given the right to ask workers who are not busy or who are performing less critical tasks to be reassigned to more critical jobs that eliminate bottlenecks and keep production flowing smoothly. Thus, assignment flexibility theoretically allows management to ask workers to perform some duties that cross traditional union lines or job classifications in order to effect better utilization of human resources so that personnel costs are reduced and productivity (output per hour) is enhanced. These goals are important as firms face increased foreign and domestic competition.

Sometimes a part of the productivity gains from AF are passed on to workers through “gainsharing” plans. In addition, as productivity increases, the firm can charge less for its products, thereby increasing its competitive position. Increased sales may lead to expansion and the creation of new jobs. In this way, both the firm and the unions benefit. Increases in the firm’s competitive position also make the workers’ jobs more secure. As job security and the creation of new jobs are goals of the union, it is believed that all parties can gain from the implementation of AF.

In implementing AF, firms and unions have found that decisions to reassign workers must be made jointly by the supervisor and the workers involved. In each case, the following questions must be answered “yes” by the supervisor and worker to ensure safe and efficient working conditions:

1. Can it be done safely by this worker?
2. Does the person have the knowledge, skills, and ability to do the job?

3. Are the tools and time available?
4. Is it consistent with the contract language?
5. Does it make sense?

Only when the answer to all five questions is “yes” should a flexible assignment be made.

For AF to work, both worker and supervisor must participate in an open, honest, and cooperative way. When this is done, AF works well. Nevertheless, it should be recognized that implementing AF often is a drastic change from the traditional adversarial approach that unions and businesses have used in relating to each other. Change of this magnitude is never easy to implement and may be resisted by every facet of the organization.

ASSIGNMENT FLEXIBILITY UNION ROLE SHEET

All members of your subgroup are members of the same labor union. A few months ago the union negotiated a labor agreement with the employing company in which it was agreed that “assignment flexibility” (AF) would be implemented. In return for agreeing to implement AF, the company agreed to start a gainsharing plan in which union members receive incentive pay for any increases in productivity. Productivity is defined as output per worker.

Assignment flexibility means that members of one job classification may be asked to perform work ordinarily assigned to another job classification. The company believes that AF will result in better utilization of the existing work force so that productivity will increase and the company’s competitive position in world markets will be enhanced, thereby increasing job security, which is a major concern of the union.

Traditionally, the union has fought to maintain job classifications so that senior workers perform tasks requiring more skill and junior workers perform tasks requiring less skill. Assignment flexibility will change that arrangement, and the union has some concerns about this.

First, the union wants to ensure worker safety. The union does not want its members to risk injury by performing jobs they do not know how to do safely. In this regard, the union would like to ensure that workers are not given tasks for which they do not have tools and time available, or for which they have not been trained.

Second, the union would like to preserve seniority rights as much as possible. In fact, the union would like to preserve job classifications or distinctions except when workers are assisting others. The union wants to be sure that assignments do not violate other provisions in the existing labor agreement, including overtime rights, salaries, and so forth.

The union also is interested in long-term job security, which means not *losing* any jobs due to AF. In addition, the union wants its members to be able to take pride in their jobs, be satisfied in their work, and know what is expected of them. The union is very concerned with maintaining harmony in the work force. The union would like for AF to be applied uniformly by all supervisors and for management to listen to workers’ concerns and address problems promptly. “We shouldn’t do things that don’t make sense,” the union president said, “but we said we’d do assignment flexibility and we have to find ways to do it sensibly.” In fact, the union does not want assignment flexibility, but it is specified in the labor-management contract.

ASSIGNMENT FLEXIBILITY MANAGEMENT ROLE SHEET

All members of your subgroup are managers in the employing company. A few months ago, the company negotiated a labor agreement with the union in which it was agreed that "assignment flexibility" (AF) would be implemented. In return for the union's agreement to implement AF, the company agreed to start a gainsharing plan in which union members receive incentive pay for any increases in productivity. Productivity is defined as output per worker.

Assignment flexibility means that members of one job classification may be asked to perform work ordinarily assigned to another job classification. The company believes that AF will result in better utilization of the existing work force so that productivity will increase and the company's competitive position in world markets will be enhanced, thereby increasing job security, which is a major concern of the union.

Traditionally, the union has fought to maintain job classifications so that senior workers perform tasks requiring more skill and junior workers perform tasks requiring less skill. Assignment flexibility will change that arrangement, and the company has some concerns about this.

First, the company wants to ensure safety. The company does not want workers to risk injury by performing jobs they do not know how to do safely. In this regard, management will not train workers to do jobs they don't already know. However, supervisors will ask workers to assist one another, to do minor maintenance or repair work within their abilities, to do jobs below their classifications that they have done in the past, to use any tools for which they have the skills, or to do virtually any jobs the workers can perform safely. Workers will be asked to perform other jobs only when their own jobs are caught up or not in operation. In addition, the company will not lay off workers as a result of AF.

The company expects AF not to eliminate present job classifications, seniority, or job security. The company's main interest is to increase productivity by better utilization of the existing work force. By moving workers to eliminate bottlenecks, the company hopes to cut costs.

The company is also concerned about quality and does not want to do anything that might lower quality. Harmony in the work force and fair treatment of workers are important, but managers must also satisfy higher management and the stockholders. Down deep, the company wants unlimited assignment flexibility.

ASSIGNMENT FLEXIBILITY “HARDBALL” INSTRUCTIONS SHEET

Definition of Hardball Negotiation: Negotiation is a process wherein two or more parties with a conflict of interest meet voluntarily to divide resources or to resolve intangible issues. It is a sequential process involving demands or proposals, evaluation of the demands or proposals, and concessions. Following are the principles of hardball negotiation:

1. Opponents will not negotiate unless you can help them or hurt them.
2. Get all the information you can before negotiations begin.
3. Disguise your true interests.
4. Shoot high. Demand more than you are willing to settle for.
5. Listen carefully to the demands of the other side.
6. Develop trade-off strategies. What are you willing to give up in order to gain something more important?
7. Never give up anything without getting something in return.
8. Do not trust the other side. Double-check anything its representatives tell you.
9. Be willing to walk away from the negotiations.
10. There is no requirement for honesty, but you may have to face your adversary again later.
11. Have a “bottom line” or fallback position below which you will not budge.
12. Do not be too greedy.
13. Promises lead to solutions. Threats lead to deadlocks.
14. Some sources of power in bargaining include the following:
 - The other side’s belief that you are honest;
 - Having more time than the other side has;
 - Having more information than the other side has;
 - Having more bargaining expertise than the other side has;
 - Being persistent;
 - Being patient;
 - Being willing to take a risk;
 - Having control of the resources needed by the other side;
 - Viewing bargaining as a game;
 - Convincing the other side that you care; and
 - Knowing when to be assertive.

Keeping these principles in mind, develop your negotiating strategy, including the following:

- A position statement;
- A list of initial demands;
- A corresponding list of acceptable bottom lines; and
- A list of possible trade-offs.

Then select a negotiator and prepare him or her to represent your subgroup.

ASSIGNMENT FLEXIBILITY “HARDBALL” WORK SHEET

Position Statement:

Initial Demands:

Minimum Acceptable Bottom Lines:

Trade-Offs:

ASSIGNMENT FLEXIBILITY “WIN-WIN” INSTRUCTIONS SHEET

Definition of Win-Win Negotiation: Negotiation is a process in which two or more parties seek to decide an issue jointly so that both come out better than they would without negotiating.

1. The *best* negotiation is one in which:
 - Both parties maximize their payoffs.
 - The joint decision is better than what either party could produce alone.
 - The parties are likely to comply with the agreement.
 - The relationship between the parties is enhanced.
 - The negotiation costs minimum time, money, and stress.
2. The *worst* negotiation is one in which:
 - Neither party gets what it wants.
 - No agreement is reached.
 - Agreement is reached, but the solution is not very good.
 - The parties are likely not to comply with the agreement.
 - The relationship between the parties is damaged.
 - The costs of the negotiation in terms of time, money, or stress are too high.

Steps

Keeping the characteristics of a “best” negotiation in mind, your subgroup should complete the following steps using the Win-Win Work Sheet:

1. Write a brief statement of the issue. One or two words will do.
2. Write a brief statement of your subgroup’s position on the issue.
3. List all your subgroup’s interests that underlie your position on the issue.
Brainstorm: do not judge ideas; list all suggestions; dig deep; be open; be honest; divulge all your feelings.
4. Create a BATNA (Best Alternative to a Negotiated Agreement). Your BATNA is what you will do if you cannot get an acceptable number of your interests met in the negotiation. Most BATNAs have costs attached (for example, quit, strike, go back to college, start my own business). A BATNA keeps you from accepting a solution you should reject. Psychologically, you need a BATNA before you begin negotiating. It works better than saying, “I’ll negotiate first; then if I don’t get what I want, I’ll decide what to do.” Your BATNA is your alternative to any outcome of the negotiation. It becomes your standard for whether or not to accept the negotiated

settlement. Therefore, choose your BATNA carefully. You may choose to disclose your BATNA to the other side in the negotiations if doing so will help. You may choose not to disclose your BATNA if it is not very attractive to you.

5. Read the remainder of this instruction sheet and discuss the ideas within your subgroup.

What To Expect in the Negotiations

You are now ready to enter the negotiations. When you meet with the other subgroup, the facilitator will guide you in what to do.

During the negotiation, the facilitator will ask each subgroup to define the issue and will post the answers on the flip chart. Each subgroup will be asked for a position statement, which also will be written on the flip chart. Then each subgroup will be asked to explain its interests. You should make sure that the other side really understands your interests. Ask its members to paraphrase your interests after you have stated them.

When all interests of both sides are listed and understood, the participants will be asked to generate options that address the interests of both sides. When all available options are listed, the facilitator will ask if there are any options or combinations of options that satisfy an acceptable number of the interests of both sides. If so, an agreement is reached. If not, the facilitator will ask if there are objective standards that can be brought into the discussion in order to make an acceptable, rational decision.

If the final solution is not acceptable, or if one cannot be reached, either side may withdraw from the negotiations either temporarily or permanently, or exercise its BATNA.

1. What if the other side resorts to hardball tactics?
 - If they attack you or your ideas, do not defend or counterattack.
 - Refuse to react.
 - Use your energy to explore interests and options.
 - Ask what they would do if they were in your shoes.
 - Ask questions. Do not make statements.
 - Take no stand. Offer no target.
 - Channel the other side's attack toward the problem.
 - Assume that the other side is frustrated with the problem, not with you.
 - Stay cool, calm, and focused on the problem.
2. Overcome obstacles to creating options:
 - Do not judge options prematurely. One that is unacceptable alone may later be combined with another to create an attractive package.
 - Do not look for one single answer.

- Accept the other side's problem as your problem.
 - Do not limit your ideas to what is available now. Perhaps the total payoff can be increased.
 - Do not focus on your own bottom line. Seek new information that changes the situation or generates new alternatives.
 - Do not "anchor" the discussion by talking about numbers (costs, wages, and so on) prematurely.
3. Assumptions of win-win negotiation:
- Both of us can have our needs met.
 - We should help each other win.
 - Together we can create better solutions.
 - Objective standards can be found for good decision making.
 - We can improve our relationship through honest negotiation.
 - Both negotiators are good people.
 - We can cooperate with each other.
 - Both negotiators are primarily interested in filling our own needs. That's O.K.
 - Perhaps we do not understand each other. Talking will help.
 - If we really listen to each other, we will both learn the other's real needs.

ASSIGNMENT FLEXIBILITY “WIN-WIN” WORK SHEET

Issue:

Your Position:

Your Interests:

Options:

Our Standards (what we have done in the past):

Standards from Outside (what others do):

BATNA:

ASSIGNMENT FLEXIBILITY CASE-STUDY SHEET

This issue was negotiated by a real committee of four managers and four union presidents with the author facilitating. The following outcome resulted:

Company Interests

- Safety
- Costs
- Productive
- Long-term job security
- Quality
- Harmony with work force, higher management, others
- Fairness to all
- Compliance with contract

Union Interests

- Safety
- Seniority
- Consistent with agreement
- Long-term job security
- Harmony in work force
- Self-satisfaction
- Pride
- Trust
- Keep job distinction except to assist other employees

Options

(Things we can do to protect *all* above interests)

- Maintain job distinctions except to assist others.
- Supervisor training
- Employee meeting/training to discuss interests, etc.
- Address problems promptly
- Hear special concerns
- Follow these success criteria: safety, common sense, knowledge, skills and abilities, tools and time, cost-effectiveness, consistency with agreement.

A consensus was reached that the committee was ready to design an implementation plan that includes training for supervisors (and perhaps other key people), employee meetings, a system of evaluation, and a process for supervisors to use to ensure that assignment flexibility (AF) is implemented in a manner consistent with the criteria developed.

■ THE PROPERTY GAME: EXPLORING MOTIVATION TO WORK

Goal

- To explore the effects of various incentives and disincentives to work.

Group Size

Optimum group size is twenty participants.

Time Required

One hour to one hour and forty-five minutes.

Materials

- One copy of The Property Game Instruction Sheet for each participant.
- A different Property Game Deed Card and Property Game Worker Card for each participant.
- One poster-sized copy of The Property Game Map of the Town, prepared in advance. (See Instruction Sheet for map.)
- One poster-sized copy of The Property Game Tally Sheet, prepared in advance.
- One calculator.
- A newsprint flip chart and felt-tipped markers.
- Masking tape.

Physical Setting

A room large enough for participants to walk quickly around the room in a repeated pattern. The “lane” for walking (wide enough for several participants) should be marked with masking tape prior to the activity.

Process

1. The facilitator introduces the activity, but does not state the goal. Each participant is given a copy of The Property Game Instruction Sheet, a Property

Game Deed Card, and a Property Game Worker Card, and is instructed to read the handouts. (Five minutes.)

2. While the participants are reading their handouts, the facilitator posts The Property Game Map of the Town, prepared in advance.
3. To begin Stage 1, the facilitator announces the following: “Each participant has been allocated a plot of land with specific fertility and each participant has been assigned a certain working ability. In order to simulate production of the land, each participant must walk quickly (not run) around the perimeter of the room, following the route indicated by masking tape. However, you may not earn more money per circuit than whichever is the lower amount of your fertility and working ability. For example, if your land fertility is \$10, and your working ability is \$20, you may not earn more than \$10 per circuit—the lower of the two amounts. You will have one minute to try to produce as much as possible as quickly as possible.”(Five minutes.)
4. The participants are lined up at the Map of the Town, and each begins to walk around the room to simulate production.
5. At the end of one minute, the facilitator announces that the work period, symbolizing a year, is over. Each participant announces his or her total production (circuits made), which the facilitator records on The Property Game Tally Sheet. (Five minutes.)
6. The total productivity of all workers—the gross national product (GNP)—is calculated, announced, and divided evenly among the participants, regardless of fertility and/or work accomplished. Each participant’s bank account is credited with the calculated amount. (Five to ten minutes.)
7. Steps 4 through 6 are repeated twice. (Although there is no incentive to work hard, it will take time before most participants realize the absence of incentives. Eventually, no one will work very hard, because the redistribution of GNP is mandated and the participants’ pay is unrelated to work effort.) (Ten to twenty minutes.)
8. To begin Stage II, the facilitator posts the following notice: “The settlement has switched to a capitalist economy—pay for production.” The facilitator announces that this means that, from now on, each participant can keep what he or she earns.
9. Two more rounds of the circuit activity are conducted. Tallies are recorded, and payoffs are made according to the new rules. (As participants perceive that they now have the opportunity to accumulate wealth, there is an incentive to produce, and the total GNP usually rises.) (Ten to twenty minutes.)
10. To begin Stage III, the facilitator posts the following: “To increase your wealth, the settlement has decided that you may now transfer your plots. Find someone to trade with, exchange deeds, and use the money credited in your bank account,

if necessary. If you need more money, the settlement will provide interest-free loans.”(It is expected that trading of deeds will take place in order to match land fertility and working ability.) (Ten to fifteen minutes.)

11. Two more rounds of the circuit activity, tally, and payoff are conducted. (Ten to twenty minutes.)
12. The facilitator leads a total-group discussion of the activity, beginning by stating its goal. The following may be included:
 - How did you feel about the distribution of wealth in the first rounds of the activity? Were you motivated to work or demotivated? Why?
 - How did you feel when capitalism was introduced and you could keep your earnings? Did your attitude or behavior change? How and why?
 - How did you feel about the opportunity to trade plots? What did you do about it? How was your interaction with others? How did all this affect your motivation to work? How can you identify with this in your work place?
 - What did you learn about the effect of property and the distribution of wealth on motivation to work?
 - What implications does this have for how you can motivate others?

The facilitator may refer to the tally sheet to note production trends, etc., during the discussion. (Fifteen to twenty minutes.)

Variations

- The activity can be conducted with more than twenty participants by using two-person teams: one person walking (a “worker”) and the other recording the production (a “manager”). This also adds a competitive dynamic, matching teams against one another.
- If the activity is to be conducted with fewer than twenty participants, the following table can be used to determine which plots of land should be abandoned:

18 participants = omit Plots 15 and 20.

16 participants = omit Plots 9, 14, 15, and 20.

14 participants = omit Plots 5, 8, 9, 14, 15, and 20.

12 participants = omit Plots 1, 4, 5, 8, 9, 14, 15, and 20.

10 participants = omit Plots 1, 2, 3, 4, 5, 8, 9, 14, 15, and 20.

- Other variations can be introduced, such as zoning ordinances that allow trading in one-half of the town and prohibit it in the other half, income taxes, a limit on the amount of loans, and so on.

Submitted by Tom G. Geurts and Austin J. Jaffe. An article explaining the use of an expanded version of this activity in real-estate, business, and economics training can be found in Tom G. Geurts and Austin J. Jaffe (1995, November), "The Property Rights Game: Discovering the Meaning of Private Property," *Journal of Real Estate Finance and Economics*, 11.

THE PROPERTY GAME INSTRUCTION SHEET

This activity takes you back to the year 1621. A year ago, the first settlers, brought by the “Mayflower,” landed in the New World. You belong to the second group of settlers, aboard the “Juneflower,” and you are determined to start a new and prosperous life. The leaders of the settlement have decided the following:

- The land in the settlement will be divided into twenty-one plots. On plot 0, the Town Hall will be built. The remaining plots will be allocated to participants.

Map of the Town

Plot 1	Plot 2	Town Hall		Plot 3	Plot 4
Plot 5	Plot 6	(Plot 0)		Plot 7	Plot 8
Plot 9	Plot 10	Plot 11	Plot 12	Plot 13	Plot 14
Plot 15	Plot 16	Plot 17	Plot 18	Plot 19	Plot 20

- You will receive a Deed, which is proof of ownership of your plot of land. The Deed also shows the level of fertility of your land. In addition, you will receive a Worker Card that indicates your working ability.
- In order to prosper in this New World, you need to produce something using the land. Working is simulated by walking around a circuit in the room. You will have one minute to earn as much as possible, based on your production.
- However, your production will be the lower number of your land fertility and working ability. For example, for Plot 1, the land fertility equals \$1, and the working ability equals \$10. Thus, for every circuit completed, the production value is \$1.
- It is expected that all participants will report their number of circuits honestly.

PROPERTY GAME DEED CARD

Plot 1 is assigned to you. This is your deed of ownership.
The fertility of your land is assessed at \$1.

PROPERTY GAME WORKER CARD

#1: Your working ability is \$10 per circuit.

PROPERTY GAME DEED CARD

Plot 2 is assigned to you. This is your deed of ownership.
The fertility of your land is assessed at \$10.

PROPERTY GAME WORKER CARD

#2: Your working ability is \$20 per circuit.

PROPERTY GAME DEED CARD

Plot 3 is assigned to you. This is your deed of ownership.
The fertility of your land is assessed at \$20.

PROPERTY GAME WORKER CARD

#3: Your working ability is \$10 per circuit.

PROPERTY GAME DEED CARD

Plot 4 is assigned to you. This is your deed of ownership.
The fertility of your land is assessed at \$10.

PROPERTY GAME WORKER CARD

#4: Your working ability is \$1 per circuit.

PROPERTY GAME DEED CARD

Plot 5 is assigned to you. This is your deed of ownership.
The fertility of your land is assessed at \$5.

PROPERTY GAME WORKER CARD

#5: Your working ability is \$20 per circuit.

PROPERTY GAME DEED CARD

Plot 6 is assigned to you. This is your deed of ownership.
The fertility of your land is assessed at \$5.

PROPERTY GAME WORKER CARD

#6: Your working ability is \$20 per circuit.

PROPERTY GAME DEED CARD

Plot 7 is assigned to you. This is your deed of ownership.
The fertility of your land is assessed at \$20.

PROPERTY GAME WORKER CARD

#7: Your working ability is \$5 per circuit.

PROPERTY GAME DEED CARD

Plot 8 is assigned to you. This is your deed of ownership.
The fertility of your land is assessed at \$20.

PROPERTY GAME WORKER CARD

#8: Your working ability is \$5 per circuit.

PROPERTY GAME DEED CARD

Plot 9 is assigned to you. This is your deed of ownership.
The fertility of your land is assessed at \$1.

PROPERTY GAME WORKER CARD

#9: Your working ability is \$10 per circuit.

PROPERTY GAME DEED CARD

Plot 10 is assigned to you. This is your deed of ownership.
The fertility of your land is assessed at \$1.

PROPERTY GAME WORKER CARD

#10: Your working ability is \$10 per circuit.

PROPERTY GAME DEED CARD

Plot 11 is assigned to you. This is your deed of ownership.
The fertility of your land is assessed at \$10.

PROPERTY GAME WORKER CARD

#11: Your working ability is \$20 per circuit.

PROPERTY GAME DEED CARD

Plot 12 is assigned to you. This is your deed of ownership.
The fertility of your land is assessed at \$10.

PROPERTY GAME WORKER CARD

#12: Your working ability is \$1 per circuit.

PROPERTY GAME DEED CARD

Plot 13 is assigned to you. This is your deed of ownership.
The fertility of your land is assessed at \$20.

PROPERTY GAME WORKER CARD

#13: Your working ability is \$10 per circuit.

PROPERTY GAME DEED CARD

Plot 14 is assigned to you. This is your deed of ownership.
The fertility of your land is assessed at \$10.

PROPERTY GAME WORKER CARD

#14: Your working ability is \$1 per circuit.

PROPERTY GAME DEED CARD

Plot 15 is assigned to you. This is your deed of ownership.
The fertility of your land is assessed at \$10.

PROPERTY GAME WORKER CARD

#15: Your working ability is \$20 per circuit.

PROPERTY GAME DEED CARD

Plot 16 is assigned to you. This is your deed of ownership.
The fertility of your land is assessed at \$5.

PROPERTY GAME WORKER CARD

#16: Your working ability is \$20 per circuit.

PROPERTY GAME DEED CARD

Plot 17 is assigned to you. This is your deed of ownership.
The fertility of your land is assessed at \$20.

PROPERTY GAME WORKER CARD

#17: Your working ability is \$5 per circuit.

PROPERTY GAME DEED CARD

Plot 18 is assigned to you. This is your deed of ownership.
The fertility of your land is assessed at \$1.

PROPERTY GAME WORKER CARD

#18: Your working ability is \$10 per circuit.

PROPERTY GAME DEED CARD

Plot 19 is assigned to you. This is your deed of ownership.
The fertility of your land is assessed at \$10.

PROPERTY GAME WORKER CARD

#19: Your working ability is \$1 per circuit.

PROPERTY GAME DEED CARD

Plot 20 is assigned to you. This is your deed of ownership.
The fertility of your land is assessed at \$20.

PROPERTY GAME WORKER CARD

#20: Your working ability is \$10 per circuit.

