

■ PERSONAL IDENTITY: AN ICEBREAKER

Goals

- To enable participants to “try on” new identities.
- To explore the influence of a different identity on the behavior of others.
- To explore the relationship between honesty and trust.

Group Size

Eight to twenty-four participants in two to four subgroups of four to six persons each. (Most members should not know one another.)

Time Required

Approximately one hour.

Materials

- A copy each of version A of the Personal Identity Instruction Sheet for half the participants.
- A copy each of version B of the Personal Identity Instruction Sheet for the other half of the participants.

Physical Setting

A room large enough for the subgroups to meet without interfering with or being overheard by one another. If more than one room is used, it should be possible for the facilitator to visit each subgroup during the time the participants are getting to know one another.

Process

1. The facilitator tells the group members that an important part of the time they spend together will be getting to know one another personally and that to facilitate this they will be divided into smaller subgroups. The participants should avoid being in a subgroup in which there are other persons they already know. If this is unavoidable, they are to behave as though they do not know anyone in the subgroup.
2. Subgroups are formed, and the facilitator distributes a copy of the Personal Identity Instruction Sheet to each member. The number of persons receiving form A in the

subgroup should approximately equal the number of persons receiving form B in the subgroup.

3. Participants are directed to read the Personal Identity Instruction Sheet. They are told that they have approximately twenty minutes to get to know one another, that they may begin by having each person in succession take two minutes to tell about himself or herself, and that they may comment on any presentation after all are completed.
4. The facilitator calls time and announces a fifteen-minute break during which participants are free to leave the room if they wish. They are encouraged to continue the process of getting to know other members of their subgroup. This step is important in order to give them an opportunity to interact on the basis of their presented identities, whether genuine or false.
5. The entire group is reassembled, and the facilitator asks the members to identify any other members whom they believe to have presented false identities. When all the “nominations” have been made, those members who have assumed different identities identify themselves.
6. The facilitator leads a discussion of the activity. Such questions as the following may be included:
 - What are the feelings of those who presented themselves honestly about those whom they suspected of presenting a madeup identity? Were they tempted to embellish their own presentations?
 - Did those with “false” instructions assume that others also were lying?
 - Did this influence their behavior?
 - Did any members find that people related to their new identity differently from the way people usually relate to them?
 - Will it be hard for those who were told false stories to get to know or to trust the “false” persons in the future?
 - Did members find it easy or difficult to “lie”?
 - What did each member learn about himself or herself from this?
 - Is it necessary or important that people be honest about themselves? Are there any virtues in not being honest about oneself?

Variations

- The information that some members are presenting different identities can be withheld until step 5.
- Every member can be instructed to assume a new identity.

- Members can be given the choice of either presenting a true identity or trying a new one.
- Members can divide into groups of “old” and “new” identities after the break to discuss their experiences before reporting to the entire group.

Submitted by David E. Whiteside.

PERSONAL IDENTITY INSTRUCTION SHEET A

In order for subgroup members to get acquainted with one another, each member is first to talk briefly about himself or herself to the subgroup for approximately two minutes. After each person has done this, other members are free to comment on whatever anyone spoke about. For example, you might want to question someone about an experience he or she has had or relate it to your own experience. Remember, the Goals are to obtain information about the other persons in the subgroup and to supply information about yourself. What you initially tell the subgroup about yourself can be basic information such as birthplace, occupation, interests, etc., or it can be more idiosyncratic, such as astrological sign, favorite color, shoe size, favorite fantasy, etc. In short, you can tell the subgroup members anything that you think will help them to get to know you. You will have fifteen minutes to get to know one another. Then you may take a break, during which time you will continue to interact informally with members of your subgroup.

Some members of the subgroup will be presenting false pictures of themselves. You may wish to see if you can identify whether a member's story is true or false, but do not "cross-examine" another member solely for this purpose. The atmosphere in the subgroup is to remain one of getting acquainted. If you know that another member is presenting a false picture of himself or herself, do not reveal this to anyone.

Do not share these instructions with anyone.

PERSONAL IDENTITY INSTRUCTION SHEET B

In order for subgroup members to get acquainted with one another, each member is first to talk briefly about himself or herself to the subgroup for approximately two minutes. After each person has done this, you may attempt to find out more about the people in the subgroup and they about you. Your task, however, is to *not* tell the truth about yourself. Keep your real name, but make up a new identity for yourself that is entirely or largely false. Thus, you can talk about such things as birthplace, occupation, interests, etc., or about more idiosyncratic things such as astrological sign, favorite color, shoe size, favorite fantasy, etc., but what you say should be false or highly misleading. Try to make your story or your "facts" believable and consistent. (After this activity, the subgroup will take a short break. Continue to maintain your "new" identity during this period as you interact informally with the members of your subgroup.)

Not all people will be receiving these instructions. It is crucial that you do not indicate in any fashion that you are not telling the truth or that you have received these instructions. See how well you can act. If you find yourself in a subgroup with someone who also is presenting a different identity, do not reveal this to anyone.

Do not share these instructions with anyone.

■ WHAT DO YOU SEE?: A DISCOVERY ACTIVITY

Goals

- To expand awareness of those things that have meaning for life and work.
- To discover new areas of individual relevance and interest.
- To promote changing negative thinking to positive thinking.

Group Size

Up to five subgroups of four to six participants each.

Time Required

A minimum of one hour.

Materials

- A current issue of a major daily newspaper for each participant.
- A pencil and felt-tipped pen for each participant.
- A copy of the What Do You See? Work Sheet for each participant.

Physical Setting

A room large enough for each subgroup to spread out reading material and interact without disturbing the other subgroups.

Process

1. The facilitator distributes a newspaper and a copy of the What Do You See? Work Sheet to each participant. The facilitator tells participants to scan the newspaper, looking for ten items (including advertisements and pictures) that they think indicate problems facing them or other members of their subgroup. These problems should be specific, not general. The facilitator instructs participants to mark these items on the newspaper, to formulate the problems briefly and specifically, and then to write them on the What Do You See? Work Sheet. (Twenty minutes.)
2. Each participant then lists on the work sheet his or her perceptions of social needs or opportunities suggested by each of the problems he or she chose. (Ten minutes.)
3. Each participant lists products or services that might fill the social needs suggested by the problems he or she chose, concentrating on the ones that members of his or her subgroup could possibly provide. (Ten minutes.)

4. Each subgroup meets and shares the lists of its members. The facilitator instructs the subgroups to work on areas that seem useful to individual members, rather than on areas that are merely interesting or argumentative. (Twenty minutes.)
5. The facilitator concludes with a brief sharing of the learnings, feelings, surprises, reactions, and questions that were experienced during the activity.

Variations

- Other media may be used in this activity, including periodicals, magazines, professional or trade journals, or data about a geographical area or available employment opportunities. These sources should cover a wide spectrum of topics.
- The activity can focus solely on individuals, with participants sharing what they learned about themselves.
- The group can collate problem lists and collectively specify unfulfilled needs/opportunities and products/services.
- The activity can be used on a group basis. A task force, committee, agency, department, enterprise, or almost any group that is struggling to define itself, its mission, objectives, and activities might find this a useful approach.

Submitted by Arthur G. Kim.

WHAT DO YOU SEE? WORK SHEET

Problem	Unfulfilled Social Needs/Opportunities	Products/Services

■ WHO KILLED JOHN DOE?: A VALUE-CLARIFICATION ACTIVITY

Goals

- To articulate individual opinions about social and individual responsibilities.
- To explore and clarify personal values.
- To participate in shared decision making.

Group Size

Any number of subgroups of four to six members each.

Time Required

Approximately one hour.

Materials

- A copy of the Who Killed John Doe? Background Sheet for each participant.
- A copy of the Who Killed John Doe? Ranking Sheet for each participant.
- Blank paper and a pencil for each participant.
- Newsprint and a felt-tipped marker for each subgroup and for the facilitator.

Physical Setting

A room large enough for subgroups to work without overhearing one another.

Process

1. The facilitator divides participants into subgroups of four to six persons each.
2. The facilitator gives each member a copy of the Who Killed John Doe? Background Sheet, blank paper, and a pencil and allows a few minutes for participants to read the background sheet.
3. The facilitator directs the participants to complete the last sentence on the Who Killed John Doe? Background Sheet (“She especially regretted . . .”). (Five to ten minutes.)
4. When the facilitator has ascertained that all members have completed the sentence, he or she gives each of them a copy of the Who Killed John Doe? Ranking Sheet and directs them to rank the seven characters in the story in terms of their

responsibility for John Doe's death. The facilitator tells them that the person most responsible is to be listed first and the person least responsible listed seventh and that all these rankings are to be entered in the column for individual ranking. (Ten minutes.)

5. The facilitator then tells the participants to share their sentences with the other members of their subgroup and to discuss the sentences among themselves afterward. (Ten minutes.)
6. The facilitator then instructs subgroup members to report their rankings while one member of each subgroup records them on the group's newsprint. When this is done, each subgroup is directed to arrive at a subgroup ranking, which is recorded on each member's Who Killed John Doe? Ranking Sheet and on the newsprint.
7. A representative from each subgroup reports the subgroup's ranking to the total group. (Three to five minutes each.) The facilitator records all subgroup rankings on newsprint and computes the average of the subgroup scores to determine a total group ranking. This ranking of responsibility is recorded in the third column of each member's ranking sheet and on the facilitator's newsprint.
8. The facilitator leads the total group in a discussion of the responsibility that each of the persons in the hypothetical situation bears for the death of John Doe. Members discuss their reasons for ranking persons as they did. If members changed their minds during the subgroup ranking, the reasons for this are examined. The facilitator also discusses the impact of personal values on individual decisions. (One-half hour.)
9. The facilitator leads a discussion of the decision-making process in a democracy and the relationship of the individual to the small group and of the small groups to the total community. The facilitator then focuses on the interdependence of the individual and society and leads a discussion of how individual decisions affect the larger society and vice versa.

Variations

- The focus of the activity can be directed to the fill-in sentence, and a categorization of types of regrets can be made for the entire group.
- Groups of seven can be used, with each member assigned one of the roles. Each member defends his or her actions and justifies his or her lack of responsibility in the matter.
- An "other" (blank) line can be added to the ranking of the seven characters, to determine if members view the sociopolitical structure, religion, his job, or any other element as being responsible for the death of John Doe.

Submitted by Charles A. Hart.

WHO KILLED JOHN DOE? BACKGROUND SHEET

Instructions: Read the information below and then complete the sentence at the end of the sheet.

John Doe, age fifty-four, was dead on arrival. His wife drove him to the emergency room at 2 a.m., but even before she pulled into the driveway his tortured breathing had stopped. Successive attempts by the hospital staff to revive him failed.

John's doctor said he was sorry. He could not make house calls, because there is a shortage of doctors and he is putting in an eighty-hour week as it is. Besides, Mrs. Doe had called at 1 a.m. on Christmas morning. The doctor told her to rush John to the hospital.

The hospital administrator was sorry. When the patient had asked to be admitted earlier that morning, his condition was not acute. The patient had used up his insurance benefits for the year and had no other resources. The hospital had exhausted its charitable reserve funds and was required to limit admissions to "paying" patients or those whose condition required acute and emergency care.

The caseworker from the Department of Health and Social Services was sorry. She had explained to the patient that the state health program would cover him only after he had incurred one hundred dollars in medical bills. If he entered the hospital before incurring that amount in medical bills, the entire hospital stay would be disallowed for coverage by her office. It was the law.

The people who made the law said they were sorry. They had to balance the state's budget at a time when highway costs and educational expenses were going up. Originally the bill to establish health benefits would have cost the taxpayers an estimated eighty million dollars a year. By strategic amendments, such as the one that discouraged John Doe's admission, they saved the taxpayers three-fourths of the cost of the original bill—nearly \$6 million.

The people who elected the lawmakers were sorry. They had not wanted their taxes raised, so they voted for the candidates who promised to contain expenses and reduce waste in government spending. When a few political leaders announced that taxes would have to be increased to continue human services, the voters wrote letters and sent telegrams to their representatives protesting such tax increases.

Mrs. Doe was sorry. She was sorry that her husband died on Christmas morning, and she was also sorry that they had not saved more for their old age or joined the more expensive comprehensive insurance plan offered by the union. She especially regretted

(You complete the sentence.)

WHO KILLED JOHN DOE? RANKING SHEET

Instructions: Decide which of the following persons is the most responsible for John Doe's death, and put a "1" (most responsible) next to that person's name. Complete the ranking from most responsible to least responsible ("7"). Complete the individual-ranking column first. Then your subgroup is to discuss the case and rank each character in order of responsibility in the second column. Finally, the average of the subgroup scores will be computed to determine the total-group ranking in the last column.

<i>Individual Ranking</i>	_____	<i>Small-Group Ranking</i>	_____	<i>Total-Group Ranking</i>	_____
John Doe	_____	John Doe	_____	John Doe	_____
Doctor	_____	Doctor	_____	Doctor	_____
Hospital Administrator	_____	Hospital Administrator	_____	Hospital Administrator	_____
Caseworker	_____	Caseworker	_____	Caseworker	_____
Lawmakers	_____	Lawmakers	_____	Lawmakers	_____
Voters	_____	Voters	_____	Voters	_____
Mrs. Doe	_____	Mrs. Doe	_____	Mrs. Doe	_____

■ IDEAL CARDS: DISCLOSING PERSONAL VALUES

Goals

- To encourage interaction and self-disclosure about ideals.
- To reveal the participants' priorities for their ideals.

Group Size

Up to five subgroups of five to seven participants each.

Time Required

Forty-five minutes to one hour.

Materials

- Two ideal cards for each participant. Every card lists a different ideal. (The facilitator prepares these cards in advance, using 3" x 5" index cards. See Ideal Cards Suggestions).
- Enough play money to give each participant \$1,000 in various denominations.
- A newsprint list of questions prepared in advance by the facilitator:
 - What were the original ideal cards that you received? Why did you want to keep/trade them?
 - How much money did you have at the end of the activity?
 - Were you more interested in obtaining meaningful ideal cards or in accumulating the most money possible?
 - Which ideal cards did you most wish to obtain?
 - Are you satisfied with the ideal cards that you now have?
- Masking tape for posting newsprint.

Physical Setting

A room large enough to permit the participants to move about easily and interact with one another.

Process

1. The facilitator gives each participant two ideal cards and \$1,000 in play money.

2. The facilitator explains that the participants are about to participate in an exchange of ideal cards and then emphasizes the following ground rules for buying, selling, or trading these cards:
 - Each individual *must* sell or trade at least one of his or her ideal cards sometime during the activity.
 - Each individual *may* buy, sell, or trade ideal cards. Cards may be bought or sold for any mutually agreed-on price or traded outright.Questions are elicited and answered as necessary. (Five minutes.)
3. The participants are instructed to begin the exchange phase.
4. When the participants have completed the exchange phase in accordance with the ground rules, the facilitator posts the newsprint list of questions (see Materials) and asks the participants to reflect silently on those questions. (Five minutes.)
5. The facilitator leads a discussion of the entire activity by asking these questions:
 - What did this activity tell you or reconfirm about your ideals?
 - What surprised you?
 - What did you learn about your fellow participants?
 - What ideals that are especially important to you were missing from the cards?
 - How can you apply what you have learned from this activity to your daily interactions with one another?
 - Is there anything else you would like to say to the team about your ideals and how they relate to your approach to work?

Variations

- The ideal cards may be created within the subgroups.
- The play money may be omitted.
- The terms of each transaction may be recorded on the back of the card(s) being exchanged.
- More than two cards may be given to each participant.
- An additional ground rule—that each participant must have at least one ideal card at the end—may be established.
- A reward may be offered to the person who obtains the most money.

Submitted by Brian P. Holleran.

IDEAL CARDS SUGGESTIONS

1. To be successful.
2. To be needed and to be important to others.
3. To have good feelings about myself.
4. To be a good conversationalist.
5. To have my opinions respected.
6. To develop my potential.
7. To be esteemed by others.
8. To believe in myself.
9. To be happy in all that I do.
10. To be warm and sincere.
11. To be a good parent.
12. To make an impact on others.
13. To be competent in making love.
14. To be accepted.
15. To live up to my convictions.
16. To be at ease with other people.
17. Never to be lonely.
18. To be secure.
19. To be loved by a special few.
20. To give of myself freely in helping others.
21. To have a loving relationship with a significant other.
22. To be an effective leader.
23. To be very creative.
24. To be considered different and unique.
25. Never to lose.
26. To be less easily influenced.
27. To be liked by everyone.
28. To be free.
29. To know myself better.
30. To be more physically attractive.

■ **VALUES AND DECISIONS: CHECKING FOR CONGRUENCE**

Goals

- To help the team members to clarify their personal values.
- To explore the relationship between the team members' values and their major life decisions.
- To identify factors that affect commitment to values in decision making.

Group Size

Any number of trios.

Time Required

One and one-half hours.

Materials

- A copy of the Values and Decisions Work Sheet for each participant.
- A copy of the Values and Decisions Matrix Sheet for each participant.
- A pencil for each participant.
- A newsprint flip chart and a felt-tipped marker.

Physical Setting

A room with movable chairs. A writing surface should be provided for each participant.

Process

1. The facilitator introduces the activity as one that will explore how values affect decisions. Then each participant is given a copy of the Values and Decisions Work Sheet and a pencil and is asked to complete the work sheet. (Fifteen minutes.)
2. The facilitator distributes the Values and Decisions Matrix Sheets and instructs each participant to list on the sheet his or her three most important life decisions (that is, decisions that have shaped the person's current situation or circumstances). (Ten minutes.)

3. The participants are directed to list their highest-ranked values, both espoused and rejected, on their matrix sheets. (Five minutes.)
4. The facilitator gives the following instructions:
 - Evaluate the first life decision horizontally across the matrix; for each square associated with a particular value, determine whether the decision made was congruent with (or served to advance) that value. If so, enter a plus sign (+) in the square.
 - If the decision did not serve to advance the value or was contrary to it, enter a minus sign (-) in the square.
 - If there seems to be no relationship between the decision and the value, enter a zero (0) in the square.
 - Repeat this procedure for the other life decisions in relation to each of the six values listed.
 - The facilitator elicits and answers questions as necessary and then asks the participants to complete the task. (Ten minutes.)
5. The facilitator assists the participants in comparing their results and in discussing any incongruence between their decisions and their stated values and how they feel about it. (Thirty minutes.)
6. The facilitator asks the following questions:
 - Were there more pluses, minuses, or zeros on your matrix sheet? What does this information suggest?
 - According to the matrix sheets, what general patterns are apparent among the participants?
 - How committed are you to decisions that were congruent with your stated values? How committed are you to decisions that were in conflict with or not related to your stated values?
 - What does this activity imply about values that are acted on versus values that are espoused or rejected?
 - From your experience with this activity, what can you generalize about making important decisions regarding life and work?
 - What can you do to ensure that your decisions are congruent with your values?

Variations

- The facilitator may begin the activity with a brief lecturette on the theory of value clarification and its relevance to the team's purpose.

- If the team is large, step 5 may be completed in subgroups of three or four members each.
- The facilitator may use a different work sheet that focuses on work values.

Submitted by Gib Akin.

VALUES AND DECISIONS WORK SHEET¹

Instructions: Enter a check mark (✓) beside each value that you personally espouse and enter an X beside each that you personally reject. Then rank order the three values that you hold most strongly; write the number 1 beside your pre-eminent value, 2 by the second most strongly held, and 3 by the third. Finally, in the same manner, rank order the three that you reject most strongly.

It is valuable to:

- | | |
|----------------------------------|---------------------------------------------------------|
| _____ Get ahead. | _____ Be tolerant. |
| _____ Be honest. | _____ Explore. |
| _____ Participate in government. | _____ Win. |
| _____ Work hard. | _____ Look out for oneself. |
| _____ Be clean. | _____ Obey the law. |
| _____ Honor one's parents. | _____ Influence other countries
to become democratic |
| _____ Be loyal to one's country. | _____ Be partisan. |
| _____ Live. | _____ Know one's heritage. |
| _____ Be free. | _____ Build things. |
| _____ Pursue happiness. | _____ Save time. |
| _____ Accrue goods and wealth. | _____ Find a better way. |
| _____ Become educated. | _____ Be proud of one's city,
state, and region. |
| _____ Be religious. | _____ Adjust to the prevailing
social norms. |
| _____ Know the right people. | _____ Stand up for what one
thinks is right. |
| _____ Live in the right place. | |
| _____ Be productive. | |
| _____ Help others. | |

¹ Adapted from Traditional American Values Work Sheet in J.E. Jones and J.W. Pfeiffer (Eds.), *The 1973 Annual Handbook for Group Facilitators*, p. 25, San Diego, CA: Pfeiffer & Company, 1973.

VALUES AND DECISIONS MATRIX SHEET

		Espoused Values			Rejected Values			
		1.	2.	3.	1.	2.	3.	
Life Decisions	1.							
	2.							
	3.							

■ LOUISA'S PROBLEM: VALUE CLARIFICATION

Goals

- To provide practice in clarifying issues and identifying values without passing judgment.
- To develop awareness of some of the factors affecting one's own value judgments and those of others.
- To provide an opportunity to exchange various points of view on a highly emotional issue.

Group Size

An unlimited number of subgroups of five or six members each.

Time Required

Approximately two hours.

Materials

- A copy of the Louisa's Problem Work Sheet for each participant.
- A pencil for each participant.
- Newsprint and a felt-tipped marker for each subgroup.
- Masking tape for each subgroup.

Physical Setting

A room large enough to accommodate all subgroups.

Process

1. The facilitator briefly introduces the goals of the activity and divides the participants into subgroups of five or six members each. Each subgroup is supplied with a sheet of newsprint, a felt-tipped marker, and masking tape.
2. The facilitator gives each participant a copy of the Louisa's Problem Work Sheet and a pencil and tells all participants to read the sheet carefully and to follow the instructions at the bottom of the page. (Ten minutes.)

3. The facilitator calls time and instructs the participants to share their lists within their subgroups. As each member's list is presented, the member should give the reasons for the placement of the characters on the list. Subgroup members may ask questions for clarification only. The facilitator makes it clear that no one is to attempt to persuade another as to the correctness or incorrectness of a decision. (Fifteen minutes.)
4. If all members of a subgroup agree on a particular placement for one of the characters or on a total listing of characters, a recorder is appointed to post the list on newsprint. If agreement is not reached on any aspect of the listing, no subgroup list is posted. (Five minutes.)
5. The subgroups are then directed to discuss their reactions to the activity. The following items can be included in the discussion:
 - Which answers surprised you?
 - Which answers fit what you knew of the others in your subgroup—either from your impressions about the others or from previous experiences within the subgroup?
 - What did you learn about your own or other subgroup members' values, based on the reasons given for the placements assigned?(Twenty minutes.)
6. The facilitator reconvenes the participants and allows a few minutes for general comments to be shared. New subgroups of three to four members each are formed, and subgroup members are instructed to process their learnings from this task and their discussions by identifying significant factors that influence their judgment in situations involving value conflicts. (Ten minutes.)
7. After ten minutes the facilitator reminds subgroup members that they are to help each other clarify at least one or two of the most significant factors that influence value judgments for each of the members of the subgroup. Five to ten minutes more is allotted for this activity.
8. The facilitator calls time and asks to have one member from each of the subgroups report on typical factors that were identified during the processing discussion. (Ten minutes.)
9. The facilitator summarizes the general themes or similarities among the subgroups. (Ten minutes.)
10. The participants are then instructed to spend a few minutes discussing possible applications of their personal learnings from this activity. (Ten minutes.)

Variations

- A problem that is closely related to the concerns of the group can be substituted for Louisa's problem.
- Participants can work in pairs or trios instead of small subgroups during steps 1 through 6.
- The facilitator can give a lecturette on value clarification prior to the activity.
- During step 5, participants can be directed to comment on the value bases that they see reflected in the behavior of each of the characters in Louisa's problem.

Submitted by Cassandra E. Amesley.

LOUISA'S PROBLEM WORK SHEET

Background: Louisa was five months pregnant. She had delayed making a decision concerning her pregnancy because, at seventeen, she did not think she was capable of carrying out the responsibilities of motherhood alone, and yet she was under pressure from her friend, Joe, who was the father, to have the child. Louisa had absolutely no desire to marry Joe: She was sure that they would be unable to live together.

Joe had previously told her that he was sterile, which proved to be untrue. When Louisa became pregnant, he offered to marry her. Joe loves children and wants a child. When Louisa finally decided to have an abortion, Joe arranged for Judge Robbins to sign a restraining order against her.

On the advice of her best friend, Anne, Louisa had the abortion anyway. It was performed by Dr. Pressley, who knowingly violated the restraining order. Joe filed charges against Louisa and the doctor. Judge Robbins fined Dr. Pressley for contempt of court but pardoned Louisa because she was a minor.

Instructions: Write down the names of the five people involved in this case, in order, from the person toward whom you feel the most sympathetic to the one toward whom you feel the least sympathetic.

When directed, share your list with your subgroup. After everyone has presented a list, discuss each person's reasons for choosing a particular order. Notice who is admired most and least. Do not try to persuade others to your point of view; simply state it as honestly as possible. If the subgroup comes to agreement on a particular order, appoint a member to post a sheet of newsprint on the wall and record the subgroup list. Then advise the facilitator, who will give you further instructions.

■ THE GOLD WATCH: BALANCING PERSONAL AND PROFESSIONAL VALUES

Goals

- To provide an opportunity for the participants to examine, identify, and clarify their personal and professional values.
- To allow the participants to explore the interrelationship of personal values and values expressed by and in organizations.

Group Size

Three to five subgroups of four to six participants each.

Time Required

Approximately one and one-half hours.

Materials

- A copy of The Gold Watch Work Sheet for each participant.
- A pencil for each participant.
- A newsprint flip chart and a felt-tipped marker.

Physical Setting

A comfortable room where the participants can work in privacy and without interruptions.

Process

1. The facilitator introduces the goals of the activity.
2. After distributing copies of The Gold Watch Work Sheet and pencils, the facilitator instructs the participants to read the situation presented in the work sheet and to follow the instructions at the end of the handout. (Fifteen minutes.)
3. The participants are instructed to share their rankings with one another, explaining their rationales and articulating their associated values and beliefs as clearly as possible. The facilitator emphasizes that no opinions are to be expressed regarding another member's decisions or beliefs; requests for clarification are the only permissible comments. (Fifteen minutes.)

4. The team is given a newsprint flip chart and a felt-tipped marker. The participants are told to try to reach a consensus regarding the ranking of any or all of the characters. The facilitator stipulates that if the team achieves a consensus, one member should be appointed to record the team's decisions on newsprint; if no consensus is possible, nothing is to be recorded. After clarifying the task as necessary, the facilitator instructs the participants to begin. (Twenty minutes.)
5. The facilitator leads a discussion based on these questions:
 - What past experiences were brought to mind by the story of the gold watch? Which character did you identify with most strongly?
 - How were your rankings related to any differences between your personal and professional values? What choices did you have to make?
 - What similarities in rankings arose among the members of your subgroup? What differences arose?
 - What issues seemed most important to your subgroup?
 - How did value conflicts within your subgroup affect the consensus process? How was conflict over values resolved?
 - What did this activity show you about the nature of individual values?
 - What can you generalize about an individual's personal and professional values? What can you infer about the congruence of personal values and values expressed by or in organizations?
 - What might be some ways to negotiate value conflicts when they arise in your subgroup?
 - Which of your attitudes or values have you questioned as a result of this activity? Which have been reaffirmed for you as a result of this activity?
 - What changes might you consider making in your own behavior in your subgroup? What is one action step that you might take toward such a change?
 - How could what you have learned be of help to your organization? What might you recommend or suggest to the organization?

Variations

- During step 2 the facilitator may stipulate that each participant not only follow the instructions on the work sheet but also write an ending to the situation presented. Subsequently, the participants compare their compositions.
- During step 4 each participant may be asked to state which character in the story he or she would want to be and to explain how that would make a difference in the outcome.

- After step 5 the team may be asked to write the story of the gold watch as it should have happened, based on the values that have been expressed in the team.
- Other value issues may be dealt with by changing the ranking instructions to reflect least/most responsible, least/most powerful, least/most caring, and so forth.

Submitted by Michael R. Lavery.

THE GOLD WATCH WORK SHEET

The Situation

John is a thirty-five-year-old salesman with Anderson and Sons, Inc., an established wholesaler of office equipment. He lives near Anderson's headquarters in Chicago with his wife and two adopted children.

On a recent sales tour abroad, John met J.R., an office-equipment supplier who was interested in a line of photocopiers worth \$500,000. J.R. told John that he would give John an order for the photocopiers in return for a gold Rolex watch worth \$13,000. J.R. showed John the watch he wanted in a catalog, and John said that he would see what he could do.

On returning to Chicago, John told Charles, his boss, about the proposition, asking if he could go ahead and buy the Rolex in order to obtain the order. Charles was outraged and said, "This is immoral! It's not decent business practice to offer bribes. We're living in a civilized society. If I find out that you've been bribing customers to get orders, I'll fire you on the spot! Have I made myself clear?"

After the confrontation with Charles, John left the office and drove to the home of Terry, his friend and colleague. He explained his plight and then said, "What can I do, Terry? It's an important order, and there's a chance of repeat business; J.R. is interested in office furniture and typewriters as well as more photocopiers in the future."

Terry thought for a moment and then said, "John, why don't you finance the deal yourself? Buy the stupid watch and land the contract. With your commission and any future business, you'll get a decent return on your investment. Don't even tell Charles; he's so ridiculously old-fashioned—he has no idea how to do business in this day and age."

John left Terry's home, went to his car, thought for a few minutes, and then drove to his bank. Mr. Gray, the bank manager and a close friend of John's father, listened to John's reasons for wanting the \$13,000 loan. Despite the fact that John's checking account was overdrawn, he agreed to give John the loan immediately.

The next day John went to a jewelry store near his office and asked a clerk for the specific Rolex watch requested by J.R. While he was waiting for the clerk to bring him the watch, Jane, Charles's secretary, came into the store to buy a birthday present for her mother. Unobserved by John, she watched as the clerk gave the watch to John in exchange for \$13,000 cash. In her astonishment she forgot about finding a present for her mother, hurried back to Anderson and Sons, burst into Charles's office, and asked, "How can a salesman who earns \$30,000 a year afford a \$13,000 watch?"

Charles was furious. He rushed out of his office and found John just returning from the jewelry store. "You're fired!" he shouted.

"Let me explain . . .," muttered John.

"No excuses! I warned you!"

At that moment a Telex came through; it read as follows: “NO LONGER INTERESTED IN PHOTOCOPIER DEAL. FOUND ALTERNATIVE SUPPLIER. J.R.”

Instructions: Rank order the following characters from 1 (least objectionable) to 6 (most objectionable):

- _____ John
- _____ J.R.
- _____ Charles
- _____ Terry
- _____ Mr. Gray
- _____ Jane

■ **LIVING ETHICS: MEETING CHALLENGES IN DECISION MAKING**

Goals

- To offer participants an opportunity to make decisions in situations involving ethical challenges.
- To encourage participants to discuss situations that present ethical challenges.

Group Size

Sixteen to twenty-four participants, divided into four subgroups of four to six members each.

Time Required

One hour and ten to fifteen minutes.

Materials

- A copy of one of the four Living Ethics Situation Sheets for each participant (a different sheet for each subgroup).
- A copy of the Living Ethics Discussion Guidelines for each participant.
- Blank paper and a pencil for each participant.
- A clipboard or other portable writing surface for each participant (not necessary if tables are available).
- A newsprint flip chart and a felt-tipped marker.
- Masking tape for posting newsprint.

Physical Setting

A large room in which the subgroups can work without disturbing one another. Movable chairs must be provided. A table for each subgroup is useful but not essential.

Process

1. The facilitator states that the upcoming activity concerns *ethics* and defines that term as “moral principles.” The facilitator then explains the goals of the activity and assembles subgroups.
2. The members of each subgroup are given copies of one of the Living Ethics Situation Sheets (a different sheet for each subgroup), blank paper, pencils, and clipboards or other portable writing surfaces (unless tables are available). The facilitator states that each participant is to work independently on the handout task. (Ten minutes.)
3. After the participants have completed the individual task, they are given copies of the Living Ethics Discussion Guideline Sheet. The facilitator tells them to spend no more than thirty minutes on their task: (1) using the guidelines to discuss their responses in subgroups, concentrating on the critical factors and issues that led to their decisions, and (2) selecting a spokesperson who will later share the situation with the total group, along with a summary of the critical factors and issues. *The facilitator emphasizes that the spokespersons are not to violate confidentiality by identifying who said what.* (Thirty minutes.)
4. The facilitator reassembles the total group. The spokespersons take turns reporting on the situations as well as critical factors and issues. As they report, the facilitator lists the critical factors and issues on newsprint and posts each sheet of newsprint. (Ten minutes.)
5. The facilitator leads the participants in a concluding discussion. The following questions may be asked:
 - How did you feel about having to choose an action?
 - How did you feel about discussing your responses to the situation?
 - In what ways were people’s opinions changed as a result of the discussion?
 - What have you learned about differing ethical viewpoints? What have you learned about the factors and issues that affect decisions when ethical challenges are involved?
 - What have you learned about how to make ethical decisions?
 - What types of ethical challenges have you faced recently or are you facing now?
 - How can you ensure that you will weigh critical factors and issues in the future when you are faced with ethical challenges?(Twenty minutes.)

Variations

- To shorten the activity, the participants may be polled to identify and vote on an ethical concern. Then they address that concern in subgroups, without completing the individual task.
- The final discussion may include how to take the insights gained from the activity into the participants' organizations.
- If more time is available, the activity may be conducted in two phases. In the first phase, the subgroups examine one situation without being given the discussion guidelines. In the second phase, the subgroups switch situations and are asked to follow the guidelines. The total-group processing then includes a comparison of the two discussions and any conclusions about group culture and dialogue on ethics.
- New situation sheets may be written to include situations that are more personal in nature or more specific to the experiences of the participant group.

Submitted by Gilbert Joseph Duran, Erna E. Gomar, Marianne Stiles, Christina A. Vele, and Judith F. Vogt.

LIVING ETHICS DISCUSSION GUIDELINE SHEET

In your discussion with the other members of your subgroup, follow these guidelines:

- Commit to confidentiality. Later, when you participate in a total-group discussion, you may talk about the factors and issues that led to people's decisions, but *you may not use people's names*.
- Keep lines of communication open so that all members feel free to contribute.
- Be open and honest in describing the action(s) that you believe should be taken by the person in the situation.
- Actively encourage others to be open about their reactions.
- Be respectful of others' viewpoints.
- Keep an open mind.

LIVING ETHICS SITUATION SHEET 1

The Situation

After delivering some materials to her boss, Mary returns to her office to find one of her coworkers, Bob, downloading a word-processing program from her computer. The company has only a site license for the use of this program. Bob explains that his home computer has no word-processing software and that his son Jeff, a high school senior, needs it to write a lengthy report on World War II. He further says that Jeff's final grade in history is on the line; if the grade isn't high enough, the boy's total grade-point average may make college acceptance impossible. Bob asks Mary to let him finish downloading the program.

The Task

Write answers to the following questions:

1. What ethical conflict(s) does Mary face?
2. In addition to Mary, Bob, and Jeff, who might be affected by Mary's decision?
3. What actions are open to Mary?
4. Which of these actions best meets ethical considerations while resolving the situation as positively as possible for the people involved/affected?

LIVING ETHICS SITUATION SHEET 2

The Situation

Frank is a supervisor reviewing applications for an open position in his department. One of the company's standard procedures for the hiring process is a background check. Frank's friend Michael is one of the applicants and is well qualified for the position. Michael recently told Frank that twelve years ago he embezzled \$4,000 from his employer. The employer pressed charges, and Michael was ultimately sentenced to one year of probation. According to organizational policy, this incident would disqualify Michael as a candidate for the position. Michael has convinced Frank that the embezzlement was a one-time error in judgment that will never happen again. He has asked Frank not to do the background check.

The Task

Write answers to the following questions:

1. What ethical conflict(s) does Frank face?
2. In addition to Frank and Michael, who might be affected by Frank's decision?
3. What actions are open to Frank?
4. Which of these actions best meets ethical considerations while resolving the situation as positively as possible for the people involved/affected?

LIVING ETHICS SITUATION SHEET 3

The Situation

Ed works for Bionate International, a company that is trying to forge an alliance with Zentron, a firm based in another country. Some of Zentron's executives are visiting Bionate on an executive-exchange program designed to facilitate ties between the two firms.

Ed is leading a project team that includes one of Zentron's executives, Marina, as a member. In her role as a team member, Marina has twice violated Bionate's directives. After the first incident, Ed spoke with her about her behavior, and she attributed it to a misunderstanding. After the second incident, Ed again spoke with her, and she essentially said that she couldn't see what all the fuss was about. At this point Ed told his supervisor, Ralph, about Marina's behavior. Ralph, in turn, referred the matter to top management. Now Ralph has told Ed that top management wants Ed to drop the issue and say nothing further about it.

The Task

Write answers to the following questions:

1. What ethical conflict(s) does Ed face?
2. In addition to Ed, Marina, and Ralph, who might be affected by Ed's decision?
3. What actions are open to Ed?
4. Which of these actions best meets ethical considerations while resolving the situation as positively as possible for the people involved/affected?

LIVING ETHICS SITUATION SHEET 4

The Situation

Susan is a front-line supervisor. One of her employees, Meg, has been in her department for eight months. Despite Susan's repeated efforts at training and coaching, Meg is performing below an acceptable level. Meg has been given average ratings in the past by the supervisors of three other departments. Susan has talked to these supervisors and has discovered that they acted as they did in order to avoid hassles resulting from Meg's reactions; they explained that Meg files grievances and Equal Employment Opportunity (EEO) complaints on a regular basis. Susan's boss, Barbara, has told Susan to give Meg a superior rating and a glowing recommendation for a vacant position in another division.

The Task

Write answers to the following questions:

1. What ethical conflict(s) does Susan face?
2. In addition to Susan, Meg, and Barbara, who might be affected by Susan's decision?
3. What actions are open to Susan?
4. Which of these actions best meets ethical considerations while resolving the situation as positively as possible for the people involved/affected?

■ GLOBAL SERVICE PROVIDER: MANAGING CHANGE

Goals

- To encourage participants to examine their personal and professional values related to organizational change.
- To demonstrate how organizational value systems affect decision making.
- To illustrate ethical dilemmas that occur in organizational change.

Group Size

Three groups of five to seven participants each.

Time Required

Approximately two hours.

Materials

- One copy of the Global Service Provider Background Sheet for each participant.
- One copy of the Global Service Provider Mission, Vision, and Values Sheet for each participant.
- One copy of the Global Service Provider Human Resources Department Data Sheet for each member of the Human Resources group.
- One copy of the Global Service Provider Operations Department Data Sheet for each member of the Operations group.
- One copy of the Global Service Provider Communications Department Data Sheet for each member of the Communications group.
- A newsprint flip chart and several felt-tipped markers for each group.
- Masking tape for each group.

Physical Setting

A room large enough to accommodate three group discussions, or three breakout rooms, one for each group. The main room should have plenty of wall space for posting group reports.

Process

1. The facilitator briefly summarizes the activity and its goals and divides the participants into three groups. Each group is designated as a department within a company called “Global Service Provider”: Human Resources, Operations, and Communications. Each group also is given a newsprint flip chart, several felt-tipped markers, and masking tape. In addition, each participant is given a copy of the background sheet; the mission, vision, and values sheet; and the appropriate department data sheet. The facilitator asks the participants to read all handouts and then elicits and answers questions about the task, emphasizing that there are no wrong responses. The facilitator clarifies that each group has thirty minutes (1) to develop responses to the questions on its department data sheet, (2) write these responses on newsprint, and (3) choose a spokesperson to give a ten-minute presentation on the group’s responses. (Twenty to twenty-five minutes.)
2. The groups are asked to begin their task. The facilitator regularly checks with each group, giving time updates and responding to questions. Should it become apparent that more time is required, the facilitator announces how much more time is allowed. (Thirty minutes or more, depending on the needs of the groups.)
3. At the conclusion of the working period, the facilitator calls time and asks the spokespersons to take turns giving their presentations. As each spokesperson presents, he or she posts the group’s newsprint responses. Questions from the whole group are encouraged, to ensure clarity and understanding. (Thirty minutes.)
4. The facilitator asks for observations regarding similarities and differences among the groups’ responses. Speculations regarding why these similarities and differences have occurred also are encouraged. (Ten minutes.)
5. The facilitator leads a discussion of the experience. The following questions may be used:
 - What parts or dimensions of Global Service Provider’s mission, vision, and values particularly influenced your group’s thinking? What are some examples of how the mission, vision, and values affected your group’s responses?
 - How did the group members’ own personal and professional values affect your group’s responses? What differences were noted? How did your group address these differences?
 - What ethical dilemmas emerged as your group addressed the questions on its department data sheet? How did your group resolve these dilemmas?
 - What are the characteristics of the process for managing change implied in your group’s responses?
 - What did you learn from this activity about managing organizational change?
 - What can you take home to apply to managing change in your own environment?

(Twenty to thirty minutes.)

Variations

- The activity may be conducted with six groups (two groups representing each department). In this case, the participants should discuss the questions in the last step in their groups and then report salient points to the total group.
- The activity may be used as an introduction to the development of self-managed work teams.
- The activity may be conducted with more groups representing other organizational functions.

Submitted by Veronica P. Garza, Jeanette Guardia, Joe B. Rodgers, Charlene A. Ross, and Judith F. Vogt.

GLOBAL SERVICE PROVIDER BACKGROUND SHEET

Global Service Provider (GSP) has a business unit in Valentine, Nebraska, approximately 1,500 miles from its corporate headquarters in San Antonio, Texas. The Valentine unit originally was an independent business that was acquired several years ago by GSP. Now, in order to gain a competitive edge, GSP's leadership faces the task of streamlining and cutting costs by integrating the Valentine unit into the customer-service facility in San Antonio.

Valentine is a rural community, and the GSP employees there have not had to put up with the hassles of big-city life. The working atmosphere at the Valentine facility is very comfortable. The employees have good working relationships with one another, and they participate actively in decisions that affect them.

You are a GSP employee in Valentine, and you have been asked to relocate to San Antonio. You know you will lose the comfort of the rural setting and are not sure of what you will face in terms of the culture of the customer-service facility in San Antonio.

However, the move will eliminate duplication of functions, resulting in an opportunity for the company to realize substantial cost savings. In addition, the move will allow you and other key employees to communicate better with one another.

You and a few other Valentine employees have been chosen to provide top management with important data about moving one of the Valentine departments to San Antonio. Top management has broken down the information needed into questions; your group will provide responses to those questions. You need not be concerned with financial constraints; the corporate office will deal with those. However, your responses must reflect GSP's mission, vision, and values.

GLOBAL SERVICE PROVIDER MISSION, VISION, AND VALUES SHEET

Mission

To provide highly competitive network services to customers throughout the world, while building and maintaining good relationships, based on high moral values and integrity, with our employees and the communities they serve.

Vision

For network-based services, our customers think of Global Service Provider first because:

- We are a premier network-services team of knowledgeable and caring employees committed to providing highly competitive and seamless service to customers worldwide.
- We develop long-term partnerships with our customers, our employees, and our communities by anticipating needs and exceeding expectations. Our integrity and financial strength are valued by all we serve and foster an environment conducive to high growth and ultimate success.

Values

These are the values we espouse:

- *Integrity:* We value honesty and strive to be fair in all our relations.
- *Efficiency:* We strive continually to improve our business processes and to be responsible for all that is entrusted to us.
- *Caring:* We treat our internal and external customers with respect and caring.
- *Customer Focus:* Our internal and external customers are at the core of everything we do. We strive continually to exceed their expectations.

GLOBAL SERVICE PROVIDER OPERATIONS DEPARTMENT DATA SHEET

Instructions: Respond to the following questions within the context of Global Service Provider's mission, vision, and values.

- The merging of the Valentine and San Antonio facilities will result in approximately two-thirds the number of employees that worked in the two separate facilities. In view of this reduction in personnel and other issues connected with merging, how can the new Operations staff continue to meet customers' needs during the transition?

- What items should be included in the agenda for the first meeting of the new Operations Department? Who should lead the meeting, and why? What should be said and done, and why?

- What issues should be considered in designing a process for integrating the Valentine and San Antonio departments? (Include the criteria to be used in determining who will remain in the new department)

GLOBAL SERVICE PROVIDER COMMUNICATIONS DEPARTMENT DATA SHEET

Instructions: Respond to the following questions within the context of Global Service Provider's mission, vision, and values.

- What elements should be included in a process for communicating with employees about the move?

- What should be done to manage community relations effectively in Valentine? In San Antonio?

- What message should be conveyed to the local media at both locations?

■ INQUIRIES AND DISCOVERIES: MANAGING INTERVIEWING SITUATIONS

Goals

- To identify effective and ineffective interviewing techniques.
- To help the participants to develop skills in conducting interviews with different types of respondents.

Group Size

Five subgroups of three or four participants each.

Time Required

One and one-half to two hours.

Materials

- A pencil for each participant.
- A clipboard or other portable writing surface for each participant.
- Blank paper for each interviewer and each observer.
- A copy of the Inquiries and Discoveries Interviewer Sheet for each interviewer.
- One set of Inquiries and Discoveries Role Sheets for the respondents and one set for each observer. (Each respondent receives a different role sheet, but each observer receives all five sheets.)
- A copy of the Inquiries and Discoveries Observer Sheet for each observer.

Physical Setting

A room in which the subgroups can conduct separate interviews without disturbing one another. Movable chairs should be provided for the participants.

Process

1. The activity is introduced as one that involves conducting interviews. The facilitator selects five participants to be interviewers, five to be respondents, and those remaining to be observers. It is explained that after the activity the respondents and the observers will be asked to give feedback to each interviewer on his or her interviewing style and effectiveness.

2. Each interviewer is given a copy of the interviewer sheet, blank paper, a pencil, and a clipboard or other portable writing surface. Then the interviewers are asked to leave the room for fifteen minutes to read the handout and to consult with one another about how to approach the interviewing process, how to keep the interviews flowing smoothly, and how to cope with any problems that might arise.
3. Pencils and clipboards or other portable writing surfaces are distributed to all remaining participants. The facilitator gives each respondent the appropriate role sheet and each observer a copy of each of the five role sheets. The respondents are asked to read their handouts and to discuss their roles with one another, developing specific behaviors that they might want to use during the interviews. The facilitator clarifies that the respondents may draw from their own work experience in responding to the interviewers, but that they may do so only when such responses do not conflict with their role descriptions.
4. While the respondents are discussing their roles, the facilitator distributes blank paper and copies of the observer sheet to the observers and asks them to read the handout. Questions are elicited, and the task is clarified as necessary. Then the observers are invited to listen to the respondents' discussion, but not to take part.
5. At the end of the fifteen-minute period allotted to the interviewers, they are asked to return to the room. The facilitator assembles the participants into five subgroups, each of which consists of one interviewer, one respondent, and one or two observers. Then the interviewers are instructed to begin.
6. After three minutes the facilitator stops the interviews, instructs each respondent to join a different subgroup, and asks the interviewers to begin again. This process is repeated until each interviewer has interviewed all five respondents. (Twenty minutes.)
7. The interview process is concluded. The facilitator asks the interviewers and the observers to remain in their subgroups and instructs the respondents to form a separate subgroup. The observers are asked to share and discuss their observations with the interviewers, and the respondents are asked to discuss the positive and negative aspects of the various interviewing styles that they encountered. (Fifteen minutes.)
8. The total group is reconvened. Feedback is elicited from the observers, and the respondents and interviewers are invited to comment on the feedback and to share their perceptions of the activity. (Twenty minutes.)
9. The facilitator leads a final discussion, eliciting comments on how to manage difficult respondents in a variety of interview situations, such as employment interviews, performance-appraisal sessions, and surveys.

Variations

- To accommodate more than twenty participants, the facilitator may add extra groups. In this case additional respondent roles should be created.
- The facilitator may present a lecturette on effective interviewing techniques.
- The interviewers may be given roles to demonstrate effective and ineffective interviewing approaches.

Submitted by Elizabeth Solender.

INQUIRIES AND DISCOVERIES INTERVIEWER SHEET

During this activity you are to conduct five three-minute interviews, each with a different respondent. These interviews will be observed, and at the end of the entire process you will receive feedback regarding your effectiveness as an interviewer.

The following probes¹ should form the basis of each interview. Try to obtain as much information as possible from each respondent and remember to make notes.

1. What were the major obstacles that you had to overcome in your last job? How did you deal with them?
2. Describe how you scheduled your time on an unusually hectic day in your last job. Give a specific example.
3. What would you say is your most creative accomplishment in your last position? Be specific.
4. Almost all work situations require us to interact with some people we dislike. Describe such a situation that you have encountered and explain how you handled it.
5. Give me an example of a time when you had high morale on the job. What caused it?

¹ From P.C. Green and D.D. Horgan, *Behavioral Interviewing Leader's Guide*, copyright © 1982, Paul C. Green. Used with permission.

INQUIRIES AND DISCOVERIES ROLE SHEET 1

The Reticent One

During the interview you may make gestures, but say as little as possible. Try to appear confused.

Do not reveal these instructions to any interviewer.

INQUIRIES AND DISCOVERIES ROLE SHEET 2

The Rambler

When responding to an interviewer's questions, try to talk as long as possible. Discuss subjects other than the ones about which you are being questioned. Try to keep the interviewer from interrupting you.

Do not reveal these instructions to any interviewer.

INQUIRIES AND DISCOVERIES ROLE SHEET 3

The Role Reverser

Try to establish control of the interview. Start asking your own questions as soon as possible. (Before the interviews begin, you may want to spend a few minutes thinking of questions that you might ask.)

Do not reveal these instructions to any interviewer.

INQUIRIES AND DISCOVERIES ROLE SHEET 4

The Suspicious One

Act as if you are suspicious of the interviewer's questions and intentions. Question him or her closely concerning who will have access to the information you are providing, the real purpose of the interview, and so forth. Be very negative and untrusting.

Do not reveal these instructions to any interviewer.

INQUIRIES AND DISCOVERIES ROLE SHEET 5

The Amiable One

Be positive throughout the interview; do not say anything negative. Attempt to please the interviewer by being excessively nice and cooperative.

Do not reveal these instructions to any interviewer.

INQUIRIES AND DISCOVERIES OBSERVER SHEET

During this activity you will be assigned to one interviewer. For each of the five interviews conducted, you are to observe the interviewer's behavior and make notes on answers to the following questions:

1. How did the interviewer react to the respondent?
2. What did he or she do to try to overcome the problems that arose during the interview?
3. Which of the interviewer's specific comments and gestures were particularly effective?
4. Which comments and gestures were ineffective?

■ **INTERVIEWING: GATHERING PERTINENT INFORMATION**

Goals

- To help the participants to become familiar with the interviewing process from the interviewer's perspective.
- To allow the participants to practice developing criteria that a job candidate must meet based on the nature and duties of the job.
- To assist the participants in developing ways to elicit pertinent information from job candidates.

Group Size

Three to ten trios.

Time Required

One hour and forty-five minutes.

Materials

- Blank paper and a pencil for each participant.
- A newsprint flip chart and a felt-tipped marker or a chalkboard and chalk.

Physical Setting

Any room in which the trios can work without disturbing one another. Writing surfaces should be provided for the participants.

Process

1. The facilitator delivers a lecturette on the process of interviewing from the interviewer's perspective. It is emphasized that before any interviews take place, the interviewer must determine the following:
 - The exact nature and duties of the job in question;
 - The skills and characteristics that a person must have in order to succeed in the job; and
 - Ways to elicit pertinent information from job candidates. (Ten minutes.)