THE PROPERTY GAME TALLY SHEET

Plot and \$	Circuits per round						
Plot 1: \$1							
Plot 2: \$10							
Plot 3: \$10							
Plot 4: \$1							
Plot 5: \$5							
Plot 6: \$5							
Plot 7: \$5							
Plot 8: \$5							
Plot 9: \$1							
Plot 10: \$1							
Plot 11: \$10							
Plot 12: \$1							
Plot 13: \$10							
Plot 14: \$1							
Plot 15: \$10							
Plot 16: \$5							
Plot 17: \$5							
Plot 18: \$1							
Plot 19: \$1							
Plot 20: \$10							

■ EGG DROP: USING HUMAN RESOURCES EFFECTIVELY

Goals

- To help participants to analyze the use of human resources within a group.
- To allow participants to study the relationship between managers and workers in carrying out a task.
- To demonstrate the impact of the communication process on assigning and carrying out a task.
- To allow participants to study the effects of positive and negative reinforcement.

Group Size

Twelve to twenty-four participants, divided into subgroups of six members each.

Time Required

Two hours.

Materials

- One copy of the Egg Drop Rule Sheet for each participant.
- One copy of the Egg Drop Materials Requisition for each participant.
- One copy of the Egg Drop Observation Sheet for each subgroup's observer.
- A clipboard or other portable writing surface for each observer.
- A pencil for each participant.
- One egg for each subgroup.
- Twenty paper plates.
- Twenty plastic bowls.
- Fifty sheets of paper toweling.
- Twenty small Styrofoam® plates.
- Twenty Styrofoam® cups.
- Forty plastic coffee stirrers.

- Forty plastic drinking straws.
- Twenty plastic cups.
- Twenty large Styrofoam® plates.
- Forty index cards.
- Forty paper clips.
- Forty rubber bands.
- Several rolls of masking tape.
- Two boxes of facial tissues.
- A pocket calculator for the facilitator.
- A newsprint flip chart and a felt-tipped marker.
- Masking tape for posting newsprint.

Physical Setting

A room large enough for subgroups to work without disturbing one another. The room also should be equipped with a wall clock.

Process

1. The facilitator introduces the goals of the activity. The participants are told that they will assemble into subgroups to design and build a structure that will support an egg as it is dropped from a height of approximately eight feet. The facilitator states that any subgroup that completes the project within budget and without breaking its egg will be considered successful. Then the facilitator distributes copies of the Egg Drop Rule Sheet and reviews the rules with the entire group. (Ten minutes.)
2. The participants are asked to form subgroups of six members each.
3. The facilitator distributes copies of the Egg Drop Materials Requisition and pencils and then announces that each subgroup will have ten minutes to choose an observer, managers, and workers. (Ten minutes.)
4. The facilitator gives each observer a copy of the Egg Drop Observation Sheet, a pencil, and a clipboard or other portable writing surface and reviews the instructions (*but not the questions*) on the observation sheet with the entire group. (Five minutes.)
5. The facilitator gives each subgroup an egg, asks the subgroups to begin, and reminds the observers to keep track of the time. The facilitator monitors subgroup activities and assists as necessary. While the subgroups are in the construction phase, the facilitator calculates the total costs of the materials that

each subgroup requisitions and records that information on newsprint. (Forty-five minutes.)

6. After forty-five minutes, the facilitator calls time and reassembles the entire group. He or she posts the newsprint listing the materials costs for each subgroup. Each observer is asked to add the amount of penalties that his or her subgroup incurred as well as the costs of the subgroup's design and construction time and to announce whether the subgroup completed its task within budget. (Ten minutes.)
7. Each subgroup's structure is tested by having one of its managers stand on a chair and drop the egg from a height of approximately eight feet. (The facilitator marks the height on newsprint so that each subgroup drops its egg from the same point.) The structure is considered successful if the egg does not break, and each successful subgroup is congratulated. (Ten minutes.)
8. The observers are asked to take turns reporting their observations. (Ten minutes.)
9. The facilitator debriefs the activity by asking the following questions:
 - How did you feel about how you acquired your role?
 - Who influenced decisions most? How was that influence exerted? How did you react to that influence?
 - How did you feel as your subgroup worked on designing and building its structure?
 - Which human resources (including yourself) were used wisely? Unwisely?
 - What have you learned about the effective use of human resources? Given what you have learned, what would you do differently if you were to repeat this activity?
 - If you could rewrite the rules of this activity, what would you change? How would your changes contribute to a more effective use of human resources?
 - How does this experience relate to your own work process? How can you apply what you have learned to improve your own work process?(Twenty minutes.)

Variations

- If sufficient time is available, the subgroups may be asked to repeat the activity using the rewritten rules.
- The facilitator may have the subgroups compete with one another by stipulating that the winning subgroup will be the one whose structure is successful (egg does not break) and who built its structure at the lowest cost.

Submitted by Douglas Bryant.

EGG DROP RULE SHEET

In the upcoming activity, your subgroup's task is to design and build a structure that will support an egg as it is dropped from a height of approximately eight feet.

Your budget for completing the task is \$3,000. The materials you may choose for construction purposes are listed on the Egg Drop Materials Requisition, which includes prices for these materials. In addition, as indicated below, your subgroup will be charged for the positions of observer, manager, and worker.

If the egg does not break when dropped and you stay within budget, you will have completed the task successfully.

Choosing Observer, Managers, Workers

You and your fellow subgroup members may choose roles in any way you wish. Note the following costs of the different positions:

Manager = \$200 each

Worker= \$00 each

Observer = \$ 75 each

Note: Your subgroup must have one observer.

Designing the Structure

1. Managers design a construction plan.
2. Workers may not participate in the design process in any way.
3. Workers and managers may look at but not touch the resource materials.

Building the Structure

1. Once the design has been completed, your subgroup may request the materials it needs from the facilitator by completing and submitting a copy of the Egg Drop Materials Requisition. The subgroup is charged the indicated amounts for chosen materials.
2. All materials must be requested at one time; however, in the event that a requested item is not in stock, your subgroup may revise its requisition.
3. Your subgroup may begin the construction phase whenever it is ready.
4. Managers may offer instructions, ideas, and feedback, but they *may not touch the resource materials*. Workers are to build the structure, but they *may not use their own ideas*.
5. If either infraction in item 4 occurs, the observer will penalize the subgroup \$100 for each occurrence

Note: The total time allotted for design and construction is forty-five minutes

EGG DROP MATERIALS REQUISITION

Budget: \$3,000

Manager	#-----	@ \$ 200.00 each
Worker	#-----	@ \$ 100.00 each
Observers (1)	#-----	@ \$ 75.00
Design Time (actual minutes)	#-----	@ \$ 2.50 per minute
Construction Time (45 minutes minus Design Time)	#-----	@ \$ 5.00 per minute
Paper Plate	#-----	@ \$ 50.00 each
Plastic Bowl	#-----	@ \$ 100.00 each
Paper Towel	#-----	@ \$ 25.00 each
Small Styrofoam Plate	#-----	@ \$ 75.00 each
Styrofoam Cup	#-----	@ \$ 50.00 each
Coffee Stirrer	#-----	@ \$ 5.00 each
Plastic Drinking Straw	#-----	@ \$ 7.50 each
Plastic Cup	#-----	@ \$ 175.00 each
Large Styrofoam Plates	#-----	@ \$ 125.00 each
Index Card	#-----	@ \$ 10.00 each
Paper Clip	#-----	@ \$ 1.00 each
Rubber Band	#-----	@ \$ 2.00 each
Tape (inches)	#-----	@ \$ 1.00 per inch
Pencil	#-----	@ \$ 2.00 each
Facial Tissue	#-----	@ \$ 3.00 each

EGG DROP OBSERVATION SHEET

Instructions: Your role is to observe the members of your subgroup and make notes on their behavior using the questions below as a guide. Also track the time for the design phase and for the construction phase, and note any penalties that occur. You may *not* offer input or help during design or construction.

1. How did your subgroup decide who would assume which roles? What were the key considerations?
2. How did the manager(s) approach the task? What process did the manager(s) use?
3. Did the manager(s) look at the process from the workers' point of view? How?

4. What type of communication did the manager(s) engage in with the workers?

5. How was the design communicated to the workers?

6. How did the manager(s) and workers give one another positive or negative reinforcement?

7. How did the workers follow instructions? What were their reactions?

8. How effectively did the workers use their time?

9. How did the workers work as part of the team?

Begin

End

Design Time

Construction Time

Penalties

■ CONFLICT RESOLUTION: A COLLECTION OF TASKS

Following are listed several activities that can be used to generate data about how groups resolve conflict. It is important that the facilitator be sensitive to the amount of data that can emerge, allowing adequate processing time.

1. *Lineup*. Participants are instructed to position themselves in the order of their influence in the group. The person at the head of the line is the most influential. Staff may be included. The task may be carried out nonverbally. Other traits besides influence (supportiveness, risk taking, verbosity) can be used.
2. *Rating Leadership*. Within a strict time limit, participants develop a rating scale on dimensions of leadership and rate each other.
3. *Choosing a Family*. Each participant chooses a family from among the other group members and explains the reasons for his or her choices.
4. *Ambiguity*. An unstructured situation is set up by directions such as the following: "During the next thirty minutes the task of the group is to decide how it wants to spend its time."
5. *Elimination*. Each group member nominates one other person to be eliminated from the group.
6. *Similarities*. Participants develop a list of all possible pairs of group members and rank-order them on similarity.
7. *Kelly's Triangle*. Participants develop a list of all possible trios in the group. Within each trio, two persons are to be designated similar to each other and different from the third.
8. *Role Reversal*. The facilitator introduces a controversial subject, such as abortion, gay rights, or capital punishment. Each participant briefly expresses his or her position. Then the group discusses the subject, with each person arguing the point of view opposite to his or her own expressed position.
9. *Subgrouping*. The group is divided into two or more subgroups on the basis of predominant characteristics. Criteria could include sex, age, degree of participation, or political persuasion. Subgroups confront each other.

■ **CONFLICT STYLES: ORGANIZATIONAL DECISION MAKING**

Goals

- To identify ways of dealing with organizational or group conflict.
- To discuss when and why different methods of resolving conflict are appropriate to different situations.
- To provide an experience in group decision making.

Group Size

An unlimited number of subgroups of five to seven participants each.

Time Required

Approximately one and one-half hours.

Materials

- A Conflict Styles Work Sheet for each participant and an extra copy for each team.
- A pencil for each participant.
- A copy of the Conflict Styles Theory Sheet for the facilitator.
- Newsprint and a felt-tipped marker.

Physical Setting

A room large enough to accommodate all participants, with adequate tables and chairs available for each team.

Process

1. The facilitator introduces the experience by commenting on the inevitability of conflict in groups and how conflict can be used as a constructive force.
2. The facilitator then gives the participants copies of the Conflict Styles Work Sheet and instructs them to complete the work sheet in fifteen minutes.

3. At the end of this time, the facilitator divides the participants into subgroups of five to seven members each and appoints one observer for each subgroup. Observers are briefed on what to look for.¹
4. A copy of the Conflict Styles Work Sheet is given to each subgroup, and the subgroups are instructed to complete the work sheet as subgroups. They are advised to avoid conflict-reducing techniques such as the use of majority power (voting), minority power (persuasion based on pressure), or compromise (giving in to keep the peace). The facilitator also urges them to view differences of opinion as constructive and to make their ranking decisions as a subgroup, based on logic as well as mutual understanding. They are told that they will have forty-five minutes in which to complete the work sheet.
5. The observers report to their respective subgroups, explaining how the subgroup handled the ranking task and any conflict that arose. Specific incidents are described to provide the group members with pertinent feedback.
6. When the observers have made their reports to the subgroups, the total group is reassembled, and each subgroup's decision is posted on newsprint. If any subgroups' decisions differ widely (a "1" and a "5" choice for the same problem), the facilitator may focus on intergroup conflict by having each of the subgroups explain the rationale for each of its responses.
7. The five styles of handling organizational conflict are discussed, based on the Conflict Styles Theory Sheet. The facilitator provides an example of each style, when appropriate, and so on. Participants may be urged to discuss these styles in terms of what they have just experienced. The participants then identify by style the ways of dealing with conflict listed for each case on the Conflict Styles Work Sheet. (Usually they are able to identify the responses correctly.)
8. The facilitator processes the activity with the group by considering the learnings gained from the experience and their application to real-life situations. Major points are listed on newsprint.

Variations

- The facilitator can increase the pressure on the subgroups by reducing the time allotted for the ranking task to thirty minutes.
- The situations described on the Conflict Styles Work Sheet can be rewritten to reflect the interests or needs of the participants or groups involved (supervisors, sales personnel, governmental or clerical staffs, educators, etc.).

¹ A useful guide for what to look for in groups can be found on pp. 156-160 of this volume.

CONFLICT STYLES SOLUTION

Case One

- A. Compromise
- B. Power
- C. Integration
- D. Denial
- E. Suppression

Case Two

- A. Power
- B. Denial
- C. Suppression
- D. Integration
- E. Compromise

Case Three

- A. Integration
- B. Compromise
- C. Denial
- D. Power
- E. Suppression

Case Four

- A. Denial
- B. Suppression
- C. Compromise
- D. Integration
- E. Power

Submitted by Donald T. Simpson.

CONFLICT STYLES WORK SHEET

Instructions: Your task is to rank the five alternative courses of action under each of the four cases below, from the most desirable or appropriate way of dealing with the conflict situation to the least desirable. Rank the most desirable course of action “1,” the next most desirable “2,” and so on, ranking the least desirable or least appropriate action “5.” Enter your rank for each item in the space next to each choice.

Case One

Chris is lead operator of a production molding machine. Recently Chris has noticed that one of the workers from another machine has been coming over to Chris’s machine and talking to one of the operators (not on break time). The efficiency of Chris’s operator seems to be falling off, and there have been some rejects due to this operator’s inattention. Chris detects some resentment among the rest of the crew. If you were Chris, you would:

- _____ A. Tell your operator to limit conversations during on-the-job time.
- _____ B. Ask the supervisor to tell the lead operator of the other machine to keep the operators in line.
- _____ C. Confront both workers the next time you see them together (as well as the other lead operator, if necessary), find out what they are up to, and tell them what you expect of your operators.
- _____ D. Say nothing now; it would be silly to make something big out of something so insignificant.
- _____ E. Try to put the rest of the crew at ease; it is important that they all work well together.

Case Two

Pat is the senior quality-control (Q-C) inspector and has been appointed group leader of the Q-C crew. On separate occasions, two of the crew have come to Pat with different suggestions for reporting test results to the machine operators. Gayle wants to send the test results to the supervisor and then to the machine, because the supervisor is the person ultimately responsible for production output. Sam thinks the results should go directly to the lead operator on the machine in question, because it is the lead operator who must take corrective action as soon as possible. Both ideas seem good, and Pat can find no ironclad procedures in the department on how to route the reports. If you were Pat you would:

Case Two (continued)

- _____ A. Decide who is right and ask the other person to go along with the decision (perhaps establish it as a written procedure).
- _____ B. Wait and see; the best solution will become apparent.
- _____ C. Tell both Gayle and Sam not to get anxious about their disagreement; it is not that important.
- _____ D. Get Gayle and Sam together and examine both of their ideas closely.
- _____ E. Send the report to the supervisor, with a copy to the lead operator (even though it might mean a little more copy work for Q-C).

Case Three

Terry is a module leader; the module consists of four very complex and expensive machines and a crew of five. The work is exacting, and inattention or improper procedures could cause a costly mistake or serious injury. Terry suspects that one of the crew is taking drugs on the job or at least is showing up for work under the influence of drugs. Terry feels that there are some strong indications, but knows they are not enough to have a “case.” If you were Terry you would:

- _____ A. Confront the worker outright, explaining what you suspect and why and that you are concerned for the worker and for the safety of the rest of the crew.
- _____ B. Ask that the suspected offender keep this drug habit off the job; what is done on the job is part of your business.
- _____ C. Not confront the individual right now; it might upset or drive the worker underground.
- _____ D. Give the worker the “facts of life”; explain that it is illegal and unsafe and that if the worker gets caught, you will do everything you can to see that the individual is fired.
- _____ E. Keep a close eye on the worker to see that the individual is not endangering others.

Case Four

Robin is a supervisor of a production crew. From time to time in the past, the Product Development section has “tapped” the production crews for operators to augment their own operator personnel to run test products on special machines. This has put very little strain on the production crews, because the demands have been small, temporary, and infrequent. Lately, however, there seems to have been an almost constant demand for four production operators. The rest of the production crew must fill in for these missing

Case Four (continued)

people, usually by working harder and taking shorter breaks. If you were Robin, you would:

- _____ A. Let it go for now; the “crisis” will probably be over soon.
- _____ B. Try to smooth things over with your own crew and with the development supervisor; we all have jobs to do and cannot afford a conflict.
- _____ C. Let development have two of the four operators they requested.
- _____ D. Go to the development supervisor or the manager and talk about how these demands for additional operators could best be met without placing production in a bind.
- _____ E. Ask the supervisor of production (Robin’s boss) to “call off” the development people.

CONFLICT STYLES THEORY SHEET

In any group, conflict is inevitable because different people have different viewpoints. In a work group or organization, particularly, group members see the needs of the organization differently because of their different job orientations.

A sales representative and a manufacturing manager, for example, have different jobs: The sales rep wants to promise speedy delivery (a key point in making a sale), which means large inventories in many field locations. The manufacturing manager, on the other hand, wants to keep inventories low since they tie up materials, storage space, and production schedules. A natural conflict exists between the marketing and manufacturing divisions, and management must find a way to handle these differences productively.

In another example, some members of a church congregation may want the church to concentrate on aiding the poor, while other members think the church should focus on the spiritual needs of the congregation. The minister is caught in the middle of these factions and must resolve the conflict.

Even in marriage—the “group” that, logically, should be most intimately concerned with mutual help and love for its members—there are disagreements and differences. Few married people will testify that their marriage is free from conflict.

Healthy Conflict

Because much conflict is natural, the goal of a group is not to eliminate conflict, but to view it as essentially healthy. It can be healthy if it is handled and resolved constructively. The group or organization is enhanced by exploring differences; new ideas and new learnings result. Usually when conflict arises and is dealt with openly, people are stimulated to creativity, alternatives are considered, better ideas come forth, and a better course of action results.

Ways of Dealing with Organizational Conflict

There are five common ways of dealing with organizational conflict. Any one method of dealing with conflict will not apply to all situations or all personalities. The leader in a group must consider when to employ what style, and with whom. If a leader has used one method successfully, he or she may use it to excess. Learning about the alternative means of handling conflict gives a wider choice of actions to employ in any given situation and makes it possible to tailor the response to the situation.

Denial or Withdrawal

With this approach, a person attempts to “get rid of” conflict by denying that it exists or refusing to acknowledge it. Usually, however, the conflict does not “go away”; it grows to the point where it becomes all but unmanageable. When the issue or the timing is not critical, denial may be the most productive way of dealing with conflict.

Suppression or Smoothing Over

“We run a happy ship here.” “Nice people don’t fight.” A person using suppression plays down differences and does not recognize the positive aspects of handling the conflict openly. Again, the source of the conflict rarely goes away. Suppression may, however, be employed when it is more important to preserve a relationship than to deal with an insignificant issue through conflict.

Power or Dominance

Power is often used to settle differences. The source of the power may be vested in one’s authority or position (including referral to “the system,” higher supervision, and so on). Power may take the form of a majority (as in voting) or a persuasive minority. Power strategies, however, result in winners and losers, and the losers do not support a final decision in the same way that winners do. Future meetings of a group may be marred by the conscious or unconscious renewal of the struggle previously “settled” by the use of power. In some instances, especially where other forms of handling conflict are clearly inappropriate, power is effective. Voting is used in national elections, for example, and “the law” applies equally to all.

Compromise or Negotiation

Although often regarded as a virtue, compromise (“You give a little, I’ll give a little, and we’ll meet each other halfway”) has some serious drawbacks. Bargaining often causes both sides to assume an inflated position, because they are aware that they are going to have to “give a little” and want to buffer the loss. The compromise solution may be watered down or weakened to the point where it will not be effective. There is often little real commitment by any of the parties. Yet there are times when compromise makes sense, such as when resources are limited or it is necessary to forestall a win-lose situation.

Integration or Collaboration

This approach requires that all parties to the conflict recognize the abilities and expertise of the others. Each individual’s position is well prepared, but the emphasis of the group is on trying to solve the problem at hand, rather than on defending particular positions or factions. Everyone fully expects to modify his or her original views as the group’s work progresses. Ultimately, the best of the group’s thinking will emerge. The assumption is that the whole of the group effort exceeds the sum of the individual members’ contributions. If this approach is allowed to become an either/or settlement, or if the conflict is resolved—due to lack of time, money, or understanding—by a form of power, the final decision will suffer accordingly.

Conclusion

Knowing some of the different methods of dealing with conflict is extremely useful to anyone working with groups or organizations. If a group leader is aware of these methods and their advantages and disadvantages, he or she will be more effective in handling conflict.

■ TROUBLE IN MANUFACTURING: MANAGING INTERPERSONAL CONFLICT

Goals

- To examine ways of managing interpersonal conflict in an organizational setting.
- To provide the participants with an opportunity to practice conflict management.

Group Size

Three subgroups of five or six participants each.

Time Required

Approximately one and one-half hours.

Materials

- A copy of the Trouble in Manufacturing Primer on Conflict for each participant.
- A copy of the Trouble in Manufacturing Case-History Sheet for each participant.
- A set of role sheets for each subgroup. Each set consists of one copy each of Trouble in Manufacturing Role Sheets 1 through 4.
- A copy of the Trouble in Manufacturing Observer Sheet for each observer.
- A pencil for each observer.

Physical Setting

A room with a table and chairs for each subgroup. The three tables should be positioned in such a way that the subgroups do not disturb one another while they work.

Process

1. The facilitator announces the goals of the activity.
2. Each participant is given a copy of the Trouble in Manufacturing Primer on Conflict and is asked to read this handout. (Five minutes.)
3. The facilitator elicits questions about the handout, explaining the various methods of conflict management as necessary. (Ten minutes.)

4. The participants are assembled into three subgroups of five or six members each. The facilitator distributes copies of the Trouble in Manufacturing Case-History Sheet and asks the participants to read the sheet. (Ten minutes.)
5. After eliciting and answering questions to ensure that the participants understand the task, the facilitator distributes role sheets and observer sheets; within each subgroup four of the members receive different role sheets, and the remaining member or members receive observer sheets. The facilitator does not answer questions about the roles and does not provide any further information. (Ten minutes.)
6. The facilitator reminds the subgroups of their time limit and instructs them to begin the activity.
7. At the end of the twenty-minute period, the facilitator stops the role plays and reassembles the total group.
8. The facilitator debriefs the activity, asking the observers to report their observations and allowing the participants to realize that no subgroup achieved a consensus. To illuminate the situation further, role descriptions are shared. (Fifteen minutes.)
9. The experience concludes with a discussion of the following questions:
 - How did you feel as the discussion progressed?
 - How would you evaluate your behavior during the activity?
 - What steps were taken to manage the conflicts that arose among the members of your subgroup?
 - How does what happened reflect the information provided in the primer on conflict?
 - During this activity what measures could have been taken to manage conflict more effectively?
 - How can you apply these measures in your back-home environment?

Variations

- In step 2 the facilitator may deliver a lecturette on conflict. In this case the primer on conflict may be eliminated as a handout.
- The case-history sheet may be altered so that it focuses on interpersonal conflicts between the supervisor and one or both subordinates (that is, between Pat and Lee and/or Pat and Chris).
- The facilitator may wish to emphasize inner conflict (individual stress) and intergroup conflict and competition as well as interpersonal conflict. If this is the case, the changes on the following page should be made.
 - A separate room should be provided for each subgroup.

- The Trouble in Manufacturing Primer on Conflict should be altered to include information about inner conflict and intergroup conflict and competition.
- The subgroups should be told that they are in competition with one another during the activity and that the subgroup whose course of action is judged to be the “best” will be the winner. A system should be developed for judging the results, rewarding the winner (if any), and processing the feelings generated by the competition.
- The following steps should be added between steps 6 and 7:
 - After five minutes the facilitator visits each subgroup and says that the other subgroups are progressing so well that the time limit is being cut to a total of fifteen minutes.
 - After five more minutes, each subgroup is again visited and told that the other subgroups have completed the task and are waiting and that only five more minutes can be allowed.Subsequently, in step 7, the participants should be asked to return to the main assembly room.
- Appropriate questions should be added to step 9.