2. The facilitator briefly explains the activity and its goals. The participants brainstorm a list of jobs while the facilitator records these jobs on newsprint or a chalkboard. Then they select one job from the list to serve as the focus of the interviews to be conducted. (Ten minutes.)
3. Blank paper and pencils are distributed. Concentrating on the chosen job, the participants use brainstorming to make the three determinations emphasized in step 1. During this process the facilitator records the results on newsprint or a chalkboard, inviting the participants to refer to the information throughout the activity. In addition, the participants are encouraged to jot down questions that should be asked of a candidate for the chosen job; it is explained that these questions are for their own use during the activity. (Twenty minutes.)
4. Trios are formed. Within each trio one member assumes each of the following roles: interviewer, job candidate, and observer. The participants are cautioned to maintain their roles throughout the interviewing process. The interviewer conducts the interview in accordance with information established during steps 1 through 3; the job candidate responds as required; and the observer makes notes regarding the interviewer's success at finding out what he or she needs to know about the candidate. After the interview the observer provides feedback about the interviewer's performance. (Fifteen minutes.)
5. Within each trio each participant assumes a different role; new interviews are conducted; and the new observer provides feedback. (Fifteen minutes.)
6. Step 5 is repeated, with each participant again playing a different role. (Fifteen minutes.)
7. The total group is reconvened for a concluding discussion. Questions that may be helpful during this discussion are as follows:
 - How did you go about devising questions related to job criteria?
 - What types of questions and techniques seemed to be helpful in eliciting pertinent information? Which were not so successful?
 - When you served as a job candidate, which question or experience carried the greatest impact for you?
 - What conclusions can be drawn about the interview process and the skills that are necessary for the interviewer?
 - How does this activity compare with your own experience as an interviewer? as a job candidate?
 - What is one interviewing skill that you can transfer to your own work environment? In what way might this skill be helpful to you?

Variations

- New trios may be formed for each round of interviewing.
- Each trio may choose a job on which to focus.
- The participants may be given sample job descriptions from which to derive their interviewing questions.

Submitted by Kenneth L. Murrell.

■ **CONSTRUCTIVE DISCIPLINE: FOLLOWING ORGANIZATIONAL GUIDELINES**

Goals

- To help the participants to develop an understanding of the importance and complexity of discipline problems within an organization.
- To develop the participants' awareness of the guidelines that can be used to handle discipline problems.

Group Size

Up to ten trios.

Time Required

Approximately two hours.

Materials

- A copy of the Constructive Discipline Lecturette for each participant.
- A copy of the Constructive Discipline Data Sheet for each participant.
- Blank paper and a pencil for each arbitrator.
- A clipboard or other portable writing surface for each arbitrator.

Physical Setting

A room that is large enough to allow the trios to work without disturbing one another.

Process

1. The facilitator announces that the participants are to be involved in an activity that deals with constructive discipline within an organization. Each participant is given a copy of the Constructive Discipline Lecturette and is asked to read this handout. (Ten minutes.)
2. Questions about the content of the handout are elicited and answered. (Ten minutes.)
3. The facilitator assembles the participants into trios, distributes copies of the Constructive Discipline Data Sheet, and asks the participants to read this sheet. (Five minutes.)

4. Within each trio the following roles are assigned: *proponent*, *opponent*, and *arbitrator*. Each arbitrator is given blank paper, a pencil, and a clipboard or other portable writing surface. It is explained that each trio is to use the following procedure to analyze each of the five problems on the data sheet:
 - The proponent and opponent discuss the situation, the proponent supporting the position that the disciplinary action taken was appropriate and the opponent supporting the position that it was inappropriate.
 - The arbitrator listens carefully to this discussion, decides whether the disciplinary action was appropriate or inappropriate, and explains his or her rationale.
 - If the arbitrator determines that the action taken was inappropriate, all three members work to establish a better way to handle the situation. The arbitrator makes notes about the new disciplinary approach that is established.
5. The facilitator elicits and answers questions about the task, announces that each trio has forty-five minutes to complete its work, and instructs the participants to begin.
6. After forty-five minutes the facilitator asks the trios to stop their work. The total group is reconvened, and the arbitrators are asked to report their decisions and any new disciplinary approaches that were established. (Fifteen minutes.)
7. The facilitator leads a concluding discussion by asking the following questions:
 - For those of you who served as proponents and opponents, how were you affected when you had to defend positions with which you disagreed?
 - For those of you who served as arbitrators, how were you affected by having to choose between the two sides?
 - How did the proponents and opponents react to the arbitrators' decisions?
 - How often did disagreement result in your trio because the parties in a particular case problem had not followed the guidelines presented in the lecturette?
 - What can be concluded about the disciplinary process in organizations?
 - How does your experience with this activity relate to your backhome situation? How can you improve your back-home situation as a result of this activity?

Variations

- Within each trio the roles of proponent, opponent, and arbitrator may be switched for each case problem considered.
- The participants may be asked to use their own disciplinary problems as cases to be considered.
- The participants may be asked to use their own disciplinary problems for the purpose of contracting back-home efforts after step 7.

- Copies of the lecturette may be distributed after the trios have completed their task rather than before. Subsequently, the trios may be instructed to evaluate their decisions according to the guidelines presented in the lecturette.

Submitted by Allen J. Schuh.

CONSTRUCTIVE DISCIPLINE LECTURETTE

Discipline within an organization involves the administration of negative motivational techniques in response to rule infraction or other misconduct on the part of an employee.

Infraction of a rule occurs when an employee has been informed of a specific rule, knows that there are consequences for the inappropriate behavior in question, and then violates the rule by omission or commission.

It is generally accepted as reasonable, then, that employees know in advance what they are expected to do and what they are expected not to do. Forewarning tends to promote the desired behavior, and the burden of such forewarning generally rests with an employee's supervisor. When disciplinary action becomes necessary, this action should be constructive in that it should attempt to guide future behavior.

Certain types of misconduct that are not governed by written rules can also necessitate disciplinary action. An organization cannot and should not be expected to generate rules governing matters that are dictated by common sense or by some higher authority than that of the organization, such as state or Federal law. For example, no employee should require forewarning that he or she is not to burn down the company facility or physically assault a fellow employee.

Practical Guidelines for the Supervisor

1. The supervisor should build good relations before there are problems by being firm but fair and by ensuring that subordinates understand the rules of the organization.
2. If disciplinary action is called for, the employee's immediate supervisor should administer the action.
3. Disciplinary action should be administered as promptly as possible. However, the supervisor should take time to calm down if he or she is angry or emotionally upset so that the disciplinary action will be objective and fair. Also, extra time may be needed to obtain the facts about what happened. The supervisor must listen to the offender's side of the story.
4. The burden of proof is on the supervisor to show that a subordinate is guilty of an alleged offense. An employee should be presumed innocent until proven guilty. The amount or degree of evidence required varies with the seriousness of the charge; the more severe the charge, the more evidence is needed to establish the guilt of the subordinate. If there is doubt as to an employee's guilt or innocence, arbitrators may be called in.
5. One of the main criteria used in administering disciplinary action is the concept of "just cause." In determining whether there is just cause for disciplining a subordinate, the supervisor must answer three questions:
 - Can it be proven that the employee did, in fact, commit the improper act?

- Should the employee be punished for the behavior? The fact that the employee committed an infraction does not mean that he or she should be punished automatically. If industry custom, company tradition, past practice, or some other rationale can be given to explain or justify a specific behavior, it may be appropriate to waive the penalty for the infraction.
 - Does the contemplated punishment fit the nature of the offense? When a violation occurs and does warrant punishment, the penalty assigned must be appropriate. This requirement prevents the exacting of severe penalties for minor infractions, such as the firing of an employee for coming to work late on one occasion. This provision is sometimes referred to as a “reasonableness criterion.”
6. For moral as well as legal reasons, penalties must be exacted in a nondiscriminatory manner. In general, two employees should receive the same penalty for the same offense, although there are exceptions. To introduce flexibility into a disciplinary system, a range of penalties may be established for the same offense. Flexibility is both needed and justifiable. For example, if two employees arrive late for work, one may be verbally reprimanded and the other may be fired. This discrepancy in punishment could be justifiable if the verbally reprimanded employee had never been late for work before, whereas the fired employee had been formally warned repeatedly and had even been suspended recently for the same offense.
 7. Strict consistency may not be entirely fair. Court judges and public administrators, who must strive for consistency in administering laws, use the term “strategic leniency” in circumstances in which some bending of the rules is wise. Such considerations as intent, provocation, inexperience, and temporary disability may justify more favorable treatment of one person than another. Of course, once an exception is made, the door is open to further appeals and to abuse. At this point it is important to recall the purpose of disciplining. If the subsequent behavior of the employees who know of the case will be improved by making an exception, then consistency should be sacrificed. However, the supervisor who elects to sacrifice consistency should be prepared to make an exception for any subordinate in similar circumstances, and he or she should let the reasons for the exception be known so that it will not appear to be arbitrary favoritism. When handled in a way that is generally regarded as fair, adjusting disciplinary measures to individual circumstances actually can improve the effect that the discipline has on future behavior.
 8. Rule infractions are generally grouped into two broad categories: minor or major offenses. No such classification could apply to all organizations and all situations, but examples of representative minor and major offenses are as follows:

Minor Offenses

Loafing
Sleeping on the job
Being absent without an excuse
Gambling
Engaging in horseplay
Being habitually tardy
Producing defective work
Selling or canvassing on company property
Failing to report an accidental injury
Leaving the work area without authorization
Generating excessive scrap and waste
Punching another employee's time card

Major Offenses

Maliciously destroying any company property
Deliberately falsifying any company records
Physically fighting with a superior
Carrying a concealed weapon
Stealing money or equipment
Conducting oneself in a grossly immoral, indecent, or disgraceful manner
Failing to obey safety rules
Engaging in drug or alcohol abuse

9. The main forms of organizational penalties, in the general order of their severity from mild to harsh, are as follows:

- Verbal reprimand
- Written warning
- Loss of privileges
- Fines
- Temporary suspension
- Demotion
- Permanent discharge

Violations of a minor offense are usually subject to a progressive penalty system; the second incident carries a stronger penalty than the first, and the third incident warrants an even stronger penalty. However, the first offense of a major infraction can bring immediate suspension or discharge. Loss of privileges, fines, and demotions are not commonly used within private business.

10. As a general rule, disciplinary action should be administered privately, but there may be exceptions.

11. After disciplinary action has been taken, the supervisor should attempt to assume and reestablish a normal attitude toward the disciplined subordinate. It is important that the supervisor express confidence in the subordinate's ability to improve.

12. An infraction should be erased from the offender's personnel record after one or two years. There is no justification for holding against an employee, in perpetuity, indiscretions of past years if the employee has reformed.

13. Sometimes there is a question as to whether an employee has actually committed an infraction of the rules. Consequently, an accused employee should always have the right to appeal to an authority higher than the immediate supervisor. A full hearing before higher authorities may be desirable to demonstrate to all parties that the accused person has been treated justly. The appeal system is also needed for situations in which the supervisor has not properly judged the merits or severity of a case. Still another possibility in serious cases may be the intervention of a union arbitrator or of a legal agency.

CONSTRUCTIVE DISCIPLINE DATA SHEET

Problem One

Stacy, the senior sales representative for the company, comes to work drunk one day. The sales manager sends Stacy home. The next morning Stacy comes in drunk, picks up a stapler, and throws it at the manager, who must be sent to the hospital for stitches and x-rays. The company discharges Stacy for insubordination, assault, and intoxication on the job.

Problem Two

The company has struggled to make it clear that absenteeism will not be tolerated. Within the past year, Terry, a highly skilled maintenance technician, has been absent without notice once or twice each month. Terry has worked for the company for six years and has a reputation for doing high-quality work, accepting almost any assignment unquestioningly, and working overtime when necessary. When confronted with the problem of the absences, Terry always promises to do better; however, the continuation of the problem led to a disciplinary layoff, and since then there still has been no improvement. Although quiet and uncommunicative, Terry is known to have family problems. There are six children, one of whom is always ill, and the home is run in a disorganized manner. The company reluctantly decides to discharge Terry because other employees are complaining.

Problem Three

The senior editor, Sandy, was assigned to a complicated project a year ago. Original estimates indicated that the project could be accomplished in six months. Sandy has been working diligently to complete the project and is deeply concerned that it is so far off schedule. For the past three months, the managing editor has noticed that Sandy has begun falsifying written reports about the progress that has been made. After the first incident, the managing editor discussed the situation with Sandy, emphasizing that the falsification must not take place again. After the second incident, the managing editor again discussed the situation with Sandy and wrote a formal reprimand to be placed in Sandy's personnel file. Finally, there is a third incident, after which the managing editor decides to remove Sandy from the project and to demote Sandy to the position of staff editor.

Problem Four

The general manager goes to the washroom and finds Dale, a machine operator, asleep on a bench. Without awakening Dale, the manager stuffs a dismissal notice in Dale's pocket. The manager returns from the washroom and discovers that the maintenance crew is repairing Dale's machine. The maintenance supervisor told Dale to "get lost" for a couple of hours.

Problem Five

The purchasing manager hears from a sales representative that Kim, the secretary in the purchasing department, is “selling” the manager’s appointment time to sales representatives for gifts of liquor, theater tickets, and so forth. The informant, who says that the fee has been increasing recently, states, “We have to pay it because we can’t afford to lose your account.” The purchasing manager telephones the personnel department and asks that Kim be transferred to a new job “for personal reasons.”

■ LIVE CASE: A GROUP DIAGNOSIS

Goals

- To illustrate problems involved in overgeneralizing.
- To practice interviewing techniques as a method of generating data about an individual.
- To study the process of forming hypotheses from available information.

Group Size

At least two subgroups of five to eight members each.

Time Required

Approximately two hours.

Materials

- Newsprint and felt-tipped markers for each subgroup.
- Paper and a pencil for each participant.
- A copy of the Live Case Orientation and Work Sheet for each participant being interviewed.

Physical Setting

A room large enough to allow subgroups to meet separately.

Process

1. The facilitator tells the participants that they will interview two individuals in an effort to gain a thorough understanding of the interviewees and to develop diagnoses of them.
2. The facilitator asks for two volunteers (or chooses in advance individuals who are well integrated, able to disclose themselves appropriately, and able to give and receive direct feedback) to be interviewed.
3. The facilitator gives each interviewee a copy of the Live Case Orientation and Work Sheet to read while the other participants are forming two subgroups.

4. The facilitator gives instructions to the subgroups, explaining that each subgroup will interview an individual for twenty minutes. The facilitator suggests topics according to the specific orientations of the participants, e.g., work situation, educational training, interpersonal relationships, etc. The facilitator emphasizes that each subgroup is to use all the communication skills at its disposal to elicit within the bounds of the topic a real, deep self-disclosure from the individual. The facilitator suggests that subgroup members take notes on what the individual says. They are then to process the data obtained and develop hypotheses about the individual. They are to list these hypotheses on newsprint. For example, the subgroup may determine from the data that the individual lacks clear goals, has a great need for affection, etc.
5. The facilitator assigns each interviewee to a subgroup, and the interviews begin. (Twenty minutes.)
6. Interviewees are instructed to make notes in private about their reactions to the activity while the subgroups are formulating diagnoses. A volunteer in each subgroup records on newsprint the conclusions of the subgroup.
7. Interviewees exchange subgroups and steps 5 and 6 are repeated.
8. The facilitator reconvenes the total group. Both subgroups display, compare, and discuss their diagnoses about one of the interviewees. Then the interviewee responds to the content of the diagnoses.
9. Step 8 is repeated with the other interviewee.
10. The two interviewees discuss their reactions to the process of being interviewed by each of the subgroups. Then the subgroup members react to the feedback on their interviewing.
11. The facilitator leads a discussion of the dynamics of diagnosis, calling attention to such dangers as projection and overgeneralization.

Variations

- Subgroups may be assigned different topics to explore. Examples: family background, work situation, Goals, interpersonal relationships.
- A two-person relationship can be the focus of the entire activity. The partners can be interviewed separately and/or together.

Submitted by Robert K. Conyne and David H. Frey. This activity is based on their article, "Group Process Teaching and the Live Case Study Approach," *Counselor Education and Supervision*, 1972, 12(1), 73-75.

LIVE CASE ORIENTATION AND WORK SHEET

You will be interviewed concerning specific areas of your life experiences. Hypotheses will be formed, based on what you say. You are asked to respond as openly as possible so that the subgroup members may gather accurate data concerning you. You may decline to answer any question.

You are asked to monitor the interviewing experience as it occurs, so that you may provide feedback to each subgroup concerning its interviewing.

Reactions to Interview I

Reactions to Interview II

■ SUNGLOW: AN APPRAISAL ROLE PLAY

Goals

- To practice skills in counseling, coaching, and active listening.
- To increase awareness of behavioral and interpersonal factors that influence an interview.
- To provide feedback on interviewing effectiveness.

Group Size

Two subgroups of four to six members each. (Additional participants serve as process observers.)

Time Required

Two to two and one-half hours.

Materials

- A copy of the Sunglow Background Information Sheet for each participant.
- A copy of the Sunglow Employee Background Data Sheet and a copy of the Sunglow Appraisal Report Sheet for each member of the managerial team.
- A copy of the Sunglow Employee Biography Sheet for each member of the employee team.
- A copy of the Sunglow Interview-Skills Observer Sheet for each observer.
- A pencil for each participant.
- A newsprint flip chart and a felt-tipped marker.

Physical Setting

A room large enough to contain all participants in two face-to-face teams and two separate rooms in which the teams can read and discuss their roles.

Process

1. The facilitator gives a lecturette on the skills required in appraisal interviewing. He or she may elicit such a list from the participants and post it.

2. The participants are divided into two subgroups of equal size, each containing four or six members. Additional participants act as observers. One subgroup collectively is designated as the employee, Fredrich van den Nerck; the other group collectively represents the engineering manager, J.C. Rist.
3. Each participant is given a copy of the Sunglow Background Information Sheet and a pencil. Each member of the managerial team receives a copy of the Sunglow Employee Background Data Sheet and a copy of the Sunglow Appraisal Report Sheet. Each member of the employee team receives a copy of the Sunglow Employee Biography Sheet. Each observer receives a copy of the Sunglow Interview-Skills Observer Sheet.
4. The facilitator explains that all senior staff employees in the Sunglow Petroleum Co. Ltd. are formally appraised once each year by their immediate supervisors. The ultimate purpose of the appraisals, according to the company's guide for managers, is "to ensure that each member of the staff makes the optimum contribution to profit improvement within his or her power and to help the individual attain the highest possible satisfaction from the job. The two aims are interrelated." (The facilitator may wish to write this goal on newsprint and post it where all participants can see it.) The facilitator adds that the completed appraisal reports are ultimately sent to the company's central office, where they serve as the basis for decisions on staff transfers and promotions. The object of the appraisal interview is "to assess the employee's performance over the past year as comprehensively and constructively as possible, to discuss and analyze with the employee those factors that have influenced his or her performance, and to establish a plan of action for the year to come."
5. The facilitator directs the managerial team and the employee team to their separate rooms and tells them that they have one-half hour in which to read the data and discuss the situation. He or she tells them that they will *not* elect a representative for the interview but that all will play the part of manager or employee, as though each member represented a part of that individual's personality. In this way several different ways of approaching the interview, for both the manager and the employee, may be tried and processed in the shortest possible time.
6. After one-half hour, the managerial team is instructed to call the employee team into the large room, and the interview begins.
7. After thirty to forty-five minutes the facilitator stops the interview and leads the participants in a review of the activity. He or she encourages the managers and employees to give feedback to one another. Observers then give their reports. The facilitator solicits examples of helpful and hindering behaviors during the interview and of counseling, coaching, and listening skills used by participants. The group members are encouraged to generalize some learnings about interviewing and to suggest how these could be applied in real-life situations.

Variations

- The role play can be followed by a short lecture on transactional analysis and the interview role played once more with each party trying to remain in the Adult ego state. This second role play can involve individual managers and employees, with observers noting the extent to which both parties communicate clearly, listen actively, and stay in their “Adult” in the TA sense of the term. The effect on the outcome of the interview of Adult-Adult exchanges versus Parent-Child exchanges can be emphasized.
- Videotape can be used to replay the interview before step 7.
- The role play can be done in trios (employee, supervisor, observer).
- The supervisor and employee can reverse roles halfway through the interview.
- New information about the employee can be introduced into the process.

Submitted by J. Malcolm Rigby.

SUNGLOW BACKGROUND INFORMATION SHEET

Sunglow Petroleum Co. Ltd. is a multinational company engaged in the exploration, production, and refining of petroleum products.

One branch of Sunglow is an operating company situated in Dunia, a small independent nation. Dunia consists mainly of jungle, with the exception of a small coastal strip that runs the length of the country. There are no facilities for higher education in Dunia, there are few other facilities, and it is surrounded on three sides by fairly hostile countries, jealous of the mineral wealth it possesses.

For these reasons, the Sunglow management and specialists in Dunia are practically all expatriate Europeans who live in an almost self-contained "camp" in the middle of the oil field on the coastal strip. The "camp" contains some five hundred company houses, a company hospital and medical service, and a company supermarket that sells European goods. There are also a company club, around which the social and sporting activities of the expatriates center, and a company school for children up to twelve years of age.

Sunglow employees live for twelve months in Dunia along with their families and are then allowed two months' leave in their countries of origin. All traveling expenses for the employees and their families from Dunia are paid for by the company, and full salary is paid during leave.

The original oil discoveries in Dunia, along the coastal strip, are now almost worked out, and all the large and complex projects currently underway in the company are in the offshore waters, from the surf zone to as far as fifty miles out. The Dunia operation is regarded by the central office as a training ground for proving young talent and is also one of the most profitable of the parent company's many exploration ventures.

SUNGLOW EMPLOYEE BACKGROUND DATA SHEET

Fredrich (Fred) van den Nerk is thirty-four years old. He is a graduate in mechanical engineering from the University of Delft in Holland, a university with the reputation of producing some of the best engineers in Europe. He has worked for the Sunglow Company for nine years, first in Holland, later in Zaroma in the Far East, and, for the last twelve months, in Dunia.

Van den Nerk was extremely disappointed and angry when he first came to Dunia because he found himself working as a planning engineer in the land facilities department—a job he had held in Zaroma for the past four years. Apparently someone in the central office (London) had told him that he would be working in offshore construction as a project engineer when he arrived in Dunia. As his supervisor, your original request had been for a land facilities engineer, although the work is much less complex than that which Van den Nerk had carried out in Zaroma and, by making several staff moves, you managed to get him the job in offshore construction, which he coveted.

Van den Nerk has been an extremely active member of the senior staff club and is currently the sports secretary and a member of the soccer team. Sometime last year he broke a leg during a game and was in a cast for a number of weeks.

His family, too, has suffered some bad luck. His only child, a five-year-old daughter, has been hospitalized following a boating accident, and only a few weeks ago both mother and daughter were flown back to Holland at Sunglow's expense so that the child could be examined by medical specialists.

Van den Nerk's work leaves much to be desired. During his time in offshore construction he has not reached his targets on several occasions when a little more effort, particularly in dealing with other departments, could, in your opinion, have achieved the desired results. Two specific cases involved the nondelivery of Materials for the job and an unpleasant episode between the planning engineers and the barge engineer over a design alteration. Van den Nerk, in the middle, seemingly added to the problem rather than helped resolve it. In your opinion, a major part of a project engineer's job is to deal with such sources of friction and job holdups with a minimum of disruptive conflict, and to achieve project goals even under the considerable pressure that is inevitably generated on these jobs.

All the additional information you need is contained in the draft of the appraisal report that you have written on Van den Nerk. Although you have completed this report, you can alter it following discussions with the subordinate. You currently see no reason why you should do so.

SUNGLOW APPRAISAL REPORT SHEET

A. Statistical Data

<i>Name of Employee</i>	<i>Job Title</i>	<i>Period of Assessment</i>	
Van den Nerk, Fredrich	Design Engineer	February 1988 to February 1989	
<i>Division</i>	<i>Nationality</i>	<i>Qualifications</i>	
Engineering	Dutch	Grad. Mech. Eng., Delft, 1980	
<i>Date of Birth</i>	<i>Joined Company</i>	<i>Joined This Branch</i>	<i>Pension Date</i>
10 January 1955	5 September 1980	10 February 1988	5 September 2015
<i>Previous Jobs in Company</i>	<i>Branch</i>	<i>Date</i>	
Trainee Engineer	Holland Sunglow	Sept. 80–March 81	
Assistant Design Engineer	Holland Sunglow	March 81–April 84	
Planning Engineer—Land Facilities	Zaroma Sunglow	April 84–Feb. 88	

B. Report on Performance

1. *Jobs Held Since Last Report:*

Planning Engineer—Land Facilities
Project Engineer—Offshore Engineering Construction

2. *Performance of Work:*

Van den Nerk has been involved in a number of medium-sized projects such as planning and designing the new gaslight facilities for the Tenjambong Field and as project engineer for AGP64B, in addition to numerous smaller projects such as improvements to the offshore compressors. He began his first year in the Dunia branch with enthusiasm and was transferred to project engineering following his own request. However, this early promise has not been fulfilled on his new job.

When he has been able to concentrate on specific tasks of a “desk-bound” nature, Van den Nerk has often produced sound solutions, although he has tended to get caught up in detail and his work has an uneven quality. When required to resolve a number of problems concurrently, he has tended to shy away from the more difficult

ones, thus not bringing his projects along in a systematic manner. He is also prone to neglect work that is not of high priority, and his output also leaves room for improvement.

Van den Nerk appears to have lost his early initiative, his reports are not up to standard for this type of job, and he seems neither to keep close watch over the projects for which he is responsible nor to be able to instill in others a willingness to cooperate.

3. *Targets/Task for Coming Year:*

Van den Nerk will be transferred back to planning engineering in the land facilities department where he will be given the opportunity to improve his performance on various small projects.

4. *Performance Rating:*

- | | |
|-----------------------|-------------------------------------|
| Excellent | <input type="checkbox"/> |
| Very Good | <input type="checkbox"/> |
| Competent Performance | <input type="checkbox"/> |
| Minimum Acceptable | <input checked="" type="checkbox"/> |
| Poor | <input type="checkbox"/> |

5. *Name of Evaluator:* J.C. Rist

Signature:

Date:

C. Report on Development

1. *Factors that May Promote or Limit Further Development:*

Technically Van den Nerk is a reasonably sound engineer, and—despite his dissatisfaction with his initial job here in Dunia—he performed well in land facilities during the first quarter of the year. However, he seems unable to concentrate for longer periods of time and does not possess the overview necessary for large-project responsibility. He seems to lack confidence in his own ability, as is manifested in his tendency to opt out of difficult situations, leaving them, through default, for others to identify and solve. Particularly, he does not seem able to translate his social skills into the work situation nor does he seem willing to spend time examining problems in the field. These failings have led to problems between himself, the barge supervisors, materials department, and members of engineering planning.

If he can increase his work output, he may become an adequate specialist design engineer, but his ability to handle larger projects or a management post must be suspect, based on this year's performance.

2. *Potential—Expressed as Job Group from J.G. 6 (starting) to J.G. 1 (highest):*

	Last Year	This Year
a. Current:	J.G. 4	J.G. 4
b. Expected Within Three Years:	J.G. 3	J.G. 4
c. Ultimate Potential:	J.G. 1	J.G. 3

3. *Possible Jobs in the Short Term:*

Planning Engineer

4. *Possible Jobs in the Long Term:*

Specialist in design or planning. Broader management posts unlikely, based on current performance.

5. *Training Required:*

6. *Employee's Reactions:*

7. *Name of Evaluator:* J.C. Rist

Signature:

Date:

SUNGLOW EMPLOYEE BIOGRAPHY SHEET

You are Fredrich (Fred) van den Nerk, thirty-four years of age, a graduate mechanical engineer from Delft University in Holland. You are currently waiting to have your staff appraisal interview with J.C. Rist, your boss. As you wait you review the year and, from your point of view, you believe that you have overcome some fairly severe difficulties and have put in a solid year's work.

You came to Dunia with your wife and only child (a five-year-old girl) at the beginning of the year in the belief that you would be a project engineer in offshore construction, a job that you had requested at your last two staff appraisal interviews. On arriving in Dunia you were placed in the land facilities department as a planning engineer, a job you had held for four years in Zaroma before your transfer. You were extremely upset and angry about this "betrayal" and told this to your boss and to the personnel manager. You were told that a transfer to offshore construction would be arranged for you as soon as possible, assuming that you proved capable of the job.

Consequently, you accepted the post in the land facilities department and found that you could produce what was regarded as excellent work without much real effort. Settling into the camp, and with little work of a demanding nature to do, you joined the club soccer team and the squash league and took up water skiing and sailing. In your third month, you were elected sports secretary to the company club and began to build up and organize the sports section, arranging various sporting tournaments with other teams and leagues both within and outside Dunia. As a consequence, the senior staff club and Dunia Sunglow have become well known in sporting circles throughout the region, and you believe this has been good publicity for the company—even inducing young Dunians who may otherwise not have done so to join the company.

Unfortunately, just one month following your transfer to the job in offshore construction that you had wanted for so long, in the course of winning the Continental Football Cup with a company team, you sustained torn ligaments of the right leg and were hospitalized for two weeks and in a cast from the thigh down for an additional six weeks. This made it extremely difficult for you to get out of the office, especially to offshore locations. At the same time, while you were in the hospital, your wife took your daughter out in the speedboat. While watching her mother water ski, Yvonne (your daughter) fell out of the speeding boat and sustained damage to her ears, which left her completely deaf. Despite your conviction that the doctors at the company hospital were nonplussed by your daughter's illness and your repeated requests that she be flown out to specialists in Holland, this was not done until some eight weeks ago. During this time, your daughter showed no signs of improvement that you could see and became morose and silent and refused to eat. Since her return to Holland, she has been seen by four ear, nose, and throat specialists (all expenses paid for by Sunglow); her hearing has begun to improve, and they believe that she will recover completely.

Your wife returned to Holland with the child and is living in a flat close to the hospital (again all expenses are paid by Sunglow). However, prior to her departure, you

had several serious quarrels with her because you accused her of having caused the child's accident through her negligence. Since then, you have come to believe that your attitude toward her was caused by your concern for the child, your own accident, problems at work, and overcommitment both at work and at the club. This made you extremely nervous and distraught. You hope that she will accept this explanation—which you have made by letter—that she will return to Dunia, and that your relationship will not suffer; but you have not had a reply from her yet.

The project-engineer job proved to be a little larger than you expected but, by and large, you believe that you have done a very adequate job—particularly given the problems you have faced both at work and at home and the time and energy you have devoted to the sports section, which has proved to be good publicity for Sunglow. You have missed a couple of target dates, but you are not the only project engineer to have done that in your section, and you are the least senior in terms of time spent in the section. Even these two targets might have been met had not, in one case, the materials department let you down over delivery dates, and, in the other case, the planning engineers produced a wrong design, which the barge supervisor would not put himself out to rebuild without your constant attendance and liaison with engineering planning.

What you would like to do next year is to attend courses in management skills and in project engineering, so that you can carry out your job in offshore construction even better than this year—particularly since you hope you will not have so many problems to deal with outside of work next year. Overall you have enjoyed the work much better than that in land facilities and see it as a necessary next step in your career if you are to be at all successful in the company and move on to general management posts, which is your ambition.

SUNGLOW INTERVIEW-SKILLS OBSERVER SHEET

Instructions: Check the phrases below that best describe what you observe.

The Manager

1. Helps the employee to analyze problems.
2. Helps the employee to generate solutions.
3. Acts as a clarifier to the employee.
4. Acts as a summarizer.
5. Contributes suggestions from experience and knowledge.
6. Avoids giving the employee ready-made answers.
7. Does not assume that he or she has all the relevant information.
8. Indicates that he or she is listening actively to the employee.
9. Responds to nonverbal cues.
10. Talks more than the employee does.
11. Shows interest in the employee.
12. Paraphrases the employee's comments.
13. Confronts and/or challenges the employee.
14. Collaborates with the employee to define problem areas.
15. Helps plan follow-up and next steps.
16. Defines the contract and time limits.

What were some of the *most* helpful things the manager said or did?

What behaviors seemed *least* helpful?

Other comments:

The Employee

1. Seeks to find a mutual solution.
2. Listens to understand the supervisor's point of view.
3. Asks for relevant information.
4. Indicates to the supervisor that he is listening.
5. Responds to nonverbal cues.
6. Talks more than the supervisor does.
7. Paraphrases or seeks to clarify the supervisor's comments.
8. Confronts or challenges the supervisor.
9. Attempts to define specific problem areas.
10. Agrees to plan follow-up steps.
11. Agrees to contract and time limits.

What were some of the *most* helpful things the employee said or did?

What behaviors seemed *least* helpful?

Other comments:

■ ASSISTANT WANTED: AN EMPLOYMENT INTERVIEW

Goals

- To provide participants with an experience in interviewing and in being interviewed.
- To explore the dynamics of the interviewer-interviewee relationship.
- To introduce the components of the employment interview.

Group Size

Up to thirty participants, divided into two subgroups of equal size.

Time Required

Approximately two to two and one-half hours.

Materials

- A copy of the Assistant Wanted Interviewer Role-Description Sheet for each participant.
- One copy of the Assistant Wanted Interviewer Assessment Sheet for each participant.
- A copy of the Assistant Wanted Acceptance Sheet for each participant.
- A copy of the Assistant Wanted Rejection Sheet for each participant.
- A copy of the Assistant Wanted Interviewee Role-Description Sheet for each participant.
- A copy of the Assistant Wanted Job-Application Sheet for each participant.
- One copy of the Assistant Wanted Interviewee Assessment Sheet for each participant.
- A pencil for each participant.
- Newsprint and a felt-tipped marker.

Physical Setting

A room that is large enough for each interview to be conducted without disturbance from the others. Chairs should be provided and arranged in pairs in separate portions of the room.

Process

1. The facilitator introduces the activity as an experience in interviewing and being interviewed, then identifies half the participants as interviewers and the remaining half as interviewees. The interviewers and the interviewees are directed to assemble in separate portions of the room. (Five minutes.)
2. Each interviewer is given a copy of the Assistant Wanted Interviewer Role-Description Sheet, a copy of the Assistant Wanted Interviewer Assessment Sheet, a copy of the Assistant Wanted Acceptance Sheet, a copy of the Assistant Wanted Rejection Sheet, and a pencil. Each interviewee receives a copy of the Assistant Wanted Interviewee Role-Description Sheet, a copy of the Assistant Wanted Job-Application Sheet, a copy of the Assistant Wanted Interviewee Assessment Sheet, and a pencil. (Five minutes.)
3. The facilitator directs the interviewers to read their Assistant Wanted Interviewer Role-Description Sheets and to begin to construct questions to use during the interview. The interviewees are instructed to read their Assistant Wanted Interviewee Role-Description Sheets and to complete their Assistant Wanted Job-Application Sheets. (Ten minutes.)
4. After ten minutes, the facilitator collects the completed Assistant Wanted Job-Application Sheets from the interviewees. The facilitator assigns an interviewee to each interviewer or directs the two subgroups to count off and pair off. Each interviewer is given the copy of the assigned interviewee's completed Assistant Wanted Job-Application Sheet. The interviewers are given five minutes to review these Materials. (Ten minutes.)
5. The interviewers are seated at the interviewing stations and are directed to call their interviewees to their interviewing stations and to begin the interviews. The facilitator allows ten minutes for the interviews to be conducted. (Fifteen minutes.)
6. After the interviews, both the interviewers and the interviewees are given five minutes to complete their respective Assistant Wanted Assessment Sheets. (Five minutes.)
7. The interviewers and interviewees are directed to give one another feedback concerning the interview and to compare their responses to their Assistant Wanted Assessment Sheets. (Ten minutes.)
8. The interviewer and interviewee groups exchange roles, and steps 2 through 7 are repeated. (The new interviewers do not interview the persons who interviewed them during the first round.) (Approximately one hour.)
9. The facilitator instructs each participant to decide whether the person whom he or she interviewed is qualified for the job. Participants are given five minutes in which to make this decision and to complete an Assistant Wanted Acceptance Sheet if the interviewee is qualified for the job and an Assistant Wanted Applicant Sheet if the interviewee is not qualified for the job. (Five minutes.)

10. The persons who were interviewers during round 1 are directed to personally deliver their acceptance and rejection sheets to the individuals whom they interviewed during the first round and to explain (briefly) the reasons for their decisions. (Five minutes.)
11. The persons who were interviewers during the second round of interviews are directed to personally deliver their acceptance and rejection sheets to the persons whom they interviewed during round 2 and to briefly explain the reasons for their decisions. (Five minutes.)
12. All participants are assembled, and the facilitator leads a discussion of the activity, including:
 - What were the participants' feelings during the interviewing process: about being the interviewer? about being interviewed?
 - How were the feelings of the interviewer and interviewee different or similar?
 - How were participants' predictions of their own acceptance or rejection confirmed or disproved?
 - What types of questions and reactions helped to make people feel at ease during the interviews? Which helped them to show their personalities? Which helped them to demonstrate their skills?
 - What types of questions or reactions hindered people during the interviews? Did participants feel that these affected the decisions to accept or reject them?
 - What stages or processes did the interviewers go through? Did a common sequence emerge?
 - How did the activity fit with participants' own experiences in interviewing others or in being interviewed?

The facilitator lists the salient points of the discussion on newsprint. (Twenty minutes.)

Variations

- At the end of the activity, the facilitator can deliver a lecturette or give a demonstration of an effective (model) interview and have the participants conduct another round based on the model.
- The interviewers can write their own job situations and requirements prior to the interview.
- The interviewees can assume any backgrounds they like during the interviews.

- If time is limited, only one round of interviews can be conducted. Participants would then be divided into two subgroups (interviewers and interviewees) to discuss the activity and report salient points.

Submitted by Laura M. Graves and Charles A. Lowe.

ASSISTANT WANTED INTERVIEWER ROLE-DESCRIPTION SHEET

Background: One of the Vitalab Company's most famous products is Vitamax brand vitamins. In the last few years, Vitamax has been losing its "fair share" of the vitamin market, and Vitalab is looking for new ways to advertise and market Vitamax. Vitalab's concern is to win back some or all of the consumers who have switched from Vitamax to other brands and to encourage consumers who did not previously take Vitamax to begin to do so. Vitalab has hired Dr. Pat Roberts, psychologist-consultant, to (a) conduct research on why people take vitamins, why they take Vitamax, and why they switch to other brands; (b) generate some new, creative, marketing strategies; and (c) devise pilot tests for the new marketing strategies.

The Current Situation: Dr. Roberts is looking for a bright, energetic, and ambitious research assistant to work on the Vitamax project. The pay is extremely good, and the exposure to marketing and consulting could be invaluable. The research assistant would be responsible for trying to find out why consumers take vitamins and why they prefer one brand over another. The project would involve talking to vitamin users and nonusers about vitamins and obtaining in-depth information about how consumers think about vitamins. The applicant should be flexible, be able to become involved in new experiences, be able to adapt to immediate and specific circumstances, and be at ease with people.

Your Role: You will play the role of a research assistant who already is working with Dr. Roberts. You have been asked to interview applicants who have applied for the position of research assistant. In the interview, you should attempt to:

1. Discover any relevant skills of the applicant,
2. Ascertain the applicant's personality,
3. Keep the interview spontaneous,
4. Make the applicant feel relaxed,
5. Make the applicant want the job.

Write down some questions that you will ask each applicant to assess his or her skills and personality.

ASSISTANT WANTED INTERVIEWER ASSESSMENT SHEET

1. Judging from the content of the interview, I believe that I know the skills, abilities, and qualities of the applicant, relevant to the job.

1	2	3	4	5	6	7
Disagree						Agree

2. Judging from the content of the interview, I believe that I know the applicant as a person.

1	2	3	4	5	6	7
Disagree						Agree

3. I feel that the interview was very spontaneous.

1	2	3	4	5	6	7
Disagree						Agree

4. I feel that the applicant was very relaxed during the interview.

1	2	3	4	5	6	7
Disagree						Agree

5. I tried hard to recruit the applicant for the position.

1	2	3	4	5	6	7
Disagree						Agree

6. Overall, I feel that the interview went extremely well.

1	2	3	4	5	6	7
Disagree						Agree

ASSISTANT WANTED ACCEPTANCE SHEET

Marketing Research Assistant
Vitalab, Inc.

Dear _____:

It is with great pleasure that I inform you of my decision to hire you to work as a marketing research assistant on the Vitamax project. I look forward to working with you in the near future.

Sincerely,

ASSISTANT WANTED REJECTION SHEET

Marketing Research Assistant
Vitalab, Inc.

Dear _____:

I regret to inform you that I am unable to offer you a position as marketing research assistant on the Vitamax project. I will keep your application on file in the event that any other positions should be available in the near future.

Sincerely,

ASSISTANT WANTED INTERVIEWEE ROLE-DESCRIPTION SHEET

Background: One of the Vitalab Company's most famous products is Vitamax brand vitamins. In the last few years, Vitamax has been losing its "fair share" of the vitamin market, and Vitalab is looking for new ways to advertise and market Vitamax. Vitalab's concern is to win back some or all of the consumers who have switched from Vitamax to other brands and to encourage consumers who did not previously take Vitamax to begin to do so. Vitalab has hired Dr. Pat Roberts, psychologist-consultant, to (a) conduct research on why people take vitamins, why they take Vitamax, and why they switch to other vitamin brands; (b) generate some new, creative, marketing strategies; and (c) devise pilot tests for the new marketing strategies.

The Current Situation: Dr. Roberts is looking for a bright, energetic, and ambitious research assistant to work on the Vitamax project. The pay is extremely good, and the exposure to marketing and consulting could be invaluable. The research assistant would be responsible for trying to find out why consumers take vitamins and why they prefer one brand over another. The project would involve talking to vitamin users and nonusers about vitamins and obtaining in-depth information about how consumers think about vitamins. The applicant should be flexible, be able to become involved in new experiences, be able to adapt to immediate and specific circumstances, and be at ease with people.

Your Role: You will play the role of a job applicant who wants a position on Dr. Roberts' staff. Try to put yourself in the frame of mind of someone who really wants this job. Try to put your "best foot forward" during the interview. You will be interviewed by an individual who currently is employed by Dr. Roberts.

ASSISTANT WANTED JOB-APPLICATION SHEET

Name _____ Telephone _____

Address _____

Employment (Give two most recent positions):

Current or Last Position: _____ Dates held: _____

Employer's name and address:

Describe position: _____

Previous Position: _____ Dates held: _____

Employer's name and address:

Describe position: _____

Education:

Education beyond high school:

1. School: _____ Dates of attendance: _____

Major: _____ Degree: _____ Date of degree: _____

G.P.A.: _____

2. School: _____ Dates of attendance: _____

Major: _____ Degree: _____ Date of degree: _____

G.P.A.: _____

ASSISTANT WANTED INTERVIEWEE ASSESSMENT SHEET

1. During the interview, I demonstrated that I was flexible.

1	2	3	4	5	6	7
Disagree						Agree

2. During the interview, I demonstrated that I possess the necessary skills for the job.

1	2	3	4	5	6	7
Disagree						Agree

3. I demonstrated that I enjoy working with people.

1	2	3	4	5	6	7
Disagree						Agree

4. I demonstrated that I could elicit information from people.

1	2	3	4	5	6	7
Disagree						Agree

5. I was enthusiastic during the interview.

1	2	3	4	5	6	7
Disagree						Agree

6. I think the interviewer believes I want the job.

1	2	3	4	5	6	7
Disagree						Agree

■ **PERFORMANCE APPRAISAL: A PRACTICE SESSION**

Goals

- To give participants an opportunity to create agendas for performance appraisals.
- To allow participants to experience the roles of supervisor, subordinate, and observer in a performance appraisal.
- To provide participants with an opportunity to give and receive feedback on performance-appraisal techniques.

Group Size

Any number of trios.

Time Required

Approximately two and one-half hours.

Materials

- One copy of the Performance Appraisal Supervisor's Role Sheet for every participant.
- One copy of the Performance Appraisal Subordinate's Role Sheet for every participant.
- A copy of the Performance Appraisal Observer's Role Sheet for each participant.
- Blank paper and a pencil for each participant.
- A portable writing surface for each participant.
- A newsprint flip chart and a felt-tipped marker.
- Masking tape for posting newsprint.

Physical Setting

A room that is large enough for trios to work without disturbing one another.

Process

1. The facilitator explains the goals of the activity. (Five minutes.)

2. The participants are assembled into trios. One member of each trio is given a copy of the supervisor's role sheet; another member is given a copy of the subordinate's role sheet; and the third member is given a copy of the observer's role sheet. Blank paper, a pencil, and a portable writing surface are given to every participant.
3. The participants are instructed to read their sheets and ask for clarification on any point they do not understand. (Five minutes.)
4. The facilitator asks the participants who have the supervisor's role sheets to interview the person playing the role of subordinate according to the instructions on their role sheets. The observer takes notes about the nature of the subordinate's job. (Five minutes.)
5. The facilitator interrupts the interviews and asks each supervisor and subordinate to create and prioritize agendas for the performance appraisal as instructed on the role sheets. The observers take notes on the agreed-on agenda. (Ten minutes.)
6. The facilitator instructs the trios to begin the performance-appraisal process. At the end of ten minutes, the facilitator stops the appraisal. (Ten minutes.)
7. The facilitator instructs each supervisor and his or her subordinate to continue the conversation just long enough to summarize what they have already discussed. The subordinate is instructed to make notes that could be used later to write a summary.
8. Each observer is instructed to give feedback to the other two members of the trio and to allow them to ask for clarification and suggestions at the end of the feedback. (Five minutes.)
9. Each subordinate is given a copy of the supervisor's role sheet; each observer is given a copy of the subordinate's role sheet; and each supervisor is given a copy of the observer's role sheet. The facilitator announces that each participant will play the role that corresponds to the new sheet.
10. Steps 3 through 9 are repeated. Then steps 3 through 8 are repeated. (Seventy-five minutes.)
11. The total group is reassembled, and the facilitator leads a discussion on the following questions:
 - How did you feel when you played the role of supervisor? Subordinate? Observer?
 - What did you like/dislike about each role?
 - Which role was most helpful to you in understanding the performance appraisal process? How?
 - In what ways were the agendas helpful? In what ways were they a hindrance?
 - In what ways were the summaries helpful?
 - What types of statements or topics caused problems during the appraisal? How?

- What topics, phrases, statements, or behaviors enhanced the process? How?
- What discoveries have you made about the performance-appraisal process?
- How can this activity benefit you and your organization in the future? (Twenty minutes.)

Variations

- Each participant could be asked to play only one of the roles, and the time for the appraisal could be extended to twenty minutes.
- A few participants could be asked to interview their partners in depth and prepare agendas in advance of the activity, thus preparing them to give a more realistic demonstration of the performance appraisal. All the other participants would observe and critique the role play.
- When playing the role of subordinate, the participant could be asked to write a summary of the performance appraisal and to discuss it with the person who played the role of supervisor.

Submitted by John E. Oliver.

PERFORMANCE APPRAISAL SUPERVISOR'S ROLE SHEET

You will play the role of the supervisor during a performance appraisal. Before the appraisal process begins, you will interview the person who is playing the role of your subordinate in order to find out what type of organization he or she works for, what kind of work he or she does, and other details that would help you appraise the subordinate's performance.

The facilitator will interrupt your interview and ask you and your subordinate to create agendas for the performance appraisal. You will write down topics that you want to discuss while your subordinate is writing down topics that he or she wants to discuss. When you finish, you and your subordinate will exchange agendas and discuss them and come to an agreement about which items will remain on the final agenda.

Because time is limited for this activity, you will not be able to cover every agenda item. Therefore, you and your subordinate will prioritize the items on the final agenda.

Some items that you may want to include on the agenda are listed below:

1. Things that subordinate has done well.
2. Things that the subordinate needs to improve.
3. Progress on previously set goals.
4. Goals toward which the subordinate might work.
5. Things that the supervisor does that help or hinder the subordinate's work.

After you have completed the agendas, the facilitator will tell you to begin the performance appraisal.

When giving feedback to your subordinate, cite specific behavior. For example, say, "Your weekly reports were late twice last month," or "Your errors dropped from six in January to only two in February," not "Your work is always lagging behind," or "Your accuracy seems to be improving."

Resist the temptation to sandwich negative criticism in between compliments. For example, do not say, "Your computer work is excellent, you make too many mistakes on the typewriter, and I think you are a very good organizer." Instead, remind the subordinate that you had to return six letters for corrections last week and that one of his or her goals should be to proofread typed material carefully before giving it to you. Make sure the subordinate understands your complaint before proceeding further.

The facilitator will interrupt the performance appraisal and instruct you and your subordinate to jointly summarize what you discussed during the appraisal. Your subordinate will be instructed to take notes. (In a real situation, the subordinate is sometimes asked to write a summary of the appraisal and to present it the following day to the supervisor for discussion.)

PERFORMANCE APPRAISAL SUBORDINATE'S ROLE SHEET

You will play the role of the subordinate during a performance appraisal. Before the appraisal process begins, you will be interviewed by the person who is playing the role of your supervisor. Expect that person to ask you about where you work, what kind of work you do, and other details that would help in giving a performance appraisal.

The facilitator will interrupt the interview and ask you and your supervisor to create agendas for the performance appraisal. While your supervisor is writing down topics that he or she wants to discuss with you, you should also write down topics that you want discussed.

When you finish you will exchange agendas with your supervisor and will discuss them and come to an agreement about which items will remain on the final agenda.

Because time is limited for this activity, you will not be able to cover every agenda item. Therefore, you and your supervisor will prioritize the items on the final agenda.

Some items you may want to include on your agenda are listed below:

1. Things that I do well.
2. Things that I need to improve.
3. Progress on previously set goals.
4. Goals for the future.

After you have completed the agendas, wait for the facilitator to tell you to begin the performance appraisal.

If your supervisor asks you for feedback on his or her performance, cite specific behavior. For example, say, "You missed a meeting we scheduled for last Thursday," not "You're never around," or say, "The note you wrote me about my report inspired me to try to finish on time every month," not "You are always giving me encouragement."

The performance appraisal will be interrupted by the facilitator, who will instruct you and your supervisor to jointly summarize what you discussed. At this point, you will be asked to make notes so that you would be able to write a summary later. (In a real situation, the subordinate is sometimes required to write a summary of the performance appraisal and to present it to the supervisor the following day for discussion.)

PERFORMANCE APPRAISAL OBSERVER'S ROLE SHEET

You will play the role of the observer during a performance appraisal. When real performance appraisals are conducted, the supervisor's supervisor sometimes observes the process and gives feedback to the person performing the appraisal. Your task will be to give feedback to both parties.

Before the performance appraisal, the person playing the role of supervisor will interview the person playing the role of subordinate to obtain information about the person's job. The supervisor and subordinate will also plan the agenda.

During the interview, agenda setting, and performance appraisal, take notes but do not interrupt or join the conversation. The other two members of your trio will probably become so involved in their conversation that they will not even be aware of your presence.

You should not give feedback on the performance appraisal until the facilitator instructs you to do so. When you have finished giving feedback, you should allow the other members of your trio to ask you for clarification and suggestions.

If you play another role after being an observer, try to benefit from the feedback you gave the other members of your trio.

The following items provide a checklist that may be helpful as you observe the supervisor and subordinate:

1. The supervisor and subordinate created the agenda jointly.
2. The supervisor and subordinate followed the agenda they created.
3. The supervisor was in control of the process.
4. The supervisor used concrete examples to describe performance.
5. The subordinate reacted to the supervisor's feedback nondefensively.
6. The supervisor and subordinate set goals jointly.
7. The supervisor solicited feedback about his or her performance.
8. The subordinate used examples to describe the supervisor's performance.
9. The supervisor reacted to the subordinate's feedback nondefensively.
10. The supervisor and subordinate shared the discussion.
11. The supervisor and subordinate summarized the discussion jointly.
12. The subordinate took notes on the summary.

■ WHAT'S LEGAL?: INVESTIGATING EMPLOYMENT-INTERVIEW QUESTIONS

Goals

- To develop the participants' awareness of legal issues in connection with interviewing applicants for employment.
- To assist the participants in identifying legal and illegal employment-interview questions and in determining why they are legal or illegal.
- To give the participants an opportunity to practice devising legal employment-interview questions.

Group Size

Twelve to thirty participants in subgroups of four or five.

Time Required

Approximately two hours and forty-five minutes.

Materials

- One copy of the What's Legal? Case Study Sheet for each participant.
- One copy of the What's Legal? Clarification Sheet for each participant.
- One copy of the What's Legal? Suggested Interview Questions for each of the participants.
- A pencil and a clipboard or other portable writing surface for each participant.
- A newsprint flip chart and a felt-tipped marker for each subgroup.
- A newsprint flip chart and a felt-tipped marker for the facilitator's use.
- Masking tape for posting newsprint.

Physical Setting

A room large enough so that the subgroups can work without disturbing one another. Movable chairs should be provided.

Process

1. The facilitator begins the activity by introducing the goals and then emphasizes the importance of employment interviewing in light of current trends:

“Because of the threat of potential legal problems such as lawsuits, fewer and fewer organizations are willing to provide either positive or negative feedback regarding former employees. Consequently, it becomes all the more important to develop and ask reliable questions during an employment interview. These questions and the responses they elicit may be the only route open for assessing the potential of a job candidate.”
2. The facilitator briefly summarizes the process of the entire activity.
3. Each participant is given a copy of the case study sheet, a pencil, and a clipboard or other portable writing surface. The facilitator explains the instructions for completing the sheet, emphasizing that the first step is to complete the Individual Evaluation column for each of the twenty questions. The participants are instructed to begin their individual work and to stop and wait for further instructions after they have completed this first step. (Fifteen minutes.)
4. After all participants have completed their work, they are assembled into subgroups of four or five members each. The facilitator states that within each subgroup the members are to discuss their individual responses on the case study sheet and then agree on subgroup responses (including reworded questions where applicable) and record the subgroup information on their individual sheets. Each subgroup is also instructed to select a spokesperson to report the subgroup decisions to the total group. Then the participants are told to begin. While they work, the facilitator monitors their progress and periodically apprises them of the remaining time. (Forty minutes.)
5. The facilitator calls time, asks the subgroups to stop their work, and reconvenes the total group. Each question is dealt with separately in this fashion:
 - The spokespersons report their subgroups’ decisions about whether the question is legal or illegal and whether it can be reworded. (Specific rewording is not reported.)
 - The facilitator records the subgroups’ findings on newsprint. Then, after all spokespersons have reported, the facilitator gives the “correct” answer and the rationale (from the clarification sheet); records the “correct” answer on newsprint; and suggests a possible rewording, if applicable.

After all responses have been shared and recorded on newsprint, the facilitator distributes copies of the clarification sheet and suggests that the participants keep this handout for future reference. (Thirty-five minutes.)
6. The facilitator leads a discussion by asking the following questions:
 - What reactions did you have to this activity? What did you discover?

- What common opinions did you find in your subgroup? What were the differences of opinion?
- What generalizations can we make about legal interview questions? What generalizations can we make about illegal questions?
- How can you avoid asking illegal questions during your own hiring processes? What is one thing you can do to ensure the legality of interview questions in your own organization?

(Twenty minutes.)

7. The subgroups are reassembled, and the facilitator gives each a newsprint flip chart and a felt-tipped marker. Each subgroup is instructed to select a recorder to record the members' ideas while they devise a list of five legal employment-interview questions that could be used to obtain useful information for a number of different jobs. As the subgroups work on this task, the facilitator remains available to assist as needed and periodically lets the participants know how much time is remaining. (Ten minutes.)
8. The recorders are asked to post their sheets of newsprint in an area of the room where these sheets can be seen by all participants. The facilitator reviews all questions and leads a discussion of them, eliciting opinions about their legality and phraseology. (Approximately twenty-five minutes.)
9. The facilitator distributes copies of the handout of suggested interview questions and leads a discussion of the handout contents, comparing these contents with the questions generated by the participants in the previous step. During this discussion the facilitator emphasizes the importance of focusing on job-related issues during an employment interview. The participants are encouraged to keep these handouts for future reference.

Variations

- To save time, the subgroup evaluations and sharing of results (step 4 and part of step 5) may be eliminated. In addition, the facilitator may administer the case study sheet in two halves, covering the "correct" responses and leading a discussion after the participants have completed each half. This alternative allows the facilitator and the participants to note improvements in their learning and their understanding of the legal principles involved.
- At the end of the activity, the facilitator may offer to combine all the legal questions generated by the participants into a master list and to distribute or send copies of the list to the participants at a later date.

- After the participants have developed legal questions, they may assemble into pairs and conduct interviews based on these questions.

Submitted by Robert J. ("Jack") Cantwell.

WHAT'S LEGAL? CASE STUDY SHEET

Background and Instructions

Lee Richards is the recruitment manager for the personnel department of a county government. Recently Lee has become aware of a problem concerning the employment-interview questions asked. Lee has received complaints from job candidates about the fact that some departments focus their interviews almost entirely on previous work experience, while other departments concentrate on the likelihood that the candidate will “fit in around here.” Consequently, in an effort to standardize the interviewing process, Lee has prepared the following list of twenty questions that each interviewer should ask every candidate.

Read each of the twenty questions and place a check mark in the appropriate blank in the Individual Evaluation column to indicate whether the question is:

1. Legal;
2. Illegal and cannot be reworded so that it is legal (or should not be reworded because there is no bona fide rationale for asking it); or
3. Illegal and can be reworded, assuming that there is a bona fide rationale for trying to elicit the information implied by the question.

If you decide that the question is illegal and can be reworded, write your suggested rewording in the space provided for that purpose. (Subgroup evaluations will be completed later.)

Questions to Be Evaluated

1. How old are you?

Individual
Evaluation

Subgroup
Evaluation

Legal

Illegal; cannot/should not be reworded

Illegal; can be reworded as follows:

2. Have you ever been arrested?

Individual
Evaluation

Subgroup
Evaluation

Legal

Illegal; cannot/should not be reworded

Illegal; can be reworded as follows:

3. Do any of your relatives work for this organization?

Individual
Evaluation

Subgroup
Evaluation

Legal

Illegal; cannot/should not be reworded

Illegal; can be reworded as follows:

4. Do you have children, and if you do, what kind of child-care arrangements do you have?

Individual
Evaluation

Subgroup
Evaluation

Legal

Illegal; cannot/should not be reworded

Illegal; can be reworded as follows:

5. Do you have any handicaps?

Individual
Evaluation

Subgroup
Evaluation

Legal

Illegal; cannot/should not be reworded

Illegal; can be reworded as follows:

6. What are the address and telephone number where you can be reached?

Individual
Evaluation

Subgroup
Evaluation

Legal

Illegal; cannot/should not be reworded

Illegal; can be reworded as follows:

7. Are you married?

Individual
Evaluation

Subgroup
Evaluation

Legal

Illegal; cannot/should not be reworded

Illegal; can be reworded as follows:

8. Where were you born?

Individual
Evaluation

Subgroup
Evaluation

Legal

Illegal; cannot/should not be reworded

Illegal; can be reworded as follows:

9. What organizations do you belong to?

Individual
Evaluation

Subgroup
Evaluation

Legal

Illegal; cannot/should not be reworded

Illegal; can be reworded as follows:

10. Have you ever been convicted of a crime?

Individual
Evaluation

Subgroup
Evaluation

Legal

Illegal; cannot/should not be reworded

Illegal; can be reworded as follows:

11. Do you get along well with other men/women?

Individual
Evaluation

Subgroup
Evaluation

Legal

Illegal; cannot/should not be reworded

Illegal; can be reworded as follows:

12. Have you ever worked under a different name?

Individual
Evaluation

Subgroup
Evaluation

Legal

Illegal; cannot/should not be reworded

Illegal; can be reworded as follows:

13. What languages can you speak and/or write fluently?

Individual
Evaluation

Subgroup
Evaluation

Legal

Illegal; cannot/should not be reworded

Illegal; can be reworded as follows:

14. What experience, if any, have you had in the military?

Individual
Evaluation

Subgroup
Evaluation

Legal

Illegal; cannot/should not be reworded

Illegal; can be reworded as follows:

15. What is your spouse's income?

Individual
Evaluation

Subgroup
Evaluation

Legal

Illegal; cannot/should not be reworded

Illegal; can be reworded as follows:

16. What make, year, and model is your car?

Individual
Evaluation

Subgroup
Evaluation

Legal

Illegal; cannot/should not be reworded

Illegal; can be reworded as follows:

17. This is a hectic office. Can you keep up with the younger people here?

Individual
Evaluation

Subgroup
Evaluation

Legal

Illegal; cannot/should not be reworded

Illegal; can be reworded as follows:

18. Do you have any medical problems that would prevent you from performing your job duties?

Individual
Evaluation

Subgroup
Evaluation

Legal

Illegal; cannot/should not be reworded

Illegal; can be reworded as follows:

19. How long have you lived in this city/state?

Individual
Evaluation

Subgroup
Evaluation

Legal

Illegal; cannot/should not be reworded

Illegal; can be reworded as follows:

20. What experience have you had in . . . ?

Individual
Evaluation

Subgroup
Evaluation

Legal

Illegal; cannot/should not be reworded

Illegal; can be reworded as follows:

WHAT'S LEGAL? CLARIFICATION SHEET

Important: The following evaluations of the twenty questions are intended to provide clarification rather than to serve as strict legal interpretations. The reader should note that employment law is continually in flux and that appropriate legal counsel should be engaged before formalizing these or any other employment-interviewing concepts into organizational guidelines.

Legal questions are those that can be shown to be directly related to performance on the job. *Illegal* questions are those that have no direct bearing on job performance and that might imply some kind of prejudice (against race, creed, national origin, sex, handicaps, and so forth). An organization whose employees ask illegal questions during employment interviews can be subject to a variety of legal penalties. Consequently, anyone interviewing job applicants would be well advised to become acquainted with the legal principles involved. Also, it is a good idea for an interviewer to test potential interview questions in these ways:

- Would I ask this question of a person of any race?
- Would I ask it regardless of gender?
- Would I ask it of a citizen?
- Would I ask it of a physically able person?

Unless the answer is “yes” in every case, it might be advisable not to ask the question.

1. *How old are you?*

This question is legal but inadvisable. An applicant's date of birth or age can be asked, but it is essential to tell the applicant that Federal and state laws prohibit age discrimination. It is a good idea to avoid focusing on age, except in those cases in which an occupation requires extraordinary physical ability or training and a valid age-related rule is in effect.

2. *Have you ever been arrested?*

This question is illegal unless an inquiry about arrests is justified by the specific nature of the business. Questions about arrests are generally considered suspect. Convictions should be the basis for rejection of an applicant only if their number, their nature, or how recent they are renders the applicant unsuitable. The interviewer should tell the applicant that a conviction record should not necessarily preclude employment. (See also the clarification of item 10.)

3. *Do any of your relatives work for this organization?*

This question is legal if the intent is to discover situations involving nepotism.

If that is the case, the interviewer may say something like “We have a policy against nepotism here. Do you have any relatives working for the organization?”

4. *Do you have children, and if you do, what kind of child-care arrangements do you have?*

Both parts of this question are illegal; they should not be asked in any form because the answers would not be job related. In addition, they might imply sex discrimination.

5. *Do you have any handicaps?*

This question is illegal as phrased here. An applicant does not have to divulge handicaps or health conditions that do not relate reasonably to his or her fitness to perform the job. (See also the clarification of item 18.)

6. *What are the address and telephone number where you can be reached?*

This question is legal if the intent is to learn how to notify the applicant in the event that he or she has been hired. Note that the question does not ask where the applicant lives; therefore, it would not be likely to be construed as eliciting information about the applicant’s socioeconomic status or ethnic background.

7. *Are you married?*

This question is illegal and should not be reworded. Marriage has nothing directly to do with job performance. In addition, the question might have sexual overtones or might imply a prejudice for or against a particular marital status.

8. *Where were you born?*

This question is illegal and should not be reworded. There is no bona fide rationale for asking it, and it might indicate discrimination on the basis of national origin.

9. *What organizations do you belong to?*

As stated, this question is legal; it is permissible to ask about organizational membership in a general sense. However, it would be preferable to ask specifically about job-related or professional organizations. It is illegal to ask about membership in a specific organization when the name of that organization would indicate the race, color, creed, sex, marital status, religion, or national origin or ancestry of its members.

10. *Have you ever been convicted of a crime?*

This question is legal but might be inadvisable. (In most cases convictions are a matter of public record.) The question is advisable if conviction of a crime in and of itself is germane to employment, but the interviewer should be aware that on a number of occasions it has been perceived as conveying a prejudice against minorities. An important point is that being arrested (held in custody) is not the same

as being convicted (proven guilty after a legal trial). (See also the clarification of item 2.)

11. *Do you get along well with other men/women?*

This question is illegal; it seems to perpetuate sexism. However, if the objective in asking it is to determine whether the applicant gets along well with people in general, the question might be reworded as “How would you describe your style of communicating with others?” or “How would you describe your leadership style?”

12. *Have you ever worked under a different name?*

This question is legal if the purpose of asking it is to simplify record keeping. For example, people often change their names in Social Security records; and a prospective employer might want to know if an applicant has a work history under another name. To be on the safe side, the interviewer might preface the question by saying something like “For our Social Security records . . .”

13. *What languages can you speak and/or write fluently?*

Although this question is legal, it might be perceived as a furtive way of determining an individual’s national origin. However, it is permissible to ask the question if the job involves language ability (for example, when the job of salesperson requires dealing primarily with customers who speak a particular language). It is not permissible to ask how any given language was learned.

14. *What experience, if any, have you had in the military?*

This question is legal if the purpose is to discover job-related skills or knowledge that may have been learned in the military, but questions about the specific skills or knowledge would be preferable.

15. *What is your spouse’s income?*

This question is illegal and should not be reworded. The answer would not be directly job related.

16. *What make, year, and model is your car?*

This question is illegal. Presumably the reason for asking it is to determine whether the applicant would have difficulty in getting to work, and it is not permissible to delve into this issue. However, if the interviewer is merely concerned with whether the applicant could keep acceptable hours at work, he or she might legally say, “Our working hours are 9:00 a.m. to 5:00 p.m. Would you have any trouble meeting this work schedule?”

17. *This is a hectic office. Can you keep up with the younger people here?*

This question is illegal as stated; it indicates a possible age bias. However, it could be reworded as “How would you describe the way you manage stress and/or deal with a rapid pace in an organizational setting?”

18. *Do you have any medical problems that would prevent you from performing your job duties?*

This question is legal. It is permissible to ask about general or specific conditions of a physical, mental, or medical nature if those conditions would interfere with the applicant’s ability to perform the job. (See also the clarification of item 5.)

19. *How long have you lived in this city/state?*

This question is legal if the response information is to be used only for the purpose of record keeping (taxes or Social Security, for example). It would be a good idea for the interviewer to accompany the question with a statement indicating that purpose.

20. *What experience have you had in . . . ?*

This question is legal as long as it is job related.

WHAT'S LEGAL? SUGGESTED INTERVIEW QUESTIONS

The following are some legal interview questions/probes that may be useful:

1. What is your definition of the job for which you are interviewing?
2. What would you expect to get out of this job?
3. What do you find most attractive about the job for which you are interviewing?
What do you find least attractive?
4. What do you see as the most difficult task involved in the position for which you are interviewing?
5. What kind of job skills and experience can you offer us?
6. What do you know about our company?
7. Why do you want to work for our company?
8. What are your salary expectations?
9. What are your long-range career goals? How would you accomplish them in our company? How long would you expect to stay with our company?
10. How long would it take you to make a meaningful contribution to our company?
What would be the nature of that contribution?
11. What do/did you like best about your present/previous position? What do/did you like least?
12. Why are you leaving your present job?
13. If I spoke with your current/previous boss, what would he or she say are your greatest strengths and weaknesses?
14. What do you consider to be your work-related strengths and weaknesses?
15. What do you consider to be your major accomplishments in your current (or previous) job?
16. What adjectives would you use to describe your relationships with your coworkers in your present/previous position? What adjectives would you use to describe your relationships with your subordinates? Explain.
17. In your present/most recent position, what problems did you identify that had been overlooked previously? How did you handle these problems?
18. Describe a situation in which your work was criticized and how you handled this situation.
19. What is your concept of an ideal work environment?
20. Which do you like better—working with figures or working with words? Explain.
21. How do you manage pressure or deadlines?

22. Would you rather initiate action or support those who initiate it? Explain. What qualities are necessary for the one you chose?
23. When the applicant has had supervisory experience and the position in question also entails supervision/management: How would you describe your management style?
24. When the applicant has had supervisory experience and the position in question also entails supervision/management: How many people do/did you supervise in your present/previous job?
25. When the applicant has had supervisory experience and the position in question also entails supervision/management: How do you think your subordinates perceive(d) you? How does their perception compare with the way you perceive yourself?
26. When the position entails supervision/management: What would you look for when hiring people?
27. When the applicant has had supervisory experience and the position in question also entails supervision/management: Have you ever had to fire anyone? If so, what were the circumstances and how did you handle the situation?

■ BARS: DEVELOPING BEHAVIORALLY ANCHORED RATING SCALES

Goals

- To collaboratively construct behaviorally anchored rating scales (BARS) for the relevant dimensions of a specific job position.
- To develop an example of performance measurement based on behavioral anchors.

Group Size

Ten to thirty participants in subgroups of four to six members each.

Time Required

Approximately three hours and forty minutes. (Varies depending on the size of the group.)

Materials

- A copy of the BARS Dimension/Definition Work Sheet for each participant.
- Three copies of the BARS Anchor Work Sheet for each participant.
- At least three sheets of blank paper and a pencil for each participant.
- A table and chairs for each subgroup or a portable writing surface for each participant.
- One copy of the BARS Rating Format for each subgroup.
- A newsprint flip chart and felt-tipped markers for each subgroup and for the facilitator.
- Masking tape for posting newsprint.

Physical Setting

A room large enough to comfortably accommodate the total group as well as the subgroups working independently.

Process

1. The facilitator introduces the goals of the experience, stating that the BARS methodology provides a highly useful tool for work assessment/evaluation and selection. The facilitator then gives a brief description of a behaviorally anchored rating scale (BARS). (Five minutes.)
2. The facilitator divides the participants into subgroups of four to six members each and gives each participant a copy of the BARS Dimension/Definition Work Sheet and a pencil. (The facilitator ensures that each subgroup has a table and chairs or that each participant has a portable writing surface.) The facilitator then announces that each subgroup is to take thirty minutes to identify and define all relevant dimensions of one particular job position. (The facilitator or the participants may select the position—preferably one that is related to the jobs of the majority of the participants.) Examples include in-house trainer, data-entry clerk, sales manager, etc. Job dimensions are defined as those categories of duties or responsibilities that are relevant to a specific job. (The facilitator can list examples on newsprint if this is needed to help the subgroups to understand the task.) (Thirty-five minutes.)
3. The facilitator gives each subgroup a newsprint flip chart and felt-tipped markers and directs each subgroup to integrate and summarize the items on its list of job dimensions and definitions, combining those that are similar and rewording when necessary. Each subgroup is instructed to select the three most significant dimensions from its list and to write these dimensions and their definitions on a sheet of newsprint. (Twenty-five minutes.)
4. The total group is reassembled, and each subgroup presents its three most significant job dimensions to the entire group. (Fifteen to twenty minutes.)
5. The facilitator defines a “behavioral anchor” as a description of a specific, observable behavior that is related to some criterion (in this case, to each subgroup’s three selected job dimensions). For example, the behavioral anchor “When confronted with questions during a break, this facilitator talks to participants until their questions are answered or until the break is over” is obviously more descriptive than “This facilitator helps the participants.” The facilitator solicits one or two further examples of behavioral anchors to determine that the participants understand the definition. (Five minutes.)
6. The subgroups are reassembled. Each participant is provided with three copies of the BARS Anchor Work Sheet and is directed to write descriptions of behavioral anchors representing “good,” “average” (i.e., satisfactory or acceptable), and “poor” performance for each of the three job dimensions selected by the subgroup in step 3. (Ten minutes.)
7. A volunteer recorder from each subgroup receives one copy of the BARS Rating Format. The volunteer recorder then lists the subgroup’s first job dimension on

newsprint, using the BARS Rating Format. All subgroup members then volunteer their examples of behavioral anchors for “good” performance on that dimension. The subgroup selects the best example. To accomplish this selection, each subgroup member rates each example from 5 (excellent) to 1 (poor), and these ratings are tallied to determine the “best” example (that with the highest ranking). Similar items can be combined. The recorder writes the selected good-performance behavioral anchor next to the job dimension on the newsprint. This process is repeated for the “average” and “poor” behavioral anchors for the first job dimension and then for the “good,” “average,” and “poor” behavioral examples for each of the remaining two job dimensions. (Approximately one and one-half hours.)

8. The total group is reassembled. On a newsprint flip chart, the facilitator constructs a vertical BARS scale for one job dimension from each subgroup, listing the subgroup’s behavioral examples of “good,” “average,” and “poor” performance. The facilitator goes over the use of the BARS scale, then helps the subgroups to check that their behavioral examples are “anchored,” that is, worded to indicate expected behavior. An example is: “When confronted with questions during the break, this facilitator would be expected to talk to participants until their questions are answered or until the break is over.” (Five to ten minutes per subgroup.)
9. The subgroups reconvene. Each subgroup member receives three sheets of blank paper and is directed to construct a behaviorally anchored rating scale (BARS) for each of the subgroup’s three dimensions, then to rate himself or herself (or someone who actually has the job described) on each of the three dimensions. (Seven minutes.)
10. The total group is reassembled, and the facilitator solicits comments from the participants about:
 - How BARS can be used to identify the most important aspects of a particular job;
 - How BARS can be used in appraising/evaluating the performance of a person in a particular job; and
 - What uses the participants can think of for BARS in their own back-home job situations.(Fifteen minutes.)

Variations

- Step 7 can be done by the facilitator between group sessions and explained to the participants.
- Steps 2, 3, and 4 can be eliminated, and the facilitator can present the participants with a prewritten list of dimensions for a particular job.

- With slight modification, the process can be used to develop behavioral observation scales (BOS). BARS are based on inferred (but not necessarily observed) performance; BOS are based on actually observed behavior.
- BOS can be developed for dimensions of group behavior and can be used to evaluate group members' performance.

Submitted by Dana L. Farrow and John A. Sample.

BARS DIMENSION/DEFINITION WORK SHEET

1. Dimension _____

Definition _____

2. Dimension _____

Definition _____

3. Dimension _____

Definition _____

4. Dimension _____

Definition _____

5. Dimension _____

Definition _____

BARS ANCHOR WORK SHEET

Indicate on the lines that follow the job position and job dimension for which behavioral anchors will be developed.

Job Position _____

Job Dimension _____

For this job dimension, write two specific behavioral anchors for “good performance,” “average (satisfactory or acceptable) performance,” and “poor performance.”

Behavioral anchors for “good” performance:

1. _____

2. _____

Behavioral anchors for “average” performance:

1. _____

2. _____

Behavioral anchors for “poor” performance:

1. _____

2. _____

BARS RATING FORMAT

Job Dimensions	Selected Examples of Behavioral Anchors
Job Dimension 1	Good:
	Average:
	Poor:
Job Dimension 2	Good:
	Average:
	Poor:
Job Dimension 3	Good:
	Average:
	Poor:
Job Dimension 4	Good:
	Average:
	Poor:
Job Dimension 5	Good:
	Average:
	Poor:

■ **CONSULTANT'S REPORT: EVALUATING OD**

Goals

- To provide participants with perspectives for evaluating organization development projects.
- To increase the participants' awareness of the importance of multilevel evaluation of organization development projects.
- To provide participants with awareness of the four levels of organization development (OD) evaluation.

Group Size

Three or six subgroups of three to six participants each.

Time Required

One and one-half to two hours.

Materials

- One copy of the Consultant's Report Situation Sheet for each participant.
- One copy of the Consultant's Report A for each participant.
- One copy of the Consultant's Report B for each participant.
- One copy of the Consultant's Report C for each participant.
- One copy of the Consultant's Report Theory Sheet for each participant.
- A clipboard or other portable writing surface, a pencil, and several sheets of paper for each subgroup.
- A newsprint flip chart and a felt-tipped marker.

Physical Setting

A room large enough for subgroups to work without disturbing one another.

Process

1. The facilitator introduces the goals of the activity and assembles three or six subgroups of three to six members each. (Five minutes.)
2. Each participant receives a copy of the Consultant's Report Situation Sheet. In addition, each member of the first subgroup receives a copy of the Consultant's Report A; each member of the second subgroup receives a copy of the Consultant's Report B; and each member of the third subgroup receives a copy of the Consultant's Report C. If there are six subgroups, the process is duplicated. (Five minutes.)
3. Each subgroup selects a recorder, and each recorder is given a portable writing surface, a pencil, and several sheets of paper. All participants are instructed to read their handouts. (Five minutes.)
4. The participants are instructed to develop group responses to the three questions located at the ends of their consultant reports. The facilitator states that consensus is not required; disagreement is permissible. (Thirty minutes.)
5. The facilitator calls time and reassembles the total group. The facilitator asks each recorder to make a report on his or her subgroup's responses. (Ten to twenty minutes.)
6. There will be differences of opinion between subgroups. When all subgroups have reported, the facilitator provides a brief summary of these differences and records them on a flip chart. (Five minutes.)
7. The facilitator distributes a copy of the Consultant's Report Theory Sheet to all participants, as well as copies of the two consultant reports that each subgroup has not seen previously. Participants are requested to read these materials. (Ten to fifteen minutes.)
8. The facilitator leads a discussion centered around the following questions:
 - Did the subgroups agree or disagree on the evaluation particulars of the project? What were the reasons for this?
 - Which subgroup concentrated on bottom-line considerations? On attitudes and human aspects? On how well the design was implemented? How did this affect the suggestions for future action?
 - How would each of the subgroups have responded had it started with all three reports? Would the project have been a success or failure?
 - What levels of evaluation were addressed in the consultants' reports? How did that affect the overall evaluation prepared by each consultant?
 - What have you learned from this particular experience?
 - How can you apply your learnings to future evaluation projects?

(Twenty to thirty minutes.)

Variation

- After the discussion of the first and second questions in Step 8, each subgroup can review all three consultant reports and respond to the questions at the end of the reports. The subgroups then report back to the total group, to determine whether there was more agreement among subgroups when they all had the same information.
- Information can be added to the consultants' reports that clearly signals the four different levels of evaluation.

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Submitted by Thomas C. Head.

CONSULTANT'S REPORT SITUATION SHEET

Your subgroup is the Executive Committee of a large (3500 employees) manufacturing plant. Eighteen months ago, you contracted with a team of three consultants to reduce the crushing 67.25 percent employee-turnover rate.

The consulting team convinced you that a job redesign/enrichment intervention would be the best solution. Fifteen committees, six for clerical and nine for manufacturing employees, were formed using volunteers. The manufacturing employees are unionized but the clerical employees are not. The committees were charged with developing suggestions for improving the motivating potential of the jobs. The committees took the task seriously and developed several excellent plans, which subsequently were implemented.

Although an official evaluation by the consultants is not due until the two-year point, for various reasons you have requested an eighteen-month preassessment. The consultants decided to break this task in to three parts, with each individual addressing a specific concern. One consultant addressed the bottom-line results, another the attitudinal/human aspects, and the third how well the design was implemented.

CONSULTANT'S REPORT A

The central purpose of the job-redesign project was to reduce turnover in the plant. Prior to implementation, voluntary annual turnover was 67.25 percent (5.6 percent monthly) with replacement costs estimated to be \$672,500 annually. In the two months immediately after implementation, voluntary turnover increased to 7.9 percent and 8.5 percent. Six months later, voluntary turnover dropped to 3.2 percent per month. After eighteen months, it appears to have stabilized at 4.11 percent per month, or 49.32 percent annually. Replacement costs were estimated to be \$493,200 annually. At this rate, the project should pay for itself within four months.

Absenteeism rates were also examined. In the year prior to implementation, absenteeism rates for hourly employees were 12.5 percent. Six months later, absenteeism had dropped to 7.3 percent. Between the seventh and seventeenth month, absenteeism averaged 9.8 percent. Last month, absenteeism for hourly employees increased to 11.9 percent. The most likely cause for this uncharacteristic rise is that the local baseball team is on a winning streak, drawing workers to daytime games.

A third evaluation was of the impact of job redesign on productivity. Caution should be exercised in interpreting this information because the way in which productivity was determined was also changed. Prior to the intervention, productivity was measured by the total production of a shift. After the change, any items rejected for quality defects were deducted from the count. Additionally, the rates were computed as an average per machine, rather than throughout the plant, as was done previously. Plant productivity can be estimated, but there may be some error.

Daily plant production before the intervention was 40,470. Productivity dropped to 31,930 the month following the intervention. It climbed to just under 36,000 at the end of the second month. After six months, it had increased to 38,620 and has remained fairly constant at about 39,000.

Regarding the union concern that the change would lead to increased on-the-job accidents, my review indicates no significant increase in accidents.

Questions

1. Is there evidence to indicate positive outcomes? Negative outcomes?
2. In general, would you consider this project to be a success or a failure?
3. What would you suggest as the next step for the organization?

CONSULTANT'S REPORT B

The job-redesign project began smoothly enough. The worker committees formed to make suggestions were given the information and trained in practical job enrichment. The ideas started to flow, and many were perceived by management to be practical.

However, the union, which had been cooperative, began to indirectly block implementation. Management was able to implement some changes, but only with great effort. Union officials were not sure about the long-range impact. After a while it became difficult to keep the plant-floor worker committees together, as the members became frustrated. The general feeling was: "What's the use? We work hard to come up with good ideas, only to be shot down by our own people. What's worse is that they won't give us a reason why."

Conflict among the plant-floor workers also seemed to increase. Members of the committees began to show hostility toward union officials. Other workers took this anger personally, and (with union encouragement) attacked the committee members' union loyalty. Several fistfights occurred.

As all of this was happening, the changes suggested by the clerical and office staff were being implemented with no problems. Many of these changes were highly visible, and the results appeared impressive. These committee members were highly encouraged by the results and were motivated to increase their efforts.

The success of the clerical and office staff eventually added fuel to the fire on the plant floor. Plant-floor committee members looked at the changes in the office and became angry that they couldn't achieve the same results. The nonparticipants developed jealousy toward the office staff and its "special treatment." There was talk of a wildcat strike.

With all of these problems, management continually talked about abandoning the program. Only the constant encouragement of the consulting team prevented termination of the intervention. Finally, a mediator was called in, and an agreement for a twelve-month trial period was reached. In return the union extracted certain wage concessions from management. After the agreement, both sides questioned whether or not the project was worth all the hassles.

Questions

1. Is there evidence to indicate positive outcomes? negative outcomes?
2. In general, would you consider this project to be a success or a failure?
3. What would you suggest as the next step for the organization?

CONSULTANT'S REPORT C

From the consulting perspective, this project was fraught with problems. I was called in to assist the in-house consultants and the organization to design and implement a job-redesign project. The understanding was that I would contribute the theoretical knowledge and a computerized analysis of the data.

The design of the project was flawless. It was a quasi-experimental design utilizing time-series analysis. The intervention was to follow the standard Hackman-Oldham job-redesign framework, specific changes being determined by committees of trained workers. I carried out the training myself. All appropriate pretest data were gathered for my statistical analysis.

Soon after implementation changes were made to the design that contaminated the experiment. The first major change involved the way in which productivity was measured. Previously, productivity was measured by the total production of a shift, regardless of defects. After the change, any items rejected for quality defects were deducted from the count. Also, the rates were computed as an average per machine, rather than throughout the plant. Thus, I could no longer collect valid post-test data.

The two in-house consultants insisted on adding interventions such as team building and conflict management, which were not included in the original design. Therefore, the results of job redesign could not be isolated.

The union leaders also contributed to the problem. They insisted on changes in the implementation, including a wage increase. Management gave in to most of these demands.

Additional contamination came from the worker committees. During training it was stressed that for evaluation purposes each committee should operate independently. In actuality, quite a lot of information was exchanged between committees. They discussed what ideas were proposed and accepted and which worked or did not work (and why). At first the exchange of ideas occurred only within classifications (i.e., plant committees sharing with plant committees and clerical-office committees sharing with clerical-office committees). Soon committees were communicating across job classifications. Independence of groups could no longer be assumed.

Questions

1. Is there evidence to indicate positive outcomes? negative outcomes?
2. In general, would you consider this project to be a success or a failure?
3. What would you suggest as the next step for the organization?

CONSULTANT'S REPORT THEORY SHEET

Evaluation serves the following three separate purposes: (1) establishing to what degree the intervention worked (was the problem resolved); (2) determining whether any unforeseen problems or issues arose that now must be addressed in terms of the people affected by the intervention; and (3) examining the intervention's implementation process: Did things go according to plan, or were changes needed? This provides invaluable information for future interventions.

There also are four different levels at which an intervention can be evaluated (Kirkpatrick, 1959). Although Kirkpatrick's levels were developed for use in training, they provide a useful framework for understanding the complexities of evaluation (Head & Sorensen, 1990). These levels are reaction, learning, behavior, and results:

Reaction is the indication of how the participants felt about the project: whether they liked it, whether their expectations were met, and the like.

Learning is the indication of whether or not the participants actually acquired the knowledge needed to implement the new procedures.

Behavior is the indication of the extent to which the participants actually altered their behavior in accordance with new norms or reverted to the status quo.

Results indicates the "bottom-line" impact of the project. Did the intervention accomplish its purpose? What were the benefits from the intervention?

Of these, Levels 3 and 4 (behavior and results) typically assess whether the intervention worked and how it affected the people involved. How the intervention was implemented may affect how Level 4 is measured.

Many consultants focus their evaluations to address only one issue or level. Often this limited approach to evaluation takes the appearance of simply a consultant's instinct (Kegan, 1982). Although potentially appropriate for a few highly specific interventions, more often the approach leads to misperceptions and inaccuracies in the evaluation. Evaluations using all three approaches and all four levels provide the most complete picture of an intervention's results.

■ **PRECISION BICYCLE COMPONENTS: EXPLORING THE GLASS CEILING**

Goals

- To explore how the “glass ceiling” (an upper limit of advancement that is not readily perceived or acknowledged, especially as imposed on woman) phenomenon occurs in organizations.
- To explore developmental issues as they relate to promotional opportunities available for both men and women within organizations.
- To examine the impact of gender-related values on both individuals and group decision making.

Group Size

Two to eight subgroups of four or five members each.

Time Required

One hour and forty-five minutes to two hours and fifteen minutes.

Materials

- A copy of the Precision Bicycle Components Information Sheet for each participant.
- A set of three Precision Bicycle Components Résumés, three Precision Bicycle Components Assessment Sheets, and three Precision Bicycle Components Candidate Statements for each participant.
- A pencil for each participant.
- A newsprint flip chart and a felt-tipped marker.
- Masking tape for posting newsprint.

Physical Setting

A room large enough so that the subgroups can work without disturbing one another. Movable chairs should be provided for the participants. If tables or movable desks are not available, the facilitator should provide clipboards or other portable writing surfaces.

Process

1. The facilitator distributes pencils and copies of the information sheet, the résumés, the assessment sheets, and the candidate statements. Each participant is instructed to spend thirty minutes on the individual portion of the task: (1) reading the information sheet first and then the remaining handouts, (2) working alone to rank order his or her choices (1, 2, and 3) for the position of vice president of operations, and (3) writing down his or her rank ordering and rationale on the reverse side of the information sheet. (The facilitator clarifies that the task of group ranking will come in the next step.) (Thirty minutes.)
2. The participants are assembled into subgroups of four or five members each. The facilitator instructs each subgroup to spend thirty minutes functioning as a board of directors and deciding by consensus who will become the next vice president of operations. Each subgroup is to rank order the three candidates and to be prepared to explain its selection rationale to the total group. (Thirty minutes.)
3. As the subgroups work, the facilitator remains available to answer questions and prepares a newsprint poster with each candidate's name and columns to record each subgroup's ranking decision.
4. After thirty minutes the facilitator asks the subgroups to take turns providing their rankings of the three candidates and to explain how they reached their decisions. Results are recorded on the newsprint poster. (Ten to forty minutes, depending on the number of subgroups.)
5. The facilitator leads a discussion based on the following questions:
 - Which candidate experiences, skills, and traits were most important to you in making your decision? Which were most important to your subgroup? How were those elements related to the job in question?
 - What were the strengths and limitations of each candidate?
 - What assumptions did you make about the candidates? How did these assumptions affect your decision? How did they affect your subgroup's decision?
 - What gender-related differences did you perceive in terms of the candidates' job experiences? In what ways do your perceptions reflect your experiences?(Fifteen minutes.)
6. The facilitator leads a discussion about the gender differences in managers' developmental job experiences. Following are some of the points that may be discussed:
 - Women typically are placed in positions that are less visible and involve less responsibility and less risk than positions occupied by men. The female candidate in the Precision Bicycle Components case has not had the breadth of experience that the men have had; she has remained in research and development. Nor has

she been assigned the large-scale projects that the other two candidates have experienced.

- Women often are excluded from opportunities for such challenging opportunities as assignments to positions in other countries. The female candidate in this case has not had an overseas assignment, but one of the male candidates has.

This discussion may prompt investigation of the “glass ceiling” phenomenon and how subtle bias perpetuates the glass ceiling. (Twenty minutes.)

Variations

- The facilitator may save time by asking the participants to read the handouts and individually rank the candidates before the activity session.
- The facilitator may delete each candidate’s name from the résumés and assessment sheets to eliminate possible selection bias on the basis of names alone. When processing the activity, the facilitator should address the implications of this information on selection decisions.

Submitted by Linda M. Hite and Kimberly S. McDonald.

PRECISION BICYCLE COMPONENTS INFORMATION SHEET

Precision Bicycle Components (PBC) is a corporation headquartered in the U.S. in Indianapolis, Indiana. In addition to the headquarters facility, the corporation consists of two plants that manufacture bicycle components and a smaller plant called Crew Equipment that makes athletic supplies. All three plants are in the U.S. The bicycle plants are in Indianapolis and in Sacramento, California; the Crew Equipment plant is in Houston, Texas.

The company was started thirteen years ago in Indianapolis. The California plant began operation five years after that, and the Crew Equipment plant was bought two years ago. The company has experienced steady growth since its inception. It has the reputation of being an excellent employer. Employees are well paid, quality is emphasized, and self-managed work teams are gradually being introduced in production departments.

The company employs 3,051 people and did approximately 360 million dollars in sales last year. It is the only manufacturer of bicycle components in the U.S.; its competitors are located in Europe and Japan. By December of last year, PBC was the third major producer of bicycle components in the world.

Further growth requires opening markets in other countries. PBC plans to open a plant overseas in ten years, probably in Taiwan or Singapore.

The person currently occupying the position of vice president of operations at PBC will retire at the end of next month. Frank Flaherty, the chief executive officer (CEO), believes that this position is critical to the future success of the company. This vice president will oversee production at both the California and Indianapolis plants and will also play a major role in planning the introduction of the overseas plant—including locating the site, determining staff and other resources needed, and so on.

This vice president is expected to be active in the community and willing to work long hours. The CEO is looking for someone who is “visionary and energetic, with strong strategic planning and negotiation skills.” He is also looking for someone he can groom for his own position once he retires.

You are a member of PBC’s board of directors. The board’s task is to choose the next vice president of operations from three candidates recommended by PBC’s human resources (HR) department. To help you in your task, you will be given a set of materials for each candidate consisting of a résumé; an assessment sheet completed by personnel at the Cliffhouse Developmental Assessment Center, where each candidate underwent a two-day executive-assessment process; and a candidate statement, written by the candidate as an advocate for himself or herself.

Note that the board’s choice must be unanimous.

PRECISION BICYCLE COMPONENTS RÉSUMÉ 1

ROBERT LELAND CARSON

27226 Lochinvar Court
Carmel, Indiana 46010
317-335-3370

Professional Experience

Plant Manager, Precision Bicycle Components, Indianapolis Plant: 1992-present. Responsible for all functions at PBC's Indianapolis plant, the larger of PBC's two bicycle-components divisions and the largest PBC facility. Guide the vision, mission, and strategic goals for the Indianapolis plant and its 1,820 employees. Supervise six direct reports.

Vice President of Plant Operations, Precision Bicycle Components, Indianapolis Plant: 1990-1992. Responsible for directing operations at PBC's Indianapolis plant. Managed all manufacturing functions, including interface with engineering under the newly implemented integrated-systems process. Supervised six direct reports.

Director of Systems Design, Precision Bicycle Components, Indianapolis Plant: 1985-1990. Responsible for company-wide systems design functions. Supervised three managers as direct reports, located in two facilities and representing five specialty areas: research, spares, technical support, model shop, and CAD/CAM.

Project Engineer, Precision Bicycle Components, Indianapolis Plant: 1979-1985. Responsible for guiding ten projects through successful completion, including the two-year, thirty-person Innovation Project credited with revolutionizing the PBC headsets line.

Senior Engineer, Precision Bicycle Components, Indianapolis Plant: 1976-1979. Assisted with research and development on Horizon and Starburst projects.

Design Engineer, Precision Bicycle Components, Indianapolis Plant: 1975-1976.

Design Engineer, General Motors Corporation, Truck and Bus Division: 1973-1975.

Co-op Student Employee, General Motors Corporation, Truck and Bus Division: 1970-1973.

Educational Background

1979 M.B.A. Indiana University-Purdue University, Indianapolis
1973 B.S. Purdue University
Major: Mechanical Engineering
Minor: Industrial Management

Professional Affiliations

- Member, National Society of Professional Engineers
- Member, Theta Tau, professional engineering fraternity

Selected Community-Service Activities

- Chairperson, Renovation Project Committee, Big Brothers/Big Sisters of Northeast Indianapolis: 1994
- President, Carmel High School Band Boosters: 1992-1994
- Alumni Advisory Board Member, Purdue University Schools of Engineering: 1991-present
- Member, Cardiff Junior High School Parents' Board: 1990-1992
- Board Member, Big Brothers/Big Sisters of Northeast Indianapolis: 1989-present
- Finance Committee, Big Brothers/Big Sisters of Northeast Indianapolis: 1987-1989
- Indiana Alumni Council, Triangle Fraternity: 1983-1986
- Member, St. Mark's Lutheran Church: 1979-present Elder: 1992-present Chairperson, Community Service Committee: 1985-1987 Member, Community Service Committee: 1983-1985

Awards and Honors

- Precision Bicycle Components Quality Now Award for 1993 (a corporate-level award acknowledging leadership innovation)
- Volunteer of the Year for 1990, Big Brothers/Big Sisters of Northeast Indianapolis (an annual award, voted by the membership, for outstanding volunteer service)

Hobbies and Interests

- Golfing
- Bicycling
- Antique collecting

PRECISION BICYCLE COMPONENTS ASSESSMENT SHEET 1

ROBERT LELAND CARSON

Explanation

This report is based on results from Robert Leland Carson's two-day session at the Cliffhouse Developmental Assessment Center. During the course of his executive assessment, Robert completed a battery of personality and skills-based instruments as well as an in-basket activity (in which he determined the priorities of a number of executive tasks).

Robert also worked with others in a leaderless group situation in which ten people were assigned a complex problem-solving task. Assessment Center staff members served as observers during this activity and recorded each participant's actions. The in-basket activity presents opportunities for individual participants to use skills in decision making, delegation, written communication, planning, and organizing work for a unit. Style of approach to the task, rationale for choices made, creative thought process, and use of time are key factors in the evaluation of performance during this activity.

Evaluation

Robert's evaluation results reveal a competent professional with high motivation to contribute to the success of the organization. His approach is careful and methodical, with an emphasis on planning. He is thorough in preparation, gathering all the available facts before he takes action. Evidence suggests that he bases decisions and problem solutions on logic and precedent.

Robert typically is quiet in groups, but fellow participants praise his well-thought-out ideas when he does offer comment. He performed well both when working in a team and in individual efforts.

Robert's written communication skills need some polishing. Although he obviously thinks issues through in detail, he leaves gaps in his written material that he assumes the reader will fill in. This habit leads to a lack of clarity. However, the problem can be corrected easily enough and may have been the result of the time limit imposed on the writing activity completed during the assessment. Robert indicates that his current secretary knows him and his work extremely well and edits all of his writing carefully.

Another possible limitation is the result of one of his great strengths: Robert's systematic, well-planned approach to problem solving contributes to less flexibility in his style. On occasion, particularly in crisis, a spontaneous response may be more appropriate. One recommendation is that he attend a well-established training program on problem solving and decision making to widen his range of responses when faced with the responsibility of resolving issues quickly.

Summary

The accumulated results suggest that Robert has strong potential for an executive position. His ability to work with others and to earn their respect speaks well for his leadership skills. Although he is not likely to impose his authority on others without provocation, he clearly has the skills to lead and would not hesitate to take charge when in a leadership position.

His strategic approach and his careful planning are a strength, because he is not easily influenced by the special interests of individuals or groups. He has the ability to step back and to view a situation objectively, even when emotions are running high. Furthermore, he has the integrity to stand firm on his convictions once he has made a decision. With the option to use a more spontaneous style when necessary, he will be a strong leader, committed to the success of his team and the organization.

PRECISION BICYCLE COMPONENTS CANDIDATE STATEMENT 1

ROBERT LELAND CARSON

In addition to the information provided in my résumé, I would like to make the following statement about my qualifications:

I have had the good fortune to have Tom Havers, vice president of marketing at PBC, as my mentor for the past eight years. Tom has taken me under his wing and shared not only his knowledge of the business but also his personal savvy, and I believe that my association with him strengthens my qualifications for this position.

I also believe it is important that I was originally trained in PBC's approach to research and development by Buck Foster, lead engineer for PBC's Starburst Project and winner of the company's prestigious Outstanding Achievement in Engineering Award on three separate occasions. My training from Buck has strengthened my connection to research and development. Consequently, I have an excellent grasp of this end of the business.

Finally, I have gained invaluable insight into the business from my long association with Frank Flaherty, our CEO. Frank and I play racquetball once a week and have had many fruitful discussions about the future direction of PBC. In 1991, at his suggestion, I spent a month in Japan studying the latest competitor developments in manufacturing processes—an experience that broadened my understanding of manufacturing as well as the Asian market. Also, my time in Japan makes me uniquely qualified to help introduce the proposed overseas plant in the future.

I look forward to the challenge and the opportunities of the position of vice president of operations.

A handwritten signature in black ink that reads "Robert Leland Carson". The signature is written in a cursive, flowing style with a large initial 'R'.

RLC:mjb

PRECISION BICYCLE COMPONENTS RÉSUMÉ 2

MARGARET RYAN-MARKER

1701 Clear View Drive
Fishers, Indiana 46038
317-323-5075

Professional Experience

Research and Development Director, Brake Group, Precision Bicycle Components, Corporate Headquarters Facility: 1989-present. Manage all aspects of the research and development function for the brake group, one of three units that report directly to the corporate vice president of research and development. Responsibilities include supervision of five staff members, budgeting and staffing for the brake group, and inter-facing with the other research and development directors to coordinate planning for the unit.

Research and Development Manager, Braking Systems Division, Harley-Davidson Motorcycle Products Division, Milwaukee Facility: 1987-89. Managed a three-person research and development team assigned to reconfigure braking mechanisms to optimize efficiency and reliability. Efforts resulted in the team's winning the 1989 Harley-Davidson Quality & Innovation Award.

Project Engineer, Harley-Davidson Motorcycle Products, Wauwatosa Facility: 1980-84. Co-directed the Eaglepeak Project, which spanned twelve months; supervised five staff. Also directed four other projects; all successfully completed. The largest project, Hawk II, involved sixteen months of work and ten staff members; completed one month early and \$3,000 under budget.

Senior Engineer, Harley-Davidson Motorcycle Products, Wauwatosa Facility: 1977-80.

Design Engineer, Harley-Davidson Motorcycle Products, Tomahawk Facility: 1974-77.

Educational Background

1987 M.B.A. Northwestern University
1973 B.S. (summa cum laude) University of Cincinnati
Major: Interdisciplinary Engineering
Minor: French

Service and Awards

- Society of Women Engineers:
Member since 1970
Strategic Planning Committee member, 1980-84
Strategic Planning Committee chairperson, 1985-87
Executive Council, 1992-present
- YWCA:
Member since 1975
Women's Shelter Advisory Board, Wauwatosa, 1981-85
Board of Directors, Milwaukee, 1988-89
Funds for the Future Campaign chairperson, Indianapolis 1994
- Parent Advisory Council, North Montessori School, 1987-89
- *Who's Who in the Midwest*, 1992
- Volunteer of the Year, Women's Center, Community Hospital, 1988, 1990
- Tau Beta Pi (engineering honor society) since 1972

Hobbies and Interests

Travel and Cooking:

- Spent a year in France following college graduation; attended classes at Cordon Bleu
- Have traveled in seventeen countries, three continents
- Currently writing a guide to key cities in France for business travelers (accepted for publication next spring)

PRECISION BICYCLE COMPONENTS ASSESSMENT SHEET 2

MARGARET RYAN-MARKER

Explanation

This report is based on results from Margaret Ryan-Marker's two-day session at the Cliffhouse Developmental Assessment Center. During the course of her executive assessment, Margaret completed a battery of personality and skills-based instruments as well as an in-basket activity (in which she determined the priorities of a number of executive tasks).

Margaret also worked with others in a leaderless group situation in which ten people were assigned a complex problem-solving task. Assessment Center staff members served as observers during this activity and recorded each participant's actions. The in-basket activity presents opportunities for individual participants to use skills in decision making, delegation, written communication, planning, and organizing work for a unit. Style of approach to the task, rationale for choices made, creative thought process, and use of time are key factors in the evaluation of performance during this activity.

Evaluation

Margaret's assessment profile reveals strong interpersonal skills and a collaborative working style. Her individual work, as demonstrated in both the in-basket activity and the personality and skills-based instruments, shows a clear priority on empathizing with the concerns of others and valuing relationships.

In the group activities, she was an active participant, offering her insights and frequently making efforts to bring others into the discussion. Her fellow participants rated her as essential to the smooth working of the group and gave her high marks for creative ideas. Her responses overall suggest flexibility, cooperation, and interest in fairness.

Both her written and verbal communication skills are strong. As is often the case, some of Margaret's strengths may also be her limitations: Her preferred style is to make decisions by consensus, but the potential for delays and deadlock inherent in that style present a risk, particularly at the executive level of decision making. In an effort to be fair to all and to satisfy her constituents, Margaret may lose sight of the most appropriate and effective solution.

Such difficulties did not arise during the assessment activities (although she did need the additional twenty-minute "grace period" to complete the in-basket activity), and apparently this issue has not been a significant concern in her work to date. Additional training (for example, the Center for Creative Leadership's Executive

Women's Workshop) will provide her with a greater breadth of options to use when circumstances warrant a different approach to decision making.

Summary

The assessment data indicate that Margaret has executive potential. Her greatest strength is her skill in working with others. Her engaging, non-threatening style fosters an atmosphere of trust and encourages a collaborative approach to problem solving. This style is valuable for the development of a loyal and dedicated work team.

If Margaret develops an ability to use a more authoritative approach when necessary, her skills in building alliances and networks will be a great contribution to an executive staff that operates under or is open to adopting a participative, empowering culture.

PRECISION BICYCLE COMPONENTS CANDIDATE STATEMENT 2

MARGARET RYAN-MARKER

I would like to mention my additional qualifications for the position of vice president of operations:

My personal philosophy of management, which has brought me success thus far, is to allow people as much latitude as possible to do their jobs in their own ways as long as the results are what is desired. I interview for positions very carefully, train new employees meticulously, and then empower them to make decisions on their own—using me as a resource if they need to.

Although I have not had the experience of being mentored, I have done extensive reading on mentoring and am a great believer in its potential benefits. Two years ago I began (and still run) a program for mentoring new women employees at PBC. In addition, I personally serve as mentor to Rebecca James, who joined the company in Quality Assurance eighteen months ago, and to Charlotte Amory, who began working in Personnel seven months ago. I believe that my commitment to mentoring shows my dedication to capitalizing on our new-employee resources.

I realize that I am known for my “people focus,” but I also have a strong bottom-line orientation. All of the projects for which I have been responsible have been done on time (or early) and on (or under) budget.

In any new job assignment, I analyze the scope of activities involved and ensure that I am adequately trained in all areas. I have personally planned and executed my own training in computers, marketing, and public relations. Although I have not had experience in working overseas, I would approach the introduction of the proposed overseas plant with the same dedication that I have brought to my earlier endeavors; I would educate myself and learn everything necessary.

I believe that I can make important contributions to the company in the position of vice president of operations, and I welcome the opportunity.