Submitted by John E. Oliver.

TROUBLE IN MANUFACTURING PRIMER ON CONFLICT

Much organizational activity creates interpersonal conflict. Because such conflict can be either destructive or useful, the organizational climate must be managed to ensure that destructive conflict is resolved and that useful and creative conflict is encouraged.

Interpersonal conflict occurs between or among individuals and is usually the result of differing goals, competition for resources or rewards, or personal differences. There are several ways to react to interpersonal conflict. With *avoidance*, a conflict can be ignored or smoothed over, but it usually resurfaces at a later date. Another tactic is *defusion*, which consists of postponing dealing with the conflict, primarily to alleviate the anger or frustration of those involved. As is the case with avoidance, defusion rarely results in a satisfactory resolution of the problem. Still another approach is to handle the situation through formal *power* or an *appeal* to people who are higher in the organizational hierarchy than those involved in the conflict. Although this short-term solution may allow those involved to work around the issue for a short period of time, the conflict still exists and continues to affect other transactions in the relationship.

The more effective methods for dealing with conflict usually involve some sort of *confrontation* between the parties involved so that both (or all) sides can express their feelings, perceptions, and frustrations. This allows *collaboration* to take place, which results in negotiation and compromise. If appropriate methods of managing conflict are used, it is possible to achieve a “win-win” situation in which everyone receives at least part of what he or she wants. This outcome is the opposite of the traditional “win-lose” situation in which one of the parties achieves personal goals at the expense of the others who are involved.

TROUBLE IN MANUFACTURING CASE-HISTORY SHEET

Background

Pat, the manager of a small garment-manufacturing plant, has identified a problem: Two employees, Lee and Chris, have an interpersonal conflict that hampers their work. Lee, the plant superintendent, is fifty-one years old and has been with the company for thirty-four years, having quit high school to start working at the plant as a maintenance helper. For a number of years, Lee has scheduled production through the plant using a method based on sophisticated guessing. During the last three years, however, this method has not worked well, largely because the volume of production and the variety of products being manufactured in the plant have increased.

In an effort to address the scheduling difficulties, Pat recently hired Chris, who is twenty-five years old and just received a Master of Science degree in industrial engineering from an Ivy League college. Pat met with Lee and Chris to explain that Chris was to assume full responsibility for scheduling. Since then, Chris has impressed Pat by setting up a computerized system for scheduling production and controlling inventory. Because of this system, Pat has saved money for the company by carrying less inventory, purchasing in larger lots, and reducing setup time for plant equipment by increasing the length of production runs. The warehouse has reported fewer instances of stock depletion, and Pat has been able to give the company superiors more accurate information regarding dates when out-of-stock items will be available. For the first time in the history of the plant, there is a three-month production schedule that is not only fairly accurate, but also flexible enough that it can be updated as necessary.

Pat's satisfaction with these improvements is marred by the fact that Lee and Chris just cannot get along. They fight about almost everything concerning the scheduling system and its benefits to the plant. At first Pat tried to ignore this problem, hoping that it would go away, and then tried to act as a go-between in order to keep Lee and Chris from sniping at each other. Now no decisions are being made unless Pat assumes the responsibility for them. In addition, Sandy, one of the plant foremen, has come to Pat and complained about being in the middle of a disagreement between Lee and Chris.

It is obvious that both Lee and Chris could do a better job if each would cooperate with the other. For instance, Chris needs feedback on how the production schedule is working in order to make adjustments, and Lee could gain some valuable insight into more efficient plant operation by learning the theory behind Chris's plans. Pat wants to learn why the conflict is occurring so that an effective method for dealing with it can be selected.

Instructions

The task assigned to your subgroup is to *decide what Pat should do* to resolve the conflict between Lee and Chris. The subgroup members must be in *total agreement* about the course of action that Pat should take. You have twenty minutes in which to complete this task.

Do not begin working until you are instructed to do so.

TROUBLE IN MANUFACTURING ROLE SHEET 1

Your primary goal in completing this task is to help the members to reach total agreement about what Pat should do. This goal takes precedence over any other concerns that you may have during the course of the activity, such as promoting a course of action that you personally prefer.

Do not share this information with anyone until you are instructed to do so.

TROUBLE IN MANUFACTURING ROLE SHEET 2

During this activity you are to function as a “devil’s advocate.” No matter what ideas are proposed, you are to think of every possible disadvantage of these ideas and voice them to your fellow members. If, after thorough discussion, you decide that a particular course of action is worthy of your support, you may agree to it.

Do not share this information with anyone until you are instructed to do so.

TROUBLE IN MANUFACTURING ROLE SHEET 3

Your objective during this activity is to block consensus. You may participate actively in the discussion, but do not agree to any particular course of action under any circumstances.

Do not share this information with anyone until you are instructed to do so.

TROUBLE IN MANUFACTURING ROLE SHEET 4

During this activity you are to generate as many ideas as possible about what Pat should do. Encourage the other members to join you in a discussion of each idea. When the time comes to choose one course of action, use your best judgment.

Do not share this information with anyone until you are instructed to do so.

TROUBLE IN MANUFACTURING OBSERVER SHEET

During this activity you are to observe your subgroup as the members attempt to reach agreement regarding what Pat should do. Be sure to make notes about answers to the following questions; later you will be asked to share these answers with the total group.

1. What occurred in the subgroup? Were the members able to complete their task?

2. Which of the following approaches to conflict were used? In each case how effective were they?
 - Avoidance

 - Defusion

 - Collaboration

 - Confrontation

 - Power

■ **CONTROVERSIAL ISSUES: CASE STUDIES IN CONFLICT**

Goals

- To examine the effects of conflict on members of problem-solving groups.
- To acquaint members with alternative methods of coping with conflict in groups.
- To examine individual styles of handling conflicts and their effects among members of problem-solving groups.

Group Size

Any number of subgroups of five to seven members each.

Time Required

Approximately one and one-half to two hours.

Materials

- A copy of the same Controversial Issues Case Study Sheet for each participant in a subgroup.
- A copy of the Controversial Issues Discussion Guidelines for each participant.
- Newsprint, masking tape, and a felt-tipped marker.

Physical Setting

A separate room for each subgroup or one large room with space enough for each subgroup to deliberate privately and without distraction.

Process

1. The facilitator forms subgroups containing members with differing values and perspectives.
2. The facilitator introduces the case study as an exercise in decision making; participants are not advised that conflict is being studied. (If participants are aware of the actual purpose of the activity, they tend to behave less naturally and attempt to minimize intragroup conflict, thus defeating the purpose.) The

facilitator mentions that group problem solving sometimes involves differences of opinion and that these should not be minimized during the activity. He or she defines consensus as *substantial agreement*, not unanimity.

3. A time limit of thirty to forty-five minutes for reaching consensus can be specified, depending on subgroup size. If observers are to be used, they are appointed and briefed on the real nature of the experience.
4. The facilitator distributes a copy of the same Controversial Issues Case Study Sheet to each participant within a subgroup and instructs the subgroups to begin discussing their case studies.
5. When the allotted time has elapsed or when the subgroups have reached consensus, the facilitator distributes copies of the Controversial Issues Discussion Guidelines and instructs participants to discuss their interaction process within their subgroups.
6. After this phase, the facilitator opens the discussion to the entire group. He or she attempts to draw a distinction between constructive or integrative handling of conflict and disruptive or distributive handling of conflict by using examples from the discussions that just occurred. The observers may participate by offering examples they noted during the discussions. The facilitator focuses on the manner in which participants handled conflict and the effects of different ways of managing disagreement.

Variations

- Other case studies may be designed around a current and controversial issue that is of interest to the participants.
- The facilitator may employ a stop-process approach that involves halting discussions when salient (conflict-prone) actions occur. Using this method, the facilitator or observer can give immediate feedback to participants about how personal behaviors contribute to the climate of a discussion.
- Participants can be encouraged to let conflict emerge and to attempt to deal with it as constructive or integrative conflict.
- After the entire group has considered the two ways to deal with conflict and has understood the distinction, the facilitator may wish to repeat the activity using another case study. This allows the participants to experiment with their new skills immediately.

Submitted by Julia T. Wood.

CONTROVERSIAL ISSUES CASE STUDY SHEET I

Appropriate for professional people or students who plan to enter law, medicine, or the mass media

In the last few years, a controversy has arisen regarding advertising policies. Some doctors and lawyers want to advertise their services in order to attract patients and clients. These professionals claim that medicine and law are just like any other fields; each doctor or lawyer is a specialist in certain areas and should be allowed to tell the public where his or her expertise lies. Further, argue the proponents of advertising, free commercial enterprise would encourage healthy competitive prices so that the doctor or lawyer who charges a fee far above the norm would be forced to lower his or her charge or get out of business. This should benefit the public.

On the other hand, many doctors and lawyers feel that such commercialism would be detrimental to the professional images of their fields. These people claim that law and medicine are not like other fields; instead, law and medicine are professions (as distinguished from businesses and industries), and it would be demeaning to have professions engaging in commercial and competitive practices. Moreover, according to the opponents of advertising, commercialism would encourage doctors and lawyers to become more concerned with competitive prices and fancy advertisements than with proper care of patients and clients. If a doctor or lawyer is competent, he or she will gain an active and ample following without advertising; if he or she is not competent, he or she should not be allowed to attract a following by creating catchy slogans and offering discount prices.

The American Medical Association and your local Bar Association are presently considering their stands on this issue. As they do so, they would like to have the benefit of general public opinion. Consequently, they have asked your group to act as a representative of people in your area. Please discuss this issue and develop your recommendations.

CONTROVERSIAL ISSUES CASE STUDY SHEET II

Appropriate for people in business or in union workshops

Since its beginnings in 1940, Pacific Packaging Company (PPC), like many U.S. firms, has used a policy of “last hired—first fired.” This means that when PPC cannot support all its workers, the first people to be fired are those who were the last to be hired. This policy was originally adopted to protect the seniority and to reward the loyalty of long-time personnel at PPC.

During the past four years of economic difficulty, PPC has managed to retain most of its employees, although it has hired only enough new people to meet the minority-quota requirements established by the Department of Labor. Now, however, due to the recession, PPC must fire 5 percent of its employees—forty-two people.

If PPC follows its “last hired—first fired” policy, the following employees would be among those released: eleven African-American men, six African-American women, nine Caucasian women, one Chinese man, and two Vietnam veterans. Firing so many minority workers would create major legal problems. PPC is committed to nondiscrimination; however, it feels a moral responsibility to those workers who have been with the company for longer periods of time.

Your subgroup has been asked to consider this problem and to make recommendations to PPC. The president of PPC has indicated that if PPC decides to protect long-standing workers and fire twenty-nine minority people, the company is willing to face the legal battles. The president simply wants to come up with the fairest policy for all.

CONTROVERSIAL ISSUES CASE STUDY SHEET III

Appropriate for general participants—no special backgrounds or career interests necessary

For some time now, countries have had the technological means necessary to detect certain types of genetic defects prior to the birth of infants. A relatively safe procedure, amniocentesis, involves extracting a small amount of the amniotic fluid that surrounds a fetus and running laboratory tests on that fluid. From those tests, over sixty types of genetic defects can be correctly detected. The procedure involves less than a 1 percent risk of harm to the fetus or to the mother.

Until 1970 the use of amniocentesis was entirely voluntary—that is, parents could request it if they wished, but they were not required to do so. If genetic defects were detected, therapeutic abortions were encouraged by doctors. In the past few years, however, a number of countries have made amniocentesis a mandatory procedure for all pregnant women. In your country amniocentesis is required for all pregnant women.

The detection procedure was originally mandated so that prospective parents would have the information necessary to make rational choices regarding the birth of a child. Now, however, certain people are arguing that the country should take action in regard to some types of genetic defects.

The particular genetic defect that you are asked to consider is the case of XYY males, those born with an extra Y chromosome. Several studies of this abnormality have indicated that an apparently higher percentage of XYY males than of normal (XY) males wind up in prisons or mental hospitals. Some scientists have concluded that the XYY chromosomal factor is an indicator of aggressive or criminal tendencies and behavior. The XYY chromosomal combination has also been shown to be related to other characteristics such as above-average height, below-average intelligence, and severe acne.

Prominent public and professional people have proposed that all XYY males be immediately registered at birth in order to keep them under proper scrutiny over the years. These people argue that such action would be a safeguard against crime.

You are asked to recommend action regarding the registration of XYY males at birth.

CONTROVERSIAL ISSUES DISCUSSION GUIDELINES

1. How different were initial opinions within your subgroup?
2. Do you feel the conflicting opinions were handled effectively for the task and the interaction process?
3. Do you feel that each member listened fairly to your ideas?
4. Do you feel that you, in turn, listened fairly and with an open mind to the ideas of the other members?
5. When you presented your ideas, did you feel that having them accepted was the only way you could be satisfied?
6. If your ideas were not accepted by the others, did you feel you had lost?
7. Do you feel that you were *personally* attacked by the others at any point during the discussion?
8. Do you feel that you attacked any of the others *personally* when you disagreed with them?

9. Did you feel like withdrawing from the subgroup at any time?

10. Now that the discussion has ended, how do you feel toward the other members?
Do you tend to feel you can or cannot trust them? Do you feel friendly or hostile
toward one another?

11. How satisfied are you with the decision that was reached by your subgroup?

■ DATATRAK: DEALING WITH ORGANIZATIONAL CONFLICT

Goals

- To illustrate the types of conflict that can arise within a work group.
- To provide the participants with an opportunity to experience and deal with organizational conflict.
- To help participants identify effective and ineffective methods of resolving conflict.

Group Size

Twenty-six to thirty participants.

Time Required

Two to two and one-half hours.

Materials

- One copy of the Datatrak Background Sheet for each participant.
- Seven or eight copies of the Datatrak Accounting Department Sheet (one for each of the six department members and one for each of the department's observers).
- Six or seven copies of the Datatrak Purchasing Department Sheet (one for each of the five department members and one for each of the department's observers).
- Six or seven copies of the Datatrak Operations Department Sheet (one for each of the five department members and one for each of the department's observers).
- Seven or eight copies of the Datatrak Marketing Department Sheet (one for each of the six department members and one for each of the department's observers).
- One copy each of the following role sheets (a different sheet for each of the twenty-two participants who are designated as department members):
 - Datatrak Accounting Role Sheets 1 through 6;
 - Datatrak Purchasing Role Sheets 1 through 5;
 - Datatrak Operations Role Sheets 1 through 5; and
 - Datatrak Marketing Role Sheets 1 through 6.

- One copy of the Datatrak Observer Sheet for each observer.
- A pencil for each observer.
- A clipboard or other portable writing surface for each observer.
- A name tag for each participant. Prior to conducting the activity, the facilitator completes twenty-two of these tags with the job titles appearing on the role sheets and each of the four to eight remaining tags with the word “Observer.”

Physical Setting

A room with movable chairs and plenty of space to accommodate four subgroups as well as a group-on-group configuration (see Process, step 8).

Process

1. After announcing that the participants are to be involved in an activity that deals with organizational conflict, the facilitator forms four subgroups and designates them as follows:
 - The Accounting Department (seven or eight participants);
 - The Purchasing Department (six or seven participants);
 - The Operations Department (six or seven participants); and
 - The Marketing Department (seven or eight participants).
 - Each subgroup is seated at a separate table.
2. Each participant is given a copy of the background sheet and a copy of the appropriate department sheet. The participants are instructed to read these handouts, beginning with the background sheet. (Ten minutes.)
3. Within each department the facilitator distributes the appropriate role sheets and gives each remaining member a copy of the observer sheet, a pencil, and a clipboard or other portable writing surface. All participants are asked to read their sheets, but are cautioned not to share the contents. (Ten minutes.)
4. Each participant is given a name tag that identifies his or her role. The facilitator instructs the participants to put on their tags.
5. The facilitator emphasizes the importance of maintaining roles during the role play and then elicits and answers questions about the task. After telling the department managers that they have thirty minutes in which to conduct their meetings and make their decisions, the facilitator instructs them to begin.
6. At the end of the thirty-minute period, the facilitator stops the subgroup meetings and asks the managers to spend five minutes announcing their decisions to their subordinates and explaining their rationales.

7. The role plays are concluded. The observers are asked to provide their subgroups with feedback, and the remaining members within each group are asked to share their reactions to the feedback. (Fifteen minutes.)
8. The four managers are instructed to form a circle in the center of the room, and the remaining participants are asked to form a circle around the managers. The facilitator leads a discussion with the managers, requesting that the remaining participants listen but not participate. The following questions form the basis of the discussion:
 - How did the details of your role affect the way in which you directed the department meeting? How did these details affect your decision?
 - How might your decision have been different if you had not been required to play a role?
 - How did you deal with the conflicts that arose?
 - How effective were your methods for managing conflict?
(Twenty minutes.)
9. After the managers have completed their discussion, the facilitator leads a total-group discussion by eliciting answers to the following questions:
 - What were the consequences of your role behavior during this activity?
 - How did you feel about the constraints that your role placed on you?
 - How did the roles in your subgroup affect the interaction of the members?
 - How might you have behaved in the same situation if you had not been required to play a role?
 - In your back-home work group, what methods does your supervisor use to manage conflict? How effective are these methods?
 - What steps can you take in the future to help to manage conflict in your own work group?

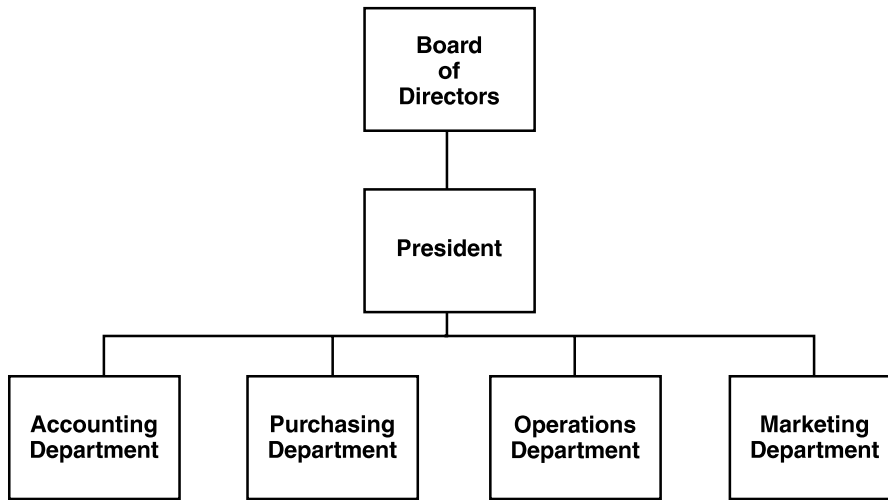
Variations

- Instead of requiring each manager to come to an individual decision regarding which employee to lay off, the facilitator may instruct the four managers to meet to help one another to determine which employee should be terminated from each department.

- The facilitator may change the requirement that each department must lay off one employee; instead, it may be stipulated that the entire organization must lay off two or three employees. In this case appropriate changes must be made to the handouts and the process.

Submitted by David J. Foscue and Kenneth L. Murrell. The authors would like to extend special thanks to John Anderson, Gary Fleming, Greg Harrison, Jan Hognett, and John Knott for their help in developing this activity.

DATATRAK BACKGROUND SHEET



Organizational Structure

Products

Datatrak manufactures computer hardware and software designed to meet the specific needs of individual customers.

Organizational Objectives

The company's objectives are as follows:

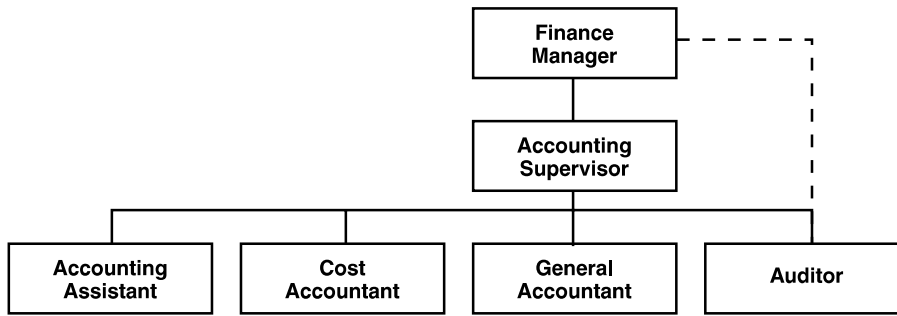
- To manufacture computers designed to meet the specific needs of individual customers.
- To accomplish manufacturing in a manner that is cost-effective to customers and that generates substantial revenue for the company and its stockholders.

Present Situation

The country is currently in the worst recession that it has ever experienced. Unemployment has reached 30 percent and is rising. The stock market has closed each day for the past several months in a downward trend that, some economists fear, may lead to a stock-market crash.

Datatrak, your employer, is feeling the effects of the recession and is presently trying to cope with a reduction in sales and profits. An outside auditing firm has audited the company's books and determined that if the company is to survive the recession, it must reduce expenses. Consequently, the board of directors has just announced that, as a cost-reducing measure, each department must lay off one employee. Each department manager has been asked to meet with his or her subordinates in order to elicit input and opinions regarding which position should be terminated; then the manager is to make the ultimate decision. The department meetings are to take place in a few minutes.

DATATRAK ACCOUNTING DEPARTMENT SHEET



Job Descriptions

Finance Manager. Responsible for managing the Accounting Department and for presenting pertinent financial data to the president and the board of directors to facilitate timely and sound business decisions.

Accounting Supervisor. Responsible for directly supervising the accounting personnel and establishing and monitoring departmental budgets. Also responsible for other duties as assigned by management. Reports to the finance manager.

Accounting Assistant. Responsible for typing reports, providing assistance to the accountants and the auditor when necessary, and helping to put together the monthly operating report. Also performs a monthly bank reconciliation.

Cost Accountant. Responsible for accurately recording and classifying the cost of materials and properly accounting for work in progress, finished goods, and the cost of goods sold. Also responsible for providing the general accountant with this information for the preparation of the monthly operating report.

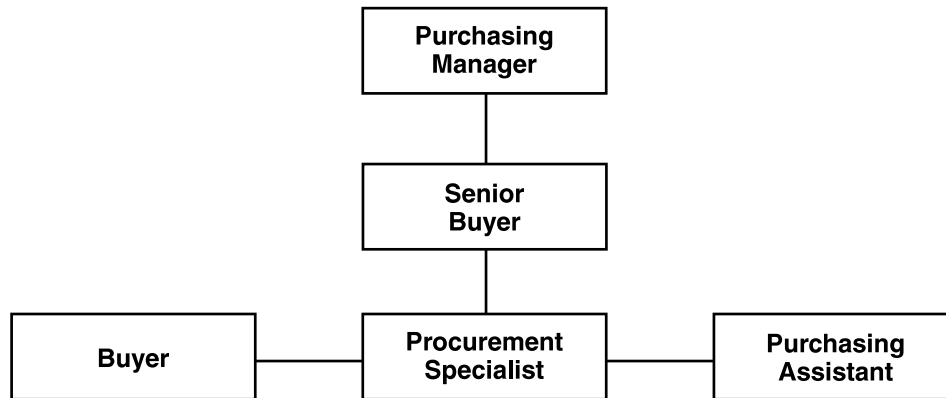
General Accountant. Responsible for preparing the balance sheet, the statement of income and retained earnings, the statement of changes in the financial position, and the monthly operating report.

Auditor. Responsible for ensuring that all departments comply with company financial policies and procedures. Also responsible for conducting periodic audits of inventories as necessary. Reports to the accounting supervisor for routine matters, but has the authority to consult the finance manager or to report directly to the president regarding significant matters.

Rumors About the Department

1. The accounting supervisor has no real work other than to report weekly to the finance manager and then communicate the manager's wishes to others.
2. The accounting assistant habitually arrives late, frequently socializes in other departments, and often calls in sick.
3. The cost accountant is rumored to be interviewing for positions with several competing companies.

DATATRAK PURCHASING DEPARTMENT SHEET



Job Descriptions

Purchasing Manager. Responsible for planning and supervising the effective procurement of materials and supplies requested by all departments within the company. Also responsible for ensuring that such items are bought after firm but fair negotiations and are delivered on a timely basis at the requested place and in excellent condition.

Senior Buyer. Responsible for planning and supervising the procurement of materials and supplies requested by all departments within the company. Also responsible for ensuring that such items are bought after fair negotiations and are delivered promptly and without damage.

Buyer. Responsible for procuring materials, equipment, and services at the lowest possible cost consistent with the requirements of sound company operation. Also responsible for selecting vendors through an evaluation of price, availability, specifications, and other factors.

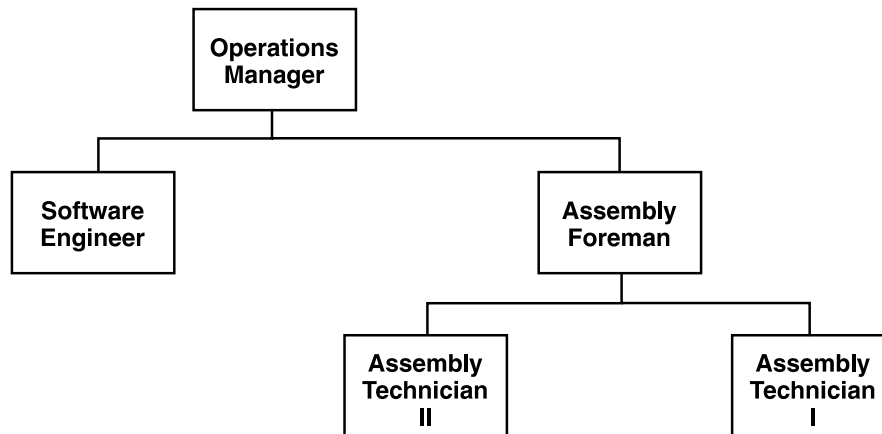
Procurement Specialist. Responsibilities are the same as those of the buyer.

Purchasing Assistant. Responsible for providing stenography and other services necessary to maintain and support the functions of the Purchasing Department. Duties include transcribing material from handwritten or typed copy to final form through the use of word-processing equipment and operating terminal equipment to transmit and store textual and statistical information.

Rumors About the Department

1. The buyer is receiving kickbacks from vendors.
2. The senior buyer is eligible for early retirement, but wants to work a few more years to build a larger retirement fund. This person frequently arrives late and leaves early, apparently without regard for the consequences.
3. Although the company has a policy against nepotism, the procurement specialist has a close relative in upper management.

DATATRAK OPERATIONS DEPARTMENT SHEET



Job Descriptions

Operations Manager. Responsible for the final design, assembly, and packaging of all computer hardware and software. Also responsible for keeping assembly costs to a minimum while maintaining maximum quality and ensuring that all orders are completed on time. Supervises two people, a software engineer and an assembly foreman.

Software Engineer. Responsible for providing the software to meet each customer's needs. Also responsible for providing customers with manuals and training sessions on computer use and user language. Designs software diagnostic programs for troubleshooting the software packages. By virtue of experience and training, is the software expert in the company.

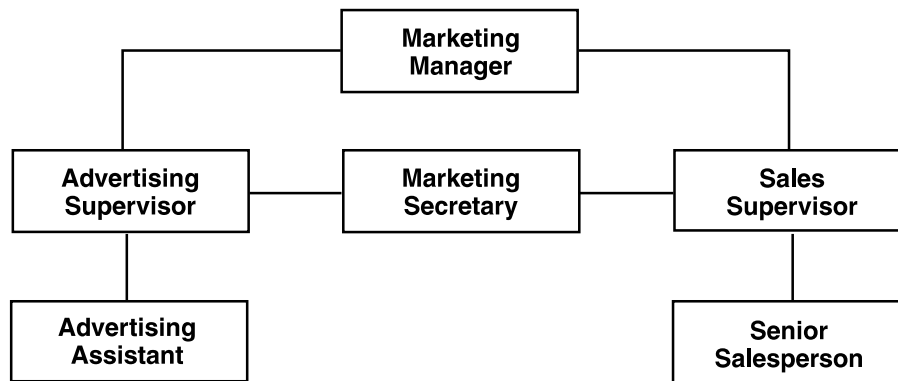
Assembly Foreman. Responsible for ensuring that computer parts are stored and assembled properly. Also responsible for checking each computer after assembly to ensure that it is operational, properly packaged, and sent to the warehouse. Makes sure that the proper tools and equipment are available to assemble each machine. Supervises assembly technicians I and II.

Assembly Technicians (I and II). Responsible for assembling and packaging new computers and any spare parts required for existing computers, performing maintenance on tools and equipment necessary for assembling, and delivering packaged computers to the warehouse for shipping. Strong background in electronics required for both positions.

Rumors About the Department

1. The assembly foreman is given to treachery and to frequent verbal outbursts that upset people throughout the organization.
2. The assembly technician II is a free spirit who is often late to work and frequently calls in sick.
3. The operations manager, who was the software engineer before being promoted, spends a lot of time helping the present software engineer.

DATATRAK MARKETING DEPARTMENT SHEET



Job Descriptions

Marketing Manager. Responsible for effectively coordinating the delicate balance between the national coverage of advertising and sales. Exercises control over both the advertising supervisor and the sales supervisor in order to maintain this balance. Tasks include implementing budgets passed on by superiors, effectively reporting department sales to superiors, and informing superiors of advertising needed to maintain proper market coverage.

Advertising Supervisor. Responsible for managing all company advertising, maintaining a close relationship with the Operations Department in order to promote product lines, and advertising as effectively as possible within the limits of the budget. Works directly with the marketing manager.

Advertising Assistant. Responsible for preparing all advertising layouts and coordinating all advertising efforts with various media. Good art background is required.

Marketing Secretary. Responsible for processing all paperwork for the department; answering all phone calls; and effectively managing all office equipment, such as copiers, typewriters, teletypewriter devices, and so forth.

Sales Supervisor. Responsible for setting all sales quotas, covering major accounts, and solving any and all major sales problems. Must be sensitive to market needs and must maintain a close working relationship with the Operations Department so that each sale can meet the customer's time requirements.

Senior Salesperson. Responsible for covering existing accounts in an assigned territory and acquiring enough new accounts to meet a quota.

Rumors About the Department

1. Although the company has a policy against nepotism, the sales supervisor is related to the president. Also, sales have been deteriorating since the sales supervisor has held this position.
2. The marketing manager spends many work days playing tennis.
3. The marketing manager shows favoritism toward the marketing secretary.

DATATRAK ACCOUNTING ROLE SHEET 1: FINANCE MANAGER

You have been with the company for fifteen years and have worked up through the ranks. The president will soon become the chairperson of the board of directors. Because you have been with the company longer than any of the other managers, you feel that you are the natural successor to the presidency, a position that is extremely important to you.

You are a very task-oriented person and believe that the task must be performed above all else. As far as you are concerned, this belief has enabled you to become a manager and has increased your qualifications for the presidency.

The accounting supervisor reports to you on the status of activities within the Accounting Department. The accounting assistant, cost accountant, general accountant, and auditor report to the supervisor. However, when matters of significant importance are concerned, the auditor has the authority to consult you or to report directly to the president.

The accounting assistant often complains to the supervisor about the work load, frequently calls in sick or asks for vacation, and is often found socializing with friends on the phone or in other areas of the company. As a result, department work is often late.

The cost accountant, who has a degree in accounting, is very ambitious and often seems bored with the job. This person is frequently late at turning in work and becomes defensive when asked about its status. You have heard that the cost accountant is searching for another job.

The general accountant is very punctual at completing assigned tasks. This person is working toward a degree in night school, but is always receptive to your special requests.

The auditor, who also has an accounting degree, is very proficient, but tends to go over your head to the president with information that you feel is routine in nature.

DATATRAK ACCOUNTING ROLE SHEET 2: ACCOUNTING SUPERVISOR

You report to the finance manager. When the president becomes the board chairperson, you hope to be promoted to manager. For this reason, you are eager to keep the present manager happy. For instance, the manager does not tolerate late reports from the department. However, you have to prod your subordinates to complete these reports on time. You are not interested in their excuses; you simply want them to perform their duties.

The cost accountant is the worst in this respect. The fact that this person is frequently late with work assignments angers the manager and makes you look bad as a supervisor. With any task, you must check on the cost accountant's work repeatedly if it is to be completed on time. These checks normally result in extremely defensive behavior on the part of the cost accountant.

The promotion to manager is extremely important to you. You have a son who is a senior in high school, and the increase in salary would enable you to send him to a prestigious college, as you have always wanted.

DATATRAK ACCOUNTING ROLE SHEET 3: ACCOUNTING ASSISTANT

The accounting supervisor does not seem to appreciate you and, in your opinion, assigns you an excessive work load. You have a lot of friends in other departments, and phoning them and seeing them during the day is one of the things you enjoy most about your job. You visit on breaks, at lunch, and whenever you do not have work to do. However, your supervisor constantly reprimands you for socializing.

In most respects, you and the others in your department get along well. However, you think that the cost accountant, who always assigns you menial tasks such as filing and typing, is a little arrogant. This person seldom finishes work on time and frequently talks back to the supervisor in front of others. You feel that this is wrong and that the cost accountant should either appreciate the job more or find another one.

Two years ago you had open-heart surgery, which left you with large medical bills that were not entirely covered by your insurance. You have no income other than the salary from this job. It is essential for you to keep the job if you are to pay these bills.

DATATRAK ACCOUNTING ROLE SHEET 4: COST ACCOUNTANT

Your supervisor is constantly on your back about completing work on time. You can only prepare your reports when you have received all of the necessary information from others, but the supervisor does not seem to understand this. You would like more challenging work, but your supervisor always gives the special assignments to the general accountant, who, unlike you, does not even have a degree. Although the general accountant's job requires less time to perform, your supervisor seems to be more impressed with this person than with you. You could perform this job as well as your own in the required amount of time, and yet the general accountant makes almost as much money as you. Although you are less than satisfied with your job, you have no intention of searching for a position with another company. Familial obligations necessitate your keeping this job at all costs. The economy is such that opportunities are very limited.

You are also aware that your immediate supervisor may be promoted soon, and either you or the auditor would then become the new supervisor. This position would open unlimited doors to you; you must have it if you are to be the least bit satisfied working at Datatrak. Because you and the auditor are equally qualified for the position, you are constantly looking for opportunities to discredit this person in front of your superiors.

DATATRAK ACCOUNTING ROLE SHEET 5: GENERAL ACCOUNTANT

The accounting supervisor gives you a great deal of support and is impressed not only with your work, but also with your seeking a degree through night school.

The cost accountant appears to be envious of your good working relationship with your boss. This person always gives the supervisor a hard time and is constantly reminding you that you do not have a degree.

Although you and the accounting assistant get along well, this individual frequently seems to be preoccupied and spends a lot of time socializing with friends on the phone as well as in other areas of the building. This often requires you to do your own filing as well as other menial tasks while you could be performing more important duties.

You and the auditor are good friends. However, this person is often out of the office performing reviews of other departments, and you wonder how much of this time is spent on company business.

Acquiring an accounting degree would open a lot of doors for you in the company. Therefore, it is extremely important that you retain your job in order to finance this degree. If the economy ever improves, you might be able to go into business for yourself as an accountant.

DATATRAK ACCOUNTING ROLE SHEET 6: AUDITOR

You report to the accounting supervisor on matters of routine importance. Regarding matters that are considered significant, you are authorized to consult the finance manager or to report directly to the president.

You get along well with the others in the department, but the audits that you must perform require you to be out of the office much of the time. Your supervisor frequently inquires about the status of these audits and pushes you to perform them in less time. You are a perfectionist and feel that this pushing will result in audits of lower quality.

If the present supervisor is ever promoted to finance manager, either you or the cost accountant will become the new supervisor. The fact that the cost accountant could be promoted worries you because you know that this person makes no attempt to get along with others in the department and is entirely motivated by self-interest.

You are engaged to be married in a few months. In these poor economic times, if you were to lose your job you would have to postpone the wedding.

DATATRAK PURCHASING ROLE SHEET 1: PURCHASING MANAGER

You have been with the company for ten years. You have an M.B.A. and several professional licenses. You reached your present position within the company very quickly and are the youngest company manager. During your three years in this position, you have initiated innovative improvements that have saved the company thousands of dollars. Your progress has not gone unnoticed; the president of the company and one of the vice presidents on the board of directors have both commended you on your management style and ideas, and it is rumored that you will probably replace this vice president when she retires.

In addition, you are very pleased with the people who work for you. You realize their worth as individuals as well as the importance of each of their jobs. Although some personality conflicts have arisen among several of your employees, you feel that these problems have been straightened out and will not occur again. You are happy with the progress your department has made in the past and expect that it will continue to operate in a very professional manner.

DATATRAK PURCHASING ROLE SHEET 2: SENIOR BUYER

You are the oldest person in the Purchasing Department. You came up through the ranks and have gained valuable experience in many areas of the company. Having worked for the company for thirty years, you are eligible for early retirement. You want to work for two more years in order to receive your full retirement benefits.

Because you have been with the company for such a long time, you feel that you are entitled to take certain liberties, and on several occasions you have done so without regard for the consequences. This practice has caused some resentment between you and other company employees. You have seen the company go through good times and bad, but its present financial situation is the worst to date.

DATATRAK PURCHASING ROLE SHEET 3: BUYER

You are the youngest person in the Purchasing Department. You joined the company three years ago, immediately after graduating from college. Although you have less seniority than anyone else in your department, you have worked hard and achieved a level of expertise at what you do. You are even going to school at night in order to obtain an M.B.A.

However, something happened recently that may jeopardize your job: The procurement specialist intimated that you were receiving kickbacks from vendors. Because your personal integrity is as important to you as succeeding in your work, you are hurt and outraged by this intimation. You are also wondering how to broach this subject with the purchasing manager.

DATATRAK PURCHASING ROLE SHEET 4: PROCUREMENT SPECIALIST

You have been with the company for over twenty-five years. Although you do not have a college degree, you perform the same duties as a buyer (a job that requires a degree). You are resentful of the fact that you and the buyer make approximately the same salary in view of the fact that the buyer has only been with the company for three years. You have also heard a rumor that the buyer is receiving kickbacks from vendors.

Another situation is causing you anxiety, too. You were hired before the company initiated its policy against nepotism. You have a close relative in upper management, and in the past this gave you a feeling of job security. However, in light of the company's present financial situation as well as the policy against nepotism, you have begun to have reservations about the security of your relative's job as well as your own. If you were to lose your job, you could not enter the labor market and expect to make your current salary.

DATATRAK PURCHASING ROLE SHEET 5: PURCHASING ASSISTANT

For ten years you have performed the same job. You have a high school education and are currently attending night school at a local community college. You have always worked hard and done a good job, and you are well liked by everyone in your department. In addition, you have always taken on added responsibilities without being told to, but you tend to feel that the others in your department take you for granted. The only requirement for your job is a high school diploma, but because you have worked for the company for ten years you make considerably more money than someone who could be hired to fill your job.

On your salary you support yourself and your elderly parents; losing your job would be disastrous.

DATATRAK OPERATIONS ROLE SHEET 1: OPERATIONS MANAGER

You are forty years old. You graduated with a degree in electrical engineering and immediately went to work with a major computer company. Your training there was in the design of software systems. In addition, you completed your M.B.A. while working there. After ten years at that company, you left to become a software engineer for Datatrak because the pay and promotional opportunities were better.

Based on your strong performance as a software engineer, you were promoted to operations manager two years ago. You are conservative, neat, and detail-oriented. You get along well with everyone because of your noncontroversial style. You do not cause any commotion; you carry out all of your tasks in a timely fashion; and you are, in every sense of the term, a devoted employee. You are well-respected throughout the company and you feel that you are the likely successor to the president.

Your department consists of a software engineer, an assembly foreman, and two assembly technicians (I and II).

The software engineer, who was hired two years ago to replace you when you were promoted, is quiet and hard working. However, this person's software packages are often very complex and difficult for the user to apply. Therefore, you frequently become involved in the software design. Also, you keep reminding the software engineer of the need for programs that are simpler to use.

The assembly foreman was promoted from assembly technician II seven years ago when the previous foreman retired. The promotion was extremely unpopular because this person publicly criticizes employees in all departments and, consequently, is disliked by many people. On the positive side, the foreman does have extensive knowledge and experience in assembly operations and does obtain acceptable results from subordinates. You would like this person to improve relations with others in the company so that the conflicts and problems that are currently being experienced with other departments will decrease.

The assembly technician II formerly was a computer technician in the Air Force and was hired seven years ago to replace the technician who was promoted to assembly foreman. Although an outstanding technician and a whiz at electronics, this person is immature, and you attribute this immaturity to being unmarried. The technician frequently calls in sick or requests one day's vacation at the last minute, and this easygoing, carefree attitude bothers you.

The assembly technician I was hired three years ago at a time when the sales volume was increasing. After going through a divorce, this person went to vocational school to become a computer technician and, although not great at the job, is dependable and conscientious.

DATATRAK OPERATIONS ROLE SHEET 2: SOFTWARE ENGINEER

You have degrees in electrical engineering and computer science and you have been with the company for two years. You are quiet and hard working. You consider your software packages to be very sophisticated and “state of the art.” Although you wish you could be left alone to do your work, your boss is constantly interfering and making you change your software programs.

DATATRAK OPERATIONS ROLE SHEET 3: ASSEMBLY FOREMAN

Seven years ago you were promoted to this position from that of assembly technician II. You have been with the company since its inception. You consider yourself a valuable employee; your knowledge of and experience in assembly operations make you perfect for this job.

You are an extrovert and enjoy conversing with anybody about anything. Often you point out deficiencies in your department as well as other departments so that they can be corrected and result in a more efficient operation.

DATATRAK OPERATIONS ROLE SHEET 4: ASSEMBLY TECHNICIAN II

You are a computer technician who learned this skill in the military. Electronics and computers have always fascinated you, and you know you are an expert on the subject. You are thirty-five and have never married because you like an easygoing, carefree life style without responsibilities.

You like your work, and the money it pays you lets you lead the kind of life you enjoy. You would rather work for someone less abrasive than the assembly foreman, but you do admire this person's expertise in assembly operations.

DATATRAK OPERATIONS ROLE SHEET 5: ASSEMBLY TECHNICIAN I

You were married right out of high school and had two children shortly thereafter. One day your spouse walked out on you and the children and subsequently divorced you. Although you had your house, a clerical job, and some money in the bank, you were concerned about being able to provide adequately for your children. Consequently, you went to vocational school at night to become a computer technician.

You started work at this company three years ago. You consider yourself dependable and hard working. You have learned much about life the hard way and do not want your children to have to do the same. You worry about how you are going to put them through college.

DATATRAK MARKETING ROLE SHEET 1: MARKETING MANAGER

You hold an M.B.A. from a prestigious university. You came up through the ranks and became a manager through the sales division of the Marketing Department. From the time you took over as manager until just recently, the company's sales have been the highest ever. Only since the economy took a downturn and competition became more intense have sales decreased.

The decrease in sales has been a constant source of worry to you in recent months. To relieve the pressure, you have been taking a half-day of vacation twice a month to play tennis. However, in spite of the gloomy economic situation, you are convinced that sales can become what they once were with a more aggressive advertising campaign and with a sales force that is as large as or larger than the current sales force. Therefore, you cannot afford to lose any salespeople.

You have assessed your department to determine where you might be able to cut back, and the only area in which you could justify a cut is the advertising division. However, you have a lot of confidence in the advertising supervisor, who can do the job more than adequately.

On the other hand, the sales supervisor, who is related to the president, is not quite as capable or aggressive as you would like. Although you like the sales supervisor, this person lacks the desire to excel.

The present marketing secretary is the best that the department has ever had. Consequently, you give this person more liberties than you have given any former secretaries. Lately, however, you have been wondering whether you should discontinue some of these liberties. It has been hinted in your presence that you show favoritism toward the secretary.

The advertising assistant is well-liked in the department. This person is very talented, has turned out some excellent advertising campaigns, and works well with the advertising supervisor.

DATATRAK MARKETING ROLE SHEET 2: ADVERTISING SUPERVISOR

You have been with the company longer than anyone else in the Marketing Department. Under your watchful eyes, the advertising branch of the department has become extremely valuable and has even won some awards. Although your peers consider you to be very capable, you feel that the marketing manager, who favors the sales division of the department, fails to recognize your worth. You fear for your job because of this fact. In addition, you believe that any upward movement in your department will be made by the sales supervisor, who is related to the president of the company.

DATATRAK MARKETING ROLE SHEET 3: ADVERTISING ASSISTANT

You are the first advertising assistant that this company has ever had. You are excellent at advertising layout and were highly recruited when you graduated from college. In addition, you enjoy your work very much. However, because you have been with the company for a shorter time than anyone else in your department, you feel that during this period of economic instability you will be the first to be laid off.

DATATRAK MARKETING ROLE SHEET 4: MARKETING SECRETARY

You have been with the company for three years. Doing a good job has always been your primary concern at work; you are very dependable and conscientious. In addition, you like and are liked by almost everyone in the Marketing Department. You particularly respect the marketing manager because this person is extremely generous and allows you special privileges as a reward for your loyalty and your excellent work. The sales supervisor, who acts like a prima donna, is your least favorite coworker.

Because you have a retarded child who requires expensive institutional care, it is imperative that you keep your job.

DATATRAK MARKETING ROLE SHEET 5: SALES SUPERVISOR

You are related to the president of the company. After you were hired, the company instituted a policy against nepotism. However, because the president has assured you that the policy does not apply in your case, you have always felt secure in your job. Your primary concern is performing well so that you will be noticed for your work rather than your relationship to the president. You have risen from the ranks and you believe that you have done an adequate job. Although you are rather young to be a supervisor, you feel that your position is well-deserved because you were educated at one of the best colleges in the country and you received an M.B.A. at an early age.

At this time you are not happy with your position, but you know that you must gain more experience. You do not actually like marketing, and, because of poor economic conditions, overall sales have been low since you have been the supervisor. You have tried hard to do your best, but you do not like your job. Occasionally you have become frustrated because of the lack of cooperation you have received from your subordinates. The marketing secretary, in particular, places little importance on whatever work you request; no matter how urgent, your work receives less attention than everyone else's. However, you are willing to withstand this hardship because the economy is so bad and a move might be costly.

DATATRAK MARKETING ROLE SHEET 6: SENIOR SALESPERSON

You have been with the company longer than any other salesperson. You attended college for two years and then quit to join the military, where you were trained as a computer programmer. After leaving the military, you worked for a succession of computer companies and finally landed a job with this firm.

Your territory and quota are the largest in the company's history, and you are doing extremely well. You would like to be promoted to a supervisory position, but you feel that a promotion is unlikely because you are such a good salesperson. This feeling is reinforced by the fact that you have more experience than the sales supervisor and should have been named to that position. Even though there is a policy against nepotism, you feel that this supervisor achieved the position by virtue of being related to the company president.

DATATRAK OBSERVER SHEET

During the department meeting, you are to listen and observe carefully and make notes regarding answers to the following questions. After the role play has been concluded, you will be asked to share these answers with the members of your department.

1. What types of conflicts arose?
2. What methods did the manager use to manage these conflicts?
3. How did the other department members respond to these methods?
4. How did the manager gather information from the subordinates?
5. How did he or she use that information to make the ultimate decision?
6. How would you describe the mood of the department at the beginning of the meeting? How did this mood change as the meeting progressed?

■ BUDGET CUTTING: CONFLICT AND CONSENSUS SEEKING

Goals

- To experience the dynamics of consensus seeking in a decision-making group.
- To provide experience in establishing priorities.
- To explore methods for resolving conflict in decision-making groups.
- To examine individual ways of handling conflict in groups.

Group Size

Subgroups of six members each.

Time Required

Approximately two and one-half hours.

Materials

- A set of six name tags labeled A, B, C, D, E, and F for each subgroup, one for each member of the subgroup.
- One copy of the Budget Cutting Instruction Sheet for each participant.
- A set of six different Budget Cutting Priorities Sheets (A, B, C, D, E, and F) for each subgroup, one for each member of the subgroup, corresponding to the member's name tag.
- One copy of the Budget Cutting Key Facts Sheet for each participant.
- Blank paper and a pencil for each participant.