Margaret Ryan-Marker

MRM:jak

PRECISION BICYCLE COMPONENTS RÉSUMÉ 3

JONATHAN RAY MITCHELL

Milan Components
South Pizancia 332
10259 Milan
ITALY
055-604273

Professional Experience

Plant Manager, Milan Components, May 1990-present. Overseas assignment to AJI subsidiary experiencing financial difficulty. Manage company of 350 employees. Major accomplishments include 20-percent increase in sales of bicycle components since 1990, 15-percent reduction in employee turnover since 1991, and change in positioning from sixth to fifth major producer of bicycle components in the world.

Production Director, AJI Corporation, Lexington, KY, February 1985-May 1990. Directed automotive-parts production operation at Lexington plant. Responsibilities included overseeing six departments consisting of 550 employees. Major accomplishments included production operation winner of the “Productivity Plus” award for three consecutive years and winner of the company-wide quality award in 1987 and 1989.

Production Manager, AJI Corporation, Lexington, KY, April 1981-February 1985. Managed 320 employees in assembly operation. Major accomplishments included retooling department and implementing department information system.

Quality-Assurance Manager, Worthington Industries, Columbus, OH, September 1978-February 1981.

Industrial Engineer, Worthington Industries, Columbus, OH, July 1975-September 1978.

Captain, U.S. Air Force, Base Procurement Officer, Norton Air Force Base, San Bernardino, CA, January 1971-April 1975.

Pilot, U.S. Air Force, 1968-1970.

Educational Background

M.B.A. The Ohio State University, Columbus, OH, 1977

B.S. U.S. Air Force Academy, Colorado Springs, CO, 1968

Major: Industrial Engineering

Minor: Military History

Awards

- YMCA Fellowship Award, 1988
- Manager of the Year, AJI Corporation, 1987
- Outstanding Young Professional, Worthington Industries, 1979
- Bronze Star, U.S. Air Force, 1970

Associations and Activities

- United Way Campaign chairperson, 1988
- Lexington Memorial Hospital board member, 1985-1990
- YMCA board member, Lexington, KY, 1987-1990
- Finance Committee chairperson, YMCA, Columbus, OH, 1979-1981
- President, Ohio Chapter of U.S. Air Force Academy of Graduates, 1977-79
- American Institute of Industrial Engineers

Hobbies and Interests

- Golf
- Flying
- Travel
- Hiking
- Military History

PRECISION BICYCLE COMPONENTS ASSESSMENT SHEET 3

JONATHAN RAY MITCHELL

Explanation

This report is based on results from Jonathan Ray Mitchell's two-day session at the Cliffhouse Developmental Assessment Center. During the course of his executive assessment, Jonathan completed a battery of personality and skills-based instruments as well as an in-basket activity (in which he determined the priorities of a number of executive tasks).

Jonathan also worked with others in a leaderless group situation in which ten people were assigned a complex problem-solving task. Assessment Center staff members served as observers during this activity and recorded each participant's actions. The in-basket activity presents opportunities for individual participants to use skills in decision making, delegation, written communication, planning, and organizing work for a unit. Style of approach to the task, rationale for choices made, creative thought process, and use of time are key factors in the evaluation of performance during this activity.

Evaluation

Jonathan's assessment data indicate a confident, decisive style. He completed all individual activities in less than the allotted time, providing responses that showed a strategic, long-range perspective. Although leadership in the group activity was shared, other members of the group seemed to look to him for guidance when they reached an impasse. At these times he promptly offered direction and then listened to the ensuing discussion but appeared impatient when members hesitated to make a decision and move on toward the goal.

Most group members rated him highly; some even designated him as the informal group leader. Others described him as a loner, noting that although he seemed cordial enough, he did not initiate conversations with others during breaks.

Jonathan expresses himself well verbally and is clearly comfortable addressing a group. His written work is concise and clear regarding major concepts and the overall goal but offers little elaboration on details.

Jonathan's air of confidence and his willingness to take charge can be both strengths and limitations: While these traits may prompt trust and admiration from followers, they also may evoke feelings of intimidation or alienation or may be perceived as arrogance. Despite his extensive leadership experience, Jonathan might benefit from an executive-level workshop that emphasizes balancing various leadership approaches.

Summary

The overall results of this assessment suggest that Jonathan possesses strong leadership abilities for an executive position. Other people see him as a leader, and he fulfills that role with confidence. He appears to be comfortable in positions of power, and he is able to provide direction and vision.

The image he projects can be a powerful tool when combined with a solid base of knowledge and experience as well as the ability to create and pursue an organizational vision, as is the case with Jonathan. Cultivating an awareness of both the advantages and limitations of this style and of alternative approaches to apply when needed will yield a forceful leader—one ready to guide an organization toward its goal.

PRECISION BICYCLE COMPONENTS CANDIDATE STATEMENT 3

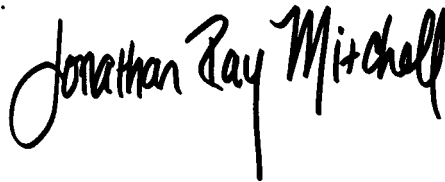
JONATHAN RAY MITCHELL

Here is some additional information to accompany my résumé:

To me the most important component of management is providing a vision and leadership that others can rally behind. I take charge and meet the challenge of problems head on, and I expect the same behavior from others. I believe in showing my energy and power as an example to others to empower themselves and to act quickly and decisively. (My experience with both domestic and foreign markets has shown me that indecision can lead ultimately to the loss of a company's competitive edge.)

Some of my most valuable experience has been time spent with mentors, colleagues, and those above me on the corporate ladder. In these affiliations I have developed knowledge about the aspects of business that cannot be gained through on-the-job experience alone.

Operating a plant in Milan has provided me with the expertise necessary to get PBC's proposed overseas plant up and running quickly and efficiently. Also, I thrive on challenge. If you hire me, I will commit my efforts to making Precision Bicycle Components the world's foremost manufacturer of bicycle components.

A handwritten signature in black ink that reads "Jonathan Ray Mitchell". The signature is written in a cursive, flowing style with a large initial 'J'.

JRM:mml

■ **ALLOWAY POWER STATION: ASSESSING TEAM-LEADER EFFECTIVENESS**

Goals

- To offer the participants and opportunity to analyze a case involved team-leader effectiveness.
- To provide the participants with a forum for discussing various aspects of team leadership.
- To encourage the participants to share their individual views about team leadership and how it affects team functioning.

Group Size

Three to six subgroups of four or five members each. This activity is best used as part of a leadership-development program.

Time Required

One hour.

Materials

- A copy of the Calloway Power Station Case-Study Sheet for each participant.
- A copy of the Calloway Power Station Evaluation Sheet for each participant.
- A pencil for each participant.
- A clipboard or other portable writing surface for each participant.

Physical Setting

A room with movable chairs and plenty of space so that the subgroups can work without disturbing one another.

Process

1. The facilitator introduces the goals of the activity. (Five minutes.)
2. Each participant is given a copy of the Calloway Power Station Case-Study Sheet, a copy of the Calloway Power Station Evaluation Sheet, a pencil, and a clipboard or other portable writing surface and is asked to spend twenty minutes reading the case study and completing the evaluation sheet. (Twenty minutes.)

3. After twenty minutes, subgroups of four or five members each are formed. The members of each subgroup are asked to spend twenty minutes sharing their evaluation-sheet responses and any additional observations or insights about the case, noting both similarities and differences in opinions. (Twenty minutes.)
4. The facilitator reconvenes the total group and leads a discussion by asking these questions:
 - Which areas on the evaluation sheet received high marks in your subgroup? Which received low marks?
 - What similarities among viewpoints were shared in your subgroup? What differences were shared?
 - How effective is Bob as the leader of this team? How does his effectiveness influence the team's effectiveness?
 - What have you learned about team leadership from this case study?
 - How might you use what you have learned from this case study in your own leadership approach?(Fifteen minutes.)

Variations

- The activity may be focused on and processed in terms of specific leadership or group-development theories, such as McGregor's Theory X-Theory Y Model (Robinson, 1972), the Tuckman Model of Group Development (Kormanski, 1985), or Rosenthal and Jacobson's four factors of climate, feedback, input, and output (Rosenthal & Jacobson, 1968; Pfeiffer, 1991).
- The members of each subgroup may be asked to average their scores for the items on the evaluation sheet and report them. The subgroup averages may then be discussed.
- The evaluation sheet may be used as an assessment tool for the participants' own leadership abilities.

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Submitted by William N. Parker.

CALLOWAY POWER STATION CASE-STUDY SHEET

Introduction and Instructions: Bob Cramer has been a maintenance supervisor for Virginia Power at its Calloway Power Station for four years. Previously he was a mechanic in the maintenance department for nine years. He leads a seven-person team whose members have experience ranging from seven to twenty years. Bob's group is one of fourteen such teams at Virginia Power that are responsible for servicing power-station equipment.

To help himself evaluate the team members, Bob has written a description of each. Read these descriptions, making notes in the margin about any information or clues about Bob's leadership effectiveness. Then complete the Calloway Power Station Evaluation Sheet. Your ultimate objective is to learn whatever you can that will increase your own effectiveness as a team leader.

Team-Member Descriptions

1. Andrew (Andy) Adams

Thirty-one-year-old male, married with two children. Twelve years with Virginia Power (all at Calloway). *Position:* First-Class Mechanic. Andy's father retired from Virginia Power's line department, and his brother Rick is also a First-Class Mechanic at Calloway. Andy grew up around Virginia Power.

Andy started his career as a laborer, entered the Mechanical Development Program, and completed the program with high marks all the way through. He is a very quality-oriented craftsman and loves challenging work. He is able to take on a job and complete it with little help from me. He is extremely knowledgeable about mechanical devices and likes to find out what makes new ones tick.

He has taken T/A Foreman for me this year and has performed very well. He has a strong team orientation and likes to function using teamwork principles. I keep a number of books on teamwork in my office so that the team members can read them, and Andy has read several.

Andy's attendance at work is excellent; he almost never takes sick leave or personal leave.

He is always in a good mood and likes the people around him to be the same way. His hobbies are sailing, fishing, hunting, and working around the house. Andy recently joined the Jaycees so that he can contribute to his community.

2. Bradley (Brad) Benson

Thirty-four-year-old male, married with one child and another on the way, Air Force veteran. Ten years with Virginia Power (all at Calloway). *Position:* First-Class Mechanic. Brad came to Calloway directly from the Air Force and to this day gets upset when things are not run as efficiently as in the service.

He started in the labor gang and went through our Mechanical Development Program, completing his studies with high marks. Brad likes to do only high-quality work.

He likes working on our team and has improved in terms of his attitude toward the company. Like Andy, he has read several books on teamwork. Like me, he does not understand why more people (company managers, union representatives, and so on) do not buy into the teamwork concept. As he has told me in the past, “It’s a process that benefits everyone”

Brad loves to work on special projects and to find better answers and solutions as he works. He would like to break down the barrier between the union and the company so that all of us could work together harmoniously. Brad is a thinker, and at times I wonder if he is listening to me; he *is* listening, though, and he lets me know his thoughts at the proper time.

He loves to fish Otter Creek Reservoir and to play golf. Every year he and I go off-shore fishing together.

3. Charles (Chuck) Coulter

Forty-seven-year-old male, married. Seven years with Virginia Power (first with the now-defunct System Maintenance Support group and then at Calloway). *Position:* Mechanic Trainee. Chuck is due to finish his training in two months. He is a very good employee and a very hard worker.

At this stage of his career, Chuck seems to be more of a follower than a leader. With more experience, he should be able to take charge without any problems. He likes to learn about various components and does not mind getting his hands dirty. He fits right in with the team and likes being a part of it. Even though he is older than I am, he does not seem to resent taking directions from someone younger.

Chuck always has a smile—especially for the ladies. He likes to sing in his church choir.

4. David (Dave) Dawkins

Forty-three-year-old male, married. Twenty years with Virginia Power (all at Calloway). *Position:* First-Class Mechanic. Dave is an old-timer here and has worked a lot of jobs. He has probably forgotten more than I will ever know about this power station. Dave is the person I like to consult when something on the “old side” of the plant is not working right. He does not mind sharing his knowledge with me or his teammates.

Dave is liked by almost everyone in the shop and is always ready to lend a hand. If you think your idea might be better than his, he has no problem in giving your idea a try. He likes special projects and has led several to successful completion. Dave has been a T/A Foreman for me this year as well as another time previously, and he does an excellent job in this position.

Dave is a happy man most of the time. He likes to fish, and he has a wonderful collection of antique furniture.

5. Edward (Eddie) Evans

Fifty-two-year-old male, married, Navy veteran. Seventeen years with Virginia Power (all at Calloway). *Position:* First-Class Mechanic. Eddie started with Virginia Power as a Mechanic Trainee and completed the training program with no difficulty at all. When I entered the program, Eddie was the first mechanic I worked with. We worked side by side for at least four or five months.

At that time Eddie had a reputation for shirking responsibility, but I discovered that all he wanted was to be challenged in his work. If he did not feel challenged, then he would do only what was necessary to get by. Actually, Eddie has worked some very rough jobs and has been quite successful. He led one project for me this year and did a fantastic job. I believe Eddie has worked harder for me than for others because of my emphasis on teamwork and on everyone's doing his fair share of the work.

6. Frederick (Fred) Foster

Thirty-six-year-old male, married, seventeen years with Virginia Power (all at Calloway). *Position:* First-Class Mechanic. This is the fourth year that Fred has worked for me.

Fred is a big, strong man who prefers physical work over highly technical jobs. He is faster than the others at completing rough and dirty jobs. Fred has worked on several projects for me and has completed them ahead of schedule.

He thinks he is a complainer. I think his complaints are just his way of expressing himself and his thoughts (which make sense most of the time).

Fred enjoys hunting and surf fishing.

7. Gregory (Greg) Gibson

Thirty-two-year-old male, married with three children. Thirteen years with Virginia Power (all at Calloway). *Position:* First-Class Mechanic. Greg started as a laborer and then progressed to the Mechanical Development Program, which he completed right on time, with good grades.

Greg performs each task with quality in mind. He is one of the hardest workers on the team, if for no other reason than to prove to his coworkers that one can associate with the boss outside work and still be judged strictly on merit.

Greg does not mind getting his hands dirty and is very competitive. He likes to complete tasks more quickly and with a higher degree of quality than others.

He is my best friend, and he was my competition for the job I have now. Before I was promoted, we agreed that no matter who got the job, it would be O.K. with the other.

Greg and I are both volunteers with the local Rescue Squad. He is the captain of the squad's Emergency Medical Service. Greg also has his own construction company that he runs after hours. In addition, he is on the station's Fire Brigade and First Aid Team and competes in the annual competition. He enjoys surf and gulf-stream fishing, and he has just acquired a taste for golf.

Leader's S

The major changes that I have observed during the year have been in Brad, Dave, and Eddie. These men were finally given the opportunity to do their assigned tasks without close supervision. I gave them ownership of their respective tasks and told them that I expected the quality work I knew they were capable of.

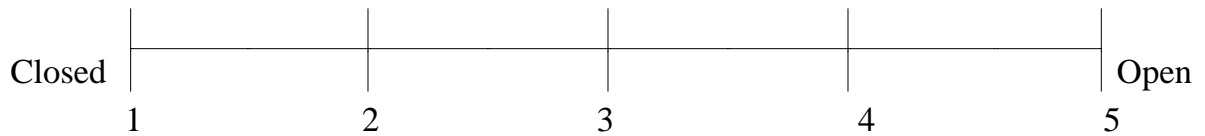
Our team members have pride in themselves, and that pride shows. I have told the quality-assurance people that if a job done by my team comes back for rework, I want my guys to handle it. Only one job has come back to the team this year, and, as it turned out, the problem was not caused by us initially. My guys are the best; I believe in them and what they are capable of doing.

CALLOWAY POWER STATION EVALUATION SHEET

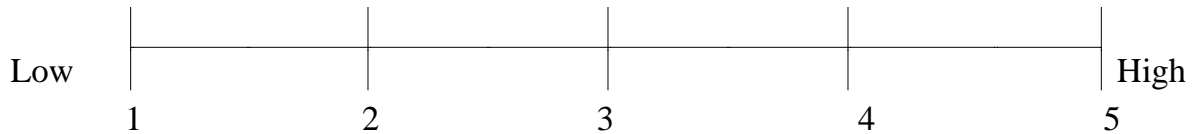
CONCLUSIONS

On the basis of Bob Cramer's descriptions of his employees, what can you deduce about how he functions as a team leader and how the team functions as a result of his leadership? Circle the number on each continuum to indicate your choice.

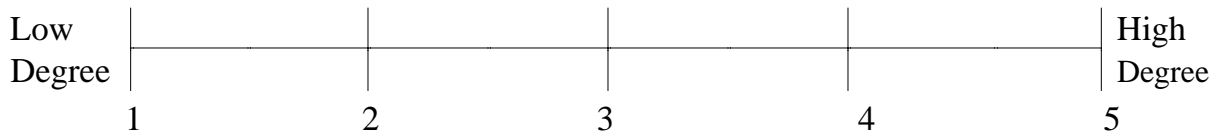
1. Leader's communication of necessary information to team



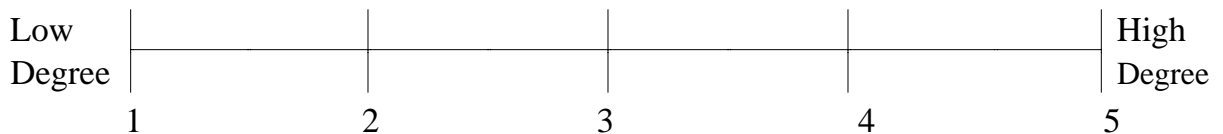
2. Team's ability to make decisions as a unit



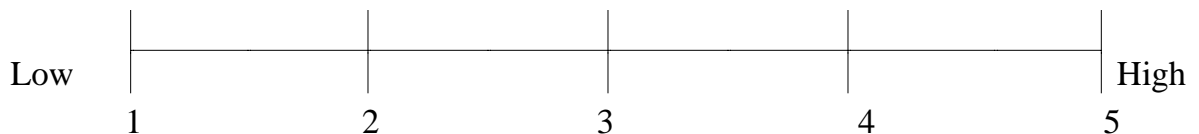
3. Team's use of member expertise



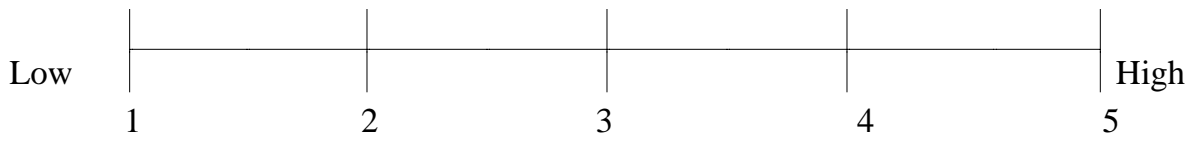
4. Leader's comfort with shared leadership responsibility



5. Extent to which leader has positive regard for members

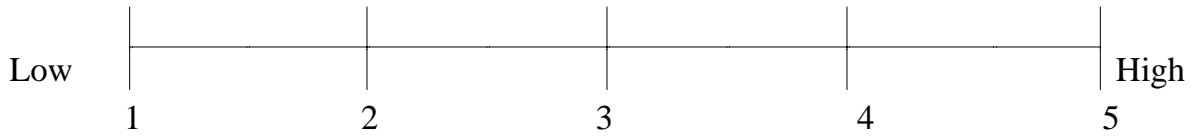


6. Degree to which leader provides any encouragement and positive feedback

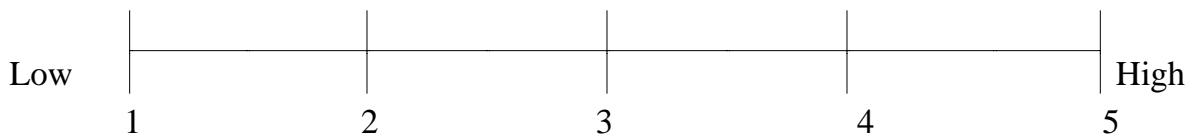


7. Extent to which leader cares about

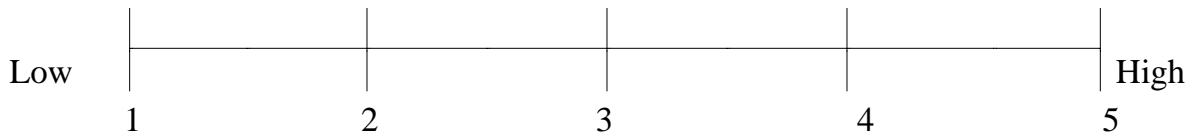
■ Quality



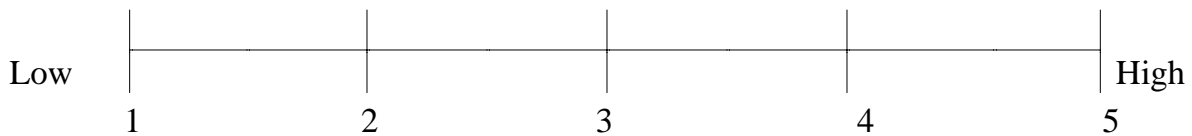
■ Productivity



■ People



■ Continual learning



■ MOTIVATION: A FEEDBACK ACTIVITY

Goals

- To learn the concepts in Maslow's Need Hierarchy.
- To get feedback on one's use of motivational techniques in terms of Maslow's Need Hierarchy.

Group Size

Up to thirty participants.

Time Required

At least one-half hour, depending on the length of the lecturette and final discussion.

Materials

- One copy of the Motivation Feedback Opinionnaire, Parts I & II, for each participant.
- A pencil for each participant.
- One copy of the Motivation Theory Sheet for the facilitator.

Physical Setting

A room large enough to hold all participants.

Process

1. Each participant completes the Motivation Feedback Opinionnaire, Part I.
2. The facilitator presents a brief lecturette on motivation, based on the Motivation Theory Sheet. The congruence of Maslow's Need Hierarchy and Herzberg's concepts should be pointed out.
3. Each participant completes the Motivation Feedback Opinionnaire, Part II, scoring his or her own answers to Part I.
4. The facilitator leads the group in a discussion of the job relevance of this activity. If the group is large, the participants should form into subgroups of five or six for this discussion. Reports can be solicited from each of these processing subgroups.

Submitted by Donald F. Michalak.

MOTIVATION FEEDBACK OPINIONNAIRE Part I

Directions: For each of the statements below, refer to the following scale and decide which number corresponds to your level of agreement with the statement; then write the number in the blank to the left of the statement. Complete every item. You have about 10 minutes to do so.

Strongly Agree	Agree	Slightly Agree	Don't Know	Slightly Disagree	Disagree	Strongly Disagree
+3	+2	+1	0	-1	-2	-3

- _____ 1. Special wage increases should be given to employees who do their jobs very well.
- _____ 2. Better job descriptions would be helpful so that employees will know exactly what is expected of them.
- _____ 3. Employees need to be reminded that their jobs are dependent on the company's ability to compete effectively.
- _____ 4. Supervisors should give a good deal of attention to the physical working conditions of their employees
- _____ 5. Supervisors ought to work hard to develop a friendly working atmosphere among their people.
- _____ 6. Individual recognition for above-standard performance means a lot to employees.
- _____ 7. Indifferent supervision can often bruise feelings.
- _____ 8. Employees want to feel that their real skills and capacities are put to use on their jobs.
- _____ 9. The company retirement benefits and stock programs are important factors in keeping employees on their jobs.
- _____ 10. Almost every job can be made more stimulating and challenging.
- _____ 11. Many employees want to give their best in everything they do.
- _____ 12. Management could show more interest in the employees by sponsoring social events after hours.
- _____ 13. Pride in one's work is actually an important reward.

- _____ 14. Employees want to be able to think of themselves as “the best” at their own jobs.
- _____ 15. The quality of the relationships in the informal work group is quite important.
- _____ 16. Individual incentive bonuses would improve the performance of employees.
- _____ 17. Visibility with upper management is important to employees.
- _____ 18. Employees generally like to schedule their own work and to make job-related decisions with a minimum of supervision.
- _____ 19. Job security is important to employees.
- _____ 20. Having good equipment to work with is important to employees.

MOTIVATION FEEDBACK OPINIONNAIRE Part II

Scoring

1. Transfer the numbers you circled in Part I to the appropriate places in the chart below:

Statement No.	Score	Statement No.	Score
10	_____	2	_____
11	_____	3	_____
13	_____	9	_____
18	=====	19	=====
Total (Self-Actualization Needs)	_____	Total (Safety Needs)	_____

Statement No.	Score	Statement No.	Score
6	_____	1	_____
8	_____	4	_____
14	_____	16	_____
17	=====	20	=====
Total (Esteem Needs)	_____	Total (Basic Needs)	_____

Statement No.	Score
5	_____
7	_____
12	_____
15	=====
Total (Belonging Needs)	_____

2. Record your total scores in the chart below by marking an "X" in each row next to the number of your total score for that area of needs motivation.

	-12	-10	-8	-6	-4	-2	0	+2	+4	+6	+8	+10	+12
Self-Actualization													
Esteem													
Belonging													
Safety													
Basic													
	Low Use						High Use						

Once you have completed this chart, you can see the relative strengths of your use of each of these areas of needs motivation.

There is, of course, no “right” answer. What is right for you is what matches the actual needs of employees and that, of course, is specific to each situation and each individual. In general, however, the “experts” tell us that employees are best motivated by efforts in the areas of Belonging and Esteem.

MOTIVATION THEORY SHEET

Maslow's Need Hierarchy

Abraham Maslow theorized that needs are the primary influences on an individual's behavior. When a particular need emerges, it determines the individual's behavior in terms of motivations, priorities, and action taken. Thus, motivated behavior is the result of the tension—either pleasant or unpleasant—experienced when a need presents itself. The goal of the behavior is the reduction of this tension or discomfort, and the behavior, itself, will be appropriate for facilitating the satisfaction of the need. Only unsatisfied needs are prime sources of motivation.

Understanding behaviors and their goals involves gaining insight into presently unsatisfied needs. Maslow developed a method for gaining insight by providing categories of needs in a hierarchical structure. He placed all human needs, from primitive or immature (in terms of the behaviors they foster) to civilized or mature needs, into five need systems. He believed that there is a natural process whereby individuals fulfill needs in ascending order from most immature to most mature. This progression through the need hierarchy is seen as the climbing of a ladder whereby the individual must have experienced secure footing on the first rung in order to experience the need to step up to the next higher rung. The awareness of the need to climb further up the ladder is a function of having fulfilled the need of managing the preceding rung, and only satisfactory fulfillment of this need will allow the individual to deal with the new need or rung. Inability to fulfill a lower-order need or difficulty in fulfilling a lower-order need may result in an individual's locking in on immature behavior patterns or may produce a tendency to return to immature behaviors under stress any time an individual feels a lower-order need not fulfilled to his or her satisfaction. The individual may also revert to behaviors that fulfilled lower-order needs when the satisfaction of higher needs is temporarily blocked. That is not to say that any need is ever completely satisfied; rather, Maslow indicates that there must be at least partial fulfillment before an individual can become aware of the tensions manifested by a higher-order need and have the freedom to pursue its fulfillment.

The Maslow Need Hierarchy is comprised of five levels: Basic, Safety, Belongingness, Ego-Status, and Self-Actualization (Figure 1). The Basic level represents needs that reflect physiological and survival goals. At this level are such factors as shelter, clothing, food, sex, and other necessities. In cultures where these basic needs are almost automatically met there is not likely to be any need tension concerning the fulfillment of Basic needs. However, individuals may adapt this basic level upward to include such needs as avoidance of physical discomfort, pleasant working environment, or more money for providing creature comforts.

The second level of the hierarchy consists of Safety needs. When the individual has at least partially fulfilled the Basic needs, he or she will experience the tensions relating to needs of security, orderliness, protective rules, and general risk avoidance. These

needs are often satisfied by an adequate salary, insurance policies, a good alarm system for his or her business, etc.

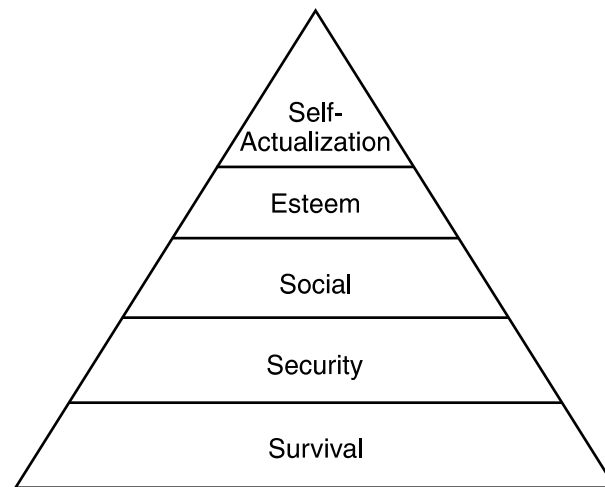


Figure 1. The Maslow Need Hierarchy

When Safety needs have been met, the individual will become less preoccupied with self and will endeavor to form interpersonal relationships. The relative success of this need for Belongingness will result in his or her feeling accepted and appreciated by others. Thus the third-level needs concern family, friendship, and group membership.

When an individual feels secure in his or her relationships with others, he or she will probably seek to gain special status within the group. The need tension will be associated with ambition and a desire to excel. These Ego-Status needs will motivate the individual to seek out opportunities to display his or her competence in an effort to gain social and professional rewards.

Because Ego-Status fulfillment is greatly dependent on the ability of others to respond appropriately to the individual's efforts to perform in a superior way, these needs are the most difficult to fulfill satisfactorily. However, if the individual has gained satisfaction on level four, he or she may be able to move up to level five—Self-Actualization. At this level, the individual is concerned with personal growth and may fulfill this need by challenging himself or herself to become more creative, demanding greater achievement of himself or herself, and, in general, directing himself or herself to measure up to his or her own criteria of personal success. Self-Actualizing behaviors must include risk-taking, seeking autonomy, and developing freedom to act.

Job Enrichment

The motivation-hygiene theory, underlying what is known as job enrichment, grew out of research on job attitudes conducted by Frederick Herzberg. In establishing his theory, Herzberg draws heavily upon the hierarchy of needs developed by Abraham Maslow. Herzberg stresses that the factors that truly motivate work are “growth” factors, or those that give the worker a sense of personal accomplishment through the challenge of the

job itself. In other words, motivation is *intrinsic* in the content of the job, the internal dynamics that the worker experiences in completing his or her task.

Herzberg also maintains that the context, or environmental factors (hygiene), that surround the job cause dissatisfaction when they are in unhealthy conditions. These *extrinsic* dissatisfiers may be classed as “deficit” needs in that their importance is felt only in their absence. For example, good working conditions rarely motivate workers. However, bad working conditions are frequently cited by workers as sources of dissatisfaction.

The chart that follows (Figure 2) outlines the differences between motivation factors and hygiene factors.

MOTIVATION FACTORS (JOB CONTENT) SATISFIERS	HYGIENE FACTORS (JOB ENVIRONMENT) DISSATISFIERS
Work Itself	Company Policy & Administration
Achievement	Supervision
Recognition	Working Conditions
Responsibility	Interpersonal Relations
Growth and Advancement	Salary

Working Figure 2. Motivation Factors and Hygiene Factors

A simple example of motivation and hygiene factors present in the work environment might be the case of the telephone installer who is given the list of places to cover during the day and asked to order them in the way he or she believes will be most efficient, rather than having been given an itinerary preplanned by the manager who doesn't “know the territory” first hand in the way the installer does.

The responsibility of planning his or her route demonstrates not only a challenging task for the telephone installer, but also a proper level of supervision in the workplace.

REFERENCES

- Maslow, A.H. (1970). *Motivation and personality* (2nd ed.). New York: Harper and Row. [Orig. ed., 1954.]
- Herzberg, F., Mausner, B., & Snyderman, B.B. (1959). *The motivation to work* (2nd ed.). New York: John Wiley.

■ MOTIVATION: A SUPERVISORY-SKILL ACTIVITY

Goals

- To demonstrate the value of goal setting for task achievement.
- To demonstrate the positive role of a supervisor in developing the motivation to achieve.

Group Size

An unlimited number of pairs.

Time Required

Approximately one hour.

Materials

- A dart board and three darts for each pair.
- A Motivation Score Sheet for each participant.

Physical Setting

A room large enough for the pairs to throw darts simultaneously.

Process

1. The facilitator describes the goals of the activity.
2. Participants are told to form pairs. Each is encouraged to select a partner with whom he or she can work well.
3. The pairs are instructed to decide which member will first be the “employee” and which will be the “supervisor.” They are informed that one round consists of three dart throws by the employee and that after four rounds they will reverse roles.
4. The Motivation Score Sheets and darts are distributed to participants. Employees take one practice round (throw three darts each) and their supervisors record their scores in turn. The employees are informed that they will need to declare their goals (what their scores will be) before playing the next round.
5. Employees and supervisors are instructed that they are to negotiate the goal for each round before the employee takes the shots.

6. During the activity, each supervisor records the goal and the achieved score for each round. The facilitator observes the motivating and performing behaviors of the participants.
7. After the fourth round, the employees and supervisors reverse roles. The new employees now complete a practice round and four more rounds, setting goals and keeping score, as before.
8. When all participants have completed four rounds, the facilitator processes the activity. The facilitator may focus the discussion on the motivating behaviors of the supervisors, the quality of the contracts between employees and supervisors, and the feelings of the employees as they were performing.
9. After the discussion is complete, employees and supervisors work through another three rounds each. Supervisors are encouraged to actively motivate their employees to perform better.
10. Another discussion at the conclusion of these rounds focuses on supervisory skills: the effects of feedback on performance, collaborative planning of strategy, and positive aspects of contract setting.

Variations

- The activity can be used to demonstrate the effects of positive reinforcement by having all participants cheer the employee or, alternatively, to illustrate negative reinforcement, degrade his or her performance.
- Other simple games—making paper airplanes, memorizing the sequence of a set of playing cards, etc.—can be substituted for the darts and dart board.
- The first four rounds can be conducted without setting goals.
- The activity can be carried out by trios, with the third person serving as score-keeper-observer.

Submitted by Ken Frey and J. David Jackson.

MOTIVATION SCORE SHEET

Employee _____

Round	Goal	Actual Score	Round Total
Practice			
1			
2			
3			
4			

(Discussion)

5			
6			
7			

■ PENNY PITCH: DEMONSTRATING REINFORCEMENT STYLES

Goals

- To demonstrate how positive or negative reinforcement can affect motivation and task accomplishment.
- To increase awareness of responses to interventions made by persons with position and status.

Group Size

Three subgroups of three to seven members each.

Time Required

Approximately one hour.

Materials

- A different Penny Pitch Monitor Sheet for each subgroup's monitor.
- A pencil for each monitor.
- A ruler or measuring tape for each monitor.
- A stack of forty pennies for each subgroup.
- A small table for each subgroup, located near the pitching area.
- Wide masking tape.

Physical Setting

A large room in which the three subgroups can carry out their tasks without overhearing the comments made by the monitors or the facilitator to the other subgroups. There must be three walls available that are suitable for the Penny Pitch activity (see Directions for Marking a Penny Pitch Area). Three separate rooms, one for each subgroup, is preferable.

Process

1. All participants are assembled in one room. The facilitator introduces the activity:

“You may have heard of the childhood game of ‘pitching pennies.’ The intent is to toss a penny against a wall and have it ricochet and land as close as possible to a line that runs parallel to the wall. In our case, the line is indicated by masking tape. The tape is six inches from the wall and is two feet long.”

2. The facilitator informs the participants of the rules for the activity:
 - Each participant will be asked to report only the score for his or her best toss. The score is determined by measuring the distance between the masking tape and the penny nearest to it.
 - A participant may stop tossing at any time after scoring a “hit” on the tape, or may keep tossing, regardless of his or her scores, up to forty tosses.
3. The facilitator selects three members to serve as monitors, takes them aside, and gives each of them one of the three different Penny Pitch Monitor Sheets, a ruler or measuring tape, and a pencil. The facilitator briefly outlines the goals of the activity for them and allows them a few moments to study their instructions.
4. While the monitors are reading their instructions, the facilitator divides the participants into three subgroups. Each subgroup is told where its Penny Pitch area is (the areas have been marked off previously by the facilitator, according to the Directions for Marking a Penny Pitch Area). The facilitator also shows to each subgroup the stack of forty pennies on the table near its pitching area.
5. A monitor is assigned to each subgroup, and the Penny Pitch begins. Each member of a subgroup pitches in turn, with all three subgroups engaged simultaneously. The monitor for each subgroup records the best scores of the members; scoring is determined by measuring the distance between the masking tape and the penny nearest to it. An ideal score is “0,” which means that a penny landed on the masking tape. Unknown to the members, the monitor also records how many pitches each member attempts after the member scores a correct “hit” by causing a penny to ricochet onto the tape. The monitors also carry out the instructions on their Penny Pitch Monitor Sheets regarding their reactions to subgroup members’ performances.
6. While the teams are pitching, the facilitator casually moves from subgroup to subgroup, using the same kind of reinforcement with each subgroup as the monitor does, i.e., positive with the first subgroup, no comments but merely observation with the second subgroup, and negative with the last subgroup.
7. When all subgroup members have finished pitching pennies, the total group is reassembled. The facilitator then states the goals of the activity. He or she says that the people who have received positive reinforcement will usually keep tossing even after they have scored a “hit”; the people who were criticized usually will quit after they have hit the tape and refuse to toss any more. The persons who were virtually ignored by the monitors will usually fall somewhere in between.
8. The monitors report on the frequency or pattern of pitching for their subgroups. The impact of the facilitator’s joining in the reinforcement is discussed. Subgroup

members are encouraged to report how they felt during the activity and why they responded as they did. The facilitator then leads a general discussion of how behavior is affected by social reinforcement in real-life situations, and group members are encouraged to give examples from their own back-home situations.

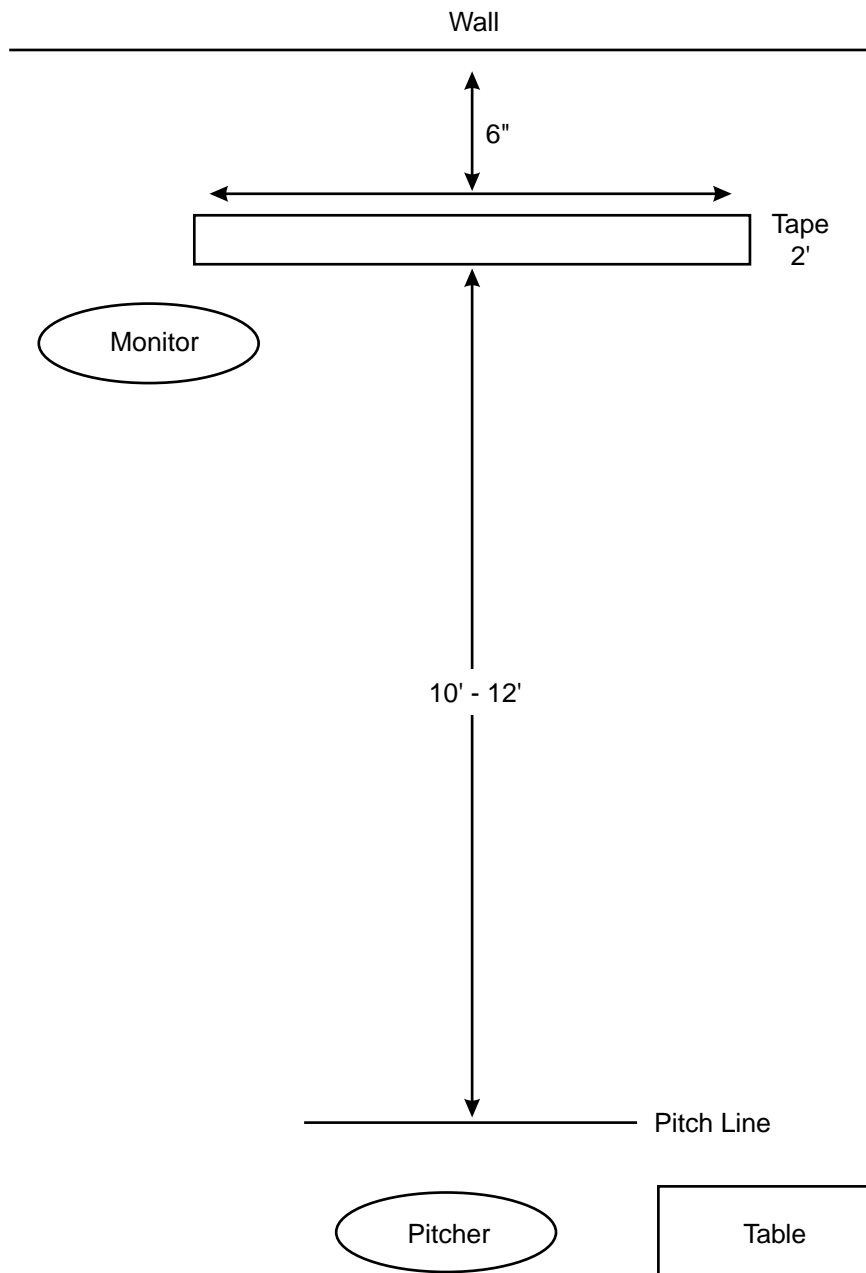
Variations

- More powerful data is generated if participants are brought into the room one at a time to pitch pennies. The facilitator then gives positive reinforcement to the first participant, negative reinforcement to the second, and no reinforcement to the third, and so on, while he or she notes the participants' reactions and the amount of time that persons receiving each type of reinforcement spend in the room. Participants are told not to discuss the experience with others until the general discussion. This variation allows the facilitator complete control over the reinforcement given.
- A second round can be held, in the form of a competition among members of all three subgroups. Members take turns shooting in one area. Each individual may take up to ten shots; only the best toss counts; low score wins. Pennies are available in one or two other Penny Pitch areas, and subgroup members are told that they may practice. While the facilitator oversees the competition, the monitors note intergroup competition and the types of reinforcing or criticizing behaviors adopted by the participants. Do they direct anger at the monitors and facilitator? How do the subgroups deal with success or failure? Are these reactions related to the type of reinforcement they received in the first part of the activity?

Submitted by Bradford F. Spencer.

DIRECTIONS FOR MARKING A PENNY PITCH AREA

Against three straight walls in the room, set up three Penny Pitch areas, one for each subgroup. In each area, attach a strip of wide masking tape to the floor—the tape is two feet long and runs parallel to the wall, six inches from it. Each area should contain a small table to hold the subgroup's supply of pennies for pitching.



If three rooms are available, a pitching area can be set up in each room. This will ensure that the subgroups do not overhear one another.

PENNY PITCH MONITOR SHEET #1

The goal of this activity is to show how positive or negative reinforcement can affect task accomplishment and motivation.

You will be assigned to monitor one of three subgroups as the members pitch pennies. (The rules for pitching will be explained by the facilitator.) The members of your subgroup are to believe only that you will be recording each participant's scores. However, in addition to that function, you will perform two additional tasks without the subgroup members' knowledge:

1. You are to record how many times each subgroup member pitches after he or she scores a "hit" on the tape.
2. While each member of your subgroup is pitching pennies, you are to encourage the pitcher by reinforcing task-related performance, e.g., "Great toss, you are doing very well," "You are really improving," "I am glad you are on my team," "Hey, you could go professional," etc.

PENNY PITCH MONITOR SHEET #2

The goal of this activity is to show how positive or negative reinforcement can affect task accomplishment and motivation.

You will be assigned to monitor one of three subgroups as the members pitch pennies. (The rules for pitching will be explained by the facilitator.) The members of your subgroup are to believe only that you will be recording each participant's scores. However, in addition to that function, you will perform two additional tasks without the subgroup members' knowledge:

1. You are to record how many times each subgroup member pitches after he or she scores a "hit" on the tape.
2. While each member of your subgroup is pitching pennies, you are not to comment on the member's performance. If you are required to say something, try to make it as neutral a remark as possible (neither positive nor negative).

PENNY PITCH MONITOR SHEET #3

The goal of this activity is to show how positive or negative reinforcement can affect task accomplishment and motivation.

You will be assigned to monitor one of three subgroups as the members pitch pennies. (The rules for pitching will be explained by the facilitator.) The members of your subgroup are to believe only that you will be recording each participant's scores. However, in addition to that function, you will perform two additional tasks without the subgroup members' knowledge:

1. You are to record how many times each member pitches after he or she scores a "hit" on the tape.
2. While each member of your subgroup is pitching pennies, you are to make negative comments about his or her performance, e.g., "Oh, that was an awful shot," "Ouch," "Most people do better than you by this point," "It's a good thing you don't have to make a living doing this!"

■ **THERE'S NEVER TIME TO DO IT RIGHT: A RELAY TASK**

Goals

- To help participants understand the dilemma of quality versus quantity in terms of productivity.
- To help participants explore the consequences of focusing primarily on quality or quantity in teamwork.

Group Size

Four or more subgroups of four or five members each.

Time Required

Approximately one hour.

Materials

- A copy of the Relay Task A-Team Leader's Instruction Sheet for each leader of the A Teams.
- A copy of the Relay Task B-Team Leader's Instruction Sheet for each leader of the B Teams.
- One copy of the Relay Task Problem Sheet for each team.
- A sheet of blank paper for each participant.
- A pencil with an eraser for each participant.
- A clipboard or other portable writing surface for each participant.
- A newsprint flip chart and a felt-tipped marker.
- Masking tape for posting newsprint.

Physical Setting

A room that is large enough for the subgroups to work without disturbing one another.

Process

1. Without revealing the goals of the activity, the facilitator divides the group into teams of four or five members each. (The ideal number is five members. If some teams have only four members, one of the four will also serve as leader of the team.)
2. The facilitator designates one person from each team as the leader. If the team has five members, the leader plays no other role.
3. Copies of the A-team leader's instruction sheet are distributed to half the leaders, and copies of the B-team leader's instruction sheet are distributed to the other half. The facilitator does not reveal that the leaders have received two types of instruction sheets.
4. Leaders are instructed to read their sheets without allowing anyone else to see them. If clarification is needed, the leaders are instructed to walk over to the facilitator and ask their questions privately. Each participant is given a pencil and a sheet of blank paper. (Five minutes.)
5. When every leader has indicated that he or she is ready to proceed, each team is given a copy of the problem sheet.
6. The leaders are asked to explain the task and give instructions to their team members, and the participants are instructed to wait until the facilitator tells them to begin.
7. When all teams have indicated that they are ready to proceed, the facilitator instructs them to begin and records the time on newsprint. As each team arrives at the correct answer, the leader announces, "Our team has finished," and the facilitator records the time on newsprint. (Ten minutes.)
8. When every team has either found the correct answer or conceded defeat, the results of the experiment are tabulated on newsprint. The goals of the activity are explained, the facilitator reveals the differences in the leaders' instructions, and each team is identified as an A team or B team. (Ten minutes.)
9. The facilitator leads a discussion on the following questions:
 - If your leader pressured you to finish the task, how did you react? How did the pressure affect your morale? How was your productivity affected?
 - If your leader encouraged you to take time, work carefully, and obtain the correct answer, how did you react? How did you feel when you realized that other teams would finish the problem before your team did?
 - If your leader encouraged you to concede defeat, how did you react?
 - What results did the two methods produce? What differences are evident from the tabulations?
 - What might you have done differently if you had known what the goals of the activity were?

- In what ways can members of work teams cooperate in order to enhance both quality and quantity?

(Twenty minutes.)

Variations

- Three-member teams can be used. In this case, one member would be the leader, another member would do the work outlined for the “first person” and “third person,” and the third member would do the work outlined for the “second person” and “fourth person.”
- A problem that does not involve mathematics could be substituted for the given problem.
- The following question can be added to the discussion questions in step 9: How does your organization view the value of quantity when contrasted with quality? The participants can then be asked to give examples to illustrate their views.
- The following additional questions can be discussed: What are your views on focusing on quality? On quantity? What kinds of situations call for giving priority to quality? To quantity?

Submitted by Russell J. Denz.

RELAY TASK A-TEAM LEADER'S INSTRUCTION SHEET

Do not allow anyone else to read these instructions. Take time to read this sheet thoroughly. If you need clarification on any point, walk over to the facilitator and ask your questions in private.

Your team will be given the following problem but will not be given the answer.

First person, add:

14
62
28
114
56
921
17
49

Total =

Second person, multiply the above total by 256. Product = _____

Third person, subtract 384 from the above product. Difference = _____

Fourth person, divide the above difference by 16. Final Answer = 20,152

Important Note to Leader: If your team has only four members, including yourself, you must participate as a problem solver. However, you must not assign yourself the role of the “fourth person,” because as the leader of the team you are given the solution to the fourth person’s task.

Before your team members begin work on the problem, give them the following instructions:

1. You will be competing with all the other teams.
2. You will be given a problem to work on together. The most important thing is to obtain the correct answer.
3. Do not worry about how long it is taking you, because if you do not have the correct answer you will have to do the problem over again.
4. The problem is in four parts. You can decide among yourselves how to assign these parts.
5. You may ask me for suggestions, and you may ask one another for help in solving your part of the problem. If you have a calculator, you may use it. This is a team effort and the most important thing is to get a correct answer. If our team also finishes first, that is even better; but be sure to work carefully and take all the time you need.

After you have read this sheet and have clarified any questions, raise your hand to indicate to the facilitator that you are ready to proceed. When all team leaders are ready, your team will be given a copy of the problem.

You will then give the above instructions to your team and again raise your hand to indicate that your team is ready to proceed. The facilitator will tell your team when to begin.

If your team members have difficulty with the problem, feel free to discuss the task with them. You may not supply the answers, but, you may offer suggestions about how to solve the problem. If your team obtains the wrong answer, you may help them discover which part of the problem was worked incorrectly.

When your team arrives at the correct answer, call out loudly enough for everyone to hear, "Our team has finished."

Remember, the correct answer is 20,152.

RELAY TASK B-TEAM LEADER'S INSTRUCTION SHEET

Do not allow anyone else to read these instructions. Take time to read this sheet thoroughly. If you need clarification on any point, walk over to the facilitator and ask your questions in private.

Your team will be given a problem to solve. You may not give the team any help or suggestions. The only instructions you may give your team are the following:

1. You will be given a simple math problem. It is divided into four parts. The person I hand it to will work the first part and hand it to someone else. That person will work the second part and hand it to another person. That person will work the third part and hand it to the last person to finish.
2. This is a very simple task and should be finished quickly. We are competing against the other teams to see who can finish first. So the important part is to work as quickly as you can.
3. You may not receive help from me or from one another. I cannot answer any questions. The object is to work quickly and quietly and get through the problem.

Important Note to Leader: If your team has only four members, including yourself, you will play the role of the “first person” in solving the problem.

After you have read this sheet and have clarified any questions, raise your hand to indicate to the facilitator that you are ready to proceed. When all team leaders are ready, your team will be given a copy of the problem.

You will then give the above instructions to your team and again raise your hand to indicate that your team is ready to proceed. The facilitator will tell your team when to begin.

While your team is working, occasionally make comments like “Now Chris, hurry up; we want to win, you know”; “Don’t spend that much time on it; after all, this is just plain old arithmetic”; or “One team has already finished. Let’s try to come in second at least.” Also refuse to answer any questions. The object is to put the team under pressure to finish quickly.

The correct final answer is 20,152. If the fourth person does not arrive at that answer, just hand the problem back to the first person and tell the team members they will have to check their work and find out where the error is. Then add, “But do it quickly.”

When your team arrives at the correct answer, call out loudly enough for everyone to hear, “Our team has finished.” If most of the other teams finish first, encourage your team to concede defeat.

Remember, the correct answer is 20,152.

RELAY TASK PROBLEM SHEET

The following problem has four parts, and four people should work on it. General instructions are given here, but you should also follow your leader's instructions.

First person, add:

14
62
28
114
56
921
17
49

Total =

Second person, multiply the above total by 256. Product = _____

Third person, subtract 384 from the above product. Difference = _____

Fourth person, divide the above difference by 16. Final Answer = _____

■ MACE: DEMONSTRATING FACTORS THAT AFFECT PERFORMANCE

Goal

- To demonstrate that individual performance within a group is influenced by four major factors: motivation, ability, conditions, and expectations (MACE).

Group Size

Ten to fifteen pairs.

Time Required

One to one and one-half hours.

Materials

- Blank paper and a pencil for each participant.
- A one-dollar bill.
- A five-dollar bill.
- A chalkboard and chalk or a newsprint flip chart and a felt-tipped marker.

Physical Setting

A room with a chair and a writing surface for each participant.

Process

1. The facilitator introduces the activity and begins the first phase:
“To illustrate the main factors that influence performance, we are going to conduct some experiments. During the first of these experiments, do exactly as I say, but do not ask any questions or compare notes with other people.”
Each participant is given blank paper and a pencil.
2. To show the effects of unclear *expectations* on performance, the facilitator gives the following instructions:
“I want you to perform a simple clerical task. Listen to the instructions, but do not start until I tell you to do so. Write the letters of the alphabet. For each letter that has a fully enclosed component, place a dot inside that component. For each letter that does not have a fully enclosed component, draw a circle around the entire letter. For

example, ‘a’ and ‘e’ have fully enclosed components, and you should place a dot inside each of these components.”

The facilitator demonstrates by writing the letters on a chalkboard or a newsprint flip chart:

a

e

“On the other hand, ‘f’ and ‘z’ do not have fully enclosed components and should, therefore, be circled.”

As before, the facilitator demonstrates:

f

z

“Your objective in completing this task is to dot and circle as many letters as you can in the allotted time of thirty seconds. When I say ‘go,’ start working and continue until I tell you to stop. Ready, ‘go.’ ”

3. At the end of the allotted time, the participants are told to stop working. Each participant is asked to exchange papers with the person seated next to him or her. Then the facilitator gives directions for scoring:

“Now score your partner’s work. Give one point for each *lower-case* letter that is correctly dotted or circled.”

It is explained that those who used uppercase letters are disqualified and that this requirement should have been evident from the examples given. The facilitator asks each participant to state his or her partner’s score. As these results are announced, they are recorded on a chalkboard or a newsprint flip chart.

4. The facilitator leads a discussion to explore various ways in which the instructions were and might have been interpreted. It is emphasized that performance can be influenced dramatically by failure to agree on expectations. The discussion should include the following questions:

- How did you feel about the instructions that you were given?
- How did these feelings affect your performance?

(Ten minutes.)

5. To show the effects of *ability* on performance, the facilitator begins the second experiment:

“Let’s consider the experiment we just completed to be a practice session. We’ll try the same task again. Does everyone now know what is expected?”

After answering any questions that the participants have, the facilitator starts the experiment in the manner indicated in step 2.

6. After the participants have worked for thirty seconds, the facilitator stops the experiment, asks the participants to trade and score their papers as they did previously, and records the results next to those of the first experiment.
7. The facilitator leads a discussion of the results, emphasizing the following points:
 - Performance is affected by ability; some people are better than others at specific tasks.
 - There is a range of ability in many groups in both work and nonwork settings.
 - The following questions should be included in this discussion:
 - How was this experience different from the first one?
 - How do you explain the effect of ability on performance?

(Ten minutes.)
8. To show the effects of *motivation* on performance, the facilitator conducts the third experiment:

“Now let’s repeat the same task, but change the goal. This time your objective is to exceed your last score. In addition, the person who exceeds his or her previous score by the greatest number of points will win one dollar.”

A one-dollar bill is displayed prominently, and the facilitator starts the experiment in the same manner as before.
9. Step 6 is repeated.
10. After awarding the one-dollar prize to the winner, the facilitator leads a discussion. It is emphasized that performance is improved by motivation and that there are many different ways to motivate, such as those used in step 8. Questions to be included in this discussion are as follows:
 - How did this experience differ from the previous one?
 - What can you conclude about the effect of motivation on performance?

(Ten minutes.)
11. To show the effects of changed conditions on performance, the facilitator begins the last experiment:

“Let’s try the task once more. This time the person who can most improve his or her performance over the last trial will win five dollars. However, you must complete the task this time with your nonpreferred hand.”

A five-dollar bill is displayed, and the facilitator starts the experiment.
12. Step 6 is repeated.
13. If there is a winner, the facilitator awards the five-dollar prize. Then the following points are emphasized in discussion:

- Performance depends on the conditions under which a task is performed. With many tasks, the conditions may have a more dramatic effect on people than motivation, ability, or expectations.
- Factors that may affect performance negatively include rules or regulations as well as the anticipation of failure, which leads to lowered motivation.

The discussion questions should include the following:

- How did this last experience differ from the previous three?
- How do you explain the impact of conditions on performance?

14. In conclusion, the facilitator elicits answers to the following questions:

- How can you relate what you have learned about performance to your back-home work group?
- What can be done to maximize the positive effects of expectations, ability, motivation, and conditions on performance?
- What can be done to minimize the negative effects?

Variations

- The facilitator may prefer to conduct all four experiments before leading a discussion on the determinants of performance.
- The participants may be asked to work in teams rather than individually.

Submitted by Stephen Dakin and Russell Robb.

■ DARTS: COMPETITION AND MOTIVATION

Goals

- To develop awareness of the factors involved in motivation.
- To increase awareness of the effects of motivation/incentives on the attitudes and performance of a given task in an intergroup competitive situation.

Group Size

Between twelve and twenty participants divided into subgroups of three to four members each.

Time Required

Approximately one and one-half hours.

Materials

- A dart board (cork board with a hand-drawn target area 2½" in diameter can be substituted for a dart board) for each subgroup.
- Five darts for each subgroup.
- A Darts Score Sheet and a pencil for each subgroup.
- A tape measure.
- Masking tape.
- "Prizes" for one member and one subgroup. (These need not be material objects.)
- Newsprint and a felt-tipped marker (optional).
- A stopwatch (optional).

Physical Setting

Participants are seated in a "U" or circular pattern in a large room. The corner areas of the room should be set up for the activity prior to the session as follows:

- Targets are mounted to the wall. The height of the targets should be relative to the average height of the participants. Subgroups should be separated by as much distance as possible.

- Distances of 9', 10', 11', 12', and 13' are measured from the bases of each wall on which the targets are mounted. These spots are marked by applying masking tape to the floor at the respective distances and labeling each tape accordingly.

Process

1. After explaining the goals of the activity, the facilitator defines the task: Each member is to score as many “hits” as possible in each of three rounds. A “hit” is hitting the target area on a board with a dart so that the dart remains in the designated area for at least a few seconds. The facilitator demonstrates, showing the designated area (on a standard dart board, the two innermost circles are target area). The facilitator continues with the following instructions:
 - Each participant will be allowed seven practice throws immediately before he or she begins a round. During practice and the first round, participants are to stand behind the line closest to the target. (This line is marked 9'.)
 - Each round will consist of twenty-five throws for each participant. Those individuals not performing the task (throwing darts) are responsible for keeping score of the number of hits and total throws on the Darts Score Sheet and for handing darts back to the thrower.
 - When every person’s score is recorded, the entire group will be given the instructions for round 2.
2. The facilitator forms subgroups of three or four members each; distributes the Darts Score Sheet, a pencil, and darts to each subgroup; and answers any questions.
3. Round 1 is conducted.
4. The facilitator explains that based on the distribution of hits in round 1, a handicap will be assigned to each participant for round 2, on the following basis:

Number of Hits in Round 1	Distance for Round 2
10 or less	9'
11–13	10'
14–16	11'
17–19	12'
20 or more	13'

Handicaps are assigned, and the facilitator instructs each participant to record his or her handicap on the Darts Score Sheet on the line marked “X.”

5. The facilitator instructs participants to conduct round 2 just as they did round 1, i.e., practice, rules, recording, etc., using their handicap lines as the distance from which the darts are thrown.

6. After all scores have been recorded for round 2, the facilitator points out that, because of the handicaps, the scores should be approximately equal. The subgroups discuss this point.
7. The facilitator announces that in round 3 the same procedure will be used as for round 2 and that prizes will be awarded for the outstanding single score and highest average subgroup score (ties to be played off).
8. Round 3 is conducted. If there are any ties, playoffs are held to determine the winners.
9. The facilitator announces the highest individual score and highest subgroup score and awards the incentive prizes.
10. The members discuss the activity in their subgroups. Suggested questions are:
 - What was the effect of the incentives on the performances of individuals and subgroups? What other motivational factors were present?
 - How did competition affect your performance? If you realized that you were not going to earn a prize, what feelings did you have? What effect did this have on your performance? What was the effect of posting scores?
 - Would your performance have been any different within a different subgroup? Why?
 - What observations can you make about one another's behavior during the rounds? Compare round 1 to round 3.
 - What were your feelings regarding the standards that were established (handicaps, rules)?
 - Were any other standards imposed on the task either by the subgroup or by yourself?
 - For managerial or supervisory personnel: How does what you have experienced here apply to the everyday situation you face in motivating your subordinates, especially in terms of incentives versus needs, competition, rules, attitudes toward performance, productivity, boredom and fatigue, and discipline?
11. The total group is then reconvened and the facilitator leads the participants in processing the activity.

Variations

- Rounds can be shortened.
- Time standards of three and one-half to four minutes can be imposed for each round.
- After each round, subgroups can be instructed to discuss their outcomes and dynamics.

- In subgroups of four, one individual can be assigned to observe the interaction that takes place during each round and report back to the reconvened group at the end of the session.
- Money can be collected from all participants to provide the prize.
- The total group can determine the nature of the prizes, e.g., a place of honor at dinner, a special treat, etc.
- Other types of “darts” made of Velcro, magnetic material, etc., may be used.
- “Pitching pennies” into circles or squares on the floor may be substituted for dart throwing.

Submitted by Samuel Dolinsky.

DARTS SCORE SHEET

Group Members				
Round				
1.				
x	()	()	()	()
2.				
3.				

Group Average

■ PEOPLE ON THE JOB: EXPRESSING OPINIONS

Goals

- To afford participants the opportunity to share their views in a structured environment.
- To provide a sense of the variety of opinions and attitudes that exist about a particular subject.
- To develop a climate for future group interaction.

Group Size

Any number of subgroups of five to seven members each.

Time Required

One and one-half to two hours.

Materials

- A copy of the People on the Job Work Sheet for each participant.
- A pencil for each participant.
- Newsprint and a felt-tipped marker for the facilitator's use.

Physical Setting

A room in which each subgroup can be seated in a circle.

Process

1. The facilitator briefly reviews the goals of the activity.
2. The facilitator gives a copy of the People on the Job Work Sheet and a pencil to each participant. Participants are instructed to take no more than fifteen minutes to circle their responses to the twenty statements. (Fifteen minutes.)
3. The facilitator calls time and divides the participants into subgroups of five to seven members each. The members of each subgroup are instructed to discuss the statements and their responses. The members are also told that they may change any of the responses on their People on the Job Work Sheets as a result of the discussions within their subgroups. (Twenty-five minutes.)

The total group is reassembled, and the members share their reactions to the activity. The following points are posed to the participants for their comments:

- On which items was there a significant difference of opinion?
- Did the subgroup's discussion cause any members to change their opinions?
- Did members defend their own opinions? Did members try to convince others to change their opinions?

(Twenty minutes.)

5. The facilitator forms new subgroups to process the activity. Subgroup members are directed to discuss their personal learnings and to consider the implications of these learnings for themselves and for managers in their roles as supervisors. (Fifteen to twenty minutes.)
6. The facilitator calls for a reporter from each subgroup to share a key learning from the subgroup about people on the job. (Fifteen minutes.)
7. Generalizations and applications are then drawn from these subgroup learnings. (Fifteen minutes.)

Variations

- A shorter or modified version of the People on the Job Work Sheet can be used.
- Between step 2 and step 3, the facilitator can instruct members to "line up" on a continuum to indicate their responses to selected items from the work sheet.
- The participants can select a few items of particular interest to subgroup members to discuss during step 3, e.g., items on which they are in agreement/disagreement, items representing the widest range of opinion, etc.

Submitted by Martin B. Ross.

PEOPLE ON THE JOB WORK SHEET¹

1. It is only human nature for people to do as little work as they can get away with.
Agree Undecided Disagree
2. If employees have access to any information they want, they tend to have better attitudes and behave more responsibly.
Agree Undecided Disagree
3. One problem in asking for the ideas of employees is that their perspective is too limited for their suggestions to be of much practical value.
Agree Undecided Disagree
4. If people do not use much imagination and ingenuity on the job, it is probably because relatively few people have much of either.
Agree Undecided Disagree
5. People tend to raise their standards if they are accountable for their own behavior and for correcting their own mistakes.
Agree Undecided Disagree
6. It is better to give employees both the good and the bad news because most people want the whole story, no matter how painful it is.
Agree Undecided Disagree
7. Because a supervisor is entitled to more respect than those below him or her in the organization, it weakens the supervisor's prestige to admit that a subordinate was right and that he or she was wrong.
Agree Undecided Disagree
8. If you give people enough money, they are less likely to be concerned with such intangibles as responsibility and recognition.
Agree Undecided Disagree
9. If people are allowed to set their own goals and standards of performance, they tend to set them higher than management would.
Agree Undecided Disagree
10. The more knowledge and freedom a person has regarding his or her job, the more controls are needed to keep the person in line.
Agree Undecided Disagree

¹ Adapted from *Every Employee a Manager* by M. Scott Meyers. Copyright © 1970, M. Scott Meyers. Used with permission.

11. When people avoid work, it is usually because their work has been deprived of its meaning.
 Agree Undecided Disagree
12. If employees have access to more information than they need to do their immediate tasks, they will usually misuse it.
 Agree Undecided Disagree
13. Asking employees for their ideas broadens their perspectives and results in the development of useful suggestions.
 Agree Undecided Disagree
14. Most people are imaginative and creative but may not show it because of limitations imposed by supervision and the job.
 Agree Undecided Disagree
15. People tend to lower their standards if they are not punished for their misbehavior and mistakes.
 Agree Undecided Disagree
16. It is better to withhold unfavorable news about business because most employees really want to hear only the good news.
 Agree Undecided Disagree
17. Because people at all levels are entitled to equal respect, a supervisor's prestige is increased when he or she supports this principle by admitting that a subordinate was right and he or she was wrong.
 Agree Undecided Disagree
18. If you give people interesting and challenging work, they are less likely to complain about such things as pay and supplemental benefits.
 Agree Undecided Disagree
19. If people are allowed to set their own goals and standards of performance, they tend to set them lower than management would.
 Agree Undecided Disagree
20. The more knowledge and freedom a person has regarding his or her job, the fewer controls are needed to ensure satisfactory job performance.
 Agree Undecided Disagree

■ **FOUR FACTORS: THE INFLUENCE OF LEADER BEHAVIOR**

Goals

- To acquaint the participants with Rosenthal and Jacobson's (1968) four-factor theory explaining a leader's influence on followers and the effect of this influence on follower behavior.
- To give the participants an opportunity to analyze case studies showing how particular leader approaches to Rosenthal and Jacobson's four factors (climate, feedback, input, and output) can positively or negatively affect followers.

Group Size

Four subgroups of four to six participants each.

Time Required

Approximately one hour and forty-five minutes.

Materials

- One copy of the Four Factors Theory Sheet for each participant.
- One copy of each Four Factors Case Study (A, B, C, and D) for each participant.
- One copy of the Four Factors Analysis Sheet for each participant plus one copy for each subgroup.
- A pencil for each participant.

Physical Setting

A room large enough so that the subgroups can work without disturbing one another. Ideally, a table and movable chairs should be provided for each subgroup; however, if tables are not available, clipboards or other portable writing surfaces may be substituted.

Process

1. The facilitator introduces the goals of the activity.
2. The participants are given copies of the theory sheet and are instructed to read this handout. (Five minutes.)

3. The facilitator leads a discussion of the handout content, clarifying ideas as necessary. The participants are invited to share examples from their own experience of the ways in which leader behavior affects follower productivity. (Fifteen minutes.)
4. The participants are assembled into four subgroups. The facilitator gives a different set of case study sheets to each subgroup. (In one subgroup each member receives a copy of case study A; in another subgroup, each member receives case study B; in the third, each receives case study C; and in the fourth, each receives case study D.) The facilitator also gives each participant an analysis sheet and a pencil and then states that each participant is to work independently to complete the analysis of the assigned case study. (Fifteen minutes.)
5. The facilitator asks the participants to stop their work. The members of each subgroup are instructed to discuss their analyses and to arrive at a consensus on each item of the analysis sheet. The facilitator asks each subgroup to select a spokesperson to record the consensus responses on a separate analysis sheet and to report these responses later to the total group; each subgroup is given a new copy of the analysis sheet for the spokesperson's use. The subgroups are informed that they have twenty minutes to complete the task and are told to begin. (Twenty minutes.)
6. After twenty minutes the facilitator reconvenes the total group and asks the spokespersons to take turns reading their case studies and sharing the contents of their analysis sheets. Before each spokesperson begins, the facilitator distributes copies of the pertinent case study to all of those who do not yet have copies so that the participants can follow along as the spokesperson reads. At the conclusion of each report, the participants are asked to share their reactions to the case and/or to the subgroup's analysis; then the facilitator reviews the specific leader behaviors in the case that can be associated with Rosenthal and Jacobson's factors. (Thirty minutes.)
7. The facilitator leads a concluding discussion by asking these questions:
 - What were your personal reactions to the leader in your case study? Would you have reacted the way you predicted that the followers would react? How did you feel about your subgroup's consensus report?
 - What viewpoints similar to yours were shared in your subgroup? What different viewpoints were shared? How did the subgroup work with the situation to arrive at consensus? How did Rosenthal and Jacobson's four factors operate in your subgroup? How was your motivation affected? How was your productivity affected?
 - What have you learned about the four factors from the case studies? What have you learned from the experience of analyzing a case in your subgroup?

- Which of the things you learned were consistent with what you know about your own leadership in your present position? Which were consistent with what you know about leadership in general in your company?
- Which of the four factors might you choose to enhance in your own leadership style? How specifically would you do that?

Variations

- The facilitator may lead a discussion of positive influences who are well known and whose efforts had dramatic results on followers. It may enhance the discussion to show video clips of these leaders in action and to point out how the leaders behave with respect to the four factors.
- The participants may be asked to share personal examples of how leader behavior toward followers (in terms of the four factors) affected bottom-line results.
- If the activity is being used as part of a management-training program, within each subgroup the members may be asked (1) to share their own behavioral tendencies with regard to the factors of climate, feedback, input, and output and (2) to consider and discuss the consequences of these tendencies.
- Within each subgroup each member may be asked to think of a peak performer and a poor performer in a back-home work group, to describe to fellow members how each of them is currently treated by the group leader (in terms of the four factors), and to discuss ways in which changes in the leader's behavior toward each might lead to changes in follower behavior.
- The participants may analyze the case studies first and then be presented with the information on the four factors.
- The participants may be asked to develop personal action plans for improving their own leadership behavior with regard to the four factors.
- At the conclusion of the activity, the participants may return to their subgroups to develop assessment tools by which they can gather feedback from their own followers about their behavior with regard to the four factors.

REFERENCE

Rosenthal, R., & Jacobson, L. (1968). *Pygmalion in the classroom*. New York: Holt, Rinehart and Winston.

Submitted by William N. Parker.

FOUR FACTORS THEORY SHEET

Robert Rosenthal and Lenore Jacobson (1968) have isolated four factors or areas in which leader behavior produces an impact on follower behavior:

1. *Climate*. Both verbal and nonverbal behaviors can be used by a leader to establish a climate that is warm, supportive, friendly, and accepting. Typical leader behaviors that contribute positively to climate include a pleasant tone of voice, frequent eye contact, smiles, and approving head nods.

2. *Feedback*. A leader can stimulate high follower performance by giving feedback that is frequent, specific, and tends to focus on what the follower is doing right. Specific feedback that is intended to help direct a follower toward greater task proficiency helps that follower to become more competent, successful, and self-confident.

3. *Input*. A leader can provide followers with resources of all types: time, written materials, people, coaching, training and development sessions, and supplies. These resources are offered to enhance the skills of followers and/or to enable them to accomplish their tasks effectively. A leader also can make a conscious effort to assign projects that are interesting, challenging, and visible within the organization.

4. *Output*. A leader can encourage followers to employ innovative, creative approaches; to collaborate in decision making; and to express points of view that are different from his or her own. While followers are experimenting, the leader offers assistance; helps to solve problems; and supports all results, including those that are less than superior.

The leader whose behavior follows these patterns is rewarded with followers whose performance, self-confidence, and enthusiasm for their tasks can well exceed minimum standards. On the other hand, the leader who fails to exhibit these behaviors may find followers to be apathetic and marginal producers.

REFERENCE

Rosenthal, R., & Jacobson, L. (1968). *Pygmalion in the classroom*. New York: Holt, Rinehart and Winston.

FOUR FACTORS CASE STUDY A: THE POWER STATION

John Applegate has been an operator in a power station for five years. He has just been assigned to Frank Fleming's shift. Frank has heard through casual conversation with his fellow supervisors that John is essentially a below-average performer; in fact, several other supervisors have told Frank that they do not want John on their shifts.

When John reports to Frank for the first time, Frank extends a hearty handshake and a genuine welcome and then tells John specifically what he will receive from Frank in terms of direction and support to help him be successful on the job. John is urged to use Frank as a resource whenever he has questions or ideas about better ways of doing things. Finally, Frank talks about the high performance standards of the shift and expresses confidence in John's ability to meet those standards.

At the end of John's first day on Frank's shift, Frank asks John to his office, praises him for his performance in the operational areas in which he has met or exceeded standards, and then points out the areas in which John needs to improve. After collaborating with John to develop specific steps for improvement, Frank once again expresses confidence in John's ability to be a high performer.

FOUR FACTORS CASE STUDY B: XYZ TOOL & DIE

Jim Green is the production floor supervisor at XYZ Tool & Die. He supervises over one hundred assemblers who work on the company's day shift assembling cabinets for computers. Recently he has noted a decline in productivity and an increase in the error rate. In order to improve performance, Jim posts a chart in the employee cafeteria. This chart lists the names of all employees as well as their daily performance (by number of computer cabinets assembled) and their error rates (by number of mistakes). Next to the chart Jim posts a magazine article about how the assemblers at ABC Tool & Die have managed to increase productivity with a smaller work force and more obsolete equipment.

Jim also begins to mention the names of the poorest performers at the weekly review meetings and to compare these people with the ABC assemblers. He implies that poor performers are dispensable.

FOUR FACTORS CASE STUDY C: THE TEACHER'S AIDE

Lynn Lewis is the administrator of a nonprofit organization that works with local children and teachers to build their fine-arts education programs. She has recently hired several individuals who previously worked as classroom teacher's aides. Her intent was to have them do clerical tasks for her professional staff. However, one of these aides, Joan, has shown an exceptional talent for painting and sculpture. After a period of praising and supporting Joan's creative endeavors, Lynn asks Joan to design a program that will introduce preschool children to art; to help Joan obtain the necessary training, Lynn enrolls her in a child-development class at a local university.

Lynn sets up a weekly meeting with Joan to review what she is learning and how she might use it in the preschool art program. Together they brainstorm different methods of approaching and developing the project. Each time Joan suggests an approach that differs from the current fine-arts program, Lynn compliments her for her originality and asks her to figure out a way to integrate her idea with the organization's philosophy.

FOUR FACTORS CASE STUDY D: THE NEW MARKETING BOSS

Wayne Smith is the newly appointed marketing manager for a large corporation. He is responsible for the activities of seven employees, all of whom have been with the company for several years and are experienced, creative, and competent in their jobs. Wayne calls his first meeting with the group an hour before the work day begins and "lays down the law" in an effort to appear strong and decisive. Standing at the head of the conference table, he tells all seven employees that they must account for their time by project and submit weekly reports of their activities. In addition, so that he can keep track of their breaks and their hours on the job, he installs a board on which employees sign in and sign out.

Sharon, the first employee who fails to sign out, receives a written memo from Wayne that reads "See me before work tomorrow. You failed to sign out after work yesterday!" When Sharon comes to Wayne's office the next morning, Wayne hands her a directive about signing in and out that includes disciplinary measures to be taken if the rules are not followed. When Sharon attempts to explain that she did not sign out because she worked late and the room containing the board was locked, Wayne cuts her off by saying, "Don't give me excuses. Just follow the rules. I make the decisions around here."

FOUR FACTORS ANALYSIS SHEET

Instructions: After reviewing the case study you received, complete this sheet. Several sections present two options with blanks; when you are completing one of these sections, place a check mark in the blank that seems appropriate to you. Also jot down facts/comments supporting your assessment where indicated.

Overall Leader Treatment of Follower(s)

Positive _____

Negative _____

Rosenthal and Jacobson's Four Factors

1. *Climate*

Warm _____

Cool _____

Facts/Comments

2. *Feedback*

Frequent/Specific/
Focuses on
“right” actions or success _____

Infrequent/General/
Focuses on
“wrong” actions or error _____

Facts/Comments

3. *Input*

Much Information
and Support Given _____

Little/No Information
and Support Given _____

Facts/Comments

4. *Output*

Encouragement/
Opportunity Offered _____ No Encouragement/
Opportunity Offered _____

Facts/Comments

Predictions of Follower Reaction to Leader Behavior

1. *Follower Confidence for the Task*

High Confidence _____ Low Confidence _____

Reasons

2. *Follower Motivation/Enthusiasm for the Task*

Motivated/Enthusiasm _____ Demotivated/Apathetic _____

Reasons

3. *Follower Productivity/Performance (Short Term)*

High Productivity/
Performance _____ Low Productivity/
Performance _____

■ THE MANAGER'S GUIDEBOOK: UNDERSTANDING MOTIVATION

Goals

- To provide the participants with a situation in which the issues of motivation can be explored.
- To help the participants to enhance their understanding of the concept of motivation.

Group Size

Five subgroups of four to seven participants each.

Time Required

Approximately two and one-half hours.

Materials

- A copy of The Manager's Guidebook Instruction Sheet for each participant.
- A copy of The Manager's Guidebook Discussion Sheet for each participant.
- An assortment of art supplies to be used by the subgroups in creating guidebooks. These supplies should include items such as blank paper, construction paper, pencils, pens, felt-tipped markers, scissors, tape, and staplers.
- Blank paper and pencils for the reporters.
- A newsprint flip chart and a felt-tipped marker or a chalkboard and chalk.

Physical Setting

A table and chairs for each subgroup. An additional table should be provided for the purpose of displaying the assortment of art supplies.

Process

1. The facilitator explains the goals of the activity, forms five subgroups of four to seven participants each, distributes copies of The Manager's Guidebook Instruction Sheet, and instructs the participants to read the handout.
2. The members of each subgroup are asked to decide who will assume the roles of manager, artist, presenter, and one or more assistants. Questions are elicited, and the task is clarified as necessary.

3. The facilitator instructs the managers to take whatever art supplies they wish from the display table, emphasizing that what is displayed is all that is available. Then the subgroups are told to begin. During the hour allotted for completion of the guidebooks, the facilitator monitors the activities of the various subgroups and keeps the participants informed about the amount of time remaining.
4. After the hour has passed, the subgroups are asked to stop working on their guidebooks. Then the presenters are invited to take turns presenting guidebooks to the total group. The participants are instructed to listen carefully to these presentations; while listening they are to evaluate each guidebook according to the criteria listed on the instruction sheet. (Thirty minutes.)
5. The facilitator elicits comments regarding the strengths of each guidebook and lists these strengths on a newsprint flip chart or a chalkboard. (Ten minutes.)
6. The members of each subgroup are given copies of The Manager's Guidebook Discussion Sheet and are asked to discuss answers to the questions on this handout. Each subgroup is instructed to appoint a reporter to take notes during the discussion and report later to the total group. The facilitator ensures that the reporters have blank paper and pencils or pens to use in completing their task. (Twenty minutes.)
7. The reporters share the findings of their subgroups, and the total group discusses what has been learned about motivation and ways in which the participants can apply their learnings to their personal and professional lives.

Variations

- Competition may be fostered by stipulating at the outset that a vote will be taken to determine the best guidebook. In addition, a reward may be offered for the subgroup that creates the winning guidebook.
- The facilitator may privately instruct the managers to employ different leadership styles (autocratic, democratic, and so forth) and then elicit the subgroup members' comments regarding the effects of these styles on their motivation to complete the task.
- If one or more subgroups are unable to finish their guidebooks in an hour and if more time is available, the facilitator may ask the managers to leave their subgroups, discuss the situation among themselves, and arrive at a unanimous decision either to allow or to disallow additional time. Subsequently, during the final processing, the participants are asked to evaluate the functioning of their subgroups in the managers' absence.
- The facilitator may present a lecturette on motivation at the end of step 5.

Submitted by Kenneth L. Murrell.

THE MANAGER'S GUIDEBOOK INSTRUCTION SHEET

The task assigned to your subgroup is to use the art supplies that will be provided to create a *manager's guidebook to motivating*. The members of your subgroup will assume different roles while working on this task: manager, artist, presenter, and one or more assistants. The *manager* will serve as the subgroup leader or supervisor; the *artist* will execute the final product; the *presenter* will describe your guidebook to the total group; and the *assistant(s)* will provide whatever help you deem necessary and appropriate.

You may construct the guidebook in any way you wish; its content, format, and design are strictly up to you, as is the specific interpretation of the roles described above. However, you should keep in mind that each guidebook should meet the following criteria:

- Usefulness of content;
- Clarity and understandability of concepts;
- Attractiveness of appearance; and
- Effectiveness of presentation to the total group.

You have one hour in which to complete this task.

THE MANAGER'S GUIDEBOOK DISCUSSION SHEET

1. Did your manager collect adequate art supplies to create the guidebook? If not, how did you feel about working with insufficient resources? Did this situation affect your attitude toward completing the project?
2. What approach did your manager take in supervising the project? What was the effect of this approach on your motivation?
3. How well did the members of your subgroup work together? How well did they communicate with one another? Did the communication process affect your level of motivation? If so, in what way?
4. Did some members work harder than others? If so, why?
5. How did motivation levels differ among the members of your subgroup? How motivated were the manager, the artist, the presenter, and the assistant(s) and why?
6. What was your major concern in completing the task?
7. If you were asked to begin a similar activity at this point, how motivated would you feel? In view of your present feelings, what factors seem to affect your personal level of motivation?
8. If you were to evaluate your subgroup according to the concepts presented in your guidebook, how would it fare?

■ **MASTER AND APPRENTICE: EXPLORING ROLES TO DEVELOP STAFF**

Goals

- To reinforce the importance of viewing staff development as a priority activity for managers.
- To identify four roles that a manager can play in staff development activities.
- To present participants with questions to use in career discussions with staff members.
- To provide the opportunity for the participants to put themselves in their staff members' position in light of career goals.

Group Size

Up to thirty participants, preferably those who supervise others.

Time Required

One hour and fifteen minutes to one hour and thirty minutes.

Materials

- One copy of the Master and Apprentice Questionnaire for each participant.
- One copy of the Master and Apprentice Interpretation Sheet for each participant.
- One copy of the Master and Apprentice Interview Questions for each participant.
- A pencil and a portable writing surface for each participant.
- One copy of the Master and Apprentice Theory Sheet for the facilitator.
- A newsprint flip chart and a felt-tipped marker.

Physical Setting

Any room large enough for subgroups to work without disturbing one another. Movable chairs should be provided.

Process

1. The facilitator introduces the goals of the activity. He or she gives each participant one copy of the Master and Apprentice Questionnaire, a pencil, and a portable writing surface. The participants are asked to read the instructions; after clarifying any questions, the facilitator instructs them to begin. (Five minutes.)
2. After all participants have completed the Master and Apprentice Questionnaire, the facilitator distributes copies of the Master and Apprentice Interpretation Sheet. (Five to ten minutes.)
3. When the participants have finished reading the Interpretation Sheet, the facilitator delivers a lecturette based on the Master and Apprentice Theory Sheet. (Ten to fifteen minutes.)
4. The participants are asked to choose partners. (*Note:* With an uneven number of participants, the facilitator will also have a partner and participate in Steps 4 and 5.) The facilitator distributes copies of the Master and Apprentice Interview Questions and gives the following instructions:

“Choose one of the four roles (coach, appraiser, adviser, or referral agent). You might choose the role for which you scored the fewest points or the role that is most interesting to you—or the one that is least interesting. Using the handout as a guide, interview your partner by asking the questions that a manager in your chosen role would ask. After ten minutes, it will be your partner’s turn to ask questions. I will notify you after ten minutes and again after twenty minutes. Any questions?”

(Twenty-five minutes.)
5. Partners are asked to debrief Step 4 by discussing the following questions:
 - How did it feel to be interviewed by your “manager” in the role he or she chose?
 - What would you have done differently in that role?(Ten minutes.)
6. The facilitator reassembles the total group and leads a concluding discussion based on the following questions:
 - What about your scores on the questionnaire surprised you? What about them confirmed your own assessment of yourself?
 - How did this experience help you to better understand your staff members’ career aspirations?
 - How many of these roles do you see the managers you know playing? How might you encourage someone to take on additional roles?
 - What recommendations do you have for managers acting as coaches? As appraisers? As advisers? As referral agents?

- What specifically do you want to do to develop the staff members you manage?
(Twenty to twenty-five minutes.)

Variations

- After Step 4, the participants may form subgroups based on the role that they chose to play. Each subgroup may prepare a brief presentation about why they chose that role, how it felt to play that role, and so on.
- Participants could be assigned to play specific roles so that each role is represented.

Submitted by Caela Farren and Beverly Kaye. Adapted with permission from Careerspeak Survey for Managers, Career Systems, Inc., Scranton, Pennsylvania. 1994.

MASTER AND APPRENTICE QUESTIONNAIRE

Instructions: Read each statement and determine the degree to which you use that skill or behavior with your staff. Write the appropriate number in the blank preceding each statement, using the following scoring key:

- 0 Disagree strongly
- 1 Disagree
- 2 Disagree somewhat
- 3 Agree Somewhat
- 4 Agree
- 5 Agree strongly

- _____ 1. I help my staff members articulate their career-related values.
- _____ 2. I help my staff members list their marketable competencies and skills.
- _____ 3. I help my staff members identify the type of work that most interests them.
- _____ 4. I tell my staff members what competencies are most important for their performance evaluations.
- _____ 5. I discuss with my staff members how their current performance affects their career goals.
- _____ 6. I encourage my staff members to elicit feedback from others so that we can discuss the reputation they have developed with these key people.
- _____ 7. I help my staff members identify a range of realistic career options.
- _____ 8. I help my staff members think of ways to make their current jobs more interesting or rewarding.
- _____ 9. I inform my staff members of potential organizational changes that may affect their career plans.
- _____ 10. I help my staff members develop detailed action plans based on their career goals.
- _____ 11. I provide on-the-job work experience to help my staff members achieve their career goals.
- _____ 12. I discuss my staff members' career goals and capabilities with other managers in my support network.

MASTER AND APPRENTICE INTERPRETATION SHEET

Instructions: Copy your scores from the Master and Apprentice Questionnaire to the blanks that follow and subtotal the scores as indicated:

_____ 1.
_____ 2.
_____ 3.
_____ Subtotal for Statements 1-3 (CO)

_____ 4.
_____ 5.
_____ 6.
_____ Subtotal for Statements 4-6 (AP)

_____ 7.
_____ 8.
_____ 9.
_____ Subtotal for Statements 7-9 (AD)

_____ 10.
_____ 11.
_____ 12.
_____ Subtotal for Statements 10-12 (RA)

The first set of scores (CO) refers to the role of COACH. In this role, a manager works to understand the talents of staff members and to listen, in order to learn more about the skills, interests, and values of each individual.

The second set of scores (AP) refers to the role of the APPRAISER. When appraising, a manager provides straight and candid feedback to individuals so that they understand their development needs and strengths, as well as their reputations.

The third set of scores (AD) refers to the role of the ADVISER. When advising, a manager imparts knowledge about the organization and comments on the selection of appropriate career goals.

The fourth set of scores (RA) refers to the role of the REFERRAL AGENT. Here, a manager must consider all the possible avenues for learning and development open to individuals as they pursue an action plan to help them attain their goals.

MASTER AND APPRENTICE INTERVIEW QUESTIONS

Coaches ask:

1. What are the three most important strengths or skills you are presently using on your job?
2. What part of your education, background, or work experience has been most valuable to you?
3. Which activities in your job do you enjoy the most?
4. Of which of your accomplishments on this job do you feel most proud?
5. How much of what you really value is incorporated into your current work?
6. What parts of your job do you find really stimulating and interesting?

Appraisers ask:

1. If you asked three people in the organization to give you feedback on your greatest strengths, what would they say?
2. What do you think are the most critical aspects of your job? How do you know?
3. What feedback do you think you might get on the last major project in which you were involved?
4. Where do you need to develop? What skills and behaviors do you think you should improve?
5. How do you think you are perceived by people in upper management?
6. How do you think you are perceived by your peers?

Advisers ask:

1. Given the changes that are taking place in this organization, where are the most feasible career opportunities for you?
2. How do you think you can improve your visibility and exposure in the organization?
3. What key issues and concerns are driving this organization? How can you play a role in being part of the solution to these ongoing problems?
4. What are some of the career goals that you are considering at this time? Do you think these are realistic and in line with the future direction of this organization? Of your profession?
5. How can you go about enriching your current job? How can we work together on this?

6. What do you wish that you could be doing more, right now, in your job? What would you like to be doing less? How does that fit with your career goals?

Referral Agents ask:

1. What new competencies, skills, knowledge, or behaviors do you think you might need to achieve your goals?
2. What short-term goals (i.e., three to six months from now) make sense for you?
3. How else do you see yourself gaining new skills while still performing your current job?
4. What training programs or educational opportunities do you want to investigate to help you achieve your goals?
5. What projects, programs, or task forces could you work on to broaden your skill base?
6. With whom do you want to expand your network, inside and outside of this organization?

MASTER AND APPRENTICE THEORY SHEET

A manager's ability to contribute to an organization's mission is determined by his/her ability to attract, retain, and develop people with specialized knowledge and skills. Today's managers are expected to build a work environment in which their employees can thrive and remain competitive.

The professional development process, regardless of the field of endeavor, requires four different roles: coach, appraiser, adviser, and referral agent. Our earliest education system of master and apprentice was a template of these roles. A master observed talented students and took them under his or her guidance, listened to their questions, prompted self-awareness, and slowly built the kind of trust and respect required for taking on serious learning. At this point, the master filled a coaching role. Once a student became an apprentice, he or she began to work and study seriously and wanted candid feedback about his or her level of skill and mastery. The master then took on the appraiser role, assessing the work of the apprentice. As the apprentice developed a higher level of competency, the master crafted additional and increasingly difficult learning experiences; he or she also advised the apprentice about activities and people instrumental to that craft or science. Lastly, as the apprentice improved, the master brought him or her into the professional network, linking the apprentice with colleagues and learning opportunities that would expand his or her competency and breadth in the discipline. The master here functioned as a well-connected referral agent.

Coach

In the role of coach, managers need to listen as never before! In a time of lean organizations, each talent is essential. One of the most common reasons for loss of high-performing employees is the underuse of their talents. Career fit demands a match of interests, skills, and values with the position. To assist employees in self-identification of strengths, weaknesses, interests and values, managers need to practice open communication, active listening, and ongoing encouragement. By drawing out information about career fit, manager-coaches may uncover a composite of capabilities not previously recognized.

Some tips for Coaches:

- DO draw the employee out.
- DO give encouragement and support.
- DO ask open-ended, probing questions, using words like “what,” “where,” and “when.”
- DON'T draw conclusions about your employee's talents—yet!!

Appraiser

The role of appraiser is probably most familiar to managers. Candid, constructive feedback keeps employees on track. However, developmental feedback is significantly different from performance feedback. Performance feedback is often related to past performance and often connected to compensation; development feedback is future-oriented and based on the belief that everyone has areas of growth. Appraisers must be skilled in giving specific feedback and providing specific examples of when, how, and where employees have displayed appropriate behavior. Managers can also recommend that employees “check out” their reputations with others. This frequent “reality check” process enables employees to see all work experiences as opportunities for learning and professional enrichment. Most managers realize the benefit of feedback from peers, vis-à-vis their own careers. Encouraging employees to get feedback frequently will provide the realistic self-portraits so crucial in the development process.

Some tips for Appraisers:

- DO ask the employees to assess themselves.
- DO give specific, concrete, constructive feedback with examples.
- DO define strengths and developmental areas.
- DON'T say things that are not true just to avoid a confrontation.

Adviser

As advisers, managers must see beyond their own departmental activities to provide information and resources to employees about organizational culture and career goals. This requires an understanding not only of the organization's growth areas and limitations, but also of the larger industry, its future, the professions represented, and the changes anticipated. Advisers also help employees to set goals based on the opportunities that exist within the organization. Such goal setting necessarily includes multiple goals, because employees today need to consider lateral and enrichment possibilities in addition to traditional vertical pathways. The job of the manager-adviser is not to suggest these goals, but to comment on the feasibility of those selected by the employees.

Some tips for Advisers:

- DO provide information about the organization.
- DO assist the employee with ways to study the organization.
- DO discuss multiple career goals.
- DON'T make promises you cannot keep.

Referral Agents

As referral agents, managers keep employees aware of contacts that may be helpful and resources that will lead them to fill any development gaps that could prevent them from reaching a goal. In these situations, managers must remember that they need not have the answers; rather, they provide a map of potential routes for learning and encourage employees to do the exploring. It is at this stage that the action planning begins.

Some tips for Referral Agents:

- DO recommend finding a competency coach.
- DO suggest on-the-job activities.
- DO be direct.
- DON'T expect to have all the answers yourself; instead, build and use a support network.

Summary

Career discussions need not take a long time, but they should be regular and frequent. In this era of downsizing and streamlining organizations, no one is exempt from concerns about the future. Individuals will interpret inconsistent attention to their career development as indifference on the part of the manager. When individuals feel that the organization does not care, they withdraw their commitment and energy. It is important, therefore, that managers demonstrate their interest in the long-term success of their direct reports.

No longer is it possible to demonstrate this interest by making decisions for others, nor is it possible to have all of the answers. However, employees are not asking for decisions or answers. They are asking for two-way conversations in which they can air their concerns. Although none of the roles described demands finite answers, they all demand that managers listen, that they truly understand their staff members' talents, and that they challenge that talent appropriately. Any organization that allows itself to be a bystander to the development of talent will not be able to remain competitive in this rapidly changing world

■ THE FLIP-IT COMPANY: EXPLORING THE IMPACT OF WORK QUOTAS

Goals

- To illustrate what happens when work quotas are assigned without consideration of the variables that affect results.
- To offer the participants an opportunity to experience typical worker reactions to work quotas.
- To give the participants a chance to generate and share ways to motivate employees and achieve organizational goals other than using work quotas.

Group Size

At least twenty participants.

Time Required

Approximately one hour and ten minutes.

Materials

- Ten pads of paper and ten pencils.
- Eleven coins (one for each of the ten production workers and one for the facilitator to use in demonstrating the procedure).
- A newsprint reproduction of Figure 1, prepared in advance.
- Masking tape for posting the newsprint reproduction of Figure 1.
- A felt-tipped marker.
- A calculator.

Physical Setting

A room large enough to allow the production workers to complete the flipping procedure and hold meetings while the observers watch. An elevated stage is helpful but not essential.

Worker	Round 1			Round 2			Round 3			Round 4		
	Salary	HP	%	Salary	HP	%	Salary	HP	%	Salary	HP	%
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
Total												
Average												

Legend: HP = "Heads" Produced

Figure 1. Suggested Configuration for Recording Information on Newsprint

Process

1. The facilitator asks for ten volunteers to be production workers for the Flip-It Company. All other participants are to observe the activity and participate in the concluding discussion. The facilitator adds that he or she will function as a manager of the company until the discussion period. (Five minutes.)
2. The ten production workers are instructed to form a row in an area where they will be easily visible to the observers. Each worker is given a coin, a pad of paper, and a pencil. Then the facilitator leads an orientation session by explaining that the Flip-It Company produces "heads" (rather than "tails") in flipping coins. The facilitator gives verbal instructions and demonstrates by flipping a coin in the air with his or her right hand, catching it in that same hand, and then putting it on the back of his or her left hand. The facilitator states that each worker is to record the results of each flip, either "heads" or "tails," on the pad of paper provided. (Five minutes.)
3. The facilitator asks the workers to practice the procedure for a couple of minutes. When all of them have mastered the procedure, the facilitator announces that the beginning pay for the job is \$20,000 per year. Each production worker is instructed to complete Round 1 by flipping the coin ten times and recording the results after each flip. The facilitator posts the newsprint reproduction of Figure 1, records the names of the production workers, and lists their beginning salaries under "Round 1" in the "Salary" column. When all workers have completed the ten flips, the facilitator asks for individual results and records those results under "Round 1" in the "HP" column. In addition, the facilitator calculates the percentage of heads for each worker and records that percentage under "Round 1" in the "%" column. Average heads produced and an average percentage for the worker group are also

calculated and recorded. *Note:* The boxes for Total Salary and Average Salary are not applicable. (Ten minutes.)

4. The facilitator (acting as manager) calls for a meeting of the Flip-It Company workers. During this meeting the facilitator announces that the Flip-It Company has hired the Variance Corporation (VARCO) to help streamline the work process and ensure worker motivation. After extensive study VARCO has informed Flip-It that the average worker should produce 50 percent “heads” per year. The facilitator then announces the company average for the year thus far (recorded under “Round 1” in the box for Average %) and subsequently either praises or blames the production workers, depending on whether they met or failed to meet this percentage. The facilitator delivers the praise or blame in an impassioned way, pointing with pride to the workers who met or exceeded 50 percent and stating that those who did not meet the 50-percent level did not try hard and were unwilling to pull their own weight. (Five minutes.)
5. The facilitator then announces that the company management has implemented a new incentive plan. All those who met the level of 50 percent “heads” in Round 1 will continue to be paid \$20,000; those who exceeded the standard will receive \$1,000 per year for each 10-percent increase over 50 percent; and those who failed to meet the standard will have their pay reduced \$1,000 per year for each 10 percent under 50 percent. The facilitator records the new salaries under “Round 2,” reminding the workers that this pay reflects their performance during Round 1. (Five minutes.)
6. Round 2 (another ten flips per worker) is initiated and the results recorded as in Round 1. A meeting is held with the same format as the first meeting. Salaries are adjusted as indicated in Step 5 and are recorded under “Round 3.” Then the facilitator announces a bonus plan for Round 3: Those who exceed the work quota by 30 percent will earn an all-expense-paid trip to Disneyland, and those who exceed the quota by 40 percent will earn a trip to Hawaii with all expenses paid. (Ten minutes.)
7. Round 3 (another ten flips per worker) is held and the results recorded as in the previous two rounds. The facilitator presents bonus trips to the appropriate workers and then announces that the Flip-It Company has found it necessary to reduce its number of worker personnel: Any worker who did not produce 50 percent or more “heads” in Round 3 is fired. (Ten minutes.)
8. The facilitator announces the end of the role play, drops the role of manager, and asks the following questions:
 - What did you experience as you worked under this system of work quotas? What worker behaviors did the observers notice? What systems or situations like this one have you experienced before?

- What are the similarities in people's reactions to this quota system? What are the differences? What can you generalize about reactions to working under a system of work quotas?
- What does the work-quota system take into account in terms of expected results? What does it not account for?
- What are the results for the organization in operating under the work-quota system?
- What are some ways to motivate employees to achieve organizational goals without using work quotas?
- What ideas can you apply in your own job or organization as a result of this activity?

(Fifteen to twenty minutes.)

Variation

- To reduce the time required, the facilitator may omit a round.

Submitted by James L. Costigan.

■ HOLLOW SQUARE: A COMMUNICATIONS EXPERIMENT

Goals

- To study dynamics involved in planning a task to be carried out by others.
- To study dynamics involved in accomplishing a task planned by others.
- To explore both helpful and hindering communication behaviors in assigning and carrying out a task.

Group Size

A minimum of twelve participants (four on the planning team, another four on the operating team, and at least four to be observers). The activity can be directed with multiple groups of at least twelve participants each.

Time Required

Approximately one hour.

Materials

- For the four members of the planning team:
 - A Hollow-Square Planning-Team Briefing Sheet for each member.
 - Four envelopes (one for each member), each containing puzzle pieces. (Instructions on how to prepare the puzzle follow.)
 - A Hollow-Square Pattern Sheet for each member.
 - A Hollow-Square Key Sheet for each member.
- Copies of the Hollow-Square Operating-Team Briefing Sheet for the four members of the operating team.
- Copies of the Hollow-Square Observer Briefing Sheet for all process observers (the rest of the group).
- Pencils for all participants.

Physical Setting

A room large enough to accommodate the experimental groups comfortably. Two other rooms where the planning and operating teams can be isolated. A table around which participants can move freely.

Process

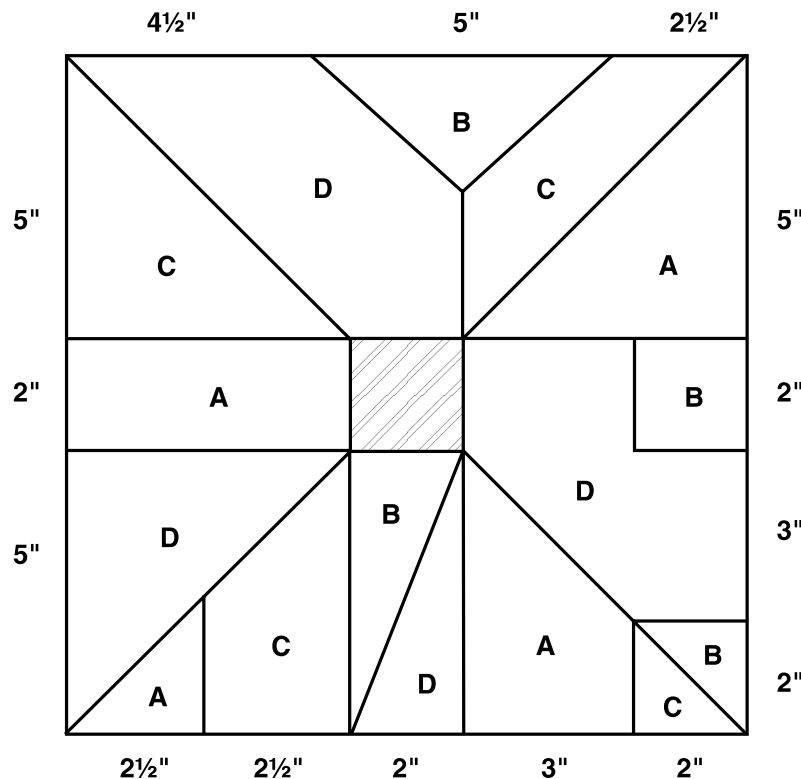
1. The facilitator selects four people to be the planning team and sends them to an isolation room.
2. The facilitator selects four people to be the operating team, gives them copies of the Operating-Team Briefing Sheet, and sends them to another room. This room should be comfortable, because this team will have a waiting period.
3. The facilitator designates the rest of the members as the observing team and gives each of these individuals a copy of the Observer Briefing Sheet and allows time to read it. Each observer chooses one member from each of two teams to observe. The facilitator explains to the observers that they will gather around the table where the planning and operating teams will be working. Their job will be to observe, take notes, and be ready to discuss the results of the experiment.
4. The facilitator then brings in the members of the planning team, asks them to gather around the table, and distributes a Planning-Team Briefing Sheet and an envelope to each individual on the team.
5. The facilitator explains to the planning team that all the necessary instructions are on the Briefing Sheet. If questions are raised, the facilitator answers, "All you need to know is on the Briefing Sheet."
6. The facilitator then cautions the observing team to remain silent and not to offer clues.
7. The experiment begins without further instructions from the facilitator.
8. After the planning and operating teams have performed the task as directed on their instruction sheets, observers meet with the two persons whom they observed to give feedback.
9. The facilitator organizes a discussion around the points illustrated by the experiment, calling first on the observers for comments, then raising questions and gradually including the planning and operating teams. An evaluation of the Planning-Team Briefing Sheet may be one topic for discussion. Any action not forbidden to the planning team by the rules is acceptable, such as drawing a detailed design on the Pattern Sheet or drawing a template on the table or on another sheet of paper. Did the planning team restrict its efficiency by setting up artificial constraints not prescribed by the formal rules? Did it call in the operating team, early in the planning phase (an option it was free to choose)?