Physical Setting

A room large enough to accommodate a table for each subgroup, and enough space so that the subgroups can work without distraction.

Process

1. The facilitator divides the participants into subgroups of six members each and directs the members of each subgroup to count off alphabetically, i.e., "A," "B,"

“C,” etc. The facilitator announces that each member within a subgroup is the manager of one of six plants within a company; member A being the manager of Plant A, and so on. Name tags are distributed, and each member wears the letter designation of his or her plant. (Five minutes.)

2. The facilitator distributes to each participant a copy of the Budget Cutting Instruction Sheet, the appropriate Budget Cutting Priorities Sheet (A, B, C, D, E, or F), a copy of the Budget Cutting Key Facts Sheet, blank paper, and a pencil.
3. The subgroups are seated at their tables, and the participants are instructed to read all their handouts and to prepare themselves to participate in a budget meeting. The facilitator answers participants' questions and ensures task clarity. (Fifteen minutes.)
4. The facilitator instructs the participants to cease their budget meeting preparations and to begin their subgroups' budget meetings. (Forty-five minutes.)
5. The facilitator calls time and instructs the participants to share their reactions to the experience within their subgroups. (Ten minutes.)
6. The participants are instructed to discuss their budget sessions, identifying key aspects of their subgroups' functioning. The following questions may be used to guide this discussion:
 - What was the general tone of the meeting?
 - Did conflict generally evolve into cooperation? What did or did not help this to happen?
 - What ways of dealing with the problem did members evidence or introduce?
 - Which methods were most effective in achieving the subgroup's stated objective?
 - Were priorities established? How was this done?
 - Did the demand for consensus help or hinder the resolution of the problem?
 - What was the outcome of the subgroup's deliberations?

Key aspects then are shared across subgroups in brief, verbal reports, and similarities noted. These may be listed on newsprint. (Twenty-five minutes.)

7. The participants are directed to meet again in their subgroups to discuss the following:
 - How could priorities be set most effectively in a group of this type?
 - What procedures for resolving the conflict would be most effective in a group of this type?
 - How might consensus be achieved most easily in a group of people with apparently conflicting objectives?(Twenty minutes.)

8. The subgroups report their suggestions to the total group, and major points are listed on newsprint. These points are then related by the members to actual situations in which what was learned from the experience might be applied. (Twenty minutes.)

Variations

- The facilitator can designate a leader or cast one participant as the president to conduct the meeting within each subgroup.
- Observers can be designated to record the decision-making procedures utilized in the subgroups.
- The facilitator can give a brief lecturette prior to this activity on factors that influence attitudes toward consensus. Participants then can process this aspect of their behavior during the budget session.
- The budget meeting and/or group discussions can be videotaped and replayed for the participants' later examination.

Submitted by Terry L. Maris.

BUDGET CUTTING INSTRUCTION SHEET

The Ace Manufacturing Company, in which you are employed as the manager of one of six facilities (plants), *must* cut \$500,000 from its budget for the next fiscal year. Although a tentative budget had been agreed to by all plant and corporate managers, this drastic adjustment now must be made because of a recent legal judgment against the company.

The president of Ace Manufacturing has called a special meeting of all plant managers; the meeting will convene soon and will last only forty-five minutes. Consistent with the president's style of management, you and your colleagues have been given complete freedom to decide how the budget cuts will be allocated. The only requirement is that *all* managers *must* agree to the final decisions, whatever they may be, and that the decisions on how the cuts will be allocated must be made at today's meeting.

You and your staff have reconsidered the financial requirements for your plant and have decided that you should attempt to use this opportunity to improve the position of your plant relative to the others. In this budget meeting, you intend to see to it that your plant will receive the smallest possible budget cut, while you attempt to support the financial interests of the company as a whole and the president's request for a decision on the budget-cut allocations.

Your copy of the Budget Meeting Priorities Sheet represents the new expenditures for your plant that had been agreed to in the draft budget. You may use any or all of this information in the discussion, but you may not read verbatim from the sheet.

BUDGET CUTTING KEY FACTS SHEET

The Ace Manufacturing Company has 2,446 nonunionized employees located in six plants throughout the country. All the plants produce the same product (widgets) for comparable markets. The reasons for having six geographically dispersed facilities are to minimize transportation costs and to serve regional markets better. The company has been in business for twelve years and for the past several years has held approximately 11 percent of the national market share. In the next three to five years, business is expected to expand steadily.

	Plant					
	A	B	C	D	E	F
Number of Employees:	405	399	412	395	420	415
Annual Employee Turnover (%):	15	10	13	9	12	10
Average Hourly Earnings:	\$7.35	\$8.40	\$7.85	\$8.65	\$8.15	\$8.50
Worker Days Lost Due to Accidents:	187	133	215	150	141	175
Annual Production (in millions):	2.315	2.107	2.410	2.110	2.323	2.349
Cost per Unit:	\$7.75	\$8.05	\$7.65	\$8.15	\$7.80	\$7.70
Price per Unit:	\$8.05	\$8.20	\$7.90	\$8.20	\$8.00	\$7.95

BUDGET CUTTING PRIORITIES SHEET (Plant A)

1. Warehouse Expansion *(Estimated cost: \$500,000)*

Because of steadily increasing production and frequently inclement weather, our present warehouse needs to be expanded by 25 percent to accommodate a larger finished-goods inventory. Three times this past year, severe snow storms have prevented the shipment of finished goods on schedule. Also, because of the limited warehouse capacity, widgets (which must be protected from the elements) had to be stored temporarily in the production area. Consequently, production had to be cut back and some employees were laid off. An addition to the present warehouse would permit the temporary storage of widgets during inclement weather. This addition is necessary, not only for present needs, but also to accommodate the expansion of the plant in future years.

2. Purchase of Semitrailer Trucks *(Estimated cost: \$200,000)*

The trucking firms that have been transporting both our raw materials and our finished goods have been disrupting our operations lately with increasingly frequent strikes. These strikes appear to be the result of rather severe internal conflict within the union. Several local unions in the area have refused to obey the order of their top officials to refrain from illegal strikes during the life of existing labor-management agreements. Although it is not our desire to antagonize union truckers, we feel that we no longer can sit idle while the unions fight among themselves. We have calculated that with the purchase of four trucks at \$50,000 each, we will be able to handle our shipments ourselves during these strikes. If and when we no longer need to haul our own goods, we can lease the trucks to another company.

3. Consulting Contract *(Estimated cost: \$70,000)*

In recent months, our plant has been the target of union organizers. Although we are convinced that our employees have always been compensated well and treated fairly, we are concerned about the possibility that the union's efforts may prove to be successful. If they are, it would affect the entire company—not just our plant. For these reasons, we feel that it is imperative that we do everything within our power to resist unionization. A well-known consultant has proposed a plan designed to resist the unionization of our employees. The consultant says that because the union effort is in an early stage, with the benefit of consulting services, we would have better than a 50 percent chance of keeping the union out. Additionally, the proposal calls for extensive training of our supervisors, which, in itself, would be quite valuable to us.

BUDGET CUTTING PRIORITIES SHEET (Plant B)

1. Expansion of Production Capability (Estimated cost: \$400,000)

We urgently need to expand our production capability by adding a second assembly line. For the past several months, orders for our product have far exceeded our ability to fill them, even though we have been operating at full capacity. Not only did we lose approximately \$600,000 in sales last year, we also have lost several good customers to our competitors. If we do not increase our output in the near future, we run the risk of irretrievable losses in our market share, both regionally and nationally. We estimate that it would cost about \$400,000 to expand our production area and equip it with the necessary machinery.

2. Purchase of Overhead Crane (Estimated cost: \$200,000)

When our plant was built five years ago, corporate headquarters decided that it would be too expensive to install an overhead crane to handle materials. At that time, the company was expanding rapidly, and capital was very tight. Although to install such equipment then would have added only \$125,000 to the construction budget, the money just was not available. However, the board promised that as soon as cash flow improved, we would be able to add a crane to our production facility. Because of inflation and improved technology, the crane necessary for our operations now will cost about \$175,000, plus \$25,000 for installation and testing. Because we are the only plant that does not have a crane—and because that has hurt our production—we have strong feelings that one must be purchased.

3. Security Contract (Estimated cost: \$80,000)

Three times within the past year, our plant has been the target of vandalism and theft. Although other facilities in the city also have been affected, we are particularly vulnerable because of our location and our general lack of safeguards. To provide minimal security, it will be necessary to install various detection devices around our plant and hire at least four full-time security guards. A local security firm has offered us a contract that would provide both types of protection. It is willing to install the necessary equipment for the price of \$40,000 (a one-time cost) and provide us with four trained security guards for an additional \$40,000 annually. Considering that we already have lost approximately \$31,000 this past year because of vandalism and theft, we believe that the proposed security contract will be well worth its cost.

BUDGET CUTTING PRIORITIES SHEET (Plant C)

1. Purchase of Building (Estimated cost: \$575,000)

The opportunity recently has arisen for us to purchase an abandoned warehouse and the six acres of land on which it is located, near our plant. Because our production output is the highest in the company and is constantly increasing, we soon will need additional storage facilities for both raw materials and finished goods. Our present storage facilities are adequate, but the price and location of the property for sale are too good to pass up. If we do not purchase the property soon, it is highly likely that it will be bought by someone else.

2. Purchase of Forklifts (Estimated cost: \$125,000)

To increase our capability in handling both raw materials and finished goods, we must purchase five new forklift trucks. Although we have two older models, they are not sufficient to meet our needs. Both have a lift capacity of only one ton, and one of them needs to be overhauled. The newer forklifts have a lift capacity of five tons each and normally sell for \$30,000 each. If we agree to purchase a minimum of five and trade in our two older models, we can buy new ones for only \$25,000 each. This offer will remain open only so long as the equipment dealer has the current inventory in stock. Because the equipment dealer is trying to move out the present stock to make room for a new shipment of more expensive forklifts, we must act now if we intend to take advantage of the offer.

3. Safety Study (Estimated cost: \$75,000)

Our plant has lost more days of work because of accidents this year than any other plant in the company. We have tried to isolate the source of this problem, but so far we have been unsuccessful. Because of our inability to reduce the number of accidents, we were prompted to seek outside assistance. In response to our inquiries, we received proposals from several consulting firms that specialize in industrial safety. After carefully reviewing each proposal, we decided to sign a contract with J.B. Smith and Associates for a study to be conducted over a period of approximately six months. Although the figure quoted was only an estimate, the company guaranteed that the cost will not exceed \$75,000. We have not yet signed the contract, but would like to do so as soon as possible.

BUDGET CUTTING PRIORITIES SHEET (Plant D)

1. Replacement of Metal Trimmers *(Estimated cost: \$450,000)*

The ten metal trimmers in our plant have been fully depreciated and are now in need of replacement. Not only have maintenance expenses on these machines been increasing, but we are the only plant in the company that still is using this old, first-generation equipment. Five of the newer models—which have twice the capacity of our old machines—can be purchased for \$90,000 each. In addition to the increased efficiency and safety of this newer equipment, it requires less space, thus permitting additional uses for a portion of the production area.

2. Parking Lot/Landscaping *(Estimated cost: \$185,000)*

We have an immediate need for an employee parking lot. Since our plant was built four years ago, our employees have been forced to park in a field adjacent to the building. Although we cover the field with gravel annually (at great expense), in the spring it becomes a swamp. On several occasions, cars have become mired up to their axles, and a few have sustained damage. A local contractor has surveyed the area and estimates that the problem could be solved for approximately \$165,000. For this price, the contractor will regrade the land and haul in fill dirt where needed, construct a five-hundred-car asphalt lot, install appropriate lighting, and plant trees and shrubs for aesthetic effect. We believe that we should implement this project to raise the morale of our employees and increase the value of our property.

3. Feasibility Study *(Estimated cost: \$65,000)*

One of the engineers in our plant has developed a plan for the improvement of our production process that calls for the design of a full-scale working model of a major piece of equipment. Our production manager was quite impressed with the proposal and urged our senior staff to obtain funding for a feasibility study. As a result of our effort, corporate headquarters became convinced that the project was worth funding. The principal reason for approval of our request was headquarters' belief that our proposed modification would be beneficial not only to our plant but also to other plants in the company. If the funds for this study are withdrawn, it will have a negative impact on the entire company.

BUDGET CUTTING PRIORITIES SHEET (Plant E)

1. Acquisition of Land *(Estimated cost: \$465,000)*

Land adjacent to our plant has been offered for sale. The parcel consists of approximately 150 acres with 1,000 feet of waterfront. Although we have no immediate need for that amount of land, we are extremely interested in obtaining the two deep-water docks that are part of the property. Just recently, we received our first overseas order (from South America); this will make it necessary for us to ship some of our goods by sea. To be able to unload raw materials and load finished goods from our own docks would greatly reduce our handling expenses and increase our chances of obtaining a greater foreign market for our product. The portion of the new property that we will not develop immediately could be leased to offset the cost of the acquisition; however, no figures are available yet to substantiate the financial feasibility of such action.

2. Personnel Acquisition *(Estimated cost: \$210,000)*

In order to maintain our increasing production output, it was necessary for us to expand our work force. As a result, we have hired a new assistant plant manager, two more engineers, and four new supervisors. Within the next month, we hope to add three or four more on-line employees. The total labor cost to our plant for these new workers is estimated to be \$210,000. These additions are for the purpose of adding a special process to our production operation. A new customer has signed a five-year contract with us for an annual minimum of 250,000 widgets. Our part of the agreement, however, calls for the design, manufacture, and attachment of an additional device onto our finished product. The increase in our work force is necessary, therefore, to serve the unique needs of our new customer. Without these employees, we probably would lose the contract to a competitor.

3. Waste-Treatment Study *(Estimated cost: \$50,000)*

For the past several months, a local ecology group and residents in our area have been criticizing our waste-treatment efforts. It has been their contention that we are not concerned about protecting the environment. The negative publicity that these people are causing our plant could prove to be quite damaging. Because there is some truth to their claims (our pollution control equipment is not very effective), we feel that we must initiate immediate action to curb these attacks. We have solicited bids from several engineering firms that specialize in pollution control. The lowest bid proposes a six-month study of our operations, complete with specific recommendations and estimated costs for improvement. By authorizing this study now, we can publicize our intentions and thereby calm our critics. We have built up a great deal of goodwill in the community and we do not want to lose it.

BUDGET CUTTING PRIORITIES SHEET (Plant F)

1. Modification of the Assembly Line *(Estimated cost: \$485,000)*

The assembly line in our plant no longer is suitable to our needs. Because we took over the existing facility of a company that went out of business, our plant was not designed to meet the specifications of our product. In the year since we have been in operation, we have done very well with some modifications and now, in fact, are second in the company in the quantity of widgets produced. However, we feel that further increases in production no longer will be possible because of the inefficiency of our assembly line. We know that, with the proper equipment, we could lead the company in production. It is not fair to deny us the opportunity to achieve the higher levels of production that currently are enjoyed by the five other plants. Our building (and much of our equipment) is older than that of four of the company's other plants.

2. Correction of Violations *(Estimated cost: \$190,000)*

A little over six months after we occupied our present facility, it was inspected by the county fire marshal. The report cited numerous violations of the industrial fire code. We explained that we were new occupants of the old building and would correct all deficiencies in time, and the fire marshal informed us that "substantial improvements" would have to be made within six months—at which time we would receive another inspection. Our budget already has been depleted by necessary modifications to the production line, and our engineers have estimated that the correction of all violations will cost approximately \$190,000 (the largest expense is for an automatic sprinkler system). What makes our situation even more urgent is that the fire marshal has a reputation for harassing violators and has had two factories shut down pending corrections of violations. We really have no choice but to comply as quickly as possible.

3. Training and Development *(Estimated cost: \$85,000)*

Because of the location of our plant, we do not have a large labor pool from which to hire workers. The labor market in our area provided us with the minimum number of employees needed to start production a year ago, but we have suffered all along from a serious shortage of skilled workers. Our only alternative is to establish a program within our plant to upgrade the skills of selected employees. The emphasis at first would be remedial and for a select group of workers in critical production jobs, but eventually we hope to be able to expand the program to all employees. We estimate that, for the first year of operation, this program will cost approximately \$40,000 for a training director and staff, plus \$45,000 for equipment and materials.

■ WINTERSET HIGH SCHOOL: AN INTERGROUP-CONFLICT SIMULATION

Goals

- To provide participants with an opportunity to practice a conflict-management strategy.
- To examine ways that occupational stereotyping can contribute to organizational conflict.

Group Size

One or more subgroups of seven to fifteen members each.

Time Required

Approximately two and one-half hours.

Materials

- A copy of the Winterset High School Background Sheet for each participant.
- A copy of the Winterset High School Principal's Role Sheet for each participant who plays the role of principal.
- Enough copies of the Winterset High School Guidance Counselor's Role Sheet for approximately half of the participants.
- Enough copies of the Winterset High School Maintenance Staff's Role Sheet for the remaining participants.
- A pencil and several sheets of blank paper for each participant.
- A clipboard for each participant.
- A newsprint flip chart and a felt-tipped marker for the facilitator and for each team of guidance counselors and each team of maintenance personnel.
- Masking tape for posting newsprint.

Physical Setting

Movable chairs for participants and a room that is large enough to allow the subgroups to work without disturbing one another.

Process

1. The facilitator explains the goals of the activity.
2. Each participant is given a copy of the background sheet and is asked to read it. (Five minutes.)
3. The total group is divided into subgroups consisting of seven to fifteen members each. The subgroups select one of their members to play the role of principal. The facilitator assigns about half of the others to the role of guidance counselor, and the remaining participants are assigned to the role of maintenance staff. (From three to seven people can participate as guidance counselors, and from three to seven people can participate as maintenance personnel.)
4. Each participant is given a copy of the appropriate role sheet, a clipboard, a pencil, and several sheets of blank paper and is asked to read the role sheet. Counselors and maintenance people are asked to write down some additional suggestions for solving the problem. (Ten minutes.)
5. The guidance counselors in each subgroup are instructed to discuss the conflict and plan a strategy for resolving the conflict, and the maintenance staff in each subgroup is instructed to meet separately and plan its strategy.
6. While the counselors and maintenance staffs are planning their strategies, the facilitator meets in a separate area with all the principals to explain and clarify the process of the activity. A newsprint flip chart and a felt-tipped marker is given to each principal. The facilitator instructs the principals to copy the questions from their role sheets onto newsprint. Each principal copies the list twice (once for the counselors and once for the maintenance staff).
7. About ten minutes into the discussion, the facilitator interrupts the counselors and asks each counseling team to meet with its principal. The maintenance staffs continue with their planning. Each principal meets with his or her counselors in a separate area and tries to persuade them to participate in an intergroup-development program with the maintenance staff. Each principal presents the team of counselors with the questions on newsprint. As the counselors respond to the questions, their answers are listed on the newsprint, and the newsprint is given to the counselors for further study and elaboration of answers. (Twenty minutes.)
8. The principals are instructed to meet with their maintenance staffs and make their presentations while the counseling teams continue their discussions. Principals try to persuade the maintenance staffs to participate in the intergroup-development program. They also present the staffs with the same questions on newsprint that they presented to the counseling teams. Answers are listed on the newsprint, and each principal gives the newsprint to the maintenance staff. (Twenty minutes.)

9. Each counseling team exchanges newsprint with the corresponding maintenance staff. Each subgroup works independently and makes notes on similarities and disparities in the answers proposed by the two subgroups. Members of each subgroup are allowed to ask for clarification from the other subgroup. Principals facilitate the clarification process. (Fifteen minutes.)
10. Each principal meets jointly with the team of counselors and the maintenance staff. The participants review the list of questions and determine which answers they can agree on and which remain as obstacles. (Ten minutes.)
11. The total group is reassembled. As each subgroup of counselors and maintenance staff presents its agreed-on answers, the facilitator lists them on newsprint. The results are tabulated or summarized. (Five minutes.)
12. As each subgroup presents its conflicting answers, the facilitator lists them on newsprint. Each subgroup is assigned one of these conflicting answers and is instructed to try to resolve the conflict. Principals ask their subgroups to consider the five items that are listed under item 6 of the principal's role sheet. (Fifteen minutes.)
13. The total group is reassembled. As each subgroup presents its solutions, the facilitator posts them on newsprint. The facilitator leads a discussion of the following questions:
 - How would you describe your behavior and the behavior of others in this conflict situation?
 - What was the most difficult part of arriving at solutions that were acceptable to both factions? The easiest?
 - What was similar to or different from your experience in actual conflict situations?
 - How did occupational stereotyping contribute to the difficulty in arriving at solutions? In what other kinds of ways might such stereotyping cause or add to organizational conflict? What can be done to decrease occupational stereotyping?
 - What insights or methods arising from this activity might you be able to use in future conflict resolution?
 (Fifteen minutes.)

Variations

- Some of the counselors can be instructed to agree with the maintenance staff, and some members of the maintenance staff can be instructed to agree with the counselors.

- One participant from each subgroup could be assigned to play the role of a graduate student. The student would be instructed by the facilitator to try to persuade the maintenance staff that the project was worth the Saturday work.

Submitted by Charles E. List.

WINTERSET HIGH SCHOOL BACKGROUND SHEET

Several graduate students from the sociology department of State University asked the principal of Winterset High School for permission to conduct a research project at the school. They wanted to open the school on Saturdays to teach remedial reading, writing, and mathematical skills to children who were having problems in these areas and to semiliterate adults.

Although no government funding was available for the project, the graduate students had been promised that school supplies would be donated by a local business. The graduate students would take turns bringing food that could be stored in the refrigerator and heated on the stove in the school cafeteria. Fifteen classrooms would be needed, and graduate students would volunteer their time to teach the classes.

The principal was delighted with the offer and told the graduate students that the school's guidance counselors would have to be consulted but an answer would be forthcoming shortly. The principal wanted the counselors to coordinate the program with the graduate students.

The counselors liked the idea and developed an action plan and check list for implementing the program. One of the items on the check list was to arrange for the maintenance staff to provide necessary services (e.g., unlocking and locking the doors and cleaning the facilities at the end of the day) on Saturdays. They made an appointment to discuss the program with the supervisor and several other members of the maintenance staff.

When the counselors presented the proposal, the response from the maintenance staff was hostile. The maintenance staff refused to work on Saturdays and would not budge from this position.

After the counselors reported the maintenance staff's position to the principal, several meetings were scheduled. The principal was confident that the intergroup conflict could be resolved in a cooperative and collaborative manner. First, the principal would meet with the counselors; then the principal would meet with the maintenance staff; later, the principal would meet together with both groups.

WINTERSET HIGH SCHOOL PRINCIPAL'S ROLE SHEET

You hope that the counselors and maintenance staff can work out an acceptable solution and that the remedial school program can be implemented. However, you do not want to force either group to make concessions. Your objective is to facilitate a mutually agreeable solution.

As you review some notes you took in a consulting-skills laboratory, you notice the following paragraph, which expresses the way you feel:

Lawrence and Lorsch¹ in their differentiation-integration model, have clearly demonstrated that units of organizations are and should be different. When units have differing tasks, goals, personnel, time constraints, and structures, the functioning of these units is bound to be different. The issue is not how to make all the units the same, but how to develop an integrated process that allows these contrasting units to work together. One strategy for developing greater integration between work units is an intergroup-development program.

You plan to speak with each group individually and to persuade each group to participate in an intergroup-development program. In planning the program, you devise the following intervention:

1. Establish the following ground rule: Both groups should agree to adopt a problem-solving stance, rather than to accuse or fix blame.
2. On newsprint, copy the following list twice for separate presentations to the two groups:
 - What actions did the other group engage in that created problems for us in this Saturday-program situation?
 - What actions did we engage in that might have created problems for the other group regarding the Saturday program?
 - What characteristics have been evident in the other group's behavior in this problem?
 - What characteristics have been evident in our group's behavior in this problem?
 - How do we think the other group will describe our behavior in this problem?
 - What would each group need to do to enable both groups to work together effectively?
3. Answers formulated by each group will be listed on newsprint, and the two groups will exchange newsprint.
4. Each group will review the work of the other group and may ask for clarification on any point. Each group will note which answers from the other group are in agreement with its own answers and which are different.