Variations

- While the operating-team members are waiting to be called, they can be involved in a team-building activity.
- An intergroup competition can be set up if there are enough participants to form two sets of teams. The winner is the team that achieves the correct solution in the least amount of time.
- With smaller groups the number of envelopes can be reduced. (It would be possible to have individuals work alone.)
- The members of the operating team can be instructed to carry out their task nonverbally.

Preparing the Puzzle

Prepare the hollow-square puzzle from cardboard with dimensions and shapes as in the following drawing. Lightly pencil the appropriate letter on each piece. Put all letter-A pieces in one envelope, all letter B's in another envelope, and so on. Then erase the penciled letters.



Submitted by Arthur Shedlin and Warren H. Schmidt.

HOLLOW-SQUARE PLANNING-TEAM BRIEFING SHEET

Each of you has an envelope containing four cardboard pieces which, when properly assembled with the other twelve pieces held by members of your team, will make a “hollow-square” design. You also have a sheet showing the design pattern and a Key Sheet showing how the puzzle pieces fit to form the hollow square.

Your Task

During a period of twenty-five minutes you are to do the following:

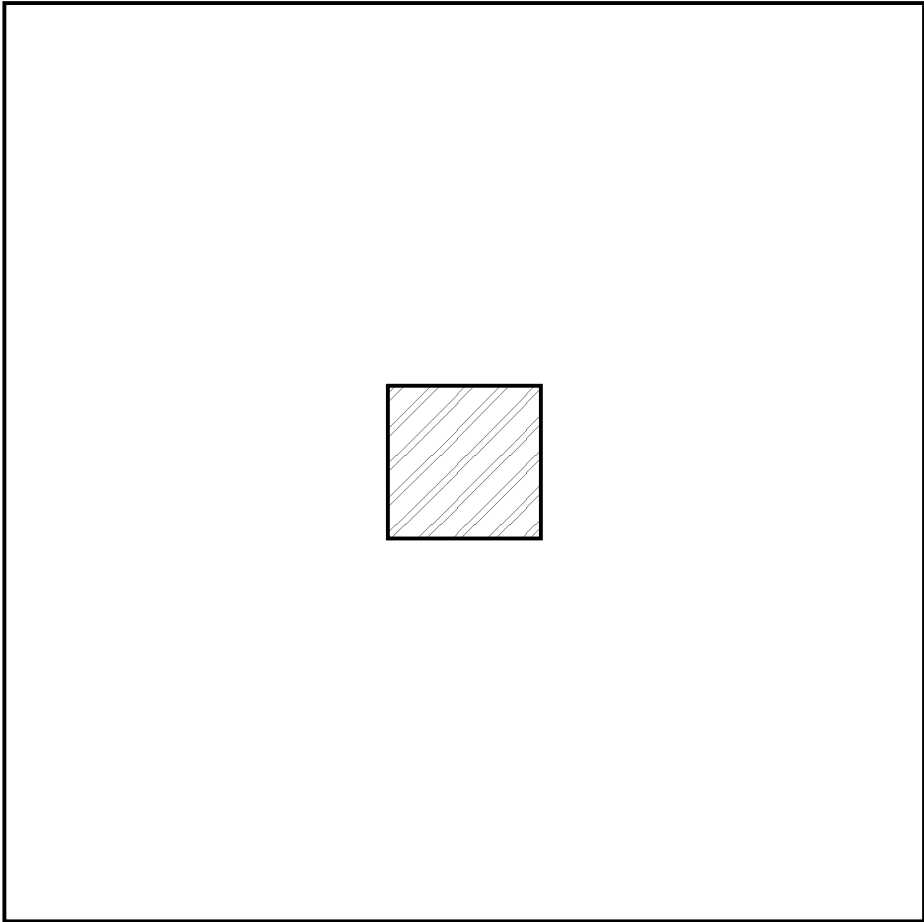
1. Plan to tell the operating team how the sixteen pieces distributed among you can be assembled to make the design.
2. Instruct the operating team how to implement your plan.

(The operating team will begin actual assembly after the twenty-five minutes are up.)

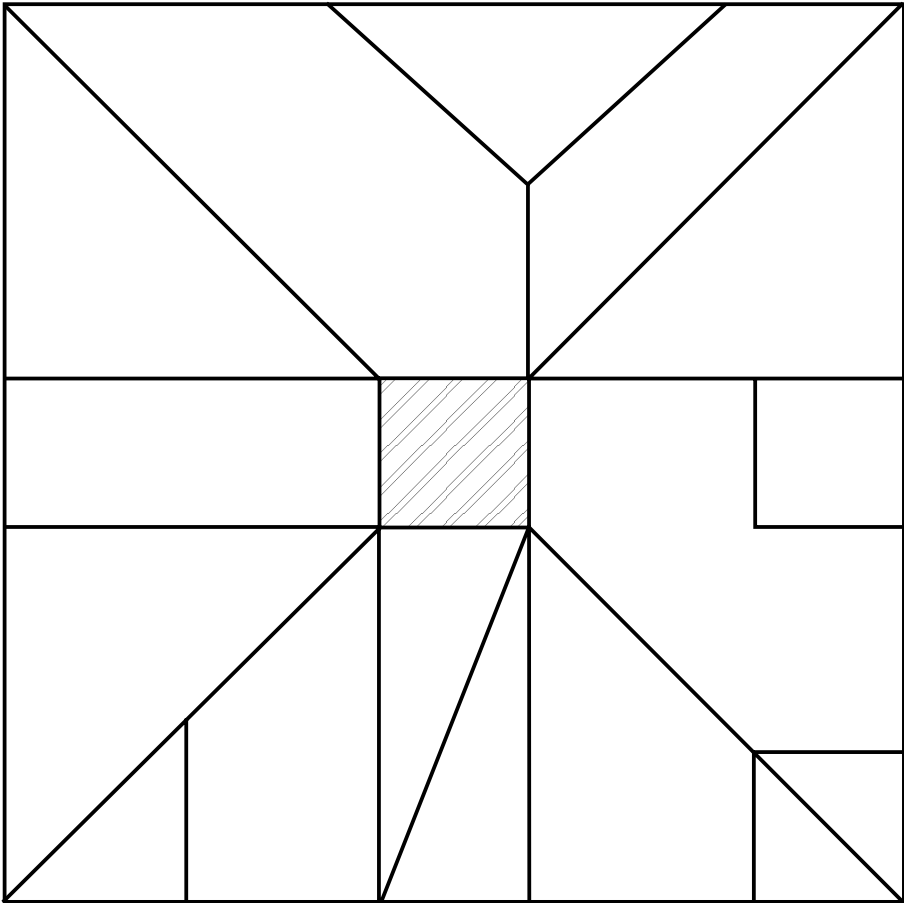
Ground Rules for Planning and Instructing

1. You must keep all your puzzle pieces in front of you at all times (while you both plan and instruct) until the operating team is ready to assemble the hollow square.
2. You may not touch other members’ pieces or trade pieces during the planning or instructing phases.
3. You may not show the Key Sheet to the operating team at any time.
4. You may not assemble the entire square at any time. (This is to be done only by the operating team.)
5. You may not mark on any of the pieces.
6. When it is time for your operating team to begin assembling the pieces, you may give no further instructions; however, you are to observe the team’s behavior.

HOLLOW-SQUARE PATTERN SHEET



HOLLOW-SQUARE KEY SHEET



HOLLOW-SQUARE OPERATING-TEAM BRIEFING SHEET

1. You have the responsibility of carrying out a task according to instructions given by your planning team. Your task is scheduled to begin no later than twenty-five minutes from now. The planning team may call you in for instructions at any time. If you are not summoned, you are to report anyway at the end of this period. No further instructions will be permitted after the twenty-five minutes have elapsed.
2. You are to finish the assigned task as rapidly as possible.
3. While you are waiting for a call from your planning team, it is suggested that you discuss and make notes on the following questions:
 - a. What feelings and concerns are you experiencing while waiting for instructions for the unknown task?
 - b. How can the four of you organize as a team?
4. Your notes recorded on the above questions will be helpful during the discussion following the completion of the task.

HOLLOW-SQUARE OBSERVER BRIEFING SHEET

You will be observing a situation in which a planning team decides how to solve a problem and gives instructions on how to implement its solution to an operating team. The problem is to assemble sixteen pieces of cardboard into the form of a hollow square. The planning team is supplied with the key to the solution. This team will not assemble the parts itself but will instruct the operating team how to do so as quickly as possible. You will be *silent* throughout the process.

1. You should watch the general pattern of communication, but you are to give special member of the operating team (during the assembling period).
2. During the planning period, watch for the following behaviors:
 - a. Is there balanced participation among planning-team members?
 - b. What kinds of behavior impede or facilitate the process?
 - c. How does the planning team divide its time between planning and instructing? (How soon does it invite the operating team to come in?)
 - d. What additional rules does the planning team impose on itself?
3. During the instructing period, watch for the following behaviors:
 - a. Which member of the planning team gives the instructions? How was this decided?
 - b. What strategy is used to instruct the operating team about the task?
 - c. What assumptions made by the planning team are not communicated to the operating team?
 - d. How effective are the instructions?
4. During the assembly period, watch for the following behaviors:
 - a. What evidence is there that the operating-team members understand or misunderstand the instructions?
 - b. What nonverbal reactions do planning-team members exhibit as they watch their plans being implemented?

■ MEETING MANAGEMENT: COPING WITH DYSFUNCTIONAL BEHAVIORS

Goals

- To enable the participants to identify dysfunctional behaviors in meetings.
- To allow the participants to plan and test coping strategies for dealing with such behaviors in meetings.

Group Size

Two to six subgroups of three or four members each.

Time Required

Approximately one hour for up to four subgroups. One and one-half hours for five or six subgroups.

Materials

- A copy of the Meeting Management Work Sheet for each participant.
- One copy of the Meeting Management Suggested Rankings Sheet for every participant.
- A pencil for each participant.
- A clipboard or other writing surface for each participant.
- Newsprint and a felt-tipped marker.

Physical Setting

A room sufficiently large for the subgroups to interact independently and for a summary session involving all participants.

Process

1. The facilitator explains the goals and the process of the activity.
2. The facilitator divides the participants into subgroups of three or four members each and distributes a copy of the Meeting Management Work Sheet, a pencil, and a clipboard to each participant.

3. The facilitator directs the participants to work individually to examine each of the meeting situations described, assess the three suggested responses by the meeting chairperson, and then rank the various suggested responses. (Ten minutes.)
4. The facilitator directs each subgroup to attempt to achieve consensus on the ranking of the responses for each meeting situation. (Thirty minutes.)
5. The total group is reassembled, and each subgroup reports its rankings of the responses. The facilitator lists these rankings on newsprint. (Five to ten minutes.)
6. A copy of the Meeting Management Suggested Rankings Sheet is distributed to each participant, and the participants are given a few minutes to review these rankings and the explanatory notes. During this interval, the facilitator can chart on newsprint the suggested rankings compared to the group rankings. (Ten minutes.)
7. The facilitator leads a discussion of the most appropriate methods of handling dysfunctional behaviors in meetings by asking the following questions:
 - Which of these dysfunctional behaviors did you recognize? in yourself? in others? What reactions did you have to being in the chair role and deciding how to deal with the dysfunctional behaviors? What influenced your choices?
 - What, if any, dysfunctional behaviors occurred in your subgroup as you worked toward consensus? How did the subgroup deal with them?
 - How are these behaviors representative of your experience in meetings? How are the chairperson's responses characteristic of what you have heard? What new insights do you now have for conducting productive meetings?
 - What are some insights or methods you can take away from this activity? How do you envision yourself using them? What do you think the results will be?

Variations

- Each subgroup can be given a few minutes after step 5 to modify its rankings in light of the suggestions that have been offered by the other subgroups.
- The participants (or subgroups) can generate their own responses and evaluate them, either with or without referring to the possible responses now found on the work sheet or to the suggested rankings.
- The facilitator can create a competitive situation by singling out the subgroup that comes closest to the suggested rankings.

Submitted by Patrick Doyle and C.R. Tindal.

MEETING MANAGEMENT WORK SHEET

Participants in meetings generally exhibit a variety of behaviors, many of which are disruptive or dysfunctional. If the other participants in such meetings knew how best to respond to dysfunctional behavior, they presumably could minimize its impact and thereby derive more benefit from the meeting. In this activity, you will be presented with a number of meeting situations that have reached a critical point—critical in that the effectiveness of the meeting could depend on the response to the disruptive behavior. You will be offered three possible responses to each situation.

The purpose of this activity is to encourage you to consider alternative methods of responding to dysfunctional behavior in meetings and the likely impact of various responses.

Instructions: Described below is a committee meeting in which a number of “typical” dysfunctional behaviors arise. Three possible responses to each are presented. Examine each situation carefully and then rank the alternative responses in order of appropriateness (with 1 being the *most* generally appropriate and 3 being the *least* appropriate).

The Committee

The seven situations that follow all involve the management committee of a hospital, composed of the following members:

Stacy Spence, Executive Director (Chairperson of the committee)
Robin Bowman, Personnel Manager
Kip Troy, Finance Officer
Casey Brown, Manager of Auxiliary Services
George Jones, Manager of Information Services
Fred Hill, Supervisor of Maintenance
Sharon Dixon, Director of Nursing
Jody Graves, Public Relations Officer

Meeting Incidents

Situation One:

A meeting has been called to discuss the shortage of staff in the housekeeping division of the hospital. As Casey Brown, manager of auxiliary services, begins to make a presentation on the need for an increase in the cleaning and maintenance staff, Kip Troy (finance officer) interjects: “I don’t see any point to this meeting since there simply aren’t any additional funds available!”

Possible responses by the chairperson:

Group Ranking	Individual Ranking	
_____	_____	a. "If you really believe that, Kip, why did you come to this meeting?"
_____	_____	b. "How do the rest of you feel about proceeding with this meeting in light of Kip's statement?"
_____	_____	c. "That's precisely why you were asked to this meeting, Kip, because only you can identify potential sources of funding if the group decides that this staffing need must be met."

Situation Two:

As the meeting progresses, the chairperson notices that Casey keeps referring to an error in the last monthly financial report generated by Kip's office. The error was corrected and the matter is irrelevant to the present discussion.

Possible responses by the chairperson:

Group Ranking	Individual Ranking	
_____	_____	a. "As you know, Casey, that error was corrected very promptly, and I'm sure you'll agree that Kip is by far the best qualified person to advise us on the financial issue we face today."
_____	_____	b. "Casey, could you explain to the group why you think that point is relevant to this meeting?"
_____	_____	c. "Casey, if you have an axe to grind, please keep it out of this meeting."

Situation Three:

Later in the meeting, the supervisor of the maintenance crew, Fred Hill, states that the understaffing is causing a serious cleaning problem and that he doesn't want this group to sweep the problem under the rug. You notice that this is the fourth pun from Fred in the past ten minutes.

Possible responses by the chairperson:

Group Ranking	Individual Ranking	
_____	_____	a. "Fred, while we appreciate your humor, we do need your expertise in solving this problem."
_____	_____	b. "If you keep this up, Fred, I'll have to call you on the carpet."
_____	_____	c. "Fred, will you please cut out the jokes so that we can get on with the meeting?"

Situation Four:

The chairperson notices that Jody Graves (public relations officer), who first brought to the committee the increasing public complaints about the dirty condition of the hospital, has remained silent throughout the meeting.

Possible responses by the chairperson:

Group Ranking	Individual Ranking	
_____	_____	a. "Jody, you're the one who first brought this problem to my attention; what do you have to say about it?"
_____	_____	b. "Jody, in what ways does this discussion relate to your responsibilities?"
_____	_____	c. "You are very quiet today, Jody; don't you have anything to say?"

Situation Five:

Every time that Sharon Dixon, director of nursing, has been asked for her views, she has stressed the need for more information and further study of the situation—an approach she tends to take with almost every topic.

Possible responses by the chairperson:

Group Ranking	Individual Ranking	
_____	_____	a. "Sharon, this matter has been studied to death; it's time to make a decision."
_____	_____	b. "Sharon, where, specifically, do you think we need more information?"
_____	_____	c. "While your questions certainly have helped us to appreciate the background of this matter, Sharon, I believe that the time now has come to make a decision."

Situation Six:

George Jones, director of information services, arrived quite late and now announces that he must leave for another meeting (concerning the acquisition of new computer equipment) in five minutes.

Possible responses by the chairperson:

Group Ranking	Individual Ranking	
_____	_____	a. "Inasmuch as you just got here, George, don't you think you should stay awhile?"
_____	_____	b. "For heaven's sake, George, why are you involved in overlapping meetings?"
_____	_____	c. "George, perhaps we should discuss this later, to ensure that this problem doesn't happen again."

Situation Seven:

During the meeting, Robin frequently has been off topic and not very attentive. Robin is now whispering to Kip about matters not on the agenda.

Possible responses by the chairperson:

Group Ranking	Individual Ranking	
_____	_____	a. Pause in mid-sentence and look at Robin without comment, perhaps adding “Robin, I guess you have something to say here” or “Robin, perhaps the whole group could benefit from your remarks.”
_____	_____	b. “Robin, could you please direct your attention to the matter under discussion?”
_____	_____	c. “What do you see as the personnel implications of this point, Robin?”

MEETING MANAGEMENT SUGGESTED RANKINGS SHEET

The following are suggested rankings for the responses to each situation from the Meeting Management Work Sheet. These rankings are generalized; the appropriateness of any particular response may vary with the situation.

Situation One:

One common dysfunctional behavior faced by a new committee is the behavior described in situation one—that of the saboteur. In some instances, an individual may have been placed on a committee (or sent to a meeting) specifically to play this role.

Suggested
Ranking

- 3 a. The first response is a negative confrontation. You are playing hardball, but on the saboteur's ground. Such a response will serve only to accomplish the objective of the saboteur by provoking an angry exchange that will detract from the purpose of the meeting.
- 2 b. Although less confrontational, the second response may still divide the committee.
- 1 c. The third response has several benefits. It keeps Kip psychologically included in the group and, thus, does not create any division in the group at this point. If Kip's remark had stemmed from a lack of confidence in dealing with the other members, this response could affirm Kip's value to the committee. This response also would be helpful if Kip's basic point was valid. The discussion should proceed on the basis of some awareness of financial reality.

Situation Two:

The behavior described in this situation is referred to as sniping. It frequently is caused by difficulties between individuals that have arisen outside the committee's deliberations (although, in this instance, the sniping could have been prompted by the behavior described in situation one). Whatever its cause, this behavior must be addressed.

Suggested
Ranking

- 1 a. Consideration also must be given to the person who has been the target of the sniper. Kip should be reassured that it is not necessary to defend oneself from such a tactic and that an unwarranted attack on a team member will be dealt with openly. The first response meets these needs and also gives Casey an opportunity to make peace by agreeing with the chairperson.

- 2 b. The second response gives Casey an opportunity to back off while establishing the precedent that snipers will be asked to explain or justify their remarks.
- 3 c. The third response is the most inappropriate. It puts Casey down very bluntly and may cause Casey to withdraw from further participation in the meeting.

Situation Three:

This situation describes the comedian or clown at work. The comedian can make a valuable contribution, often by relieving stress when matters become unnecessarily intense. However, unless such behavior is confined to the appropriate circumstances, the comedian can be a distraction and even an irritation.

Suggested
Ranking

- 1 a. The first response acknowledges Fred's humor but refocuses his attention to the purpose of the meeting.
- 3 b. The second response caters to the comedian's sense of humor and may invite an ongoing contest to see who can generate the most puns.
- 2 c. The third response could cause Fred to suppress his sense of humor even when it would be helpful and welcome.

Situation Four:

This situation depicts the "silent partner" on the committee. There may be many reasons for such behavior, but if it continues the committee is deprived of the contribution of that member.

Suggested
Ranking

- 3 a. Although the first statement may be true, it leaves the silent individual at a disadvantage and usually results in defensive behavior and/or continued silence.
- 1 b. The second response provides Jody with an opportunity to contribute without feeling criticized.
- 2 c. The third response is too vague and general and may trigger an unexpected or unhelpful response. For example, Jody might have replied, "Sorry, I was just wondering how long this meeting would last."

Situation Five:

Sharon Dixon's behavior has been called "paralysis by analysis." This type of behavior often is practiced by a "denier," a person who attempts to avoid taking sides or admitting that a problem exists, so as to be spared the need to make a decision or exert influence.

Suggested
Ranking

- 3 a. The first response enables the individual to withdraw even more from the group and, as a result, to have limited or no commitment to the solution finally reached.
- 2 b. Although the second response may elicit further information, it also encourages further use of the delaying tactic. (Respondents who believe that Sharon may have been stereotyped may rank this response as #1.)
- 1 c. The third response acknowledges Sharon's concerns but also focuses the group on the decision-making task. It does not diminish Sharon's potential contribution but directs her toward the completion of the group's task.

Situation Six:

The behavior in this situation is usually associated with the "attention grabber." In this particular instance, George may be trying to impress the other group members with his importance.

Suggested
Ranking

- 2 a. The first response lends legitimacy to George's late arrival. In so doing, it diminishes the importance of the committee for the others present. If delivered sarcastically, this response also is a criticism of George. It may be deserved, but it will not solve the problem.
- 3 b. The second response is more emotional than considered. It invites a lengthy reply from George about how busy (important) he is.
- 1 c. The third response is the best of the three presented. It avoids creating stress or confrontation by not placing blame. It does, however, acknowledge that this situation is unacceptable and calls for action in the form of later discussion between the chairperson and George.

Situation Seven:

The behavior in this situation often is associated with “sidetracking.” An individual can deliberately introduce a “red herring” or can simply be, for whatever reasons, lacking the mental discipline to stay focused on the relevant topics.

Suggested

Ranking

- | | |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u> 1 </u> | a. The first response is an example of an effective use of silence. |
| <u> 3 </u> | b. The second response disciplines Robin, but also may inhibit the openness of the group if others interpret the chairperson’s comment as stifling informal discussion and interaction. |
| <u> 2 </u> | c. The third response reinforces Robin’s behavior by making Robin the center of attention in a supportive manner. |

■ ABSENTEE: A MANAGEMENT ROLE PLAY

Goals

- To explore the dynamics of decision making.
- To study the resolution and management of conflict.
- To reveal loyalty patterns among peers and superiors.

Group Size

Two subgroups of five to seven members each. Several pairs of subgroups may be directed simultaneously.

Time Required

Approximately one and one-half hours.

Materials

- A copy of the Absentee Information Sheet for each participant.
- A pencil and paper for each participant.

Physical Setting

A room large enough for each subgroup to sit in a circle without distracting the other subgroup.

Process

1. In a brief introduction the facilitator gives an overview of the activity but does not state the goals of the activity.
2. The facilitator forms two subgroups of five to seven members each and announces that each subgroup is to sit in a circle away from the other subgroup. One subgroup is designated as “top management” and the other subgroup as “middle management.”
3. The facilitator distributes the Absentee Information Sheet to all participants and tells them to spend ten minutes studying it and making notes on how they would resolve the problem.
4. The facilitator then tells the subgroups that they have twenty-five minutes to discuss the problem and to reach consensus on a solution. After the subgroups have been

working for ten minutes, the facilitator interrupts and randomly appoints one member of each subgroup to be its leader for the remainder of the time.

5. At the end of twenty-five minutes, the facilitator stops the discussion and directs the middle-management leader to assume the role of spokesperson for that subgroup.
6. The spokesperson goes to the top-management subgroup and presents the recommendations of the middle-management team. The remaining middle managers silently observe this meeting.
7. The middle-management subgroup is instructed to reconvene in its original meeting place to give its leader feedback and to speculate on the pending decisions of top management. Concurrently, the top-management subgroup makes its final decision. (Five minutes.)
8. The top-management subgroup summons the middle-management spokesperson to receive its decision. (The other middle-management members continue their meeting.)
9. The middle-management spokesperson returns to his or her own subgroup to announce the decision of top management. The top-management members observe the reactions of the middle-management subgroup and discuss their observations. (Ten minutes.)
10. Participants pair off with members of the other subgroup to discuss their learnings. (Ten minutes.)
11. The facilitator leads a discussion of the outcomes of the activity but keeps the discussion from stressing the “correct” solution and focuses instead on the process.

Variations

- The pairs of subgroups can be designated “labor” and “management.”
- Another problem can be used.
- After step 9, an image exchange can be held.
- A person can be designated to play the role of Bobby and to attend the middle-management meetings.

Submitted by Richard J. Carpenter, Jr. Reprinted from *The Air Force ROTC Educational Journal* by permission of the author.

ABSENTEE INFORMATION SHEET

Background

Kim has been a test supervisor in the quality-control section for five months. Kim was promoted on the basis of excellent performance in the research and development (R & D) section. Although Kim's new subordinates do not question Kim's engineering ability, they are still grumbling about the fact that their fellow worker, Bobby, was passed over in favor of an "outsider."

The Critical Incidents

1. Kim's supervisor had asked to have a good problem solver sent over to R & D to help out with a special problem for four days. Looking over the job and surveying the staff, Kim decided that Bobby was best qualified.

Friday afternoon, Kim called Bobby into the office and said, "The superintendent has a special project going in the R & D section and needs some help. Because our schedule is flexible, I'm sending you over there for a short time; starting Monday."

Bobby answered, "Why pick me? I like the work I'm doing here. Do you have any complaints about my work?"

Kim said, "No, but I don't have time to argue with you. Be over there Monday morning."

Bobby stormed out of Kim's office without saying a word.

2. Late Monday morning, the superintendent called Kim. "I thought you were sending Bobby over here to help me out. I'm on a tight schedule with a subcontractor, and I need Bobby now!"

Kim replied, "I told Bobby to report to you this morning. All our people know to call in by 9 o'clock if they can't come in. I assumed Bobby was over there working with you. I'll send one of the other people over in a few minutes."

As Kim picked up the phone to call Bobby's home, the secretary walked in and announced that Bobby's spouse had just called to say that Bobby was sick and would probably be out for a few days.

3. Wednesday morning, Kim was holding a staff meeting and had to leave to answer a telephone call. Returning to the conference room, Kim was just in time to hear one of his employees say, "And Bobby really made a pile on that card game last night!"

For the rest of the meeting, the employees avoided Kim's glances. On Friday, Bobby handed in a doctor's certificate for four days' sick leave.

Kim knows that the crew is waiting to see what Kim will do.

■ TERMINATION: VALUES AND DECISION MAKING

Goals

- To offer the participants the opportunity to explore the impact of their values on individual and group decision making.
- To develop the participants' awareness of the need to identify objectives and to obtain sufficient information in group decision making.
- To provide the participants with an experience in group decision making.

Group Size

Three to five subgroups of four or five participants each.

Time Required

One and one-half hours.

Materials

- A copy of the Termination Information Sheet for each participant.
- A pencil for each participant.
- A clipboard or other portable writing surface for each participant.
- Newsprint prepared in advance with the Termination Scoring Grid.
- A felt-tipped marker.
- Masking tape for posting newsprint.

Physical Setting

A room large enough so that the subgroups can work without disturbing one another. Movable chairs should be available.

Process

1. The facilitator states that the participants will be involved in a decision-making activity and assembles them into subgroups of four or five members each. (Five minutes.)
2. Each participant is given a copy of the Termination Information Sheet, a pencil, and a clipboard or other portable writing surface. The facilitator reads the instructions

aloud as the participants follow on their copies of the information sheet. (Five minutes.)

3. The participants are instructed to complete the decision-making process individually. (Fifteen minutes.)
4. The facilitator directs the members of each subgroup to develop a consensus decision, explaining that no voting is allowed and that each member must be able to live with the final decision. (Thirty minutes.)
5. After thirty minutes, the facilitator reconvenes the total group and posts the newsprint copy of the scoring grid. The facilitator calls for each participant's decision by asking, "How many individuals selected Amos as the first one to terminate? As the second? Third? Fourth? Fifth?" The number of individuals selecting each of these rankings for Amos is recorded next to his name on the Termination Scoring Grid, under the heading "I." The facilitator then repeats these questions in turn for Anita, Claude, Martha, and Roscoe, also recording the results on the Termination Scoring Grid. Next the facilitator calls for the group decisions from each subgroup by asking, "How many subgroups selected Amos as the first one to terminate? As the second? Third? Fourth? Fifth?" The number of subgroups selecting each of these rankings for Amos is recorded next to his name on the Termination Scoring Grid, under the heading "G." The facilitator repeats these questions in turn for Anita, Claude, Martha, and Roscoe, again recording the results on the Termination Scoring Grid. (Fifteen to twenty minutes.)
6. The facilitator leads a concluding discussion based on these questions:
 - What were your thoughts and feelings as you made your individual choices? How were your thoughts and feelings the same or different in the group decision-making process?
 - What information seemed to impact the group decision-making process? On what bases did decisions seem to be made?
 - How could these decisions be better? What impact might objective setting have on the decision-making process?
 - What does the learning from this activity seem to suggest about organizational decision making? How could it be improved?
 - What is one thing you will remember the next time you are asked to assess an employee's worth?

Variations

- If time is limited, the facilitator may elicit and chart only subgroup decisions.
- The activity may be used as an introduction to an in-depth presentation on values, beliefs, and attitudes.

- The activity may be ended by having subgroups list what they might do differently in the future.
- The activity may be changed by having all five people work in the same department and having one supervisory position available to be filled by one of these five candidates.

Submitted by Larry W. Sanders.

TERMINATION INFORMATION SHEET

You are a manager with MBF Company. Reverses in your product market have made it necessary to prepare for a possible reduction in the work force. The terminations will be permanent and there are no termination benefits. The executive committee has identified five employees as the first ones to be considered for termination. All of the five employees are at the same organizational level but are from different departments. One or all of them may be terminated, but it is probable that two or three of them will be retained. Your task is to determine who will be the first to go, the next to go, and so on. There are no union contracts or company policies to consider. An employee's position on the termination list should be determined by your own judgment of fairness and what is best for the company.

First complete the termination list yourself. Later you will work with your fellow managers to develop a final list, trying to achieve group consensus. During the subgroup work, differences of opinion as well as areas of agreement should be discussed to ensure the best course of action.

The latest performance evaluations of the employees on the termination list are provided to assist you in your decisions.

**TERMINATION
PERFORMANCE EVALUATION: AMOS CLARK**

Name: Amos Clark
 Department: Maintenance/Repair
 Seniority: Two years

Biographical Information (for statistical purposes only):

Age: 27 Veteran: Yes
 Sex: M Marital Status: Single
 Ethnicity: Black Children: None

	Low					High
Ability to work independently	1	2	3	4	⑤	6
Attendance	1	2	3	④	5	6
Attitude towards supervisors	1	2	③	4	5	6
Cooperation with coworkers	1	2	3	4	⑤	6
Decision making	1	2	3	④	5	6
Job-specific tasks	1	2	3	4	5	⑥
Productivity	1	2	3	4	⑤	6
Overall performance	1	2	3	4	⑤	6

Supervisor’s comments (confidential): Amos attends night school, has completed one year of college, and is interested in supervisory work. He has received satisfactory work evaluations in the past, and his attendance is good. Recently Amos received his first warning slip for taking two days off to attend a student Black political caucus after his request for leave without pay was denied. Despite his having received three innovation awards and his superior performance in mechanical tasks, Amos has too many “big ideas” for the level of job he holds. As a result, Amos seems to be causing some unrest among fellow employees by criticizing the plant’s methods and practices.

**TERMINATION
PERFORMANCE EVALUATION: ROSCOE TURNER**

Name: Roscoe Turner
 Department: Warehouse
 Seniority: Two years

Biographical Information (for statistical purposes only):

Age: 25 Veteran: No
 Sex: M Marital Status: Married
 Ethnicity: Caucasian Children: Three: Roscoe, Jr.,
 age 3; Ruthann, age 2;
 Ryan, age 1

	Low					High
Ability to work independently	1	2	③	4	5	6
Attendance	1	2	3	4	5	⑥
Attitude towards supervisors	1	2	3	4	5	⑥
Cooperation with coworkers	1	2	3	4	⑤	6
Decision making	1	2	③	4	5	6
Job-specific tasks	1	2	③	4	5	6
Productivity	1	2	③	4	5	6
Overall performance	1	2	3	④	5	6

Supervisor's comments (confidential): Roscoe is a vocational school graduate. His attendance has been perfect, but he has received marginal work-performance evaluations since he was hired. It seems that Roscoe is not as intelligent as other employees. When he is given assignments requiring no independent thinking, Roscoe does an excellent job and requires little supervision. He is unusually strong and shows an intense sense of devotion to the company and to me. In fact, his one warning slip was received after he threatened an employee in the lunchroom who was complaining about management. Roscoe's wife is pregnant, and he works part-time as a gardener for the plant manager to earn extra money.

TERMINATION SCORING GRID

Order of Termination

	1		2		3		4		5	
	I	G	I	G	I	G	I	G	I	G
Amos										
Anita										
Claude										
Martha										
Roscoe										

I = Individual Responses

G = Group Responses

■ RAISES: EVALUATING EMPLOYEE PERFORMANCE

Goals

- To provide participants with experience in considering qualifications for salary increases.
- To generate interest in and understanding of the importance and complexity of issues regarding salary increases.

Group Size

Any number of subgroups of four or five members each.

Time Required

Approximately two hours.

Materials

- A copy of the Raises Work Sheet for each participant.
- A copy of the Raises Theory Sheet for each participant.
- Blank paper and a pencil for each participant.
- A portable writing surface for each participant.
- A newsprint flip chart and black, green, and red felt-tipped markers.
- Masking tape for posting newsprint.

Physical Setting

A room large enough to allow all subgroups to work without disturbing one another. A chair for each participant.

Process

1. The facilitator introduces the goals of the activity and distributes to each participant a copy of the Raises Work Sheet, blank paper, a pencil, and a portable writing surface.
2. The participants are asked to read the Raises Work Sheet carefully and to give some preliminary indication of their salary-increase recommendations for each supervisor. (Twenty minutes.)

3. The facilitator divides the participants into subgroups of four or five members each and directs them to discuss their recommendations for salary increases and to prepare to summarize their results for the total group. (Twenty minutes.)
4. The total group is reassembled, and each small group reports its recommendations. (Ten minutes.)
5. The facilitator then presents a lecturette based on the Raises Theory Sheet, distributes a copy of the theory sheet to each of the participants, and allows time for them to review the sheet and to ask any questions. (Thirty minutes.)
6. The subgroups meet again to provide participants the opportunity to reconsider their recommendations for salary increases. (Twenty to thirty minutes.)
7. The facilitator leads a discussion of the activity, focusing on:
 - Whether any participants changed their original recommendations during step 6 and why.
 - What compensation is supposed to achieve and how it is important to organizational effectiveness.
 - How the participants could apply what they have learned about evaluation for compensation to their own work situations.(Fifteen minutes.)

Variations

- The subgroup discussions can include “how to handle the low performers” and/or nonfinancial rewards that should be included in considerations of compensation issues.
- Each of the nine supervisors can be represented by an advocate who negotiates with the others to determine relative pay. Each supervisor’s case can be presented, in turn, with the supervisor’s advocate speaking and the rest of the group responding. The participants would then vote on an amount to be awarded to each supervisor.

RAISES WORK SHEET

Instructions: Assume that you are a manager who must make recommendations about salary increases for nine first-level supervisors in your department. All of them have just completed their first year with the company and are eligible to receive raises. There are no formal policies regarding raises, but merit generally is considered to be an important factor. Each supervisor is currently earning about \$30,000 per year. Assume a 7-percent inflation rate for the coming year. Read the evaluations of the supervisors that follow and then indicate the size of the raise (if any) that you would like to give each supervisor by writing a percentage amount next to his or her name.

_____ % **Audrey Adams:** Audrey is not, as far as you can tell, a good performer. You have checked your opinion with several other managers, and they do not feel that she is effective. In her previous job, she accomplished an outstanding technical achievement. You happen to know that Audrey has a tough work group to supervise, and she has told you that she needs more money. Audrey has been active on the company's safety committee. She also has worked on the company newspaper and has helped to plan a company dance. Audrey seems to be reasonably happy in her job. Recently, she asked if the company was going to offer a different dental plan.

_____ % **Bart Berger:** Bart is single and seems to live a carefree life. In general, you feel that his job performance is not up to par; some of his problems on the job are well-known to his fellow employees. Bart seems to have ability and has offered several suggestions for work improvement. He is a very social person and has been very supportive of the company's athletic teams. He spends a lot of his own time in handling employee grievances. He also spends a lot of time in the library. Bart is rumored to have had a competitive salary offer from another firm and to feel that there is only limited opportunity in his current position.

_____ % **Claudia Carson:** You consider Claudia to be one of your best subordinates. However, it is quite apparent that other people do not consider her to be a very effective supervisor. Her job is somewhat monotonous. Claudia has married into a wealthy family and, as far as you know, does not need additional money. Claudia has had a very good attendance record and she serves on the company's parking committee and the committee to provide lunchtime entertainment. In her free time, she maintains many club memberships. She has said that she values her leisure time. Some of her coworkers are unfriendly toward her.

_____ % **David Deering:** You happen to know from your personal relationship with David that he badly needs more money because of personal problems. One concern of his is the poor health of a family member. As far as you are concerned, he also happens to be one of the best of your subordinates. For some reason, your enthusiasm about David is not shared by your other subordinates, and you have heard them making joking remarks about his performance. David has been active on the committee to provide employees with educational assistance and in registering voters. David reports that he is very comfortable now with his present position but hopes for greater opportunities for achievement in the future. He has considered joining a reserve military service to provide expression for his leadership potential.

_____ % **Ellen Evans:** Ellen has been very successful so far in the things she has undertaken. You are particularly impressed by this because she has a difficult job. Although her present job does not provide her with much prestige, she is an expert—a true authority in her special field. She needs money more than many of the others, and you are sure that they also respect her because of her good performance. Ellen has been active in promoting income tax assistance and a credit union for company employees. She also has been influential in public relations for the company. She has very strong religious convictions and has promoted better observance of religious holidays.

_____ % **Fred Foster:** Fred has turned out to be a very pleasant surprise. He has done an excellent job, and it is generally accepted among the other managers that he is one of your best people. He does not seem to care very much about money or promotion. Fred has been active in getting legal aid for employees and in promoting secure locker facilities. He is well-liked by everyone and is active in the community. He also has been helping a group to establish a “safe house” for battered family members.

_____ % **Gregory Grant:** Your own opinion is that Gregory is one of the poorer supervisors in the department; however, when you checked with the other managers, you discovered that his work is very highly regarded. You also know that he needs a raise. He was just married, and his wife is putting a lot of pressure on him to buy furniture and start a family. Gregory is very creative and expressive. He produces many original plans and ideas. He has, in previous jobs, invented useful equipment. At times, he probably finds his present job boring. Gregory has served on jury duty this past year. He has promoted better dietetic planning in the company cafeteria. He tries to be considerate of others.

- _____ % **Helen Harris:** You know Helen personally, and she just seems to squander her money. She has a fairly easy job, and your view is that she does not do it particularly well. You were, therefore, quite surprised to find that several of the other new supervisors think she is the best of the new group. Helen devises new approaches to problems. She has been active in getting recognition for others on their anniversary dates. She has spent a lot of time on the collective bargaining committee this past year. She is influential with coworkers and tries to be of service to others. This past year there was a death in her immediate family.
- _____ % **Ida Innes:** Ida has been a disappointment to you and to others who had high expectations for her. She is very intelligent and is thought by some to be very creative, but her on-the-job problems with subordinates and peers are well-known. Ida has been with the organization for about five months longer than the other new supervisors. Some think that her strongest asset is that she will persevere to reach a level of accomplishment. She was active in getting a savings plan and magazine subscriptions for employees. She has pressed for more cleanup time because of the poor working conditions.

RAISES THEORY SHEET

The salary a person receives for the job he or she performs is determined by many factors, and there probably is no one correct salary for any job. The salary for similar jobs in different organizations can vary because of the geographical setting, the person's length of time on the job, educational and experiential qualifications, the presence of a labor union, or even governmental contract requirements (Chruden & Sherman, 1984; Glueck, 1978; Lawler, 1971). Salary typically has at least two major organizational purposes: to attract and hold employees with needed talent and to motivate employees to achieve a high level of job performance (Herzberg, 1966; Vroom, 1964). Compensation often includes much more than just salary. Typically, it includes the types and levels of pay, supplemental benefits, and nonfinancial rewards such as praise, recognition, and signs of status. Fairness in compensation relates to the relationship between pay and expertise, level of responsibility, and working conditions.

Compensation decisions are among the most important activities of managers because salaries and other benefits are one of the major expense items in organizations and are the major external rewards that the organization can offer to influence organizational effectiveness (Lawler, 1971; Porter & Lawler, 1968). Salary has been ranked first or second in importance consistently for every occupational classification for the past twenty years (Schiemann, 1984; U.S. Department of Labor, 1984).

Theories of Motivation

All major contemporary theorists of motivation (Atkinson, 1964; Cofer & Appley, 1964; Miner, 1980) agree that it is important to reward high performance in order to encourage it to continue, to prevent it from diminishing, and to set an example for the other employees in the unit or organization. Pay is important to high achievers because it serves as performance feedback, as a measure of goal attainment (Atkinson, 1964; McClelland, 1961, 1967), and as a reward for accomplishment (Herzberg, 1966; Herzberg, Mausner, & Synderman, 1959).

Motivational researchers have discovered certain preconditions to the effective use of pay as a reward (Lawler, 1971, 1983, 1984). These are as follows:

1. Keeping pay policies confidential is unwise.
2. Employees must view their salaries as being important, so that pay increases are seen as rewards.
3. The reward must be large enough to make a noticeable difference to the person receiving it.
4. The raise or reward must be linked clearly to high performance.
5. The policy must be to reward only good performance and not to reward poor performance.

6. Rewards must be frequent enough to continually reinforce a desirable (higher) level of performance.
7. The linkage between pay and performance must be highly visible for employees to perceive a relationship between them and to satisfy the employees' needs for recognition and esteem.
8. The pay plan should be evaluated in terms of its cost effectiveness rather than its cost. Rewarding a high performer may produce a high return to the organization.

Pay as a reward is powerful because it affects everything most employees want. In terms of Maslow's hierarchy of needs (Maslow, 1943, 1970), it can provide for physical needs, safety (such as health insurance and retirement funds), social contacts and attendance at social events, and status symbols. Money can even help to provide growth and autonomy for self-actualization.

Equity theory (Adams, 1963; Carrell & Ditrich, 1978; Goodman & Friedman, 1971; Mowday, 1979) tells us that the level of pay in comparison with other's is as important as the actual pay. Equity theorists question the value of the reward unless the individual perceives it as achievement in comparison to others. Equity theory assumes that people want to see a relationship between their efforts and the rewards they receive. The crux of this theory is that people compare their performance and salaries with those of people in comparable jobs. The key is whether the person perceives equity or inequity. People generally will attempt to obtain equity either by working harder to earn more (if they believe that they will be justly compensated) or by working less effectively (if they believe that they are undercompensated for the work they do). Equity theory also assumes that employees will change their behavior in order to make more money.

In reinforcement theory (Skinner, 1969, 1971), pay is a positive reinforcement when it immediately follows good performance. This means that the timing of reinforcement must be careful. If a reward were to follow a single inappropriate behavior in a pattern of good performance, the employee could be confused about what was being rewarded. It is therefore necessary to clarify what behaviors or results are being rewarded and reinforced.

The Role of Management

Although top management usually determines basic salary levels, often it is left up to the manager of a department or work unit to make recommendations about salary increases for employees. Generally, the opinions of the manager and the peers who are familiar with the job requirements and the performance of the job incumbent are the two most important sources of information about how well a person is doing a job. Any negative motivations of peers can be offset with the use of an effective evaluation instrument and by averaging their responses.

One reason that salary increases may fail to achieve their intended effects is that managers may be unable or unwilling to discriminate between good performers and poor performers. Many managers are reluctant to identify poor performers, perhaps because it

may reflect their inability to lead those employees to perform better. Because of this, the manager may equalize the rewards among all employees in the unit. However, the manager then risks discouraging the better performers, who may resign, leaving the manager with a group of satisfied but ineffective and overpaid employees.

Managers who complain that their workers are not motivated might consider the possibility that they have installed reward systems that are paying for behaviors other than those the manager is seeking. Managers need to ask themselves whether they are rewarding mediocre performance (e.g., show up regularly, do not stick your neck out) while pretending that they are rewarding high performance (e.g., work hard, take risks).

Merit Increases

Under merit-pay plans, each person usually receives a base pay increase—often tied to the cost of living—and then is eligible for an additional increase based on performance. Workers rated low may be considered for termination, those rated mediocre may receive only the cost-of-living increase, and those rated high generally receive the cost-of-living adjustment and a fairly substantial merit increase. In this way, the basic needs of all employees are met and the superior performance is rewarded.

Merit raises are evidence of a compensation system that bases an individual's salary or wage increase on a measure of the person's performance during a specific period of time. Measures of performance should be realistic, accurate, and agreeable to those who have contact with the job: the employee, the supervisor, subordinates, and peers of the person being evaluated.

Summary

Research and experience have shown that merit raises and other rewards can motivate employees to perform better if:

1. The reward has enough actual value to serve as a motivator;
2. The linkage between pay and effort or achievement is clear;
3. There is accurate role perception between the employee and the manager; and
4. The reward carries "achievement" value that provides status, recognition, or satisfaction to the employee.

Criteria for the "Raises" Activity

1. The best performers should receive the largest rewards, expressed as percentages of their current salaries.
2. The poorest performers should receive no salary increases because they have not demonstrated merit.
3. The identification of good performance is made by surveying, comparing, and averaging the opinions of the manager (who represents the legitimate

organizational authority) and the supervisor's peers. If the relationship between effort, performance, and reward is not explicit, the peers will not be motivated to expend more effort in the future.

- 4 Each good evaluation should receive one share of the pool of available monies.

Possible Errors

1. Rewarding everyone equally.
2. Confusing seniority or need with merit.
3. Giving the manager's opinion too much weight.
4. Paying attention to irrelevant information such as what the person does away from the job or as a collateral duty on the job (things that do not bear on the employee's primary job role).

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■ DELEGATION: USING TIME AND RESOURCES EFFECTIVELY

Goals

- To assist the participants in identifying barriers to delegation, the benefits of delegation, and which kinds of tasks can be delegated and which cannot.
- To present the participants with a method for delegating.
- To provide the participants with an opportunity to practice planning delegation in accordance with this method.

Group Size

Up to five subgroups of five or six participants each.

Time Required

Approximately two hours and fifteen minutes.

Materials

- A copy of the Delegation Theory Sheet for each participant.
- A copy of the Delegation Check List for each participant.
- A copy of the Delegation Record Sheet for each participant.
- Blank paper for each subgroup (for the recorder's use).
- A pencil for each participant.
- Newsprint and a felt-tipped marker.
- Masking tape for posting newsprint.

Physical Setting

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

Process

1. The facilitator introduces the goals of the activity.
2. The participants are asked to brainstorm definitions of delegation. As definitions are mentioned, the facilitator writes them on newsprint. After the participants have exhausted their ideas, the facilitator summarizes the definitions listed on newsprint

and points out common elements in these definitions. The newsprint list remains on display so that the participants can refer to it later. (Ten minutes.)

3. The facilitator assembles the participants into subgroups of five or six members each, asks each subgroup to be seated at one of the tables, and explains that each subgroup's task is to discuss the reasons that people do not delegate and the benefits for those who do. The subgroups are instructed to appoint recorders to list these *barriers to delegation* and *benefits of delegation*. Each subgroup is given blank paper and a pencil for the recorder's use during this task. The facilitator further explains that in fifteen minutes each recorder will be asked to report the results of the discussion. Then the participants are instructed to begin. (Twenty minutes.)
4. The facilitator reassembles the total group and asks the recorders to take turns reporting the results of the subgroup discussions. As the barriers and benefits are announced, the facilitator records them in two separate lists on newsprint and posts the lists next to the one generated during step 2. (Fifteen minutes.)
5. Each participant is given a copy of the Delegation Theory Sheet and is asked to read this sheet. (Five minutes.)
6. The facilitator leads a brief discussion of the content of the theory sheet, clarifying as necessary and pointing out similarities and differences between that content and the information listed on the posted newsprint. (Ten minutes.)
7. Each participant is given a copy of the Delegation Check List and is asked to read this handout. (Five minutes.)
8. The facilitator elicits and answers questions about the content of the check list. (Five minutes.)
9. The facilitator gives everyone a copy of the Delegation Record Sheet and a pencil and asks each participant to think about his or her responsibilities and to list in the far-left column on the record sheet several tasks or projects that could be delegated but currently are not. It is clarified that the participants need not complete the other columns at this time. (Five minutes.)
10. The subgroups are reassembled and are told to be seated at their tables. The facilitator asks each subgroup to select one task or project from those listed by the subgroup members. Each subgroup is to plan the delegation of this task or project by asking questions based on the check list. To determine the appropriate subordinate for the task, each subgroup member is to consider which of his or her own subordinates would be best for the task and to present this subordinate's qualifications to the subgroup; then the subgroup members are to arrive at a consensus about who is best suited for the task. The facilitator instructs each subgroup to select a recorder to fill out the first four columns of a record sheet (all columns except "Progress Notes") in accordance with the subgroup's plan. Then the subgroups are instructed to begin. (Thirty minutes.)
11. The total group is reassembled, and the facilitator asks the following questions:

- What kind of task did you choose to delegate?
- What type of subordinate did you choose to do the work?
- What feelings did you experience in thinking about delegating the task to the particular person chosen?
- What discoveries did you make about the delegation process?
- How do your discoveries fit with what happens in your organization? How do they fit with the information about delegation in the theory sheet?
- How can you ensure that you will follow through on delegating the tasks you listed on your own personal copy of the record sheet?

(Twenty minutes.)

12. The facilitator suggests that each participant keep the handouts to refer to or use on the job. After making final comments, the facilitator concludes the activity.

Variations

- The participants may work individually to fill out their record sheets and then share with their fellow subgroup members what was easy or difficult about the task.
- After the check list is read, the participants may assemble into pairs (with one participant as manager and one as subordinate) to role play the planning and discussion phases of the delegation process, focusing on some task that could be accomplished during the session (planning a coffee break, rearranging the room, planning a follow-up session, and so forth).
- The facilitator may specify a particular task that he or she can delegate and may choose a volunteer (as subordinate) with whom to plan and discuss. The rest of the participants may observe the process by following the check list, reporting their observations, and giving feedback.

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DELEGATION THEORY SHEET

Delegation is accomplishing organizational purposes through the proper deployment of people. Defined in this way, delegation is nearly synonymous with leadership. In fact, delegation involves skills that are requisite qualities of leaders. Setting goals, coaching, and recognizing performance are all elements of the delegation process and are essential attributes of leaders. Similarly, the aims of the delegation process and leadership are similar: to accomplish organizational ends while enhancing the abilities, confidence, and initiative of one's staff.

The benefits of delegation outweigh the potential drawbacks, yet many managers are hesitant to delegate in spite of the fact that most tasks can be delegated. Only responsibilities that demand personal attention, such as handling a performance problem, or duties inherent in the manager's job, such as setting his or her unit's goals, should not be delegated.

There are a myriad of reasons that managers use to justify not delegating. Few are legitimate reasons, and the usual consequence is impaired managerial functioning. Common reasons for not delegating include the following:

- Insufficient time;
- The perception that the job is too important to take risks;
- The manager's belief that he or she can do the job best;
- The fact that the manager enjoys doing certain jobs;
- A lack of confidence in subordinates;
- The desire to maintain control;
- Fear that a subordinate might do the job better than the manager; and
- Concern that the manager's boss will think that the manager is not working.

It is important to note that the extent to which delegation occurs reflects a manager's personality and sense of personal competence as well as his or her sense of subordinates' competence. Furthermore, a manager who does not delegate is not managing.

There is one additional reason that managers do not delegate: They may not know how. The process requires planning and patience; and, in general, it works best when the manager employs a participatory-management style. Consider the following two approaches to delegating the same task:

1. The manager communicates to the subordinate a need to inform the company's field sales staff about a new product by saying, "Copy this product fact sheet onto company letterhead and mail it to our two thousand sales personnel by next Friday."

2. The manager informs the subordinate what needs to be accomplished (notifying field sales personnel of a new product) and asks the subordinate to think about how this task could best be achieved. After the subordinate devises a plan, the manager and subordinate discuss it.

In the first example, the “delegation” offers the subordinate no room for growth or self-direction; the instructions are offensive in that they treat the subordinate as someone incapable of independent thought. In the second example, the subordinate’s plan might offer no more than the obvious: copying the product fact sheet and doing a mass mailing. However, the climate engendered by the second example is qualitatively different from the one created in the first example; it includes the element of respect. The subordinate is trusted to develop a plan of his or her own.

The irony of a delegation process like the one in the second example is that the manager as well as the subordinate frequently learns from it. For example, the employee might know that the corporate magazine will be issued in time to include an announcement of the new product. This might be an alternative method of approaching the task that the manager had never considered.

The specific delegation process is conceived as having five phases:

1. *Preparation*: establishing the goals of the delegation, specifying the task that needs to be accomplished, and deciding who should accomplish it;
2. *Planning*: meeting with the chosen subordinate to describe the task and to ask the subordinate to devise a plan of action;
3. *Discussion*: reviewing the objectives of the task as well as the subordinate’s plan of action, any potential obstacles, and ways to avoid or deal with these obstacles;
4. *Audit*: monitoring the progress of the delegation and making adjustments in response to unforeseen problems; and
5. *Appreciation*: accepting the completed task and acknowledging the subordinate’s efforts.

When delegating, there are several important points to keep in mind:

1. Unless the manager can visualize and articulate what he or she wants in terms of results, the process will fail.
2. The manager must stretch the capabilities of his or her staff; repeatedly assigning the same jobs to the same people because they do them well does not foster development within the manager’s unit.
3. The manager must let the chosen subordinate know how the assigned task fits into the unit’s major objectives and to what extent the subordinate is empowered to act in the unit’s behalf. Without this information, it is difficult for the subordinate to operate independently.

4. The delegation should never be revoked. Doing so undermines what a manager wishes to establish: initiative.
5. The manager should never accept unfinished or unsatisfactory work. Such acceptance communicates tolerance of low standards.
6. Completed work should be evaluated against the results that the manager wanted to achieve, not against the way in which the manager would have achieved them.
7. A satisfactory outcome should be recognized. Many delegations fail because hard work goes unappreciated and forgotten. At the very least, the appreciation of a successfully completed task should be rewarded with the chance to be given another challenging task at a future date.

DELEGATION CHECK LIST

Preparation Phase

Specify for yourself the goals of the delegation, what needs to be done, and by whom.

1. Specify the job to be delegated:
 - Results expected;
 - Materials, resources, and information needed;
 - Relevant policies and procedures to be considered;
 - Time frame for project; and
 - Others involved in project (suppliers, others doing parts of the work, and so forth).
2. Decide to whom the task will be delegated:
 - Consider subordinates' abilities, knowledge, interests, experience, attitudes, confidence, developmental goals, and so forth;
 - Consider subordinates' current work loads; and
 - Consider the types of tasks and/or projects that subordinates are currently working on.

Planning Phase

The subordinate who is chosen is briefed on the project to be completed and is asked to formulate a plan of action. A more lengthy follow-up meeting is scheduled.

1. Explain the reasons for delegation to this person.
2. Describe the project clearly (results expected and so forth), including how the project fits into the larger scheme of things. Ask the subordinate to prepare a plan of how the job could be accomplished and to specify what obstacles he or she anticipates as well as ways to avoid or deal with these obstacles.
3. Establish a meeting time to discuss the subordinate's ideas and determine how long the meeting will last.
4. Arrange for the meeting to take place in a nonthreatening location.

Discussion Phase

Review the project objectives with the subordinate and discuss ideas on how he or she plans to proceed, what obstacles he or she anticipates, and how these obstacles can be avoided or dealt with.

1. Discuss the subordinate's plan of action and ways of overcoming potential obstacles.

2. Specify the resources that will be made available and make any necessary introductions to others who will be involved in the project.
3. Tell the subordinate how much authority you will confer.
4. Discuss how much follow-up to expect; establish checkpoints.
5. Emphasize the subordinate's responsibility for the outcomes.

Audit Phase

1. Monitor the progress of the delegation; make adjustments in response to unforeseen problems.
2. Make sure that needed materials, resources, and so forth are available to the subordinate.
3. Discuss problems and progress at designated checkpoints and/or as needed.
4. Offer encouragement; do not revoke the delegation or begin to perform certain elements of the task yourself.

Appreciation Phase

1. Accept the completed project and acknowledge the subordinate's efforts.
2. Do not accept unfinished, inaccurate, unprofessional, or off-target work.
3. Show an interest in the results; reward the subordinate for achievements.
4. Accept your own accountability. Do not blame the subordinate for less-than-satisfying results for which you may be responsible.
5. Review the delegation process and what has been learned.
6. Delegation record sheet

■ WHEN TO DELEGATE: A MANAGER'S DILEMMA

Goals

- To provide an opportunity to exchange views on the topic of delegation.
- To increase awareness of attitudes about task delegation.

Group Size

Two or more subgroups of five to seven members each.

Time Required

Two and one-half to three hours.

Materials

- A copy of the When to Delegate Inventory Sheet for each participant.
- A pencil for each participant.
- Newsprint and a felt-tipped marker for each subgroup.
- Masking tape for posting newsprint.

Physical Setting

A room large enough for each subgroup to work without interfering with the other subgroups, or several small rooms adjacent to one another. A table and chairs should be provided for each subgroup.

Process

1. The facilitator introduces the activity as one that will enable the participants to do some critical analytical thinking and then to pool and integrate group ideas and experience on the subject of delegation. The facilitator gives each participant a copy of the When to Delegate Inventory Sheet and a pencil. (Five minutes.)
2. The participants are directed to read the inventory sheet and to determine, for each of the items on the sheet, those situations in which delegation is advisable, those in which it is not, and those situations in which delegation is not relevant. Members are counseled that they should consider the organization's needs and policies, as well as the individual's own career interests, in making these selections. (Fifteen minutes.)

3. The facilitator forms subgroups of five to seven members each. Each subgroup is given newsprint and a felt-tipped marker and is told that it has forty minutes to develop two lists: one for situations in which delegation is advisable, and one for situations in which it is not. The facilitator stresses the importance of using a procedure for reaching consensus on items for the list without “averaging” or “majority-rule” voting, i.e., the subgroup’s list should include only those items on which there is substantial agreement. The subgroups are directed to write their lists on the newsprint sheets and to post them.
4. After forty minutes, all participants are encouraged to stroll around and look at the other subgroups’ lists. (Ten minutes.)
5. The facilitator assembles all participants and leads a discussion of the pros and cons of delegation as a managerial style. The “answers” can be posted on newsprint. (Fifteen minutes.)
6. Subgroups are reformed and instructed to examine their lists to identify the themes and biases underlying the placement of various items, including any new thoughts there may be on individual items or the lists in general. (Ten to fifteen minutes.)
7. Subgroups are instructed to process the activity in the following manner:
 - Each member in turn discusses briefly his or her experiences related to the issue of delegation as a managerial tool.
 - Each member in turn states briefly what he or she has learned, relearned, or is becoming more aware of as a result of the activity. (Twenty-five minutes.)
8. Participants are encouraged to devise ways of using their new insights in their back-home work situations. The subgroup members act as helpers to develop practical applications (e.g., role playing can be used to help a member who feels trapped in a situation, brainstorming can be used to provide fresh ideas to help another member out of a dilemma, and so on). (Twenty minutes.)
9. A reporter from each subgroup shares with the total group the best ideas or insights developed by the subgroups. (Fifteen minutes.)

Variations

- A lecturette on delegation can be given prior to the experiential learning activity.
- Readings can be assigned to subgroup members prior to the activity to make them aware of the various theories and/or viewpoints that will be explored in the discussions.
- After completing the inventory sheet, participants can be instructed to review their responses to the twenty items in terms of the type of managerial attitudes they expect of their subordinates. This content can then be discussed during step 8.

- Subgroup members can develop lists of pros and cons to be shared with the total group during step 7. The facilitator then focuses on themes that have emerged across subgroup lists and adds input based on managerial theory, if appropriate.

Submitted by T.F. Carney.

WHEN TO DELEGATE INVENTORY SHEET

Instructions: Following are listed a variety of features of a job situation. Some features suggest that delegation is clearly advisable (“yes”). Some features suggest that it would not be advisable to delegate (“no”). Yet other features are not directly related to the issue of delegation (“does not apply”).

Individually, read over the items that follow and:

1. Identify situations in which the manager would be best advised to delegate tasks (including providing for the training of subordinates).
2. Identify situations in which it would not be in the manager’s best interests to delegate or to train someone to take over a task.
3. Identify situations that you think are not related to the issue of delegation or are misleading—based on erroneous judgments about delegating (for example, a false assumption that a certain procedure should necessarily precede, go with, or follow delegation).

Be as clear as possible in your own mind about why you have included an item in any category. Try to apply management theory in placing the items in the different categories.

Features of Your Job Situation:

1. The firm does not have a human resource development policy and engages in crisis management.
 yes no does not apply
2. Your top subordinate wants your job and is eager to push you out of it.
 yes no does not apply
3. You have good skills in coordinating all aspects of your job.
 yes no does not apply
4. You do not want to become unpopular with your subordinates by giving out difficult assignments, because you will have to demote them if they do not perform well. If you delegate tasks, it will serve as a test of your subordinates’ abilities.
 yes no does not apply
5. In your firm, mistakes are counted against you—and you are supposed to know the details of what is going on in your section.
 yes no does not apply

■ **HAMPSHIRE IN-BASKET: A MANAGEMENT ACTIVITY**

Goals

- To discover general management principles through personal involvement with problem solving.
- To examine one's management style.
- To plan applications of management principles.

Group Size

An unlimited number of participants.

Time Required

Approximately three hours.

Materials

- A copy of the In-Basket Instruction Sheet for each participant.
- A copy of the In-Basket Background Information Sheet for each participant.
- One set of the ten In-Basket Items for each participant.
- Paper clips (at least ten per participant).
- Approximately fifteen sheets of paper and one scratch pad per participant.
- A pen or pencil for each participant.

Physical Setting

A room large enough to provide comfortable facilities for writing. It should be possible to rearrange the chairs for small group discussions.

Process

1. The facilitator discusses the goals of the activity.
2. Participants find a comfortable place in the room to work by themselves.
3. The facilitator distributes an In-Basket Instruction Sheet and a Background Information Sheet to each participant, allows the group to read these materials, and provides answers to any questions about procedure.

4. The facilitator distributes sets of In-Basket Items, pens or pencils, paper, scratch pads, and paper clips.
5. The facilitator announces that there will be an hour and a half for individual responses to the ten In-Basket Items.
6. When the time is up, the facilitator forms groups of not more than twelve participants each.
7. The facilitator asks the small groups to share their In-Basket correspondence, discuss various approaches to problem-solving, and make generalizations about management principles.
8. The facilitator leads the entire group in a short summation of the management principles suggested by this In-Basket exercise. The following issues should be considered:
 - Do you want ex-convicts working around youth centers? To what degree is your function rehabilitation?
 - As a public official, can you accept gifts?
 - As a manager, should you serve as a “collection agency”?
 - How responsive should a secular organization be to pressure from religious factions?
 - What is your responsibility to enforce the law? How will a plant “informant” affect your relationship with the young people who attend youth center functions?
 - What guidelines should you have for accepting tax-write-off gifts?
 - What guidelines can be established for dealing with adverse publicity?
 - To what degree should one be influenced by political pressure?
 - How responsive should public organizations be to pressure from minority groups?
 - What are the responsibilities of a manager with regard to the morals of his subordinates?
9. Each group reports one or two issues to the total assembly; these are then discussed in the groups in terms of “back-home” application.

Variations

- The facilitator may elect to establish pairs or teams, rather than have participants work by themselves.
- Items for the In-Basket set can be rewritten to simulate the kinds of situations participants are likely to encounter.
- Fewer than ten items can be used for a briefer version of the activity.

- If there are supervisors and subordinates in the same training event, the supervisors can be asked to react to the items as a group while being observed by their subordinates.
- Trios can be formed to meet several times during the writing phase and discuss one another's responses.
- The In-Basket Items set can be used as a preemployment screening instrument.
- Participants can mail their In-Basket responses to one another over a period of time.

Submitted by J. William Pfeiffer.

IN-BASKET INSTRUCTION SHEET

Place yourself in the position of Gerry Harris, Executive Director of the Hampshire Community Development Program. Respond to each of the ten items in your in-basket accordingly.

Do not tell what you would do; just do it. If you choose to write a letter to the Mayor of Hampshire about his wife's appointment to the Advisory Board, actually write the letter and sign your name to it.

Do not write on the In-Basket materials. Scratch pads have been provided.

When you finish a response, fasten it to the In-Basket Item to which it refers and place it back in your envelope.

You will be given ninety minutes to complete the ten items; apportion your time accordingly.

IN-BASKET BACKGROUND INFORMATION SHEET

The Hampshire Community Development Program (HCDP)

Hampshire, a community of 150,000, is located in the industrial section of the coal-rich state of Lincoln. Hampshire's population has doubled during the past twenty years as a result of the influx of industry. Most of the town's newer inhabitants are Southern European immigrants, Mexican migrant farm workers looking for stable working conditions, and—an increasingly large group—Southern blacks who are drawn to industrial jobs in the North.

You were chosen Executive Director of the Community Development Program two years ago after the former Executive Director, a retired state legislator and native of Hampshire, was suddenly paralyzed by a stroke. He had been in the position only eleven months and had been the first Executive Director for the CDP during its initial struggles.

You are black. You were raised in New York and come from a West Indian background of genteel, if relatively poor, parents who believed strongly in education. You have a B.A. in Psychology from Syracuse University and an M.A. in Urban Studies from CCNY. You had planned to go on for a doctorate, but your finances would not permit it.

Your adviser at CCNY heard about this opening in the CDP agency in Hampshire and suggested that you go for an interview. Although you were better qualified than other applicants, you were also the only black interviewed, and you are well aware that your color was a deciding factor in your being offered the position. You accepted the position with some reluctance, but you decided that practical experience in your field would be valuable.

You now plan to stay a third year before returning to school. Your spouse has accepted a teaching position, and you can save enough to later return to graduate school full-time. You spent four years in the Air Force between your B.A. and M.A., and you are now thirty-one years old.

Information about your secretary, your personnel director, and your director of research and planning is on the next page. Other members of your staff include two social workers, four secretaries, and a general office staff of three. You also employ two nursery school supervisors, a thrift shop manager, three recreation directors, six assistant recreation directors, and the usual staffing for youth centers.

Today is Saturday. You have just returned from a CDP Directors' Conference in Washington and, while stopping by the office for your mail, you decide to clean up your in-basket in preparation for what you know will be an exhausting week.

Your secretary, Mickey, is in the outer office, but no other staff member is present.

Secretary to the Executive Director: Mickey Brown

Employed by the former Executive Director, Mickey is extremely valuable to you because of a Hampshire background and personal knowledge of CDP history. Mickey is fifty-seven years old, widowed, sharp witted, and comfortable to be around.

Personnel Director: Willie Stanley

Willie is forty-six, married, with two children in high school. Willie's spouse is a descendent of the Hampshires, but all that remains of that formerly wealthy background is expensive tastes. Willie came to Hampshire to join an uncle's law firm but neglected that practice to keep up with the whirl of a promising young socialite. Two disastrous campaigns for state legislature and the death of the uncle finally brought Willie to a job as a tax accountant until hired by CDP. Willie is reasonably effective in this job but has a great need for ego satisfaction. Willie was confident of an appointment as Executive Director and had, in fact, voluntarily taken over for the three-month period between executive directors.

Planning and Research Director: Pat Snowell

Pat is thirty-eight and unmarried, has a B.A. in sociology from Union State College in Wheelwright, Lincoln, and also has sixteen hours of graduate credit in social work, completed during summers and evenings. Before the present position, Pat was assistant manager of a shoe store and had a real interest in church work and in organizing youth groups. Pat is well-known in Hampshire for a great deal of success in molding street gangs into productive project clubs and has worked extensively with black and Mexican teenagers. Pat feels some frustration because the position of Planning and Research Director does not provide an opportunity to work closely with the people most affected by CDP programs.

IN-BASKET ITEM NO. 1

July 19, 1993
Box 285
Lukesville

Executive Director:

You'll probably think it's funny, getting a letter from a guy in prison but Rev. Phillips our chaplain said it was worth a try.

I have served three and a half years on a ten year sentence for armed robbery and am about to be put on parole. I was only in the car with the guys that did it but we all got busted and I guess it was my good luck as well as bad luck to go to prison. Rev. Phillips got a hold of me right after I got here and really showed me how to put myself together. I had really known I was headed the wrong way in high school when Pat Snowell who I heard works for you now was trying to get us guys together to do projects. Pat was right, even about the religion part, but I was too stubborn to let myself be talked into it. Anyway I have grown up a lot in the last three years and a half and I think I would now like to work with kids the way Pat did and maybe show them how to get more out of their lives than prison. I have been a trusty for two years and have been in charge of basketball, baseball and swimming here. I know all about handling equipment and how to run things for recreation.

I am asking you to consider me for a job with HCDP when I get out if you need any recreation people. I guess there is nothing I'd rather do and could do a better job at.

Yours Truly,

A handwritten signature in black ink that reads "Fred Kliger". The signature is written in a cursive, slightly slanted style.

Fred Kliger

IN-BASKET ITEM NO. 2

STANDARD WHOLESALE FOODS

1850 Central, Hampshire, Lincoln
Abe Strauss, Owner and Manager

“We Go Whole Hog for Our Customers”

July 20, 1993

Gerry Harris
Executive Director
Community Development Program
120 E. State Street
Hampshire, Lincoln

Dear Gerry:

As a man who has a vital interest in the progress of Hampshire, I wish to express my admiration for the fine work you and your staff are doing for that unfortunate segment of our population who suffer the heavy load of poverty. Believe me, as a man who came to this country at age twelve with nothing in my pockets but one American dollar and my mother's picture, I can appreciate how much your program must mean to these people.

I have been proud to be a part of your Hot Lunch program by supplying you with the most nourishing food at as reasonable a wholesale price as you would find anywhere in this country. By me, I get the pleasure of contributing something worthwhile, while at the same time increasing my volume of sales. I would like the opportunity of expressing my thanks to you in the best way an old “neighborhood grocer” knows how. Please drop by my office and pick up a nice Virginia ham for you and your family.

Sincerely yours,



Abe Strauss

IN-BASKET ITEM NO. 3

HAMPSHIRE HOUSE MERCANTILE

Est. 1861 "*Hampshire's oldest and finest department store.*"
Home Owned — Julius M. Ruggles, President

Credit Department
July 20, 1993

Gerry Harris
Executive Director
Community Development Program
120 E. State Street
Hampshire, Lincoln

Dear Sir:

We ask that you call the attention of your Personnel Director, Willie Stanley, to the fact that the Stanley account with Hampshire House is severely in arrears. There have been no payments of any amount paid to us since May 12, 1993. At that time we informed the Stanleys that any further charges to their account would not be authorized. In the past two months Mrs. Stanley has made three unauthorized charge purchases totaling \$473.00. This brings their account to \$2,356.23, or \$1,356.23 over their maximum authorization.

As the Stanleys and Mrs. Stanley's family have been steady customers since this store was established, we have hesitated to embarrass the Stanleys by taking the obvious steps; however, we now feel that we have gone beyond our capacity to accept further neglect of this financial responsibility. If substantial payment is not made by August 1, 1993, we will be forced to turn over the account to a collection agency. Thank you for your cooperation.

Yours truly,



Mary J. Ruggles
Credit Manager

IN-BASKET ITEM NO. 4

1919 Bedlow Street
Hampshire, Lincoln
July 21, 1993

Supervisor
HCDP
120 E. State
Hampshire, Lincoln

Dear Sir:

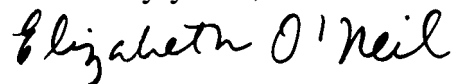
I am writing as a concerned Catholic mother. My son Anthony and my daughter Anna attend your recreation center on 8th Avenue after school and the Saturday night dances. Many of my friends children from St. Francis Parish also attend and they are behind me writing this letter.

We feel that the recreation center idea is fine because it gives our children a place to go without running in the streets which is important to parents of teenagers. But what we want to know is why your recreation director, your assistant director, as well as two pin setters in the bowling alley and the girl who is the snack bar waitress all have to come from the same church (Protestant).

We know for a fact that these people invite our children to their church groups and even Sunday school. One of them asked my daughter if she was "saved." The parents of St. Francis parish call that religious bias and even though there aren't as many Catholics who go to the recreation center as Protestants, we understood that CDP was trying to help minority groups, not to force them under the influence of other religions.

The Catholic parents of St. Francis Parish are asking that our civil rights of religious freedom be given to our children. Leave religion out of your recreation program and also who you hire to work there. Can't a Catholic girl serve hot dogs and cokes as well as anybody else?

Sincerely yours,



Elizabeth O'Neil

IN-BASKET ITEM NO. 5

Standard Form 63
GSA FPMR (41 CFR) 101-11.6

MEMORANDUM OF CALL

Date	Time
5-21-93	1:00 PM

TO—

Mr. Harris

YOU WERE CALLED BY— YOU WERE VISITED BY—

Dan Thompson

	Chief of Police	
	Number or code	Extension
TELEPHONE:	546-7708	236

- | | |
|-------------------------------------------------|------------------------------------------------|
| <input type="checkbox"/> PLEASE CALL | <input type="checkbox"/> WAITING TO SEE YOU |
| <input type="checkbox"/> WILL CALL AGAIN | <input type="checkbox"/> WISHES AN APPOINTMENT |
| <input type="checkbox"/> RETURNING YOUR CALL | |
| <input type="checkbox"/> IS REFERRED TO YOU BY: | |

LEFT THIS MESSAGE: The old grafter wants to set

a trap for some "pot pushers" he thinks are

hanging around the McGeorge St. Rec. center.

Wants to plant young detectives among the
kids; also has a kid who's going to point them out.

Received By—

mb

63-107

GOVERNMENT PRINTING OFFICE

IN-BASKET ITEM NO. 6

Gerry—

Harold Turkman came in to see me today and offered us all his old exercise equipment from the Bavarian Spa and Gym that folded a few months ago. Naturally he wants to use it as a tax write-off. We could use the stuff for the basement gym we're setting up in the old PS 47 grade school. Marian Jackson would also like a couple of things for her Slim Gym classes. I don't know if you want to deal with Turkman, of course. Whatever you decide, I told him it would come officially from you.

Pat

IN-BASKET ITEM NO. 7A

Gerry—

Mr. Glen Otis, our distinguished advisory board president, came by here yesterday with this ugly little piece from the evening paper and asked you to field it. He has received at least a dozen phone calls about it since yesterday morning and is more than a little disturbed about it.

This Jonquil character is a frustrated social climber and general “bad mouth” concerning any Republican administration, but he is also fairly well known and respected enough to make things uncomfortable for us with this letter.

Mickey

HAMPSHIRE CHRONICLE

Editor of the Hampshire Chronicle:

It is my unfortunate duty as a citizen of Hampshire, a city of unusual integrity, to alert the good people who make this their home that once again, we have been plundered by one of the devious, greedy organizations who ask our money in the name of Christian charity and then line their own pockets, neglecting those they are alleged to be helping. Such an organization is CDP, yet another attempt by the government to pacify the underprivileged and allow our consciences to rest while the true plight of the poverty stricken and alienated minority is muffled by the back-slapping of self-satisfied administrators of so-called programs. True, it is a government supported organization and therefore gleans our money through taxes; however, we are still, in the end, being fleeced of our charitable contributions.

We are not so naive as to miss the fact that the Federal Government spends wastefully, particularly on such “worthwhile” schemes as CDP. What has CDP done with this bountiful gift of Hampshire taxpayers’ hard earned money? Has it built teenage centers which would be the pride of this community with every possible piece of equipment and physical facility? Has it provided new classrooms for its Headstart Program and hired the finest, best qualified teachers? Has it even drawn from our local supply of qualified men to make its administrators; men who know and understand the problems to be faced in Hampshire? The answer is no, to all points. A brief visit to any of the recreation centers will reveal that they have been converted from older buildings, probably long since condemned, such as the old PS 47 grade school, and are supplied

with makeshift equipment and questionable people as staff. Certainly the children in Headstart should get a better place of learning than the Creamery basement or the unused corners of Jefferson Junior High. And who are they hiring to assist these children in learning? Not my wife, for example, a college graduate with two years of elementary school experience. No, citizens, the assistant at the Creamery Headstart program is a woman who had an eighth grade education and had been on welfare before she was hired. Her lack of qualifications is certainly no fault of hers, but they do give CDP an opportunity to pay a much smaller salary to her than they would to my wife. All this is run, not by a local person, but a Black import from New York, with a fancy education, who they thought would look good in the job.

Surely Gerry Harris has no personal interest in Hampshire. True, the assistant directors are local people, or at least they’ve lived here for a few years. Of course one is too busy at cocktail parties to take time to understand those not in that social set.

The usual method of milking our tax dollars is through kick-backs from local contractors and wholesale suppliers. I do not have the information at this time to indicate exactly how it is being done, but what we must conclude is that large amounts of Government money are not finding their way to the minority groups CDP is supposed to serve, but to the pockets of CDP administrators. Neighbors of Hampshire, are we again too apathetic to root out these spoilers of tax money? Wake up and write to Congress!

Hector Jonquil, CPA

IN-BASKET ITEM NO. 8

**OFFICE OF THE MAYOR
CITY OF HAMPSHIRE**

July 19, 1993

Gerry Harris
Executive Director
Community Development Program
120 E. State Street
Hampshire, Lincoln

Dear Gerry:

Millie and I were so pleased that you could make it to our Fourth of July Gala this year. It has become a real tradition for us in the past seven years and we were so disappointed last summer when you had to be out of town.

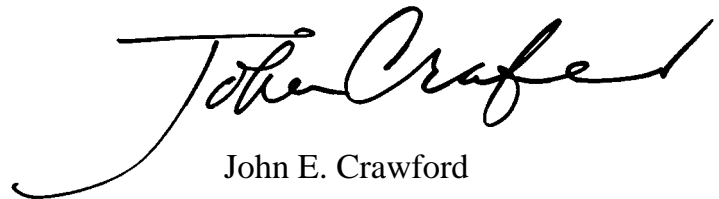
Millie was terribly impressed with all you said about the workings of CDP. She's very big on "causes," you know, and has really taken CDP to her heart since the Fourth. I might add that you and Willie Stanley make quite a team!

Willie informs us that there will be an opening on the Advisory Board of CDP beginning in September. I needn't tell you that Millie sees that as an ideal way for her to help share in the projects that CDP is accomplishing so well. Of course, her associations with other leading civic groups, etc., could provide a terrific liaison among Hampshirites who take their civic duties seriously and make CDP all the more effective.

Willie may have already discussed this with you. I'm sure Sara has put the bug in Willie's ear, since she and Millie are inseparable bridge partners.

Let me know how you think that Advisory Board position is shaping up. You probably have a lot of well qualified people in mind, but it never hurts to put in a plug for the little woman. She has an awful lot of influence as I discovered during two successful Mayoral campaigns.

Sincerely,



John E. Crawford

IN-BASKET ITEM NO. 9

BENEVOLENT ORDER OF BOHEMIANS

Chapter NO. 14

Hampshire, Lincoln

July 21, 1993

Executive Director
Community Development Program
120 E. State Street
Hampshire, Lincoln

Dear Sir:

As a member of a minority group with the same struggles, hopes, and frustrations as any other minority group, I find it difficult not to resent the fact that Bohemians have been ignored by such organizations as yours. True, we are much fewer in number than the Negro minority or the Mexican minority, but nevertheless, we daily suffer indignities which the Community Development Program is, in theory, attempting to eradicate. Our neglect goes even deeper. Not one man or woman of Bohemian background has ever been employed by CDP even though many families in Chapter Fourteen of the B.O.B. are below the income level set by your organization as a criterion for hiring. Not a single Bohemian preschooler has been admitted to your Headstart program nor has any real attempt been made to make our children feel welcome at your recreation centers.

To favor any one minority group over another is to fail in your purpose, as I see it. Your cooperation would be greatly appreciated in the next month when children are preparing to return to school. Bohemian children have often been the target of verbal ethnic slurs and vicious ethnic "jokes." We all know how cruel children can be. Perhaps CDP could influence the educators of Hampshire to shoulder their duty and see that this kind of discrimination be put to a stop. Bohemians are going to be a part of this "Community" for a long time, and we want some "Development" now.

Sincerely yours,



James E. Kolachi
President
B.O.B. #14

IN-BASKET ITEM NO. 10

326 Jackson Boulevard
Hampshire, Lincoln
July 19, 1993

Dear Executive Director:

I feel obliged to write to you concerning my niece, Miss Amelia Mae Dillon. One of your staff members at the McGeorge Street Recreation Center, Eddy Daniels, who is one of the big shot directors there, has taken liberties with Miss Dillon and now she finds herself going to have a baby. She has worked at the McGeorge Street Recreation Center for five months as table games assistant, and though she's in charge of those games she ain't much older than some of them that play the games. Is this the kind of man you are trusting teenagers with who would take advantage of a young girl after the Center was closed? I realize that it takes two and Amelia is not all innocent, but she said she loved him and now he says it was probably one of the boys who hang out there at the Saturday night dances. Amelia has turned nineteen and wouldn't be fooling around with those younger boys, even if some of them do look older.

I understand that you are black, too, and know that things ain't always easy for us, even when you can get a job mostly. Well, Amelia's mother is sick and can't work and her husband is long since gone. If Amelia can't work with a baby coming, I don't know what they'll do as there are four other children younger in the family. Lord knows I can't take them all in with my husband only getting unemployment money. Her mother wouldn't write to you but I believe that something should be done, and right now about Eddy Daniels messing around with young girls. You make it clear to him that he has to support that child.

Yours truly,



Lucy Jackson

■ REVIEWING OBJECTIVES AND STRATEGIES: A PLANNING TASK FOR MANAGERS

Goals

- To review and evaluate an organization's accomplishments of the past year.
- To clarify and reaffirm the organizational mission.
- To prepare objectives and action steps for major organizational efforts in the next year.

Group Size

Eight to twelve people who comprise the top management of an organization or organizational unit, including the chief executive officer.

Time Required

Approximately three hours.

Materials

- At least six copies of the Reviewing Objectives and Strategies Sheet for each participant.
- Blank paper and a pencil for each participant.
- Newsprint and felt-tipped markers.
- Masking tape.

Physical Setting

One large room furnished with a work table, chairs, and easel for newsprint. Smaller rooms, furnished similarly, for individual or small-group work are helpful but not necessary.

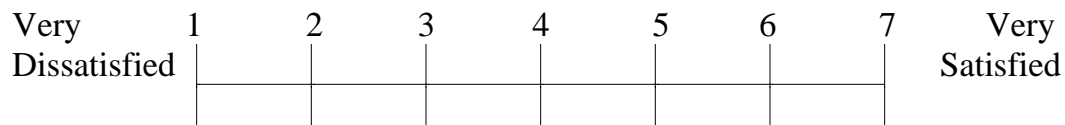
Process

1. The facilitator reviews the goals of the activity (which have been listed previously on newsprint) and indicates that these goals will serve as the agenda for the session and that the majority of the time will be spent on the third goal.
2. Explaining that planning must be based on some data, the facilitator invites the participants to review the organization's accomplishments for the past year. The

facilitator leads the group in brainstorming answers to the question “What have we accomplished during the past year?” The facilitator may ask prodding questions during this step and/or may post a list to encourage the participants to think in terms of such things as size, growth, profit, new organizational structures, new policies, new personnel, new technical resources, new linkages to outside groups, impact on the market or community, events (e.g, conferences), awards, and new learnings. All answers are listed on newsprint, and the list then is reviewed to eliminate redundancies and nonpertinent items. (Fifteen minutes.)

3. Immediately following the brainstorming phase, the facilitator distributes blank paper and pencils to the participants and asks for a rating of degree of individual satisfaction with the past year. Each member is directed to prepare a rating based on the following scale:

I feel satisfied (or dissatisfied) with what we have done, to the following extent:



(Five minutes.)

4. The ratings are collected, and the results are posted on newsprint on a single scale so that everyone can see the overall ratings. The facilitator solicits comments on the ratings. (Ten minutes.)
5. The brainstorming procedure is repeated for the question “What have been our organizational failures or shortcomings during the past year?” (Participants may be reluctant to speak openly about failures because these often are perceived as personal—rather than as organizational—weaknesses. If this proves to be the case, before beginning the brainstorming activity, the facilitator can initiate a standard of confidentiality and discuss the issue of openness in confronting weaknesses.) (Ten minutes.)
6. The list of organizational weaknesses is reviewed and narrowed down by the participants. (Ten minutes.)
7. The facilitator introduces the goal of clarifying and reaffirming the organizational mission by commenting on the following points:
 - A management team should be clear about and in agreement on the organization’s mission.
 - All activities of an organization should help to achieve its mission.
 - A mission statement may be a phrase, a few sentences, or even a lengthy document.
8. The facilitator announces that the group’s task at this point is to state the organization’s mission in a few sentences with which all agree. The facilitator serves

as process and catalytic consultant during the group's discussion, which concludes with the writing of a mission statement on newsprint. Guidelines for the discussion may include:

- State a goal rather than *operations*. A mission is more related to purpose than it is to activities.
- A statement can be too broad or too narrow, thus limiting its usefulness. Avoid high-sounding generalities as well as specifics.
- The statement should distinguish this organization from others.
- Throughout the discussion, be alert to problems of interpretation or emphasis and work to clarify and rationalize these differences.

(Thirty minutes.)

9. The facilitator explains that the third goal, to prepare objectives and action steps for the next year, will be accomplished in two phases. In the first phase, which will take about thirty minutes, the participants will work individually on familiar material; in the second phase, the group members will work together in planning new organizational efforts.

The facilitator gives each participant six copies of the Reviewing Objectives and Strategies Sheet and instructs the participants that they may either work individually or consult freely with one another and that their task is to prepare as many objectives and strategies as they can, limiting themselves to present operations and ongoing tasks. The facilitator states that the emphasis of the activity is on quantity of ideas rather than on technicalities and reminds the group members that an objective is simply a statement of intention, whereas strategies are statements of steps that one will take to reach the objective. (Thirty minutes.)

10. After thirty minutes, the participants are directed to tape their Reviewing Objectives and Strategies Sheets to newsprint sheets and to post them around the room so that everyone can walk around and read them. (Ten minutes.)
11. The facilitator leads the group in compiling a listing of new areas in need of planning, using data from the group's list of organizational weaknesses, objectives generated from the activity just completed, and the group members' further reflections. A sheet of newsprint, titled "Changes We Want to Effect," is posted, and suggestions are listed on this. (Twenty minutes.)
12. The facilitator helps the group to discuss and select items from the list. As each item is examined, a written statement of objective, along with planned action steps, responsibilities, and resources is compiled and posted. (Thirty minutes.)
13. The group reviews the statements, summarizing and categorizing wherever possible. (The facilitator may suggest that the posted material be distributed in typewritten form as the work plan for the coming year.) The participants then identify any issues

not raised thus far; these are written on newsprint and preserved as agenda for future staff meetings. (Twenty minutes.)

Variations

- If the group has difficulty in working through an issue during step 12, the facilitator can direct the participants to form three groups and announce that the task for each subgroup is to prepare three charts as follows:
 - Chart I. State the issue or the problem.
 - a. What do we do well?
 - b. What do we do poorly?
 - Chart II.
 - a. Write a pessimistic statement that describes our approach to _____.
 - b. Write an optimistic statement that describes our approach to _____.
 - Chart III.
 - a. What objectives must be established to move from the pessimistic statement to the optimistic one? List three to five objectives that are clear and measurable.
 - b. What strategies must be followed to accomplish each objective? List as many as are needed and indicate the resources that are needed.
- If a block of time devoted to “thinking about the future” would be more productive than steps 7 or 9, the following procedure can be used:
 - The facilitator comments that even though the future is unpredictable, it can be useful to ask “what might happen” and “how would we cope?”
 - The facilitator divides the participants into three groups, distributes four sheets of newsprint and felt-tipped markers to each subgroup, and gives the following instructions:

“Your subgroup’s task for the next ten minutes is to identify four significant trends, internal or external to the organization, that could have an impact within five years on your operation. Consider the four trends as future problems with which your subgroup will have to grapple. Write a trend or problem at the top of each of the sheets of newsprint.”
 - Each subgroup is directed to give two of its newsprint sheets to each of the other subgroups. Each subgroup now has four new problems with which to work. The facilitator then gives the following instructions:

“Identify strategies to cope with each of the problems you have received. Be as imaginative as you wish, but do not assume that you will have unlimited resources of money or personnel. Write your solutions for each problem on the sheet of newsprint.” (Forty minutes.)

- The facilitator suggests that, as each solution is presented, the members feel free to cheer and clap to show approval of a solution as well as to boo and hiss to show their disapproval.
- The activity and instructions can be modified to meet the needs of temporary task groups by having the task-group members review their efforts to date and their strategies for the accomplishment of their task.

Submitted by Cyril R. Mill.

■ THE ROBOTICS DECISION: SOLVING STRATEGIC PROBLEMS¹

Goals

- To introduce the participants to the Strategic Assumption Surfacing and Testing (SAST) process as a tool for solving complex strategic problems.
- To offer the participants an opportunity to use the SAST process in solving a sample problem.

Group Size

Four subgroups of three to seven members each.

Time Required

Approximately three and one-half hours.

Materials

- A copy of The Robotics Decision Theory sheet for each participant.
- A copy of The Robotics Decision Case History Sheet for each participant.
- A copy of The Robotics Decision Assumption Rating Work Sheet for each participant.
- Several sheets of blank paper and a pencil for each participant.
- A clipboard or other portable writing surface 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.
- Masking tape for posting newsprint.

Physical Setting

A room large enough so that the individual subgroups can work without disturbing one another. Movable chairs should be provided.

¹ This activity is based on the Strategic Assumption Surfacing and Testing (SAST) process developed by R.O. Mason and I.I. Mitroff and described in *Challenging Strategic Planning Assumptions* by R.O. Mason and I.I. Mitroff, 1981, New York: Wiley Inter-Science, copyright © 1981 by John Wiley & Sons. The SAST process is incorporated into this design by permission of the publisher and R.O. Mason.

Process

1. The facilitator introduces the goals of the activity, distributes copies of the theory sheet, and instructs the participants to read this sheet. (Ten minutes.)
2. The facilitator leads a discussion on the content of the theory sheet, emphasizing the importance of stakeholders and their assumptions and eliciting and answering questions as necessary. (Fifteen minutes.)
3. Each participant is given a copy of the case history sheet and is asked to read this handout. After all participants have read the handout, each is asked to decide individually whether he or she is for or against the robotics proposal. The facilitator offers these guidelines for deciding on a pro or con position:
 - If you find that you want to focus primarily on issues like profit, competition, and trends within the industry that could affect Elmire Glass and Plastics, choose the pro position.
 - If you find that you want to focus primarily on issues like the social consequences of the robotics proposal and the potentially adverse reactions from the employees of Elmire Glass and Plastics, choose the con position.

The facilitator stipulates that no participant is allowed to remain undecided; designates one side of the room as the “pro” area and the other as the “con” area; and asks each participant to go to the area that represents his or her choice, emphasizing that each participant must be willing to complete the next several steps of the activity in support of the pro or con position chosen. After the participants have made their choices, the facilitator asks the members of the pro group to assemble into two subgroups of approximately equal size; the members of the con group are instructed to do the same. Each of the four resulting subgroups is given a newsprint flip chart and several felt-tipped markers; each participant is given blank paper, a pencil, and a clipboard or other portable writing surface. (Fifteen minutes.)

4. The members of each subgroup are instructed to spend thirty minutes completing step 3 on their theory sheets by listing the stakeholders in the robotics decision facing Elmire Glass and Plastics as well as one assumption about each stakeholder. The facilitator asks each subgroup to select one member to record on newsprint the stakeholders and assumptions that the subgroup ultimately identifies. (Thirty minutes.)
5. The facilitator distributes copies of the assumption rating work sheet, and the members of each subgroup are asked to spend fifteen minutes completing step 4 on their theory sheets by rating the assumptions generated during the previous step. Each recorder is instructed to complete a newsprint version of the sheet after the subgroup has discussed and debated the issue and determined final ratings. (Fifteen minutes.)

6. The facilitator instructs the members of each subgroup to spend ten minutes first reviewing step 5 on their theory sheets and then preparing a short presentation (three to four minutes maximum) on the identified stakeholders, assumptions, and ratings of assumptions. The participants are told that the purpose of the presentation is to express the results of the subgroup work as forcefully as possible, in the form of arguments for the pro or con position that was chosen. They are also told that the newsprint generated during steps 4 and 5 should be posted during the presentation. (Ten minutes.)

Variations

- With an ongoing group, the facilitator may substitute a real organizational problem for the Elmore Glass and Plastics case.
- The activity may be continued by having the total group extract the most important elements from each of the subgroup plans and use them to devise a final action plan to solve the robotics problem.
- A different approach may be used to create the subgroups in step 3 by having the different subgroups represent the richer stakeholder roles, such as unions, employees, stockholders, and the local community.
- If the major focus is on surfacing assumptions, the activity may be stopped after step 5.

Submitted by Charles H. Smith.

THE ROBOTICS DECISION THEORY SHEET

Those who attempt to solve strategic problems in an organization find it extremely challenging to try to consider all the issues and constituents involved. People often make the mistake of trying to simplify such situations and avoiding the more complex aspects. The Strategic Assumption Surfacing and Testing (SAST) process² (Mason & Mitroff, 1981) offers a systematic way to analyze a strategic problem, particularly one involving ambiguous information, uncertainty, many stakeholders with competing interests, and/or a number of constraints. The following summary describes the basic steps of the process.

Step 1: Understand the Objectives of the SAST Process

Pfeiffer, Goodstein, and Nolan (1992) define “stakeholders” in this way:

A stakeholder in the Applied Strategic Planning process is any person or group that believes it will be affected in some significant way by the outcome of that process, [such as] owners, employees, customers/clients, community, government, media, board of directors, vendors/suppliers, stockholders, competitors, social advocates. (p. 109)

It is important to study any strategic problem from the vantage points of all stakeholders and to surface not only the current assumptions of these stakeholders but also how they and their assumptions affect the problem. Either as a result of conscious consideration or by accident, any plan that addresses a strategic problem incorporates many assumptions about stakeholders and how they will react to an organization and its actions. For example, a plan for a health service organization might incorporate a conscious assumption that the number of possible clients in a given geographic area will grow at 5 percent yearly. On the other hand, an organization that is dependent on a supply of electronic components might assume, without conscious consideration, that the presence of many suppliers and large supplies at low prices will continue.

Step 2: Form Subgroups

The optimal number of subgroups needed to complete the SAST process is three or four; two is the minimum, and seven or eight the maximum. Ideally, each subgroup would have three to seven members.

It is crucial to create subgroups that are very different in their perspectives on issues, and there are a variety of ways to form these subgroups. If SAST is being used to evaluate a pro or con position or clearly differing alternatives, opposing subgroups that support the positions may be formed. An alternative method is to engage in an activity that surfaces the differing orientations of participants, such as the Nominal Group

² This theory sheet explains the Strategic Assumption Surfacing and Testing (SAST) process developed by R.O. Mason and I.I. Mitroff and described in *Challenging Strategic Planning Assumptions* by R.O. Mason and I.I. Mitroff, 1981, New York: Wiley Inter-Science, copyright © 1981 by John Wiley & Sons. Adapted by permission of the publisher and R.O. Mason.

Technique (Delbecq & Van de Ven, 1971). With this technique each participant writes the ten major issues that he or she perceives as critical to the problem under discussion. Individuals then share their lists and vote on the importance of the issues; those with the most similar voting profiles are placed in subgroups with one another. Still another alternative is to complete a value-clarification instrument such as the Decision Style Inventory (Rowe, Mason, & Dickel, 1986, p. 234) or a problem-solving style instrument such as a shortened version of the Myers-Briggs Type Indicator (see McKenney & Keen, 1974); subgroups are then formed on the basis of similar styles.

Step 3: Each Subgroup Generates a List of Stakeholders and Their Assumptions

The usual method used to generate a list of stakeholders is to think of the organization in its environment and identify all the key parties that affect or are affected by the problem being addressed. The stakeholders chosen should be ones that are important in relation to the position or perspective that the subgroup represents. The following questions are useful to consider when identifying stakeholders:

1. Who has an interest in the problem and its resolution?
2. Who can affect the adoption, implementation, and execution of any plan to resolve the problem?
3. Because of demographics or other factors, who ought to care or might care about the problem?

Then the subgroup members identify one or more crucial assumptions about each stakeholder's interests and behavior with regard to the subgroup's position on the problem. For example, if a government agency is identified as an important stakeholder, the impact that this agency is expected to have on the organization should be identified in the form of an assumption. The assumption might be that the government will pressure the organization to meet environmental guidelines sooner than financially possible.

In generating assumptions the members of the subgroup consider these questions:

1. What effect will our position/perspective have on the stakeholder?
2. How can we assume the stakeholder will react if a course of action reflecting our position/perspective is adopted?

Step 4: Each Subgroup Rates Assumptions

The assumptions generated during the previous step are rated with respect to importance and certainty. The most important of the assumptions are those having the greatest bearing (either supporting or resisting the subgroup's position) on the problem. The most certain of the assumptions are either those that are self-evident or those for which there is a good deal of evidence supporting their validity.

After discussion and debate among the members, each subgroup completes an assumption rating graph representing the results of this step (see Figure 1). Each assumption is assigned a letter and plotted on the graph to depict its certainty and importance.

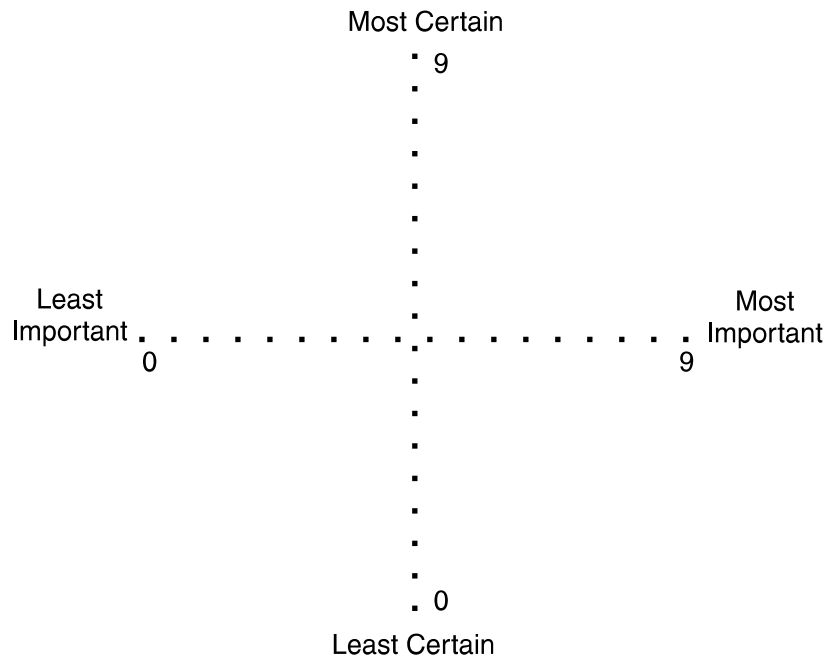


Figure 1. Assumption Rating Graph

Step 5: Subgroups Present Information

Each subgroup presents the total group with its list of key stakeholders and assumptions as well as the importance and certainty of these assumptions as indicated by the completed rating graph. One possible format for the presentation is as follows:

1. A clear statement of the subgroup’s position and its four most important assumptions;
2. A list of the key stakeholders and an explanation of why they are important in relation to the subgroup’s position; and
3. Display of a newsprint reproduction of the assumption rating graph with the four most important assumptions highlighted and an explanation of why these assumptions are critical to the subgroup’s position.

As each subgroup presents, the remaining participants listen carefully and make notes about the assumptions that they believe are most damaging or threatening to those of their own subgroups. At this point the only listener comments permitted are requests for clarification.

After all presentations have been made, the individual subgroups reconvene so that the members can share their notes about damaging and threatening assumptions. Then a summary list of these assumptions is prepared.

Step 6: Subgroups Debate with One Another and Generate Solutions

The final step consists of debate among subgroups based on the summary lists of unresolved issues created during the previous step. After the debate new “synthesis” subgroups are created, each of which is composed of individuals representing the conflicting positions. Each of the new subgroups is given the challenge of competing with the others to generate the best integrative plan for solving the problem.

The winning plan should not be considered to be an optimal solution. Instead, after the winner has been announced, the participants should review all the plans presented, extract the important perspectives and recommendations from each, and create an integrated plan to which the total group is willing to commit. If final resolution of the issues is incomplete or impossible, the group can identify all unresolved issues and plan possible ways to move toward resolution.

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THE ROBOTICS DECISION CASE HISTORY SHEET

Elmire Glass and Plastics, Inc., is one of the nation's leaders in the production of glass and plastic for industrial use. The company has just received a proposal from United Robotics for the automation of its main production facility in Elmire. The change would entail full conversion from human operation to robotic production lines in the Plastic Components Division plant. This plant is the company's principal facility for the production of plastic components, which are used primarily in electronic equipment.

Elmire Glass and Plastics has been an innovator in the plastic components industry, and its components division has consistently yielded a 30-percent pretax return on investment. Although the demand for the company's component products appears to be strong, many of its competitors have recently switched to robotic production operations. This shift toward robotics is a source of concern to the company. Some industry analysts believe that robotics will transform the industry and will be a critical success factor in the future. Other analysts warn that robotics is a temporary solution, that it diverts attention from productivity and morale problems, and that the high capital investment required is not warranted because robotic tooling is not flexible enough to adjust to changing plastic product needs.

United Robotics claims that the pessimism of some industry analysts is totally unwarranted and that its products contain built-in design features that will ensure adaptability. The management at United argues that although the risk of obsolescence might naturally be high over a long period—say twenty years—the robotic equipment will have paid for itself five times during that period in terms of labor savings. Financial analysts at Elmire concur with this claim, estimating that the incremental rate of return from the equipment can reasonably be expected to range from 25 percent to 40 percent (pretax). This estimate is based on an expected capital investment of \$50,000,000 and the generation of yearly savings between \$12,500,000 and \$20,000,000. The savings computations are based on current labor costs that will be eliminated by the changeover and do not include the cost savings due to increased efficiency. Although efficiency-related savings could be substantial, the components division at Elmire Glass and Plastics is noted to be a highly efficient operation with low defect rates and minimal employee absenteeism and turnover.

In addition to financial considerations, there are numerous other factors involved in the investment decision. This morning local representatives of the union (to which all of the company's manufacturing workers belong) met with top management. They voiced concern, resentment, and their strong opinion that even considering the robotic transition was inconsistent with Elmire's history and reputation as a family organization. They noted that although the transition might bring a substantial return in the short term, it would have an overwhelmingly negative effect on the entire company in the long term. The union leaders pointed out that other Elmire Glass and Plastics divisions, located both in Elmire and in other locations, would not stand for the changeover. They noted

that the interdependent divisions that make up the company rely on many unionized skilled artisans and technicians and that these workers would be mobilized to strike if the robotic operation were implemented. The union leaders said that the integrity of the entire company was being threatened. Interestingly, middle managers and the secretarial staff were recently overheard in the cafeteria voicing the same concern and questioning the ethics involved in the changeover.

Other pressures are being placed on the company from the local community. The town of Elmire, with a population of 50,000 and located in an already-impooverished anthracite-mining area, has been hurt recently by other plant closings. The prospect of five hundred more layoffs as well as the possibilities of strikes by other workers and layoffs from future robotic implementations are bringing many strong reactions. Several members of the town council and the Chamber of Commerce have phoned Elmire Glass and Plastics to express their concern, as have several congressional representatives and a number of local businesspeople. For the past two days, picketers from Citizens Against Corporate Irresponsibility (CACI) have been in town, organizing demonstrations in front of the components division offices and carrying signs with slogans like "Another Step Toward Greed," "Your Choice: Robots or Food for Elmire's Children," and "Robots or Responsible Management?" Although the CACI is viewed as a moderate group and advocates nonviolent protest, a number of more threatening protesters, believed to be part of an organized radical group that has used sabotage in other manufacturing plants, jeered at managers and office employees who were entering and leaving the facility.