¹ P.R. Lawrence and J.W. Lorsch (1969). *Developing Organizations: Diagnosis and Action*. Reading, MA: Addison-Wesley.

5. Both groups and the principal will meet jointly to identify the answers on which both groups agree. Answers that still need work will be considered jointly by members from both groups.
6. As the groups work jointly on solutions to answers that were different, they should consider the following items:
 - What the problem is,
 - What actions should be taken,
 - Who will be responsible for each action,
 - What the schedule is, and
 - What can be done to keep the problem from recurring.

You plan to use all of your facilitating skills to make this intervention a successful one.

WINTERSET HIGH SCHOOL GUIDANCE COUNSELOR'S ROLE SHEET

You hold a master's degree and are one of several guidance counselors for Winterset High School. You not only counsel students about vocational opportunities, but you counsel problem students with whom the teachers are not qualified to deal. Therefore, you and the other counselors consider yourselves a special group of professionals. You do not teach any classes and enjoy a great deal of flexibility in your schedule. Your supervisor, who is referred to as your "group coordinator," reports directly to the principal of the high school. All the counselors consider themselves as liberals, and they advocate change that will benefit all the citizens in the community. You are enthusiastic about the proposed Saturday program.

You think the maintenance staff is overpaid. You perceive these employees as too conservative and believe they have an unsympathetic attitude toward disadvantaged citizens. Your private opinion of them is that they are "prejudiced common laborers."

Nevertheless, you expected them to welcome the opportunity to be paid overtime wages for working on Saturdays. After all (so you imagine), the extra money would help to pay for many of the things they must be striving for. You feel angry and frustrated about their refusal to work on Saturdays.

You, of course, would not be working on Saturdays and would not be present to deal with the maintenance people if they were forced to do the Saturday work. Therefore, you are concerned about problems they might create for the graduate students. You perceive these people as being arrogant because they belong to a union that is different from the teachers' union and are exempt from some of the requirements imposed on the teachers.

When the principal of Winterset High School asks for a meeting with the guidance counselors, you are obligated to attend. As the counselors search for a resolution to the problem, the following suggestions will probably be considered:

1. Make the maintenance staff understand the financial benefits of working on Saturdays.
2. Persuade the maintenance staff that the Saturday students are serious students who will not create a lot of work for the maintenance people.
3. Schedule only two maintenance people to work on Saturdays and hire high school students to assist.
4. Rotate the Saturday work so that no maintenance person will have to work every Saturday.
5. Use disposable plates, cups, and forks so that dishwashing is not necessary.
6. Give the maintenance staff a free lunch on Saturdays.

WINTERSET HIGH SCHOOL MAINTENANCE STAFF'S ROLE SHEET

You are a high-school graduate who has a well-paying job as a maintenance person at Winterset High School. The union you belong to is different from the teachers' union, and you do not consider yourself part of the school staff.

You think that the school staff is too liberal and that the students should be controlled. No one seems to care how the building is left at the end of the day. Everyone knows that the maintenance staff will clean it thoroughly before morning. Whenever you catch students writing on the wall or otherwise damaging the school, the counselors simply talk to them sympathetically and send them on their way.

This job was not your first choice, but you do not resent putting in five days a week in order to make a good living. But now the counselors are wanting you to work on Saturday. You will not even consider such a possibility. After all, the Saturday classes would be available to the worst type of people—problem students and adults who did not have enough initiative to complete their education. And when you think about how liberal the present teachers are, you wonder what might happen when those young “radical” university students try to teach the classes. You cringe when you imagine the condition of the school at the end of the Saturday classes. You are even more resentful when you realize that these liberal counselors—who are insisting that you put in the extra time—are not even planning to be there on Saturdays. And their nerve—insinuating that you would do *anything* for a little extra money!

When the principal of Winterset High School asks for a meeting with the maintenance people, you are obligated to attend. As the maintenance staff searches for a resolution to the problem, the following suggestions might be considered:

1. Arrange for the counselors to clean the school on Saturdays.
2. Ask the graduate students to clean the school.
3. Hire an extra union person to work on Saturdays.
4. Schedule the classes for a weekday and limit the number so that the few vacant classrooms will accommodate these special students.
5. Hold the classes for one hour per day five days a week immediately following the close of the regular school.
6. Tell the graduate students to find facilities on their campus.

■ LINDELL-BILLINGS CORPORATION: A CONFRONTATION ROLE-PLAY

Goals

- To provide an opportunity to practice confrontation.
- To explore design considerations in using confrontation inside an organization.
- To examine and develop skills in intergroup conflict, negotiation, and problem solving.

Group Size

A minimum of fifteen participants. Several groups may be directed simultaneously.

Time Required

Approximately three hours.

Materials

- A copy of the Lindell-Billings Corporation Case Sheet for each participant.
- A copy of the Lindell-Billings Corporation Organization Chart for each of the participants.
- Newsprint, masking tape, and felt-tipped markers.
- Role-name and role-title signs, if there is a large audience.

Physical Setting

A room large enough for teams to meet privately.

Process

1. The facilitator explains to the participants that a confrontation meeting will be staged through role playing.
2. The facilitator establishes two teams. Team A—top management—consists of seven people (Lindell, Billings, Mahoney, Thayer, Diamond, Gomez, and Jamieson) who will be confronted as a group. Team B—the staff team—consists of eight staff vice presidents, whose roles are shown on the Lindell-Billings Corporation Organization

Chart. If there are more than fifteen participants, the remainder are assigned as observers.

3. The facilitator distributes a copy of the Lindell-Billings Corporation Case Sheet and a copy of the Lindell-Billings Corporation Organization Chart to each participant. After allowing five minutes for reading these materials, the facilitator explains that participants will have one hour to prepare for a confrontation based on their team roles. During this time they are to reach a consensus about the issues in the case and their feelings about them and then to write the consensus on newsprint. The facilitator indicates that in the top-management team Lindell will be the chairperson and that the staff team's first task is to select a chairperson for itself.
4. The facilitator consults with the teams to answer any questions and to keep the activity moving. The respective teams are encouraged to have their newsprint ready within an hour, but they are not to post it until the other team has also reached a consensus.
5. When both teams have reached a consensus and written it on newsprint, they simultaneously post their sheets of newsprint. The teams are allowed five minutes to read the other team's consensus. Then the chairperson of the top-management team (Lindell) explains that team's consensus, and the chairperson of the staff team does likewise. They answer any questions asked by other participants. The facilitator acts as a moderator, if needed. At this time, the observers, if any, report on their observations of individual and team behavior. The total reporting and debriefing takes approximately one hour.
6. Both teams meet again and take one-half hour to decide consensually what action they propose to take next as a consequence of the confrontation. They write their course of action on newsprint.
7. Following the team meetings, step 5 is repeated. This second confrontation should take about one-half hour.
8. The facilitator leads the entire group in a discussion of the dynamics of the activity from a design standpoint, emphasizing how the features of the confrontation meeting can be applied to a wide range of problems in organizations. Participants may be asked to suggest examples of application. The total discussion time should take about five to fifteen minutes.

Variations

- Real organizational data can be substituted for the role-play case when the experience is used inside an organization.
- Instead of a confrontation meeting, the case can be studied by several groups. Their analyses of the issues can be compared within the total group.

Submitted by Thomas H. Patten, Jr.

LINDELL-BILLINGS CORPORATION CASE SHEET¹

Robin R. Lindell and Dale K. Billings are, respectively, chairperson and president of the Lindell-Billings Corporation, one of the most aggressive mini-conglomerates in the world. The company, which manufactures rubber and woven hose products, was founded by Lindell's father about forty years ago. It has, in the past decade, acquired a small life insurance company (the Rush Life Insurance Company), a chain of eighteen quick-service restaurants (Chihuahua Tacos), twenty ultramodern gas stations located off interstate highways (Plus Gasoline), and it is considering taking over the Ranchero Motel chain.

Lindell-Billings' top management consists of Lindell, a hard-driving businessperson who progressed from a manufacturing position in the rubber-hose division of the business; Billings, a shrewd financier who was chairperson of Rush before moving to the parent corporation; Lou Mahoney, manager of the Rubber and Woven Hose Products Division; Terry Thayer, general manager of the Rush Life Insurance Division; Chris Gomez, general manager of the Chihuahua Tacos Division; Pat Jamieson, general manager of the Plus Gasoline Division; and Kelly Diamond, executive vice president of the staff group. This team works well together and is extremely entrepreneurial in its outlook.

Beneath the top-management team are managerial groups that direct the day-to-day operations of the various divisions. Lindell-Billings provides these managers with considerable autonomy but looks for inputs from Kelly Diamond's staff group when it considers long-range business planning. Diamond's staff vice presidents and managers have in-depth expertise in such fields as finance, personnel, engineering, marketing, purchasing, public relations, advertising, and legal and tax affairs. It should be emphasized that the staff group reporting to Diamond contains a number of highly competent and highly paid executives who have approximately the same status as the divisional general managers.

Lindell and Billings have just pulled off a financial coup that has Diamond's staff upset and concerned. Several are threatening to resign, to report data to the Justice Department or the Securities and Exchange Commission, or otherwise to disrupt the business. On the other hand, the top-management group (including Diamond) stands solidly behind Lindell and Billings, who have hired an OD (organization development) consultant to conduct a confrontation meeting with the staff group.

These are the issues that concern the staff group:

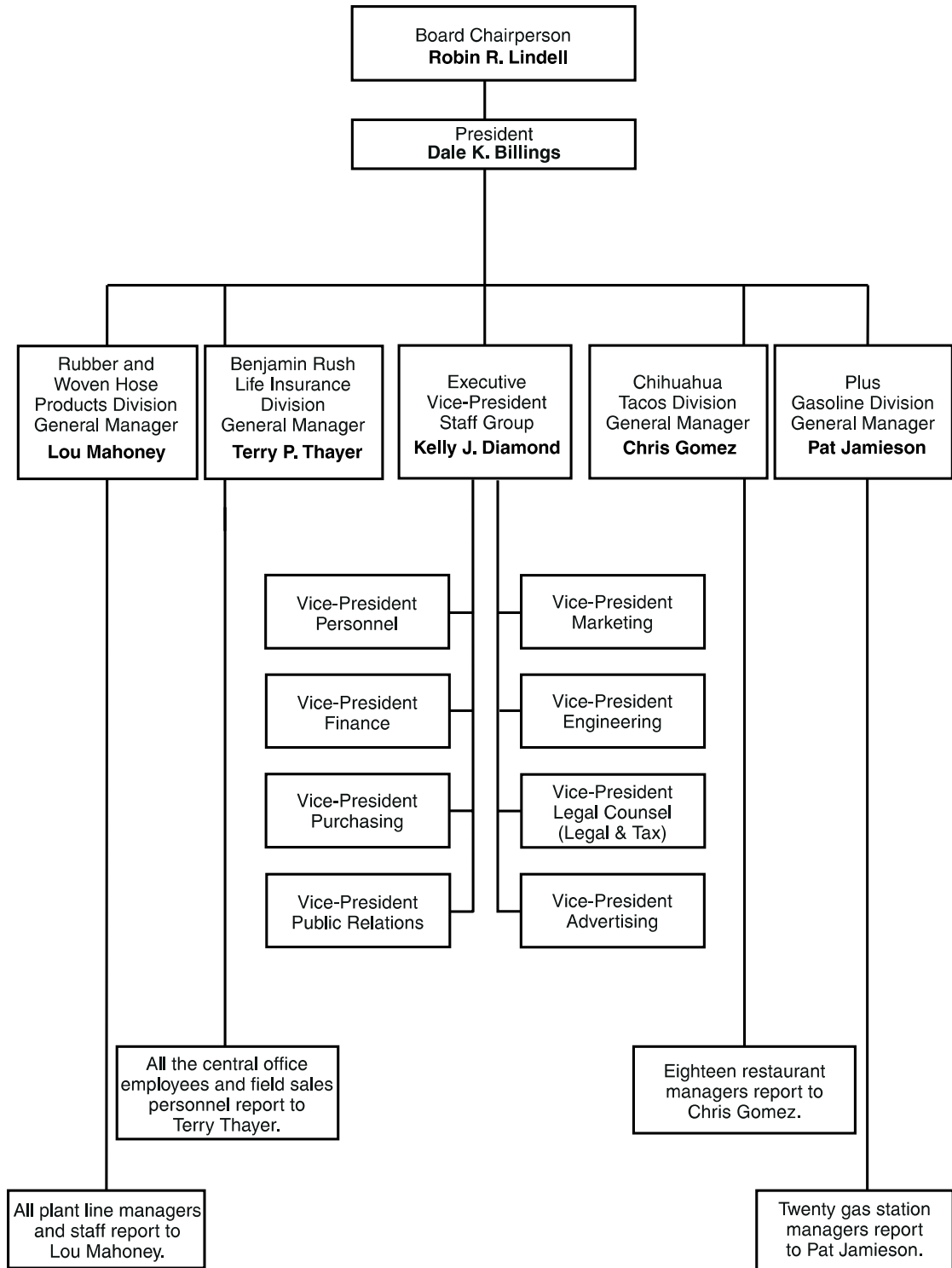
- Lindell and Billings gave a check for \$39 million to wheeler-dealer J.J. LaVerne for the purchase of the Ishpeming Copper Company, on the condition that the check would be deposited in the National City Bank and left untouched for a

¹ Based on a problem reported by R.L. Heilbroner, *The Worldly Philosophers*, New York: Simon and Schuster, 1953, 202–203. The design was adapted from Richard Beckhard, "The Confrontation Meeting," *Harvard Business Review*, March–April 1967, 149–155; and from J.K. Fordyce and R. Weil, *Managing With People*, 1971, 93–97, by Addison-Wesley Publishing Co., Reading, MA. Reprinted by permission of Addison-Wesley Publishing Co., Inc.

specific period. LaVerne has a controlling interest in the Ishpeming Copper Company and is answerable to virtually no one.

- Lindell and Billings then set up a “paper” organization known as the LB Copper Corporation, with the names of certain members of the staff group as dummy directors, and had the LB Copper Corporation buy Ishpeming Copper—not for cash, but for \$75 million in LB Copper stock that was conveniently printed for the purpose.
- Lindell and Billings then borrowed \$39 million from the National City Bank to cover the check they had given to LaVerne. As collateral for this loan they used the \$75 million in LB Copper stock.
- They then sold the LB Copper Corporation stock on the market (first having touted it through their brokers) for \$75 million.
- With the proceeds, Lindell and Billings retired the \$39 million loan from the National City Bank and subsequently reported \$36 million as the parent company’s profit on the deal.

LINDELL-BILLINGS CORPORATION ORGANIZATION CHART



■ **UNEQUAL RESOURCES: A BARGAINING ACTIVITY**

Goals

- To provide an opportunity for observing group use of resources that have been distributed unequally.
- To observe bargaining processes.

Group Size

This task may be done with clusters of subgroups of from one to four members each. If more than one cluster of four groups is used, the facilitator may add the dimension of competition between as well as within clusters. The facilitator may ask that several participants volunteer to be process observers.

Time Required

Approximately one hour, depending on the number and complexity of the tasks assigned and the ages of the group members.

Materials

- Scissors, ruler, paper clips, glue, black felt-tipped markers, and construction paper in six colors (as used in the sample task illustrated here).
- A copy of the Unequal Resources Tasks Sheet for each subgroup.
- Large envelopes to hold each subgroup's resources. In the example that follows, the envelopes will contain the following resources as designated by subgroup:
 - Group A - scissors, ruler, paper clips, pencils and two 4" squares of red paper and two of white.
 - Group B - scissors, glue and 8½" x 11" sheets of paper (two blue, two white, two gold).
 - Group C - felt-tipped markers and 8½" x 11" sheets of paper (two green, two white, two gold).
 - Group D - 8½" x 11" sheets of paper (one each: green, gold, blue, red, and purple).

Physical Setting

Table and chairs for each subgroup. These should be placed far enough away from one another so that each subgroup's bargaining position is not betrayed by casual observation.

Process

1. The facilitator asks subgroups to be seated at their individual tables and distributes an envelope of materials and an Unequal Resources Tasks Sheet to each subgroup.
2. The facilitator asks the subgroups not to open their materials until they are told to begin the task. He or she then explains that each subgroup has different materials but that each must complete the same tasks. The facilitator explains that they may bargain for the use of materials and tools in any way that is mutually agreeable. He or she emphasizes that the first subgroup to complete all tasks is the winner. (If clusters are competing, there will be both a group winner and a cluster winner.)
3. The facilitator gives the signal to begin and attempts to observe as much group and bargaining behavior as possible, so that he or she can supply some of the feedback during the final phase.
4. The facilitator stops the process when winners have been declared and subgroups have been allowed to complete ongoing tasks.
5. During the discussion, the participants may make process observations concerning utilization of resources, sharing, bargaining, and competition, using the facilitator (and process observers) as an outside consultant to supply feedback on individual and group behavior.
6. The facilitator may alter the complexity of tasks and distribution of resources to fit many different kinds of groups and age levels. This experience is appropriate for children as well as adults. When it is being used as a teaching tool, analogies may be drawn between this experience and how minority groups or underdeveloped nations relate to those with more power.

UNEQUAL RESOURCES TASKS SHEET

Each subgroup is to complete the following tasks:

1. Make a 3" x 3" square of white paper.
2. Make a 4" x 2" rectangle of gold paper.
3. Make a four-link paper chain, each link in a different color.
4. Make a T-shaped piece 3" x 5" in green and white paper.
5. Make a 4" x 4" flag, in any three colors.

The first subgroup to complete all tasks is the winner. Subgroups may bargain with other subgroups for the use of materials and tools to complete the tasks on any mutually agreeable basis.

■ MONETARY INVESTMENT: NEGOTIATION

Goals

- To provide insight into the dynamics of negotiation processes: strategy, constituent pressure, consensus, and mediation.
- To simulate a collective-bargaining experience.
- To explore the behavior of participants in a bargaining situation.

Group Size

Twelve or more members.

Time Required

One and one-half to two hours.

Materials

- Paper money of any one denomination.
- Blank paper and a pencil for each participant.

Physical Setting

Three rooms, two for private caucuses and one to serve as a common meeting room, each with tables and chairs.

Process

1. The facilitator divides the participants into Labor, Management, and Neutral teams. (This may be done at random or members may choose which subgroup they wish to join. The Labor and Management teams can be of equal numbers, or Labor can be larger to simulate real conditions. Only two or three members are needed on the Neutral team.)
2. The facilitator takes the Labor team aside and collects an equal amount of money (equal to \$1 to \$3) from each member (amount X), then does the same thing with the Management team (amount Y). The facilitator decides how much to collect from each team and instructs each team not to reveal the amount collected. The Neutral team members are not told either amount.

- 3 The facilitator adds money (equal to \$11 to \$25) (amount Z) to amounts X and Y and announces the total of X, Y, and Z to all teams. (Each team knows only its own contribution and the total; the Neutral team knows only the total.)
4. The facilitator distributes paper and pencils to all participants. He or she tells them that the issue to be discussed is distribution of the money between the Labor and Management teams. These two teams are instructed to go to separate rooms and organize for a negotiation session to be held in fifteen minutes to establish ground rules.
5. The facilitator instructs the members of the Neutral team to prepare a brief presentation of what they offer, e.g., mediation, conciliation, go-between services, binding final-offer arbitration, arbitration with power to determine the settlement figure, or a hearing. The facilitator may discuss possible services with them. He or she tells them that they are to charge a set fee for their mediation and arbitration services. If their services are not hired, they are merely to observe the negotiation sessions.
6. All members reassemble, and the Neutral team gives its presentation.
7. The facilitator announces that after the first hour has passed, an amount of money (amount W) will be taken from the total every ten minutes (to simulate a no-contract, no-work strike situation) until a settlement is reached and that either team may have any amount deducted from the total as requested by an authorized agent (to simulate a lockout, if requested by management, or strike, if requested by labor). The facilitator keeps any money removed from the total.
8. Negotiation sessions begin and continue until a settlement has been reached about the distribution of the funds. The funds are then distributed as agreed.
9. The facilitator leads a discussion of the feelings of the participants and the learnings that occurred. Some or all of the following questions may be used:
 - What were the reactions of the participants to the final settlement? How was it reached?
 - What were the reactions if money was deducted from the total? How did this affect the negotiation process?
 - What were the reactions to the negotiator on the part of each team?
 - What behaviors seemed to produce the best results for the bargaining parties involved? What other strategies might have been used?
 - What assumptions did the teams make about themselves and each other? How did this affect the bargaining position and strategy?
 - What principles (characteristics) are essential to the position of negotiator?
 - How would you modify these learnings with groups that are doing other types of negotiation?

Variations

- The Neutral team members can be briefed on what to look for and can serve as discussion leaders.
- If the group is large, some members can be briefed by the facilitator and act as silent observers at strategy sessions.
- A different member of the Neutral team can serve at each session.
- The facilitator can give a lecturette on negotiation as part of step 4, or the Neutral team can expand its presentation.
- Teams can reverse roles, if time permits, to gain a broader perspective.

Submitted by Tom Armor. A previous version of this activity appeared as "A Real Negotiation Exercise" in the *Journal of Collective Negotiations*, 1977, 6(2), 177-180.

■ **BARGAINING, UNITED NATIONS STYLE: EXPLORING THE IMPACT OF CULTURAL VALUES**

Goals

- To offer each participant an opportunity to experience being a person from a different culture.
- To offer the participants an opportunity to interact with people who represent a different culture.
- To demonstrate the effects of cultural differences on interactions between members of different cultures.
- To allow the participants to experience the process of negotiation between two people whose values differ.

Group Size

Four subgroups of three to eight members each. The subgroups should be of approximately equal size.

Time Required

Approximately two to two and one-half hours.

Materials

- Enough copies of each instruction sheet to accommodate one subgroup. (Each subgroup is assigned one of the four cultures: Anonymites, Personameans, Religionians, and Agnosticatians. Within each subgroup each member receives a copy of that subgroup's instruction sheet.)
- A name tag for each participant.
- Several sheets of blank paper and a pencil for each participant.
- A portable writing surface for each participant.
- A pen or felt-tipped marker for each subgroup (for filling out name tags).
- Food, drinks, plates, cups or glasses, and utensils appropriate for buffet-style eating.¹

¹ The food setup can be as simple or as elaborate as the facilitator wishes.

Physical Setting

A room large enough to allow the four subgroups to work without disturbing one another and open enough to allow mingling in a party-like atmosphere. The design requires a table on which to set out the food, drinks, and so forth.

Process

1. The facilitator introduces the goals of the activity and provides a brief overview of the process.
2. The participants are assembled into four subgroups of approximately equal size.
3. The facilitator gives each subgroup a set of instruction sheets, name tags, blank paper and pencils, portable writing surfaces, and a pen or felt-tipped marker. The participants are told to read their instruction sheets and to spend forty-five minutes completing their tasks. While the participants are working, the facilitator sets out the food, drinks, and so forth and assists the subgroups as necessary.
4. After forty-five minutes the facilitator asks the subgroups to stop their work and to spend the next twenty minutes attending a United Nations mixer. The participants are cautioned to stay in their roles as members of their assigned cultures. They are also instructed to share a “meal” with at least one member of another culture and to speak with as many people from other subgroups as possible so that they can learn about the customs, values, needs, and resources of the different cultures. After eliciting and answering questions about these instructions, the facilitator tells the participants to begin the mixer.
5. After twenty minutes the facilitator stops the interactions and asks the subgroups to reassemble. The facilitator explains that during each subgroup meeting the members will spend twenty minutes sharing the information they have collected about the other cultures, deciding which culture they want to negotiate with to trade resources, analyzing that culture, choosing a member to serve as their representative in negotiations, and developing a negotiation strategy.
6. The facilitator asks the subgroups to conclude their meetings and to announce their chosen representatives. The representatives are invited to take turns negotiating with one another in accordance with the decisions made by their subgroups. (Only one negotiation takes place at a time.) Each negotiation is completed in three stages: (a) the two representatives meet for five minutes to discuss their needs and positions while all other participants observe; (b) the representatives separate and meet with their respective subgroups for five minutes to discuss strategy while the remaining participants observe the discussion of one subgroup or the other; and (c) the representatives meet again for five minutes to bargain while all other participants observe. Regardless of

whether an agreement is reached, the facilitator stops each negotiation session after the final five-minute bargaining period. (Thirty-five minutes.)²

7. After all negotiations have been concluded, the facilitator reconvenes the total group and leads a final discussion based on these questions:
 - What were your feelings and reactions to being a person from a different culture? What were your feelings and reactions to having to behave that way? What are your feelings about the results of the negotiations?
 - What were your reactions to meeting the members of the other cultures? What likes and dislikes surfaced? What was the basis of those feelings?
 - How did the cultural “instructions” that you and the other subgroups followed affect your interactions with one another? How did the cultural differences affect the negotiations and their results?
 - What have you learned about interaction with members of different cultures? What have you learned about negotiating with members of different cultures? What do we need to keep in mind to improve negotiation and its results?
 - How does this activity apply to our doing business with people from different cultures? What are some ways in which we can negotiate differently?

Variations

- To increase the complexity of negotiations, the facilitator may set up the subgroups as follows:

<i>Subgroups</i>	<i>Have</i>	<i>Need</i>
Anonymites	Cars	Gold
Personameans	\$25,000	Oil
Religionians	Gold	Money for Food
Agnostications	Oil	Cars

- To reduce the setup complexity, the facilitator may eliminate the need and instructions for food.
- The facilitator may run the activity with only two cultures that have differing values (for example, the Anonymites and the Personameans).
- The facilitator may run the activity as an experience in becoming acquainted with different cultures. (The negotiation phase may be eliminated.)

² Generally there are two negotiation sessions: (a) the representative of the Anonymites negotiating with the representative of the Personameans and (b) the representative of the Religionians negotiating with the representative of the Agnostications. This means that step 6 requires thirty-five minutes, five minutes to explain the negotiation process to the participants and thirty minutes to conduct the negotiations.

Submitted by Julia T. Oliver and John E. Oliver.

BARGAINING, UNITED NATIONS STYLE: INSTRUCTION SHEET FOR THE ANONYMITES

The Anonymites come from the land of Anon, a culture in which the good of the community is much more important than the welfare or the rights of any individual. Hence, the values of the Anonymite culture stress the importance of getting along with one another, sacrificing for the good of the group, and sharing resources. For example, etiquette in this culture demands that a person break bread with his or her companions by eating from the same dish or dividing and sharing the food.

Individual Anonymites tend to be shy and retiring, preferring not to be the center of attention. They are generally soft-spoken and will not argue; instead, they seek to please. However, Anonymites are crafty negotiators. Because their culture is female dominated, the Anonymites generally choose female leaders.

Anon's greatest resource is a highly skilled labor force that is capable of building magnificent automobiles. However, because the country is very small and has excellent public transportation, few Anonymites buy cars. Although many automobiles are exported each year, there is still a surplus.

Anon's greatest need is to acquire food for its people. Food is extremely expensive in Anon, costing an average of \$20,000 per person per year.

Instructions: You and your fellow subgroup members are Anonymites. You are to complete the following tasks, remembering that all of your choices and decisions must be consistent with the preceding description of Anonymites.

1. Create a three-syllable name for each member of your group. Write each name on a separate name tag and write "Anonymite" beneath the name. Throughout the activity each of you is to wear one of these name tags on the *right* side of your shirt or blouse.
2. Create a verbal greeting and a physical gesture for leaving.
3. Decide what personal distance will be acceptable in your culture. For example, how close to one another will people stand while talking? Will people look at one another during a conversation?
4. Define your cultural attitude toward authority.
5. Identify a strongly held belief and how you will act when that belief is questioned or violated.
6. Define a gesture that is offensive.
7. Define how your culture views bargaining. How will you act during negotiations? Choose one member as a representative to speak at negotiations.
8. In some Arabic cultures, it is taboo to touch someone with the left hand. What is your culture's taboo?
9. Define how you will act if someone admires something you have.

After completing these tasks, you will be invited to a United Nations mixer to interact with people from three other cultures. While mingling and eating, you must maintain the characteristics of Anonymites. Find out as much as you can about the customs, values, resources, and needs of the other cultures. Later your representative will use this information to negotiate a trade of resources with another culture's representative.

BARGAINING, UNITED NATIONS STYLE: INSTRUCTION SHEET FOR THE PERSONAMEANS

The Personameans come from the land of Persona, a culture in which the individual is paramount. The members are generally outgoing and assertive. Because their culture is male dominated, Personameans generally choose male leaders. Personameans are often loud and argumentative and feel that they must have the last word in any negotiations. The culture is fiercely proud of its laws, which protect the rights of the individual. Etiquette demands that a Personamean not eat any food that has been touched by another. Occasionally Personameans act together as a group, but only as a last resort. Persona's greatest resource is money. Each year the government provides every citizen with \$25,000.

Persona's greatest need is for transportation. The country is vast, and residents must commute great distances to work. Each Personamean needs an automobile.

Instructions: You and your fellow subgroup members are Personameans. You are to complete the following tasks, remembering that all of your choices and decisions must be consistent with the preceding description of Personameans.

1. Create a one-syllable name for each member of your group. Write each name on a separate name tag and write "Personamean" beneath the name. Throughout the activity each of you is to wear one of these name tags on the *left* side of your shirt or blouse.
2. Create a verbal greeting and a physical gesture for leaving.
3. Decide what personal distance will be acceptable in your culture. For example, how close to one another will people stand while talking? Will people look at one another during a conversation?
4. Define your cultural attitude toward authority.
5. Identify a strongly held belief and how you will act when that belief is questioned or violated.
6. Define a gesture that is offensive.
7. Define how your culture views bargaining. How will you act during negotiations? Choose one member as a representative to speak at negotiations.
8. In some Arabic cultures, it is taboo to touch someone with the left hand. What is your culture's taboo?
9. Define how you will act if someone admires something you have.

After completing these tasks, you will be invited to a United Nations mixer to interact with people from three other cultures. While mingling and eating, you must maintain the characteristics of Personameans. Find out as much as you can about the customs, values, resources, and needs of the other cultures. Later your representative will use this information to negotiate a trade with other representatives.

BARGAINING, UNITED NATIONS STYLE: INSTRUCTION SHEET FOR THE RELIGIONIANS

The Religionians come from the land of Religionia, a culture in which the good of the people is decided by a tribunal of elders whose religious beliefs govern their actions. Each is fiercely loyal to what he or she perceives as God-given rights and responsibilities. Because the culture is female dominated, Religionians tend to elect female leaders. Individual Religionians are outgoing and personable, but also rigid and demanding. Like the elders, they hold staunch religious beliefs. Etiquette demands that a Religionian eat only after having given thanks visibly and verbally to the heavenly provider.

Religionia's greatest resource is the wealth of gold mined in its mountains. Each member of the culture owns two gold bars. Religionia's greatest need is for energy. Each Religionian needs a barrel of oil to support his or her energy needs.

Instructions: You and your fellow subgroup members are Religionians. You are to complete the following tasks, remembering that all of your choices and decisions must be consistent with the preceding description of Religionians.

1. Create a four-syllable name for each member of your group. Write each name on a separate name tag and write "Religionian" beneath the name. Throughout the activity each of you is to wear one of these name tags on the *left* side of your shirt or blouse.
2. Create a verbal greeting and a physical gesture for leaving.
3. Decide what personal distance will be acceptable in your culture. For example, how close to one another will people stand while talking? Will people look at one another during a conversation?
4. Define your cultural attitude toward authority.
5. Identify a strongly held belief and how you will act when that belief is questioned or violated.
6. Define a gesture that is offensive.
7. Define how your culture views bargaining. How will you act during negotiations? Choose one member as a representative to speak at negotiations.
8. In some Arabic cultures, it is taboo to touch someone with the left hand. What is your culture's taboo?
9. Define how you will act if someone admires something you have.

After completing these tasks, you will be invited to a United Nations mixer to interact with people from three other cultures. While mingling and eating, you must maintain the characteristics of Religionians. Find out as much as you can about the customs, values, resources, and needs of the other cultures. Later your representative will use this information to negotiate a trade with other representatives.

BARGAINING, UNITED NATIONS STYLE: INSTRUCTION SHEET FOR THE AGNOSTICIANS

The Agnosticatians come from the land of Agnostica. They are practical, pragmatic people who work diligently. Because their culture is male dominated, Agnosticatians tend to choose male leaders. However, they value egalitarian and democratic principles; in negotiations they tend to go with the general good. Their values stress that knowledge is of supreme importance and must constantly be researched and updated. Consequently, science plays a large role in their society. Etiquette demands that Agnosticatians inspect their food thoroughly for contamination before eating it.

Agnostica's greatest resource is its wealth of oil wells. Each member of the culture owns two barrels of oil.

Agnostica's greatest need is for gold to buy food and medicine for its people. One gold bar is required to support each Agnosticatian's needs.

Instructions: You and your fellow subgroup members are Agnosticatians. You are to complete the following tasks, remembering that all of your choices and decisions must be consistent with the preceding description of Agnosticatians.

1. Create a two-syllable name for each member of your group. Write each name on a separate name tag and write "Agnostician" beneath the name. Throughout the activity each of you is to wear one of these name tags on the *left* side of your shirt or blouse.
2. Create a verbal greeting and a physical gesture for leaving.
3. Decide what personal distance will be acceptable in your culture. For example, how close to one another will people stand while talking? Will people look at one another during a conversation?
4. Define your cultural attitude toward authority.
5. Identify a strongly held belief and how you will act when that belief is questioned or violated.
6. Define a gesture that is offensive.
7. Define how your culture views bargaining. How will you act during negotiations? Choose one member as a representative to speak at negotiations.
8. In some Arabic cultures, it is taboo to touch someone with the left hand. What is your culture's taboo?
9. Define how you will act if someone admires something you have.

After completing these tasks, you will be invited to a United Nations mixer to interact with people from three other cultures. While mingling and eating, you must maintain the characteristics of Agnosticatians. Find out as much as you can about the customs, values, resources, and needs of the other cultures. Later your representative will use this information to negotiate a trade of resources with another culture's represent

■ TERRITORY: INTERGROUP NEGOTIATION

Goals

- To experience the effects of a negotiation activity.
- To increase awareness of various negotiation strategies.
- To practice collaboration strategies in intergroup problem solving.

Group Size

Three to six subgroups of four to six members each.

Time Required

Approximately two and one-half hours.

Materials

- A copy of the Territory Instruction Sheet for each participant.
- Two copies of the Territory Terrain Sheet for each subgroup. (This sheet is a map of the room or area that is to be divided by the teams. It should be prepared by the facilitator prior to the activity.)
- A pencil for each participant.
- A roll of crepe-paper streamer in a different color for each subgroup.
- A roll of masking tape for each subgroup.

Physical Setting

A room that will accommodate all members in planning or discussion, and an empty room or a designated area within the general meeting room that is substantially larger than is needed to physically accommodate the group.

Process

1. The facilitator forms subgroups in a manner deemed appropriate to the participant group involved, e.g., counting off, having the participants choose teammates, or assignment based on desired sex ratio or other factor.

2. The facilitator distributes one copy of the Territory Instruction Sheet and a pencil to each participant and two copies of the Territory Terrain Sheet to each subgroup. The facilitator reads the Territory Instruction Sheet aloud and then supplies the instructions on the following page.
 - Each subgroup is to meet independently.
 - The subgroup members have twenty minutes (a) to decide how much of the space in the designated territory they want to claim for their subgroup, (b) to develop a plan for getting the space, and (c) to decide on their negotiating strategies.
 - The staking-out activity in round 1 is to be carried out nonverbally by the subgroup representatives, working simultaneously.
 - The spaces claimed during round 1 must correspond to the plan submitted by the subgroup.
 - The elected subgroup representative has the authority to negotiate space and alter boundaries on behalf of the subgroup.
 - New representatives may not be elected once the activity has begun.
 - All subgroup representatives must agree on final space allocations by the end of six rounds of negotiation or all space is forfeited.
 - The winning subgroup will be the subgroup with the most physical space at the end of round 6.
3. The subgroups are directed to depict the configuration of the space they want to claim on the Territory Terrain Sheets and to select one representative to serve as negotiator for the subgroup.
4. After twenty minutes, or when each subgroup has submitted a copy of its plan to the facilitator, the start of round 1 is announced. The representative from each subgroup is given a roll of crepe paper (each subgroup receives a different color) and a roll of masking tape and is sent to the room or area in which the territory is to be divided. Using the roll of crepe paper (and the subgroup's copy of the Territory Terrain Sheet as a guide) each representative stakes out the space claimed by his or her subgroup. The facilitator monitors this phase of the activity to ensure that the activity is carried out nonverbally and that no changes are made during this round. The other subgroup members remain in the meeting area while their representatives carry out the claim-staking task. (Five minutes.)
5. The facilitator calls time and directs round 2, the team-strategy caucus, to begin. (Ten minutes.)
6. The facilitator monitors each of the remaining rounds, calls time, and reiterates the directions for the next round before it begins.
7. At the close of round 6, the facilitator declares a winning subgroup, based on criteria established at the start of the activity.

8. Subgroup members are instructed to remain in their meeting areas to discuss their general reactions to the activity and to review the strategies used by their negotiators. The strengths and weaknesses of various negotiating styles and strategies employed by the other subgroups, especially the winning team, are also discussed. (Fifteen minutes.)
9. The facilitator reassembles the total group, and the subgroups report on the results of their discussions. (Five minutes.)
10. The facilitator develops a list of the strategies used, summarizing the reported strengths and weaknesses by focusing on key words and ideas. The facilitator then gives a brief lecturette on negotiation strategies, using the list previously generated by the group as a starting point and adding to it when necessary. (Fifteen minutes.)
11. The participants identify general themes that have emerged during the reporting and listing processes. (Five minutes.)
12. The subgroups reconvene to discuss the application of their learnings to back-home negotiation situations. (Ten minutes.)

Variations

- Subgroup members can accompany their representatives to the territory to be claimed and serve as observers and coaches between each of the rounds of claim staking.
- A second planning session can be held between rounds 4 and 5 to develop negotiation strategies.
- New subgroup representatives can be elected after round 2 has been completed.
- Other criteria can be used to determine the winning subgroup, e.g., the subgroup closest to its original plan, self-evaluation, or nomination of the winner. The basis for winning can be determined by the facilitator or can be decided by participants through a simple decision-making procedure. However, it is important not to detract from the negotiation focus of the activity by using a complex decision-making procedure at this point.

Submitted by Phyliss Cooke and Anthony J. Reilly.

TERRITORY INSTRUCTION SHEET

This activity will be conducted in six rounds.

Each subgroup is to depict the amount of space it will claim on the two copies of the Territory Terrain Sheet provided. One copy of this plan is to be given to the facilitator prior to round 1.

The rounds will be conducted as follows:

Round 1 (Five minutes): An elected representative of your subgroup will stake out the space claimed by the subgroup by outlining it with the colored paper streamer supplied to your subgroup. This will be done nonverbally, with representatives from all subgroups working simultaneously. Representatives will return to their meeting areas to report on their results as soon as their tasks are completed.

Round 2 (Ten minutes): Subgroup members will caucus to discuss the results of the staking-out activity and their strategy for round 3.

Round 3 (Fifteen minutes): Subgroup representatives will return to the territory and make desired changes, if any. Representatives may discuss their plans and negotiate with other representatives during this round.

Round 4 (Ten minutes): Subgroups will reconvene to discuss results. Representatives may receive coaching and instructions from other subgroup members at this time.

Round 5 (Ten minutes): All subgroup members will accompany their representatives to the territory and observe as their representative negotiates for them with the other subgroups' representatives. Desired changes will be made by subgroup representatives. Only the representatives may negotiate or make adjustments to the subgroup boundaries.

Round 6 (Fifteen minutes): Subgroups will reconvene in their meeting areas to discuss their final strategies. Representatives will return to the territory for the final negotiation and/or to make final adjustments in their subgroup's boundaries. Time will be called at the end of this round, and a winning subgroup will be declared by the facilitator.

■ CREATIVE PRODUCTS: INTERGROUP CONFLICT RESOLUTION

Goals

- To examine some of the effects of collaboration and competition in intergroup relationships.
- To demonstrate the effects of win-win and win-lose approaches to intergroup conflict.
- To practice intragroup planning and problem solving.

Group Size

Any number of subgroups of eight to twelve members each.

Time Required

Two and one-half to three hours.

Materials

- A copy of the Creative Products General Situation Sheet for each participant.
- A copy each of the Creative Products Personnel Information Sheet, the Creative Products Management Problem Sheet, and the Creative Products Management Salary Sheet for each member of a management team.
- A copy of the Creative Products Personnel Information Sheet and a copy of the Creative Products Employee Problem Sheet for each member of an employee team.
- A copy of the Creative Products Team Perception Sheet for each participant.
- Name tags for each participant.
- Blank paper and a pencil for each participant.
- Newsprint, felt-tipped markers, and masking tape for each group.

Physical Setting

A room large enough for all participants to meet comfortably as a total group, small work areas for each subgroup, and a table and four chairs for each management-employee grouping.

Process

1. The facilitator divides the participants into groups of eight to twelve members each and divides each subgroup into two teams (management and employee). Each team is directed to go to a separate location in the room.
2. The facilitator distributes a copy of the Creative Products General Situation Sheet, blank paper, and a pencil to each participant.
3. The facilitator distributes a copy of the Creative Products Personnel Information Sheet and the appropriate Creative Products Problem Sheet (Management or Employee) to each participant according to team designation. Each member of the management team also receives a copy of the Creative Products Management Salary Sheet.
4. Each team is informed by the facilitator that it has forty-five minutes in which to:
 - Read the appropriate background materials.
 - Agree on a role for each member from among those for the team (management or employee) on the Creative Products Personnel Information Sheet.
 - Decide as a team on a solution to the problem facing Creative Products and a strategy for gaining acceptance of the proposal from the other team (management/employee) in the subgroup.
5. The facilitator gives all members name tags and instructs them to fill in their role names and wear their name tags.
6. The facilitator tells each management team and each employee team to select one or two representatives to meet with representatives of the other team in a setting with a table and four chairs. The two to four representatives from each grouping then conduct a meeting to determine a course of action for Creative Products while other group members observe the negotiation. Members of the management and employee teams should sit behind their respective representatives during the negotiation session. (Thirty to forty minutes.)
7. The facilitator calls time and directs representatives to rejoin their teams. The facilitator then distributes a copy of the Creative Products Team Perception Sheet to each participant. Participants are allowed ten minutes to complete the sheet (for “our team” and for “the other team”).
8. The facilitator instructs each management-employee group to conduct a discussion to debrief the activity, including the following points:
 - How negotiating representatives felt during the negotiation.
 - The kind of relationship evidenced between managers and employees during their joint meeting: collaborative (win-win) or adversarial (win-lose).

- Specific behaviors on the part of each representative team member that were indicative of this relationship.
 - The effectiveness of each team's original solution to the problem and strategy for gaining acceptance for that solution.
 - How observing members felt as the negotiation activity progressed. (Fifteen minutes.)
9. Group members then are directed to share their responses to the items on the Creative Products Group Perceptions Sheet. Differences in group members' perceptions of their own group are noted and discussed. Special attention also is paid to differences in perceptions of "our team" and perceptions of "the other team." (Fifteen minutes.)
 10. The facilitator reconvenes the total group and leads a discussion of the effects of competition on intergroup problem solving. Participants are encouraged to identify factors that contribute to dysfunctional attitudes and to suggest specific strategies for creating a climate for collaboration. The facilitator records these strategies on newsprint. (Twenty to thirty minutes.)
 11. Participants are formed into trios to discuss learnings and back-home applications of the strategies developed. (Fifteen to twenty minutes.)

Variations

- If participants have had prior experience with one another, they can be asked to explore the process of group perception formation and change. (Twenty to thirty minutes.)
- The facilitator can have each participant complete the Creative Products Team Perception Sheet immediately after members are divided into subgroups and once again at the conclusion of the activity, preceding the discussion.
- The facilitator can lead the group in a discussion of the following additional questions at the conclusion of the activity:
 - How did you initially rate the other team in comparison to your own team? Why?
 - What characteristics or factors did you use to form your impressions of the other team?
 - How would you rate the other team now?
 - Have you changed your views of your own team? Why?
- The activity can be extended to include intergroup team building. (One and one-half hours.)

- At the end of the activity, each team can meet separately to prepare three perception sheets: “our team,” “the other team,” and “predictions of how the other team described us.”
- The groups come back together and a spokesperson for each team presents his or her team’s lists. (Ten minutes.)
- Group members ask each other questions to clarify points of view. (Ten minutes.)
- Mixed subgroups composed of four to five management and employee representatives review the lists independently and propose actions for improving relationships. (Twenty minutes.)
- The subgroups report back to the total group, which then formulates a list of action items that it commits itself to perform. (Thirty minutes.)
- The role aspect of the activity can be omitted. Personnel information sheets and management/employee problem sheets can be eliminated. Groups can engage in the activity using only the information from the general situation sheet. Processing focuses on group members’ stereotypic thinking as a dynamic in understanding their solution to the problem and strategy for the meeting.
- During the negotiation session, representatives of either team can call for a recess of not more than three minutes to allow representatives to caucus with their teams to develop new strategies.
- Team members can be allowed to pass notes to their representatives during the negotiation session.
- The content focus can be rewritten to reflect the concerns of the participants.

Submitted by William J. Heisler and Robert W. Shively.

CREATIVE PRODUCTS GENERAL SITUATION SHEET

Creative Products, Inc., founded in 1975, is a small, family-owned specialty product manufacturer.

The company got off to a fast start, mostly because of its creative and innovative approaches to designing and solving the manufacturing problems of a product line that was new to the whole nation when the company began and which is still subject to fast changes. Both managers and workers have put in many long hours, often sacrificing their personal time to get the company off the ground and keep it competitive.

A significant downturn in the national and local economies has been experienced recently and is expected by most experts to last for another three to five years. At Creative Products, it is becoming increasingly obvious that some adjustments will have to be made if the company is to survive.

Confronted with the current economic conditions, management is about to conduct an analysis of the entire situation. However, having recently attended an executive seminar on human relations at a nearby university, Creative's president is also asking employees of the company to consider the situation and to meet with management to present any ideas they have as to how to deal with the company's current difficulty. It appears that unless the company can achieve cost reductions of approximately \$30,000 per year, it will not be able to remain financially viable.

CREATIVE PRODUCTS PERSONNEL INFORMATION SHEET

Management Staff

<i>Name</i>	<i>Position</i>	<i>Age</i>	<i>Date of Employment</i>	<i>Comments</i>
Robin Jones	President	58	January 1975	One of company's founders. Health questionable.
K.C. Jones	Executive Vice President & Manager of Manufacturing	32	June 1980	M.B.A., B.S. in engineering design. Child of Robin Jones.
Pat Sadowski	Marketing Manager	53	February 1983	Increased sales markedly in first two years with company.
Lyn Jones	Managerial Trainee	24	March 1986	M.B.A., bright and creative but insensitive to others. Adopted child of Robin Jones' brother. Has already lost two jobs due to inability to relate to others.
Marion Phelps	Controller	38	March 1975	One of the group who started with the company.
Sam Rodriguez	Accountant	32	October 1985	Still in training under Marion Phelps.

Hourly Work Force

<i>Name</i>	<i>Position</i>	<i>Age</i>	<i>Date of Employment</i>	<i>Comments</i>
Cass Michelson	Machinist	62	January 1975	Reputed to have solved original problems related to manufacturing of Creative's leading product. Visibly slowing down due to age and health.
Quentin Salter	Set-Up Director	35	November 1982	After a slow start has become one of hardest working employees. Limited intelligence and imagination.
Jaye Levine	Packaging	57	June 1977	Always a reliable worker. Has son in Hawaii. Has expressed concern about effect on own job of new packaging machinery considered last year.
Terry Marquand	Tool & Die Specialist	28	July 1986	Associate degree from Lamar Tech. Bright, creative. Has already brought about money-saving innovations.
Stacy Chun	Maintenance	47	August 1968	Faithful if not overly intelligent. Some suspicion that son's accidental death last year has resulted in beginning stages of alcoholism.
"Mugsy" Fredericks	Machinist	40	February 1976	Can really get the work out. Is as productive as two average machinists. Somewhat resented by other workers for pressure own performance places on them.
Chris McGovern	Mold Specialist	41	April 1984	Held in some disregard by other workers due to fast-paced personal life. Possesses a skill crucial to the company's manufacturing process. Would be hard to replace.
Sal Banks	Electrician	55	December 1981	An average worker. Perceived as falling behind in technical knowledge required by position. Becomes eligible next year to participate in the company's retirement plan, which is considered to be a very good one.

CREATIVE PRODUCTS MANAGEMENT PROBLEM SHEET

The preliminary analysis conducted by the company's management indicates that the company has no choice but to reduce its work force if it is to survive. The analysis has been a careful one, with other alternatives explored thoroughly. Accordingly, the problem facing management is to decide who must go. Its thinking is that the work force will have to be reduced to no more than five or six people.

In the time allotted, decide which employees are to be terminated and how and outline the strategy you will use to "sell" Creative's employees on this approach.

Representatives of Creative's employee group are scheduled to meet with Robin and K.C. Jones later in the day to discuss the company's situation and plans.

CREATIVE PRODUCTS MANAGEMENT SALARY SHEET

<i>Name of Manager</i>	<i>Annual Salary</i>
Robin Jones	\$62,000
K.C. Jones	\$50,000
Pat Sadowski	\$43,000
Lyn Jones	\$27,000
Marion Phelps	\$41,000
Sam Rodriguez	\$29,000

CREATIVE PRODUCTS EMPLOYEE PROBLEM SHEET

There has been general recognition among Creature's employees for the last few months that the company is in trouble and that something will have to be done. A particular concern among you is that management will decide to reduce the size of the work force, placing either you or some of your colleagues or friends out of work. You suspect that there is a great deal of slack in top management and that management salaries are highly inflated.

In the allotted time, consider how the problem facing the company might be resolved and outline the strategy you will use to "sell" management on this approach.

Robin Jones has asked for two representatives of your group to meet in Robin's office later in the day to discuss the situation facing the company.

CREATIVE PRODUCTS TEAM PERCEPTION SHEET

Team _____

Instructions: Following are two lists of several adjectives that might be used to describe your team and the other team. In each list, for each adjective, circle the number that indicates the degree to which you believe it is descriptive of your team or the other team (7 = completely descriptive; 1 = definitely not descriptive).

Own Team

Honest	1	2	3	4	5	6	7
Open-minded	1	2	3	4	5	6	7
Self-serving	1	2	3	4	5	6	7
Intelligent	1	2	3	4	5	6	7
Irrational	1	2	3	4	5	6	7
Emotional	1	2	3	4	5	6	7
Conservative	1	2	3	4	5	6	7
Friendly	1	2	3	4	5	6	7
Reasonable	1	2	3	4	5	6	7
Inflexible	1	2	3	4	5	6	7
Defensive	1	2	3	4	5	6	7
Aggressive	1	2	3	4	5	6	7
Unrealistic	1	2	3	4	5	6	7

Other Team

Honest	1	2	3	4	5	6	7
Open-minded	1	2	3	4	5	6	7
Self-serving	1	2	3	4	5	6	7
Intelligent	1	2	3	4	5	6	7
Irrational	1	2	3	4	5	6	7
Emotional	1	2	3	4	5	6	7
Conservative	1	2	3	4	5	6	7
Friendly	1	2	3	4	5	6	7
Reasonable	1	2	3	4	5	6	7
Inflexible	1	2	3	4	5	6	7
Defensive	1	2	3	4	5	6	7
Aggressive	1	2	3	4	5	6	7
Unrealistic	1	2	3	4	5	6	7

■ MERGER MANIA: UNDERSTANDING INTERCULTURAL NEGOTIATION

Goals

- To provide an opportunity for participants to experience the effects that different organizational cultures have on negotiation.
- To allow participants to experience how personal attitudes can obstruct the negotiation process.
- To offer participants a chance to practice or observe an important skill in negotiation: uncovering the deeper issues beneath the surface facts.

Group Size

At least twelve participants: four *company representatives*, four *negotiators*, and four *observers*. Additional participants may be accommodated as observers or as suggested in the first item under “Variations.”

Time Required

Two hours and five to ten minutes.

Materials

- One copy of the Merger Mania Memo for each participant.
- One set of Merger Mania Role Sheets A through D for the company representatives (a different sheet for each of the four representatives).
- One copy of the Merger Mania Stipulation for each company representative.
- One copy of the Merger Mania Observer Sheet for each observer.
- A name tag for each participant:
 - Four labeled “Negotiator”;
 - One labeled “Company Representative, Sun”;
 - One labeled “Company Representative, Conglomerate”;
 - One labeled “Company Representative, Grand Baton”;

- One labeled “Company Representative, Ajax”; and
- Four (or more) labeled “Observer.”
- A clipboard or other portable writing surface for each participant.
- A pencil for each participant.
- Several sheets of paper for each negotiator.
- A newsprint poster prepared in advance with the following information:

Function	Time
Negotiators’ Strategy Session 1	10 minutes
First Meeting with Company Representatives	10 minutes
Negotiators’ Strategy Session 2	15 minutes
Second Meeting with Company Representatives	15 minutes
Negotiators’ Strategy Session 3	15 minutes
Third Meeting with Company Representatives	15 minutes

- A newsprint flip chart and a felt-tipped marker.
- Masking tape for posting newsprint.
- A stopwatch for the facilitator’s use in timing the steps.

Physical Setting

A room large enough for four subgroups to work without disturbing one another. In addition, a hallway or a separate room should be available so that the facilitator can meet privately with the company representatives. Movable chairs should be provided.

Process

1. The facilitator states that the upcoming activity offers the participants an opportunity to experience the effects that different organizational cultures and different personal attitudes have on the process of negotiation. Then each participant is given a copy of the Merger Mania Memo and is asked to read it. After everyone has finished reading, the facilitator displays the prepared newsprint poster and clarifies the activity process with the following comments, referring to the poster as needed:

“This activity simulates a merger of four companies. Four of you will play *company representatives*, each with his or her own predetermined character and motives. Four others will serve as *negotiators*, whose purpose is to resolve the differences among the company representatives and complete the merger agreement. All remaining participants will be *observers*.

“The negotiators will begin with a strategy session. After that session, there will be separate meetings, each involving one negotiator and one company representative and observed by one (or more) observers. There may be as many as three strategy sessions and three meetings between negotiators and company representatives. Once the meetings start, the same subgroups of negotiators, company representatives, and observers will meet throughout the simulation.”

(Ten minutes.)

2. Four volunteers are chosen to be negotiators and four to play the roles of company representatives. The remaining participants are designated as observers.
3. The facilitator accompanies the observers to a separate part of the room. Each observer is given a name tag labeled “Observer,” a set of role sheets, a copy of the Merger Mania Stipulation, a copy of the Merger Mania Observer Sheet, a clipboard or other portable writing surface, and a pencil. The facilitator asks the observers to read all handouts so that they can become familiar with the entire role-play situation as well as their own task.
4. The facilitator accompanies the negotiators to a different part of the room. Each negotiator is given a “Negotiator” name tag, a clipboard or other portable writing surface, several sheets of paper for making notes, and a pencil. The facilitator explains that soon the negotiators will begin their first strategy session, during which they will determine *how to gather information from the company representatives that will help in figuring out a solution that is agreeable to all four representatives*.
5. As soon as the observers have finished reading their handouts, they are asked to gather around the negotiators to observe the first strategy session. Then the negotiators are instructed to begin the session and to spend ten minutes developing a strategy. (Ten minutes.)

6. After telling the negotiators to begin, the facilitator accompanies the company representatives to a hallway or a separate room. Each is given one of the four name tags for company representatives, the role sheet that matches the tag, a copy of the Merger Mania Stipulation, a clipboard or other portable writing surface, and a pencil. After the representatives have read their handouts, the facilitator answers their questions and briefly helps them to develop their roles. (The facilitator monitors time so that this step concludes at the same time that the strategy session ends.)
7. After the ten-minute period has elapsed, the facilitator calls time and accompanies the company representatives back to the main room. The participants are instructed to form subgroups consisting of one company representative, one negotiator, and one or more observers. (This process is monitored so that extra observers are divided approximately equally among the four meeting subgroups.) Then the facilitator announces the start of the first meetings between negotiators and company representatives. (Ten minutes.)
8. After ten minutes the facilitator calls time. The negotiators gather for their second strategy session while the observers observe. The company representatives meet with the facilitator in the hallway or separate room to discuss the outcomes of the previous meetings, whether to make adjustments in the way they play their roles, and what such adjustments might be. (The representatives may want to become more candid in their discussions if the negotiators are having extreme difficulty, or they may want to withhold more if the negotiators are progressing toward a solution too easily.) (Fifteen minutes.)
9. After fifteen minutes the facilitator returns to the main room with the company representatives and calls time. The facilitator announces the start of the second round of meetings between negotiators and company representatives, reminding the participants that:
 - They must meet with the same subgroups as before; and
 - The negotiators must work toward a solution that is agreeable to all company representatives.
 (Fifteen minutes.)
10. The second round of meetings continues for fifteen minutes, after which the facilitator calls time.¹ The facilitator then announces the start of the final strategy session. While the negotiators are working on their final strategy, with the observers observing, the facilitator and the company representatives again meet in the hallway or separate room to discuss progress made thus far and whether to make further adjustments in the way they play their roles. (Fifteen minutes.)

¹If the negotiators have arrived at a solution that is agreeable to all company representatives, the facilitator should skip the rest of this step as well as step 11 and proceed to step 12.

11. After fifteen minutes the facilitator returns to the main room with the company representatives, calls time, and announces the start of the final meeting with company representatives. (Fifteen minutes.)
12. At the conclusion of the fifteen-minute meeting, the facilitator reconvenes the total group. The observers are asked to take turns sharing the information they wrote on their observer sheets. As the observers report, the facilitator records salient points on newsprint and calls attention to themes. (Ten to fifteen minutes.)
13. The facilitator leads a concluding discussion based on the following questions:
 - What was it like to be a company representative? How did your assigned personal attitudes affect discussions with the negotiator?
 - What was it like to be a negotiator?
 - What did you learn about how cultural differences between organizations affect negotiation?
 - What have you learned about negotiation that you can use on-the-job?(Fifteen minutes.)

Variations

- The activity may be used with twenty-four or more participants by conducting two role plays simultaneously (two sets of negotiators, company representatives, and observers). Additional participants could still be accommodated as extra observers.
- If no solution has been reached after the second negotiation meeting, the facilitator may suggest that the negotiators probe for underlying issues during the next meeting.
- If no solution has been reached after the third meeting, the negotiation may be resumed after Step 13 so that the participants have a chance to use any new strategies brought up during the discussion.

Submitted by John Chesser

MERGER MANIA MEMO

The following memo was sent to a consulting firm assigned to mediate a dispute between four companies involved in a merger:

Memo to: Chris Wilson, Consultation Associates

From: Pat Stewart, United Securities

We've recently run into a problem, and we hope you can help. United Securities maneuvered into position as lead underwriter on a large international merger of chemical companies: *Sun*, *Conglomerate*, *Grand Baton*, and *Ajax* are to become Worldwide Chemical Industries. This is our first externally leveraged buyout, so we knew it would be difficult. Now the deal is foundering on an argument about employee compensation.

The first attempt to resolve the compensation issue went very badly. The only thing the four company representatives could agree on was that all four companies should adopt the same compensation scheme. Ultimately the representatives stormed out of the meeting, vowing never to speak to one another again.

The good news is that the four company representatives have agreed to talk to your negotiators. The bad news is that they still won't meet each other face-to-face. They want a negotiator assigned to each of them; the four negotiators will act as go-betweens in working through this dispute.

I believe that holding a series of meetings will work best: Your negotiators discuss strategy; after the strategy session, your negotiators meet in four separate groups with the four representatives (one negotiator per company representative); then your negotiators hold another session to discuss strategy; and so on. I figure we'll have time for three strategy sessions for the negotiators and three meetings between the negotiators and the company representatives.

Unless we can resolve this dispute quickly, we'll either lose the deal (and all the fees), or the companies will merge painfully and we won't be able to sell the \$725 million in high-yield bonds resulting from the merger. *Your negotiators' objective is to help the four company representatives find a solution that is agreeable to all of them, so that the merger can proceed.*

MERGER MANIA ROLE SHEET A: COMPANY REPRESENTATIVE, SUN

Important: Do not allow the negotiators to see this sheet!

You have been asked to play the role of a company representative. You have received the Merger Mania Memo, which tells about the problem at hand; this role sheet, which covers facts and motives unique to your role; and a Merger Mania Stipulation, which offers information not covered in the memo and not given to the negotiators. For example, the stipulation provides additional information about the previous merger meeting and its results, including acknowledged facts, hidden but common motives, and fears shared by all four company representatives.

Your Position

Your employer, Sun Chemical Corporation, has a reputation for quality and efficiency. It sells commodity chemicals as well as specialized plastic and rubber products to the automobile industry. It dominates the Asian market.

Sun bases pay on length of service. Job titles are relatively unimportant because the company is very egalitarian. All workers are eligible for large bonuses based on company profits. At the first merger meeting, you said little, but winced every time the Grand Baton representative spoke about a hierarchical pay plan. Your position is that the compensation plan should be Sun's: *pay based on people's length of service.*

Issues

Sun had hoped to become dominant in the chemical industry until a political-bribery scandal sent its stock price plummeting. The board of directors saw a merger as the only way to obtain the capital needed for worldwide expansion. Sun views the other companies in the merger as mere conduits for its chemical products. Eventually, it hopes that the new company will concentrate all production with Sun. Naturally, it would be best if the production workers were to be paid the way they always have been paid: the Sun Chemical Corporation way.

Sun's biggest worry is that the other companies will lose money and thereby jeopardize the bonuses. Sun would rather keep its own compensation system and have its profitability measured independently so that bonuses could continue.

Your Strategy

As the company representative for Sun Chemical Corporation, you are accustomed to decision making by dialogue and consensus. At the first merger meeting, you adopted a wait-and-see attitude. Unfortunately, the more you waited, the less you liked what you saw. You were very upset at the outbursts that occurred and were the first to walk out. Unless there is evidence of genuine agreement among the parties during this meeting, you think that many more meetings may be necessary before agreement is reached. *Your strategy is to agree only if the other three agree first.*

MERGER MANIA ROLE SHEET B: COMPANY REPRESENTATIVE, CONGLOMERATE

Important: Do not allow the negotiators to see this sheet!

You have been asked to play the role of a company representative. You have received the Merger Mania Memo, which tells about the problem at hand; this role sheet, which covers facts and motives unique to your role; and a Merger Mania Stipulation, which offers information not covered in the memo and not given to the negotiators. For example, the stipulation provides additional information about the previous merger meeting and its results.

Your Position

Your employer, Conglomerate Holdings Company, is a hot new organization formed by several young graduates of the Buckminster MBA program, all from wealthy, cosmopolitan families. Conglomerate's approach is based on sophisticated economic analysis coupled with international marketing expertise. Foreign investors have provided Conglomerate with all the investment capital it has needed to become not only the dominant chemical conglomerate in Latin America, but also a force in Spain, Italy, and North Africa. Conglomerate has provided its investors with returns that are the envy of those who hold stock in other chemical companies.

Conglomerate is so confident of its ability to expand to the U.S. market that it actually opposed the inclusion of the U.S.-based Ajax in the merger. In the first merger meeting, you made no secret of your lack of respect for Ajax. You also don't respect the scientific skills of Grand Baton and the productive efficiency of Sun; you think both companies could use a dose of Conglomerate's marketing wizardry.

Conglomerate's pay system (which you designed) is based on the theory of paying people according to the value they add to the company's products. It uses a sophisticated econometric model that pays "work units" (employees) on the value they add to the product at each stage of production. This information is easy to obtain in your company because your accounting department must gather information to pay a value-added tax (VAT). A computer program that calculates the value added by divisions, departments, work teams, and individual workers determines workers' pay. Your position is that the compensation plan should be Conglomerate's: *pay based on value added*.

Issues

Imagine your chagrin when, after the first merger meeting, you fed the Ajax pay scheme into your computer and found that it is the only system of the four that is feasible in a world marketplace. Only the Ajax plan is based on market wage rates, and this is the only kind of information available in all markets. Worse yet, you found that the Ajax pay system was designed by the star economics professor at Buckminster University and the mentor of Conglomerate's young owners. Now you are faced with a dilemma: How can you ever admit that Ajax has the best plan? You are concerned about saving face and protecting your company's image of using the newest and most sophisticated ideas.

Your Strategy

You decide you will still argue that Conglomerate has the best plan, but will admit that the Ajax plan is your second choice.

MERGER MANIA ROLE SHEET C: COMPANY REPRESENTATIVE, GRAND BATON

Important: Do not allow the negotiators to see this sheet!

You have been asked to play the role of a company representative. You have received the Merger Mania Memo, which tells about the problem at hand; this role sheet, which covers facts and motives unique to your role; and a Merger Mania Stipulation, which offers information not covered in the memo and not given to the negotiators. For example, the stipulation provides additional information about the previous merger meeting and its results, including acknowledged facts, hidden but common motives, and fears shared by all four company representatives.

Your Position

Your employer, Grand Baton Inc., considers itself the “Chanel No. 5” of chemical companies—with some justification: One of its most profitable lines of business is processing expensive perfumes for top cosmetics companies. The company is also on the cutting edge of biotechnology and pharmaceutical product development, having expanded from its traditional base of agrichemicals.

The company is based on a strict hierarchy of “the best and the brightest,” the “best” being determined almost entirely on educational qualifications. Compensation is based on a rigid hierarchy, with a fixed percentage difference in pay between job levels. At the first merger meeting, you argued that your pay system was the best because “the cream will rise to the top, while the dregs will slide to the bottom.” Your position is that the compensation plan should be Conglomerate’s: *a fixed percentage difference in pay between job levels.*

Issues

Naturally, you feel smugly superior, although you are a bit worried that Sun will prove superior at production. You view the other companies as needing help from Grand Baton, including assistance with management and with compensation systems. In fact, you are full of helpful advice on a whole range of topics (not limited to the chemical business), and you think it is very important to demonstrate how intelligent you are.

At the first merger meeting, you developed a dislike for the Sun representative, who seemed unimpressed by Grand Baton and who threatens your superiority. You can’t tell what this person thinks and you are bothered by that fact. On the other hand, you secretly admire the Conglomerate representative, who is well educated and highly cultured, and you want to impress this person. You have a slight concern that Conglomerate may be a threat to your own company because both Grand Baton and Conglomerate draw from the pool of the best and brightest. You understand the value of Conglomerate’s compensation system because it rewards employees, as does your own company’s plan.

Your Strategy

If you can find a way to agree with the Conglomerate representative without losing face, you will.

MERGER MANIA ROLE SHEET D: COMPANY REPRESENTATIVE, AJAX

Important: Do not allow the negotiators to see this sheet!

You have been asked to play the role of a company representative. You have received the Merger Mania Memo, which tells about the problem at hand; this role sheet, which covers facts and motives unique to your role; and a Merger Mania Stipulation, which offers information not covered in the memo and not given to the negotiators. For example, the stipulation provides additional information about the previous merger meeting and its results, including acknowledged facts, hidden but common motives, and fears shared by all four company representatives.

Your Position

Your employer, Ajax Corporation, is a purveyor of commodity chemicals that has been dragged unwillingly into the merger by reform-minded external directors. Its fossilized corporate culture is appropriate to the atmosphere of the headquarters town, where people are seen as commodities, just like the inks and paint pigments that Ajax sells to its slowly shrinking list of customers. Therefore, the Ajax pay plan has been to calculate the market wage for similar jobs in its industry and pay 5 percent more than that.

Last year, though, the compensation committee of the board of directors hired some upstart professor to adjust the pay system for entry into world markets. The professor refined the system by linking it with a database in Geneva, Switzerland, run by the Organization for Economic Cooperation and Development. The system now calculates a wage for five hundred different chemical-industry jobs in any location in the world. You maintained at the first merger meeting that Ajax's new pay system was "world class—the best." Your position is that the compensation plan should be Ajax's: *the world-market, base-pay plan*.

Issues

However, you do not really understand how your new pay system works or why Ajax might need it. You don't care about world markets, and you don't want to be merged into Worldwide Chemical Industries. You worked your way up through the ranks from factory supervisor and became a personnel manager because you get along well with the rank-and-file employees.

You also share the rank-and-file employees' view of "outsiders": You are afraid of them and do not trust them. You worry now that the business press is comparing Ajax unfavorably with the other three companies: Sun is more efficient, Grand Baton more inventive, and Conglomerate more adept at marketing. The *Wall Street Journal* says that the only reason Ajax was included in the merger at all was to give Worldwide Chemical Industries access to the huge U.S. market.

Your Strategy

You plan to take out your frustrations on the others by refusing to agree to any compensation plan other than the one used by Ajax.

MERGER MANIA STIPULATION

Important: Do not allow the negotiators to see this sheet!

The point of this activity is for the negotiators to try to delve into the underlying corporate cultural biases and personal fears that have obstructed negotiations for the merger of four companies. Therefore, playing your role requires you to keep in mind two different kinds of information:

- “Facts” (the position you take); and
- “Reality” (the underlying issues).

“Facts” are things you have argued before and will pretend to believe until the negotiators delve into “reality” and question these facts. The negotiators have to dig beneath superficial facts to the underlying reality to solve the problem. Your job is to give them the reality *only* if they ask questions that show an increasing awareness of the role that organizational biases about culture as well as personal animosities have played in the situation.

There are two general lines of questioning that will, if pursued by the negotiators, lead to a solution of the problem. Both require that the negotiators ignore the details of the four pay plans and *question* your position, trying to persuade you to reject these previously agreed-on “facts.” When the negotiators start asking the right questions, then you may want to give them clues (body language, a pained expression, more talk) that they have hit the right button.

The first line of questioning might be as follows:

“Fact” 1. All four company representatives agreed at the first merger meeting that the newly formed company should have a single, uniform pay system throughout the world. The four agreed that a uniform system would be simpler to administer, would appear fair, and would help build a strong corporate culture.

“Reality” 1. The reasons cited for adopting a single system are just diversions. Actually, you are afraid that retaining separate pay plans will undermine the unity of the new company. Unfortunately, you and the other company representatives do not respect one another’s organizational cultures enough to compromise. Instead, you each hope that your own system is adopted. In your view, “strong organizational culture” means “my corporate culture.” However, if the negotiators question this “fact,” you will open up and admit the fears you have about this agreement. You will also admit that it might make everyone more comfortable to keep the four systems intact. If this happens, the problem is solved and the role play ends.

The second line of questioning might be as follows:

“Fact” 2. Each of the four company representatives argued at the first merger meeting that his or her pay plan was better than the other three and should be used by all.

“Reality” 2. You do not necessarily believe this. You are just trying to be a tough negotiator to impress your own company. In fact, only the Ajax representative is opposed to any other system. Sun will accept any system agreed on by the other three. Grand Baton will follow the lead of the Conglomerate representative (although Grand Baton must be told that Conglomerate recommends the Ajax plan).

Conglomerate's computer analysis shows that the Ajax system is the best. Each negotiator must question this position to get a company representative to reveal his or her strategy. The negotiators have to determine what the Conglomerate representative's "second choice" would be and then present the Ajax system to the other company representatives as a possible solution. If this happens, the result will be agreement, thus ending the role play.

MERGER MANIA OBSERVER SHEET

Instructions: Observe the upcoming activity on negotiation, and record your observations by answering the questions below.

1. What happened in the negotiators' strategy sessions? What changes occurred over the two (or three) sessions?
2. How did the negotiators adapt to the cultural needs of their company representatives? How did they represent those needs during the strategy sessions?
3. How did the negotiators uncover the "realities" beneath the surface "facts" that were motivating the company representatives? What did the negotiators do with this information?
4. If agreement on a solution was reached, what contributed to the success? If not, what contributed to the failure? What could have been done differently?