Three-year union contract negotiations come up for the components division in one year, just about the time the robotic operation could begin if a contract were signed now. At this point the top managers are divided regarding the best way to proceed. All agree that Elmire Glass and Plastics has survived through its years because of dedicated employees and that it has maintained a commitment to caring for its employees like family members. Layoffs have occurred in the past during difficult economic periods, but none of the magnitude of the one that would ensue with the robotic transition. The industry competition has never been so intense, and there is a fear that missing the opportunity to go with robotics and gain further competitive advantage would be disastrous and an injustice to Elmire's stockholders. A gradual transition to robotics would yield significantly lower returns in at least the next five years; also, replacements of retiring workers by automation would have its own unique set of problems, possibly acting like salt in a wound.

The need for a solution to this dilemma is critical.

THE ROBOTICS DECISION ASSUMPTION RATING WORK SHEET

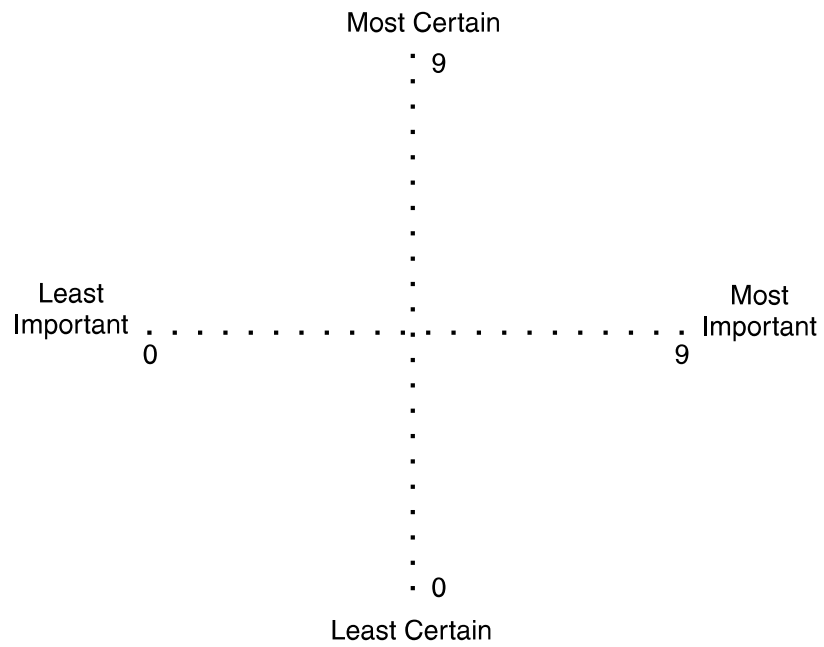


Figure 1. Assumption Rating Graph

■ VICE PRESIDENT'S IN-BASKET: A MANAGEMENT ACTIVITY

Goals

- To focus attention on the issues involved in setting priorities for communications in organizations.
- To increase awareness of the role of delegation in organizations.

Group Size

Four to twenty-five participants.

Time Required

Approximately three and one-half hours.

Materials

- A copy of the Vice President's In-Basket Background Sheet for each participant.
- A copy of the Vice President's In-Basket Organizational Chart Sheet for each participant.
- A copy of the Vice President's In-Basket Situation Sheet for each participant.
- A copy of the Vice President's In-Basket Calendar Sheet for each participant.
- One set of the fourteen Vice President's In-Basket Item Sheets for each participant.
- A copy of the Vice President's In-Basket Solution Sheet for each participant (optional).
- A pad of blank or ruled paper and a pencil for each participant.
- Fifteen paper clips for each participant.
- Newsprint and a felt-tipped marker.

Physical Setting

Tables on which the participants can spread out their materials, a chair for each participant, and space to conduct small-group discussions.

Process

1. The facilitator introduces the activity and states its goals. (Five minutes.)

2. The facilitator distributes all materials except the Vice President's In-Basket Solution Sheet to the participants and directs them to read the Vice President's In-Basket Background Sheet, Organizational Chart Sheet, and Situation Sheet before beginning to work. The facilitator tells the participants that they will have two hours to complete the activity and that they probably will not have time to finish everything in their in-baskets in that amount of time; therefore, they will need to make some choices about priorities and delegation. The facilitator announces the time at which the participants will be asked to stop working and to turn in their responses to the original materials. The facilitator then tells the participants to begin working, suggesting that it will save time if they clip responses to items as they go. (Five minutes.)
3. The participants work on their in-basket items for two hours. At the end of this time, the facilitator directs them to turn in their fourteen in-basket items with the response to each item paper clipped to it, whether they have finished all the items or not. (Two hours.)
4. The facilitator directs the participants to form subgroups of four or five members each and to discuss:
 - Their thoughts and feelings as they worked through the activity.
 - How they prioritized the items.
 - How they decided which items they should attend to themselves and which should be delegated.
 (Fifteen minutes.)
5. While the groups are conducting their discussions, the facilitator prepares the following chart on newsprint:

Item	Topic	Priority	Action	Reason
1	Internal Reporting Format			
2	Guidelines for Clarifying Material			
3	Rejection Letter Memo			
4	Rejection Letter Form			
5	Request from Eric Short			
6	Speech Outline			
7	Writing Checklist			
8	Clarifying Employee Benefits			
9	Note from Lorraine			
10	Newspaper Article			
11	Memo on Ad Meetings			
12	Annual Report Format			
13	Letters of Condolence			
14	Exhibit on Gross Revenues			

6. At the end of the discussion period, the facilitator reassembles the entire group and examines the disposition of each item, summarizing the group's discussions and

writing in the priority, action step, and reasons offered by the participants on the newsprint chart. The Vice President's In-Basket Solution Sheet may be distributed at this time. If the following points are not made by the participants, the facilitator may advance them:

- The first working day after the trip will be Tuesday, May 26.
- Some requests have been on Hick's desk since the first week in May.
- Lorraine Short will not be able to type anything before Tracy leaves.
- Some requests (e.g., art work) require lead time.

(Twenty minutes.)

7. The facilitator concludes with a discussion of the following questions:

- How did your personal style of working help or hinder you during this activity? Did you handle work that was easiest for you or most essential for the company?
- What other options are available besides "Do, Delegate, or Dump" (e.g., working on the airplane, mailing in work from New York, calling the office between meetings)?
- What is the difference between delegating to a peer and delegating to a subordinate?
- How can the most important factors affecting priorities in this activity be summarized? What were the highest priority items? (The facilitator may give participants the Vice President's In-Basket Solution Sheet at this point.)
- How can this activity help the participants in their back-home work roles?

(Fifteen to thirty minutes.)

Variations

- In-basket items can be added or deleted to lengthen or shorten the activity.
- The background situation and in-basket items can be modified or rewritten to reflect the work situation of the participants.
- The participants can pair off after step 7 to reassess priorities.
- The subgroups can be asked to reach consensus on priorities for the items.
- Responses can be collected during step 3 in order to assess the participants' skills in business communication.

Submitted by Annette N. Shelby

VICE PRESIDENT'S IN-BASKET BACKGROUND SHEET

The Acme Company is rapidly becoming an energy conglomerate. Begun as a partnership between Paul and Harold Anderson (brothers), the company incorporated in 1985. Although the Andersons retain only 25 percent of the company's stock, company policy and procedure remain under their tight control.

Originally an oil-exploration company, Acme has pumped resources into shale oil and coal development, setting up separate corporate divisions for each.

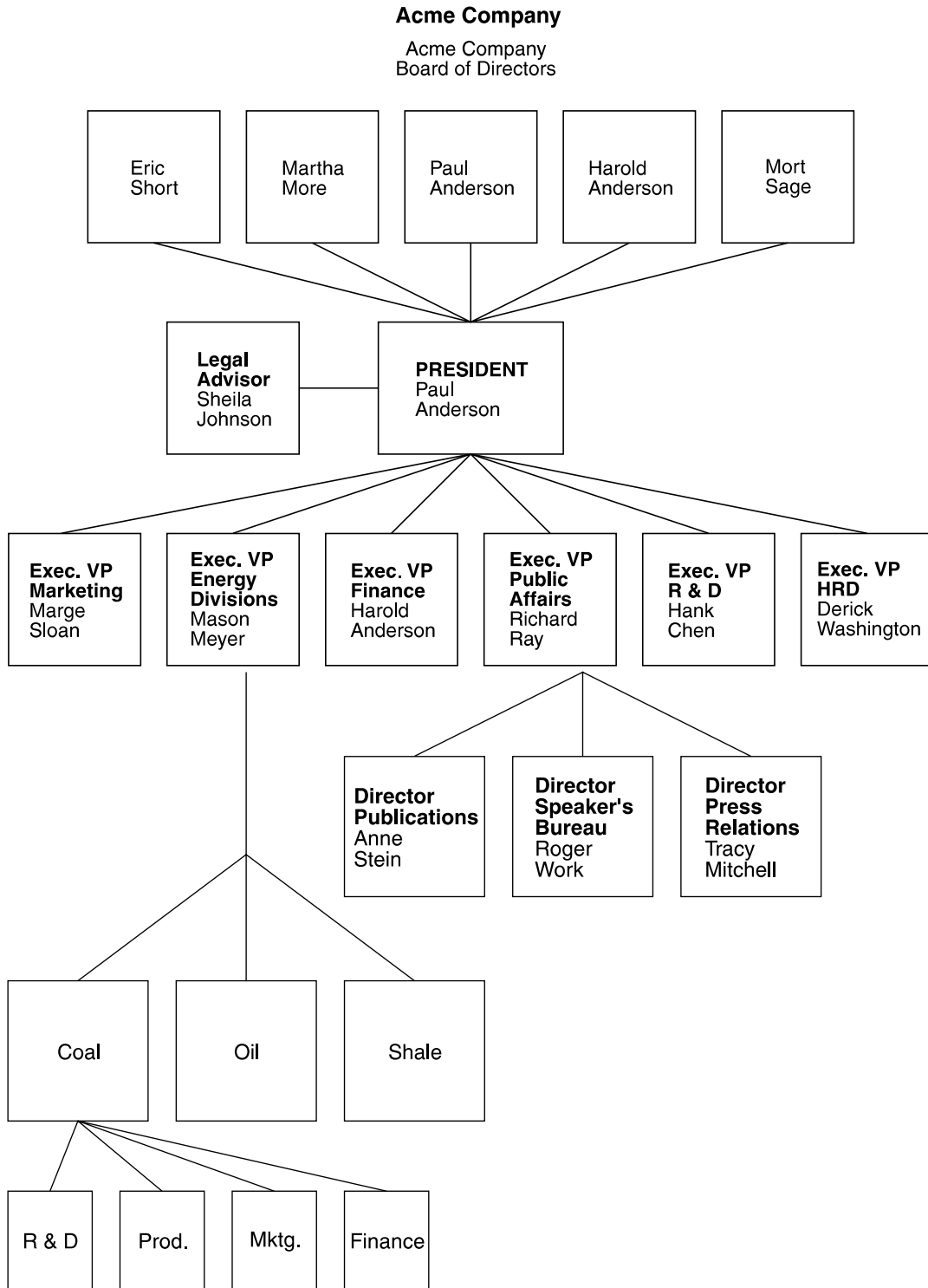
A major thrust now is in strip mining of both coal and shale. Acme's projected plans to strip-mine five hundred miles in Colorado and three hundred miles in Alabama have environmentalists angered, and they have filed lawsuits in both states.

"Sixty Minutes," a TV news program, ran a special last Sunday on what it called Acme's "excessive profits" and "rape of the environment."

Yesterday, an explosion at a test site near Steamboat Springs, Colorado, claimed forty-two lives.

Coal miners in Alabama's underground mines are threatening to go on strike next month.

VICE PRESIDENT'S IN-BASKET ORGANIZATIONAL CHART SHEET



VICE PRESIDENT'S IN-BASKET SITUATION SHEET

Assignment

You are Tracy Mitchell. At 7 a.m. this morning (May 19), Paul Anderson phoned with the news that Richard Ray is in critical condition at Memorial Hospital following a massive coronary.

You (Tracy) are to take over immediately as Acting Vice President for Public Affairs.

You are to continue your liaison responsibility with the press and, Mr. Anderson reminded you, you are to sit in on the meetings in New York City this week to discuss plans for a new corporate advertising campaign. Although the campaign is primarily the responsibility of the marketing division, Mr. Anderson wants you to be involved because of your sensitivity to the public-relations implications. This is most important because of recent negative news coverage and the impending strike.

You are scheduled to fly to New York at 10:30 this morning. You cannot count on leaving New York before noon on Friday.

You have just arrived at the office (8 a.m.). By pushing it, you will have about two hours in the office.

Note: All typing and other secretarial work is channeled through Lorraine Jones. Neither Mr. Ray nor you has a personal secretary.

VICE PRESIDENT'S IN-BASKET CALENDAR SHEET

MAY					Friday	Saturday
Sunday	Monday	Tuesday	Wednesday	Thursday	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	MEMORIAL DAY HOLIDAY					

**VICE PRESIDENT'S IN-BASKET
ITEM SHEET 1**

Office Memorandum

TO: Richard Ray

DATE: May 1, 19__

FROM: Mason Meyer *MM*

SUBJECT: *Internal Reporting Format*

With the expansion of our energy divisions, we need to standarize formats for our internal reporting. Paul suggested that I ask for your suggestions.

**VICE PRESIDENT'S IN-BASKET
ITEM SHEET 2**

Office Memorandum

TO: Richard Ray

DATE: May 6, 19__

FROM: Paul Anderson *PA*

SUBJECT: *Guidelines for Clarifying Material*

Rick, I'm calling on your communication expertise again!

OSHA has ordered that we rewrite mining procedures so that miners will be able to understand the safety instructions more easily. Currently, they are written in engineering terminology.

You'll be glad to know that I'm not asking you to do the rewriting; I feel that's best done at the job site. However, I do want you to draft some guidelines for simplifying material, which I'll ask Mason Meyer to distribute under my signature to all managers and line supervisors. They will do the actual rewriting.

**VICE PRESIDENT'S IN-BASKET
ITEM SHEET 3**

Office Memorandum

TO: Richard Ray

DATE: May 12, 19__

FROM: Derick Washington *DW*

SUBJECT: *Rejection Letter*

I need your help. The (attached) letter that we send to applicants we don't intend to hire sounds pretty harsh.

Since PR is your "bag," Would you give the letter a once-over? Thanks.

**VICE PRESIDENT'S IN-BASKET
ITEM SHEET 4**

Date:

Dear Applicant:

We have received your application for a position here at Acme. Unfortunately, we cannot hire you at this time. We know how tough the job market is these days and we do wish you the best of luck in finding employment.

Yours truly,

Derick Washington

Derick Washington
Vice President
Human Resources Development

**VICE PRESIDENT'S IN-BASKET
ITEM SHEET 5**

486 High Forest
Mulga, OH 33221
May 11, 19__

Richard Ray
Executive Vice President
Public Affairs
Acme Company
11312 Macon Square
Cambridge, IL 24613

Dear Rick:

I received a copy of the last annual report and want to compliment you on its production. The only thing that bothered me was that I felt it was a little too worker-oriented. It seems to me that we are interested in getting more investors. You had pictures of miners. But that's just my own reaction.

The reason that I am writing is to ask a personal favor of you. As you know, I recently have been re-elected as president of the Rotary Club here in Mulga, and we are celebrating National Industry Week, May 25-29. Could you send someone to speak at our Rotary-Friend Luncheon on May 26th?

Thank you for your attention to this matter. I hope that you can send someone.

Yours truly,



Eric Short

ES: an

VICE PRESIDENT'S IN-BASKET
ITEM SHEET 6

Office Memorandum

TO: Richard Ray

DATE: May 19, 19__

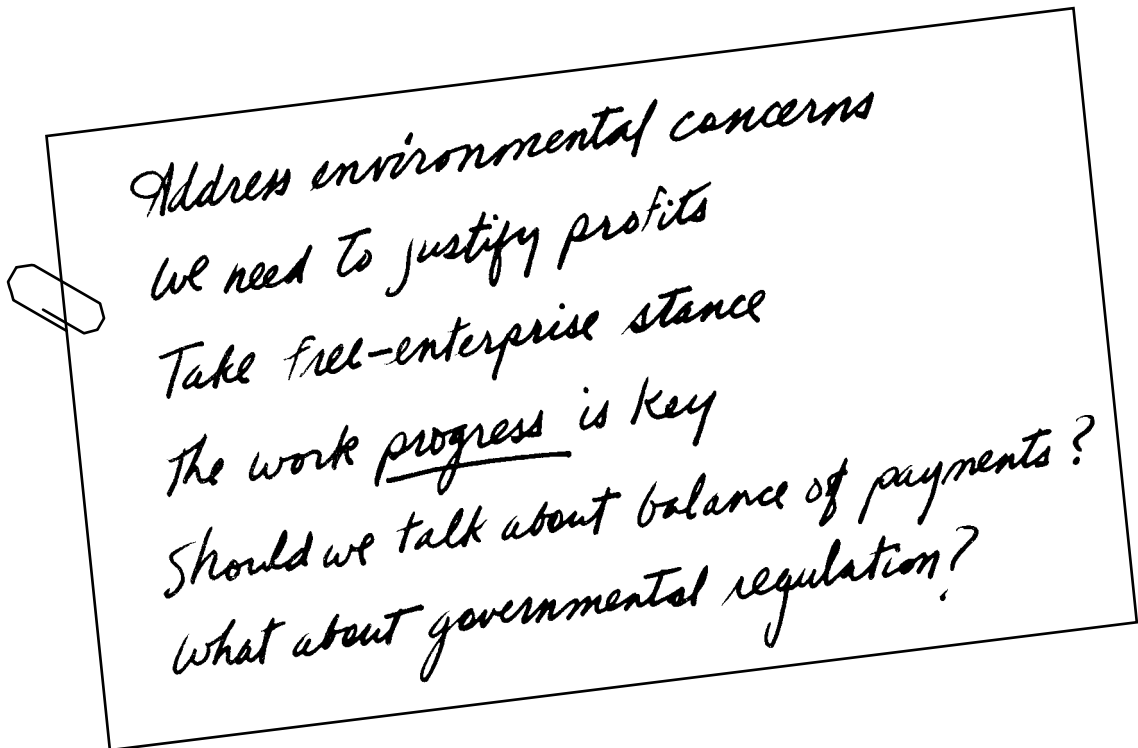
FROM: Paul Anderson *PA*

SUBJECT : *Speech Outline*

I received an invitation today to speak at the Chicago Press Club on May 29.
(Somebody must have died.)

Could you get a bare bones outline to me by noon on the 21st so I can send it to
research? Time is short!

I've listed a few ideas below, but feel free to add your own.



Address environmental concerns
We need to justify profits
Take free-enterprise stance
The work progress is key
Should we talk about balance of payments?
What about governmental regulation?

**VICE PRESIDENT'S IN-BASKET
ITEM SHEET 7**

Office Memorandum

TO: Richard Ray

DATE: May 12, 19__

FROM: Paul Anderson *PA*

SUBJECT: *Writing Check List*

I continue to be appalled at the poor quality of writing at Acme. Because you're our "in-house communication expert," please draw up a checklist that managers can use to give feedback to subordinates on writing problems.

Make the list short, simple, and easy to use, but make it comprehensive enough to be worthwhile.

**VICE PRESIDENT'S IN-BASKET
ITEM SHEET 8**

Office Memorandum

TO: Richard Ray

DATE: May 4, 19__

FROM: Derick Washington *DW*

SUBJECT: *Clarifying Employee Benefits*

A recent survey shows that 58 percent of Acme's employees do not understand the company's benefit package. What are your ideas on how to correct this?

cc: Sheila Johnson

VICE PRESIDENT'S IN-BASKET
ITEM SHEET 9

Mr. Ray -

5/18

I have a dentist's appt.
Tuesday, the 19th, and will
not be in the office before noon.

Lorraine Jones

VICE PRESIDENT'S IN-BASKET
ITEM SHEET 10

From the Desk of
Paul Anderson

Tracy -
You'll have
to handle
this -

Let me see a draft before you
leave town -
Paul A.

STEAMBOAT SPRINGS, COLO-
RADO—Yesterday about 5:00
p.m., an explosion claimed the lives
of forty-two miners in nearby Brat's
gulch. Survivors blamed the lack of
safety precautions for the explo-
sion. According to one miner, who
does not wish to be identified, the
company stored flammable chemi-
cals nearby the construction site. A
spark from the drilling rig ignited
the chemicals. Spokespeople for
Acme Company, owner of the drill-
ing operation, could not be reached
for comment.

Rick - The
press is pushing for a
response. Let me see a
draft A.S.A.P.
Express regret, tell them we're
investigating, and generally
smooth the waters.
Paul A.

VICE PRESIDENT'S IN-BASKET
ITEM SHEET 11

*From the Desk of
Paul Anderson*

*Rick -
I've asked Tracy to
sit in on the ad meetings
in NYC this week.
Tracy will be out of
the office Tuesday through
Friday. Paul 5/18*

VICE PRESIDENT'S IN-BASKET
ITEM SHEET 12

Office Memorandum

TO: Richard Ray

DATE: May 18, 19__

FROM: Paul Anderson *PA*

SUBJECT: *Annual Report Format*

Rick, thumb through several annual reports from other companies and give me some feedback about formats we may wish to consider using this year.

I think our research library should have copies of several reports.

**VICE PRESIDENT'S IN-BASKET
ITEM SHEET 13**

*From the Desk of
Paul Anderson*

*Tracy—
While you're working on
that press release on the
mine explosion, you may
as well draft some letters
of condolence to the families.
Thanks!
Paul*

**VICE PRESIDENT'S IN-BASKET
ITEM SHEET 14**

*From the Desk of
Paul Anderson*

Rick—

Prepare a preliminary sketch for an exhibit on the following data on gross revenues. This is to be used in Congressional testimony on the 27th (May). How about giving me two alternatives?

Data: Over the past five years, gross revenues increased from \$1.5 million in 19___ to \$2.3 million in 19___, \$4.5 million in 19___, \$5.9 million in 19___, and \$7.1 million in 19___.

VICE PRESIDENT'S IN-BASKET SOLUTION SHEET

Using the Calendar:

1. Note carefully the dates and times that you will be out of town.
2. What are the implications of Lorraine Jones being out of the office until noon?
3. Note the dates of requests and the lead time needed to complete the materials (for example, the art work).

Setting Priorities:

1. *Speech Outline* (#6). The president asked for this material. Time does not allow you to put it off. You are not safe delegating it to Roger Work because his position is likely to be administrative.
2. *Letter to Eric Short* (#5). You may delegate the task of finding a speaker to Roger Work, but you need to write to Eric Short to tell him you have done so. A carbon copy to Paul Anderson would be advisable in case Roger fails to follow through. Because Eric is on the Board of Directors, he is too important not to give special attention to his request.
3. *Sketches* (#14). The president asked for sketches, and you have a time constraint. To delegate might be dangerous; although actual art work will be produced by someone else from your sketches, you need to provide lead time.
4. *Press Release* (#10). The president wants a copy on his desk before you leave town.
5. *Letters of Condolence* (#13). Time is a critical factor here, and you may not be able to trust anyone else with the “tone” of the letter.

Delegating Responsibilities:

1. Numbers 1, 2, 3, 4, 7, 8, and 12 probably can be delegated to others. However, you must ultimately take responsibility for their work. You must decide whether you want to see the work before it goes out and whether this will be possible. You need to build in some checkpoints.
2. Delegating work for which the president of the company is holding you personally responsible may not be a good idea.
3. You must be careful about delegating too much to any one individual. That person also has other work to do, and yours may not receive top priority.
4. Some items can be taken to New York.
5. You must leave very clear instructions for Lorraine Jones.

Throwing Away:

Items 9 and 11 should be thrown away.

■ THE EMPLOYMENT CASE: EXPLORING ORGANIZATIONAL VALUE CONFLICTS

Goals

- To offer the participants an opportunity to examine, identify, and clarify their personal and professional values.
- To encourage the participants to explore the relationship between personal values and organizational values.
- To offer the participants an opportunity to influence and be influenced by one another in a value-based group decision-making task.
- To demonstrate how values affect organizational decision making.
- To reinforce the importance of making legal hiring decisions (by eliminating prejudice in hiring).

Group Size

Two to five subgroups of five to eight members each.

Time Required

One hour and twenty to thirty minutes.

Materials

- A copy of The Employment Case Background Sheet for each participant.
- A copy of The Employment Case Individual Ranking Sheet for each participant.
- A copy of The Employment Case Group Ranking Sheet for each subgroup.
- A copy of The Employment Case Discussion Sheet for each participant.
- A pencil for each participant.
- A clipboard or other portable writing surface for each participant.

Physical Setting

A room large enough so that each subgroup can work in a circular configuration and without disturbing the other subgroups. Movable chairs should be provided.

Process

1. After announcing the goals of the activity, the facilitator distributes copies of the background sheet, copies of the individual ranking sheet, pencils, and clipboards or other portable writing surfaces.
2. The participants are instructed to read the background sheet and then to complete the individual ranking sheet. (Fifteen minutes.)
3. The facilitator forms subgroups of five to eight members each, trying as much as possible to include a mix of genders and races in each subgroup. Each participant is given a copy of the group ranking sheet.
4. Each subgroup is instructed to act as the company's executive committee; to come to a group consensus ranking of the candidates, if possible; and to fill out the group ranking sheets if consensus is achieved. (Twenty-five minutes.)
5. After twenty-five minutes the facilitator calls time, reconvenes the total group, and asks these questions:
 - What differences did you see between your personal and professional values? What differences did you see between your personal values and the organization's values? How did those differences affect the ranking choices you made?
 - What similarities and differences in rankings did you see among the members of your subgroup?
 - What issues were most important to your subgroup?
 - What conflicts came up? How did you deal with those conflicts?(Fifteen minutes.)
6. The facilitator distributes copies of The Employment Case Theory Sheet, asks the participants to read this sheet, and then leads a discussion based on the following questions:
 - What have you learned about values that affect decision making in organizations? What examples can you cite from your own organizational experience?
 - What legal issues are involved in organizational hiring decisions?
 - What are some ways to deal effectively with value conflicts in organizational settings?
 - What have you learned about values and decision making that you can apply to your own organizational life?

Variations

- If the participants represent a single organization, the characteristics of candidates may be changed to more closely fit an organizational profile.
- The case may be used as an introduction to in-depth training on affirmative action or current hiring legislation.
- The subgroups may be given the same list of candidates but different company values. Differences in ranking and conflicts may then be related to differing company philosophies.

Submitted by Joann Keyton.

THE EMPLOYMENT CASE BACKGROUND SHEET

Your company's public relations officer recently resigned, and in the wake of that resignation the company decided that this was a good time to upgrade the position to that of public relations director. The person hired for this position is to be responsible for directing all internal and external communication as well as dealing with the public and the media. You are a member of the executive committee, which is charged with selecting the best candidate for this new position. Your company values good internal relations, promoting from within to maintain a "family atmosphere," and maintaining quality versus rapid growth.

Like the other executive-committee members, you consider public relations to be an essential organizational function. Also, the person hired for this new position will be a fellow committee member, which means that you will be spending a great deal of time working closely with him or her in guiding the organization toward its future. Consequently, you are very concerned with putting the right person in the job.

Before the public relations officer resigned, she interviewed candidates for the job and narrowed the choices to the following five. You and your fellow committee members will make your choice from these five. Here are the outgoing officer's notes on the five candidates:

Tonya Russell is a black female who lives in another city. She is married, and her husband will relocate with her. Tonya has a Master's degree in public relations, is sharp in appearance, and has excellent interpersonal skills. However, her practical experience is limited. She has made it clear that she would expect the company to help her husband find employment after relocating.

Bill Chambers is a white male with a great personality. His résumé is full of success stories in a variety of endeavors, but he lacks solid public-relations credentials. Bill expects a salary 30 percent higher than the top of the range that the company has budgeted for this position.

Jane Phillips is a white female from another city. She is confined to a wheelchair. Jane is in great demand in the field of public relations; in fact, it is surprising that she applied for this position. Apparently, she wants to relocate to this city. Jane's references attest to the fact that she is extremely talented at public relations, but rumor has it that she is very difficult to work with. Hiring Jane would bring prestige and visibility to the company and would help it move from regional to national prominence.

Scott Vittelli is a white male who is currently employed in the company's Personnel Department, where the public-relations activity has been based previously. He has worked for the company for ten years and knows it inside and out. He could be immediately productive on the job. However, several secretaries say that Scott has the reputation of making inappropriate sexual advances toward his female colleagues.

Lin Chung is an Oriental male who was recommended by the semi-retired founder of the company, who serves as mentor to most of the members of the executive

committee. Lin is married to the founder's daughter, who recently was diagnosed with a serious and often-fatal form of cancer. Previously Lin was the sales manager for a large national company, but he lost that job in a corporate merger. The company founder believes that Lin is capable of handling the new public-relations position.

THE EMPLOYMENT CASE INDIVIDUAL RANKING SHEET

Instructions: Rank order the candidates from 1 (your first choice) to 5 (your last choice). In each case write a brief rationale for your ranking.

Candidate	Rank	Rationale
Tonya Russell	_____	
Bill Chambers	_____	
Jane Phillips	_____	
Scott Vittelli	_____	
Lin Chung	_____	

THE EMPLOYMENT CASE GROUP RANKING SHEET

Instructions: After the members of your group have reached agreement, rank order the candidates from 1 (the group's first choice) to 5 (the group's last choice). In each case write a brief rationale for the group's ranking.

Candidate	Rank	Rationale
------------------	-------------	------------------

Tonya Russell	_____	
---------------	-------	--

Bill Chambers	_____	
---------------	-------	--

Jane Phillips	_____	
---------------	-------	--

Scott Vittelli	_____	
----------------	-------	--

Lin Chung	_____	
-----------	-------	--

THE EMPLOYMENT CASE THEORY SHEET

Each of us sees the world through a screen composed of background and experience. We are drawn to certain ideas, people, and behaviors because of positive experiences associated with them; similarly, we withdraw from other ideas, people, and behaviors because of negative experiences associated with them, because of a lack of understanding, or because of the fear and skepticism that arise from inexperience.

We may like to think that we are free from prejudice or the effects of stereotyping, but the truth is that it is virtually impossible not to be influenced by our backgrounds. People's learned stereotypes and prejudices are evident in all kinds of settings, including the workplace. All of us are more inclined to collaborate with certain people, to praise certain people, to hire certain people, and to promote certain people—based at least partially on our personal likes and dislikes.

Often our personal and professional judgment will be at war with each other. For instance, I may admire the quality and timeliness of one coworker's monthly sales reports but feel uncertain about how to position myself when I talk to her because she is confined to a wheelchair. I may admire another coworker's confidence as he takes charge of complicated projects but dislike collaborating with him because he insists on doing things his way. I may admire another coworker's ability to deliver an effective presentation and still feel uneasy around that coworker because someone with the same ethnic background bullied me when I was eight years old. It may even be that my favorite colleague at work—the person to whom I am most naturally drawn—spends so much time at the coffee machine that I wonder how she avoids being fired. Day in and day out, our likes and dislikes come into play, often clouding our judgment.

To correct the negative effects of stereotyping, we need to become aware of our screens—how we are likely to interpret information because of the ways in which we perceive the world. Once we are aware, we can choose to change our impressions—to learn more about ideas, people, and behaviors so that we can eliminate our fears and broaden the information base on which we make judgments. Ultimately we can focus the majority of our attention at the workplace on the merits of people's work rather than on personal characteristics.

Another important issue is that in any hiring situation, the Equal Employment Opportunity Commission (EEOC) in the U.S. has clearly defined what criteria can be used in hiring decisions. The same is true of similar agencies in other countries. For example, hiring decisions based on race, gender, ethnic background, religious preferences, or even health conditions may be illegal. The bottom line is that all hiring decisions should be made on the basis of the job requirements and the job description.

■ UNDER PRESSURE: MANAGING TIME EFFECTIVELY

Goals

- To focus attention on the HR/OD issues involved in setting priorities under pressure of deadlines.
- To increase awareness of the role of empowering others in organizations.
- To examine one's time-management skills.

Group Size

Up to thirty participants who are practicing human resource professionals or consultants.

Time Required

Two hours and ten minutes.

Materials

- One copy of the Under Pressure Background Sheet for each of the participants.
- One copy of the Under Pressure Decision/Action Form for each of the participants.
- One set of the fifteen Under Pressure Items for each of the participants.
- A pad of paper, a pencil, and fifteen paper clips for each participant.
- A newsprint poster prepared in advance with the information from the Under Pressure Decision/Action Form:

Item	Topic	Priority	Time Allotted	Who Will Handle the Item?	What Will Be Done with the Item?	Reasons?
1	Bill Bother					
2	Glades Brown					
3	Charles					
4	Outline					
5	Mike Pike					
6	Henry McDonald					
7	Dale Blake					
8	Roulf Shouve					
9	Mary					
10	Chris					
11	Batfield					
12	Robin Smith					
13	Hardy Push					
14	Ben Drake					
15	Terry Piper					

Legend: "A" priority = Handle Before the Meeting
 "B" priority = Handle Today After the Meeting
 "C" priority = Handle Tomorrow
 "D" priority = Delegate

- One copy of the Under Pressure Suggested Response Sheet for the facilitator's use.
- A newsprint flip chart and a felt-tipped marker.
- Masking tape for posting newsprint.

Physical Setting

Tables on which participants can spread out their materials, a chair for each participant, and space to conduct small-group discussions.

Process

1. The facilitator introduces the activity and its goals. (Five minutes.)
2. Each participant is given the following materials:
 - A copy of the Under Pressure Background Sheet.

- A copy of the Under Pressure Decision/Action Form.
- A set of the fifteen Under Pressure Items.
- A pad of paper, a pencil, and fifteen paper clips.

(Five minutes.)

3. The participants are instructed to read the Under Pressure Background Sheet before beginning to work. The facilitator tells the participants that they will have one hour to complete the activity and that they probably will not have time to finish everything in their in-baskets in that amount of time; therefore, they will need to make some choices about priorities and delegation. The facilitator announces the time at which the participants will be expected to have finished setting priorities and delegating tasks. The facilitator then tells the participants to begin working, suggesting that it will save time if they clip notes to the items as they go along indicating how they plan to handle them. (Sixty-five minutes.)
4. At the end of one hour, the facilitator calls time and directs the participants to form subgroups of four or five members each. Each subgroup is instructed to discuss the following topics:
 - Their thoughts and feelings as they worked through the activity.
 - Their criteria for deciding priorities and the importance assigned to each item.
 - How they decided which items they should attend to themselves and which should be delegated.

(Twenty minutes.)

5. At the end of the discussion period, the facilitator reassembles the total group and posts the newsprint poster listing the in-basket items to be handled. The group uses majority rule to designate each item as “A,” “B,” “C,” or “D” priority and to indicate whether the item should be handled personally or delegated. The facilitator explains that each item will be assigned a priority, as listed on the newsprint poster. “A” priority indicates that the item should be handled before the meeting; “B” priority indicates that the item should be handled today after the meeting; “C” priority indicates that the item should be handled tomorrow; and “D” priority indicates that the item should be delegated. In addition, the group provides an estimate of the time required to accomplish that item. (Fifteen minutes.)
6. The facilitator leads the group in a concluding discussion based on the following questions:
 - How did your personal style of working help or hinder you during this activity? Did you handle work that was easiest for you or most essential for the company?
 - What other options are available besides do it, delegate it, or file it?

- How can the most important factors in managing time effectively be summarized?
- What can you now do differently in prioritizing and delegating?

(Twenty minutes.)

Variations

- Items can be added or deleted to lengthen or shorten the activity.
- The background situation and items can be modified or rewritten to reflect the work situation of the participants.
- The facilitator may elect to establish pairs or teams, rather than having participants work alone.
- Participants can work together on actual responses to memos, phone calls, and visits.

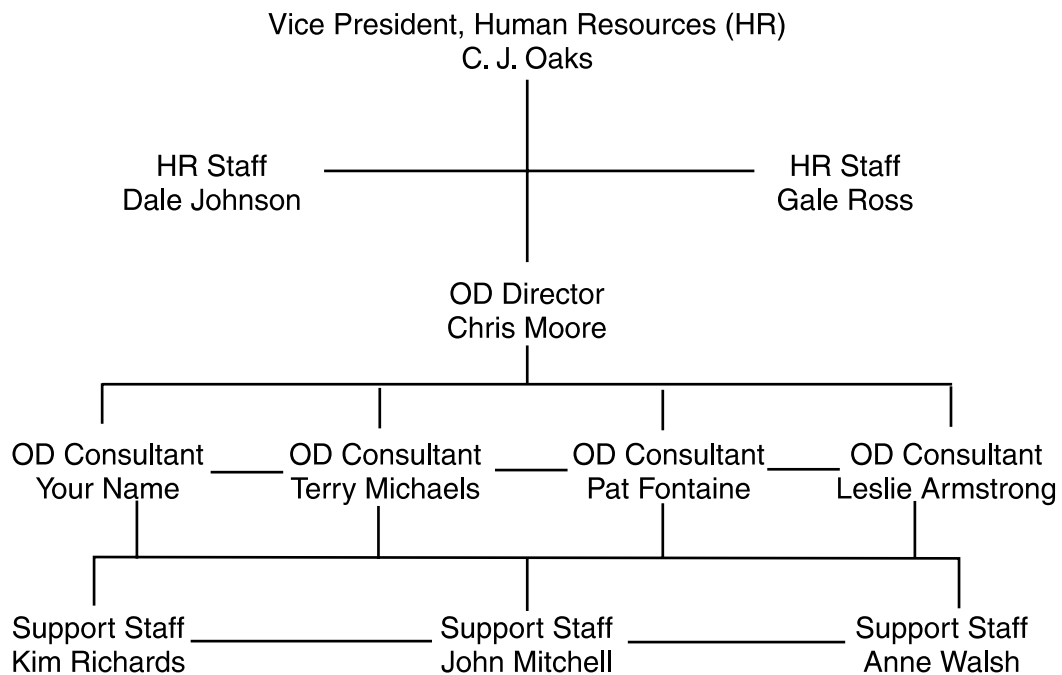
Submitted by Glenn H. Varney.

UNDER PRESSURE BACKGROUND SHEET

Instructions: The case you are about to study places you into a typical day in the life of an internal organization development (OD) consultant. Using your experience and knowledge of OD, you are challenged to address the various issues that face you. Fifteen situations need your attention. You are to study each situation and decide what action needs to be taken. Use the attached decision/action form to record what you decide to do. Keep in mind that you must try to satisfy your clients' needs without stepping beyond ethical boundaries.

The Rankton Company is a one-billion dollar division of a major company. The company produces auto replacement parts for international markets. The Rankton Division was acquired by the owner two years ago. At the time of the acquisition, Rankton had two new plants under construction in small-town communities. Both facilities were designed as world-class plants, using self-directed work team concepts. The new owners were attracted to Rankton because of these two innovative plants, as well as the fact that Rankton had a forward-looking management team.

The Organization Development Department was also considered a valuable asset by the new owners. The OD department is organized as follows:



Organization Development at the Rankton Company is designed to offer organization-change consulting to twenty-one plants and a variety of staff departments. The Organization Development Department was organized six years ago with only one person; it expanded to its present size a year ago when you were hired. The culture of Rankton is considered to be unique and forward looking because of the participative

style of the leadership. Many problems facing the auto-parts industry are affecting Rankton; however, Rankton has addressed these problems and is achieving considerable success in meeting competition.

You have just arrived back in your office at 10:15 a.m. on Monday, December 4th, following a meeting with your team leader, OD Director Chris Moore. The purpose of the meeting was to report the results of a weekend team-building session you conducted with nine members of the Engineering Department. You started this team-building session at 12:00 noon on Friday and ended Sunday at 4:00 p.m. In the middle of your desk is a stack of messages, correspondence, and fax messages. You have about an hour and fifteen minutes before your next meeting and you must get through the stack on your desk and still allow time to plan for your 11:30 a.m. presentation to the six maintenance supervisors in your largest plant. You want to increase their awareness of what the OD Department does. The outline for this presentation is Item 4.

You have thoroughly enjoyed your work at Rankton and have a good reputation for success. This morning, however, you feel tired and a bit frustrated because the weekend team building resulted in some harsh words being said. You feel that you may have let things get out of control during the day on Sunday.

Nevertheless, you realize you have a lot to do today, so you start through the stack on your desk. **Keep in mind you must make decisions and take action. Record what you decide to do with each item (1-15) on the Under Pressure Decision/Action Form.**

UNDER PRESSURE DECISION/ACTION FORM

Instructions: Following is a list of the items you must consider. Rank each with “A,” “B,” “C,” or “D” priority, decide whether to handle it yourself or delegate it, and list briefly your reasons. Then estimate the time needed in order to complete each item.

Item	Topic	Priority	Time Allotted	Who Will Handle the Item?	What Will Be Done with the Item?	Reasons?
1	Bill Bother					
2	Glades Brown					
3	Charles					
4	Outline					
5	Mike Pike					
6	Henry McDonald					
7	Dale Blake					
8	Roulf Shouve					
9	Mary					
10	Chris					
11	Batfield					
12	Robin Smith					
13	Hardy Push					
14	Ben Drake					
15	Terry Piper					

Legend: “A” priority = Handle Before the Meeting
 “B” priority = Handle Today After the Meeting
 “C” priority = Handle Tomorrow
 “D” priority = Delegate

UNDER PRESSURE ITEM 1

For	You	Urgent	<input type="checkbox"/>
Date	12/1	Time	4:00 pm
While You Were Out			
M	Bill Bother		
Of	Audio-Visual Dept.		
Phone	ext. 2323		
	AREA CODE	NUMBER	EXTENSION
Telephoned	<input type="checkbox"/>	Please Call	<input checked="" type="checkbox"/>
Came To See You	<input type="checkbox"/>	Will Call Again	<input type="checkbox"/>
Returned Your Call	<input type="checkbox"/>	Wants To See You	<input type="checkbox"/>
Message			
You forgot to include definition			
of the word "Intervention" on			
the transparency you had us			
prepare for you.			
Signed _____			

Note: This refers to an overhead transparency that describes what your department can do to help clients. You need this transparency for your 11:30 a.m. meeting.

UNDER PRESSURE ITEM 2

Memorandum

TO: You *GB*
FROM: Glades Brown, Director of Financial Planning
DATE: December 3rd
RE: Team Building

I have heard that team building is a valuable way to improve the effectiveness and productivity of departments such as mine. I have decided to hold a team-building session on December 8th and wondered if you would facilitate this meeting for me?

Please let me know as soon as possible if you are available. If you are not, I know a person who has facilitated similar sessions for a group at my church who could probably help us.

/dk

UNDER PRESSURE ITEM 3

I just looked over the data generated as a result of the survey we conducted last week and feel that we have really made substantial progress. This really pleased me.

Just wanted to see if you agree. I've attached the data. Let me know what you think.

Charles
Nov. 28

MEASURES

	Pre-test	Follow-up
Task	3.1	3.21
Process	3.8	3.89
Interpersonal	3.33	3.48
Leadership	2.8	3.1
Performance	3.81	3.83
Total	3.36	3.50

Scale: 1-5
1 = Very Low
5 = Very High

UNDER PRESSURE ITEM 4

Outline

- 1) Introduction
- 2) What is OD?
- 3) Role of the OD Consultant
 - Supportive
 - Integrative
 - Persuasive
 - Analytical
 - Agreeable
- 4) Steps in the transformation process
- 5) Analytical Models
 - Sociotechnical
 - Force Field
 - Emergent Group Behavior
- 6) Interventions
- 7) Results from projects

Note: You need to put the finishing touches on the outline for your 11:30 a.m. presentation to a group of six maintenance supervisors from your largest plant. You are concerned about their level of awareness regarding what the OD department does. Look over the attached outline. Does it look OK? Is it too technical? What needs to be changed to meet the situation.

UNDER PRESSURE ITEM 5

For	You	Urgent	<input type="checkbox"/>
Date	12/4	Time	8:00 am
While You Were Out			
M	Mike Pike		
Of	Engineering Dept.		
Phone	ext. 2124		
	AREA CODE	NUMBER	EXTENSION
Telephoned	<input type="checkbox"/>	Please Call	<input type="checkbox"/>
Came To See You	<input type="checkbox"/>	Will Call Again	<input type="checkbox"/>
Returned Your Call	<input type="checkbox"/>	Wants To See You	<input checked="" type="checkbox"/>
Message			
What the hell did you			
say to Betty that upset			
her so much?			
Signed _____			

Note: Betty is a member of the Engineering Department staff that attended the weekend team-building session. She came to you during the session almost in tears begging you to please not ask her to participate. She said it embarrassed her to talk in front of the group. You agreed to back off. Mike Pike is an aggressive boss who “bores in” when he sees a problem and probably asked Betty what was going on.

UNDER PRESSURE ITEM 6

Memorandum

TO: Chris Moore, OD Director
FROM: Henry McDonald, C.F.O. *Henry McDonald*
DATE: 3 December
RE: Organization Development

My purpose in writing you is to express my view of the work being performed by your department so that you will have the benefit of this information as you complete your budgeting for next year.

Quite frankly I have always viewed what your department does as a “frill” because it does not, in any way that I can see, contribute to the “bottom line.” From all the reports I have heard most of what you do I would classify as “soft management.”

To be more specific somehow you have aroused several of my department heads and have piqued their interest in conducting meetings they call “team building.” I refer, for example, to Glades Brown who has scheduled December 8th for team building with one of your staff. She is sold on the idea and no amount of persuasion on my part seems to change her mind.

I want you to give me a report that shows me just how much this type of effort contributes to reducing costs and making us more efficient. Please have this to me by December 6th.

cc: “Your Name”
/jk

UNDER PRESSURE ITEM 7

FAX TRANSMITTAL SHEET

**Rankton Corporation
Forward Plant**

Confidential

To: "Your Name"
From: Dale Blake, Plant Manager
Re: Pat Barnes

Please send Pat Barnes' Myers-Briggs test results to me today. We are considering Pat for a promotion and this information will help us in our decision.

Note: The Myers-Briggs test is a personality inventory that was used in a team-building meeting with a production coordinator in the Forward Plant.

UNDER PRESSURE ITEM 8

Creative Design Changes Group, Ltd.
400 Front Level Rd.
New York, NY 10001
216-888-8818



Mr./Ms. "Your Name"
OD Consultant
Rankton Company

Dear Mr./Ms. "Your Name"

We have heard great things about your company's work in QWL. We are specialists in quality-of-work-life (QWL) installation, and we have a five-step installation process that guarantees success.

An associate of mine and I will be in your area on December 5th and would like to stop by to show you what we can offer your organization.

If we don't hear from you, we'll plan to stop by at 11:30 a.m. Please let us know if this conflicts with your schedule.

Sincerely,

Rolf Shouve
Senior Partner
/st

Note: Ranton has two well-developed self-directed work sites to which these consultants probably are referring.

UNDER PRESSURE ITEM 9

MESSAGE:

Francis Jones from the Local Chapter of the M.I.S. Society called and would like you to address the group at the January 7th meeting on the subject of "Selling Staff on System Change." Needs an answer today.

Mary

UNDER PRESSURE ITEM 10

You promised to look over the attached survey that I want to use to measure "employee attitude" in my 200-person plant. I need your comments today.

Thanks,
Plant Manager

OPINION SURVEY

The purpose of this survey is to collect your opinions on a number of things going on around the plant. Please give us your honest opinion by checking the box that most closely represents your viewpoint. When you are finished, put this in the envelope provided and give it to your supervisor.

	I agree with the statement.	I disagree with the statement.
1) The quality of work life here is good.	<input type="checkbox"/>	<input type="checkbox"/>
2) My pay is good.	<input type="checkbox"/>	<input type="checkbox"/>
3) My benefits are fine.	<input type="checkbox"/>	<input type="checkbox"/>
4) I have a good supervisor.	<input type="checkbox"/>	<input type="checkbox"/>
5) The productivity of the plant is high.	<input type="checkbox"/>	<input type="checkbox"/>
6) Cooperation among my fellow workers is good.	<input type="checkbox"/>	<input type="checkbox"/>
7) Working conditions are good.	<input type="checkbox"/>	<input type="checkbox"/>
8) The plant is well managed.	<input type="checkbox"/>	<input type="checkbox"/>
9) I have a future here.	<input type="checkbox"/>	<input type="checkbox"/>
10) We make the best products in the business.	<input type="checkbox"/>	<input type="checkbox"/>

You may sign your name if you wish.

UNDER PRESSURE ITEM 11

Call Batfield plant manager!

Note: This is a penciled note to yourself from your morning meeting with the OD Director. The Batfield plant manager wants to talk about installing self-directed work teams as a way to eliminate one “full layer” of management. You need to call him before 11:30 a.m. The reason that the self-directed work teams and other quality tools meet opposition is that they are seen as another form of downsizing. You want to explain how self-directed work teams work in the two successful plants, and perhaps offer tours of those plants. What approach will you use when you talk to him about it?

UNDER PRESSURE ITEM 12

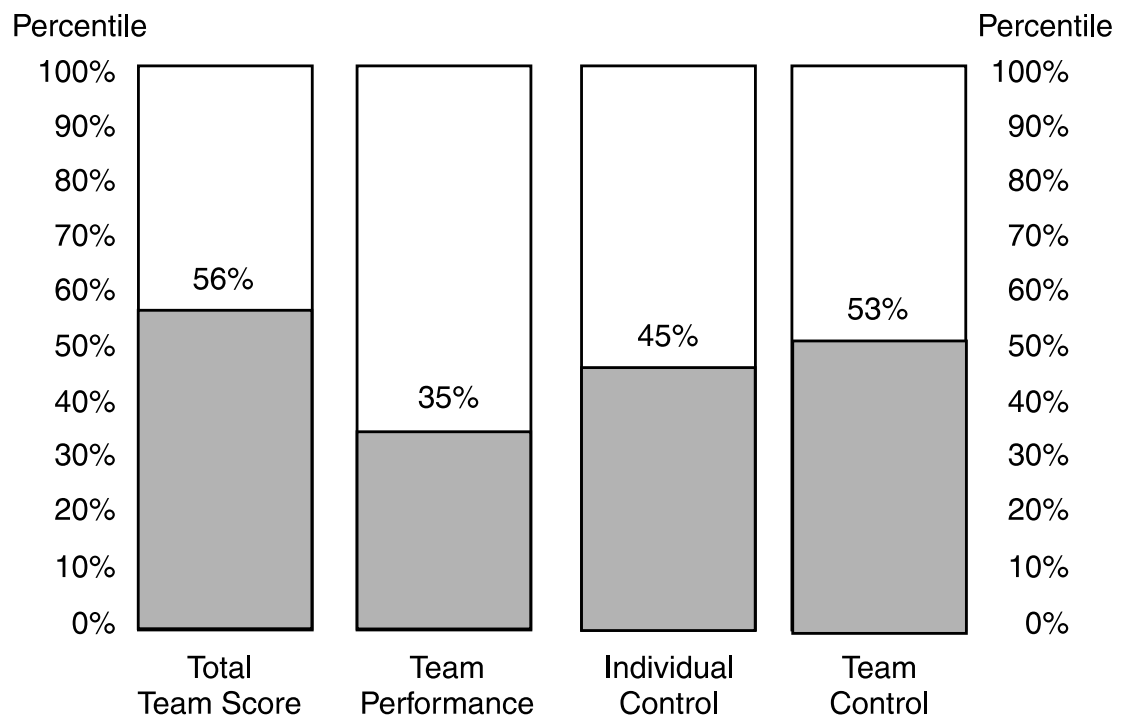
Situation: It is 10:45 a.m. Robin Smith appears at your door and asks for a “minute” of your time to interpret the results of the Teamwork Survey data (attached) that you sent last week.

You explain that you have only a few minutes but will be glad to assist. Robin sits down; what do you say?

Section I—SUMMARY DATA

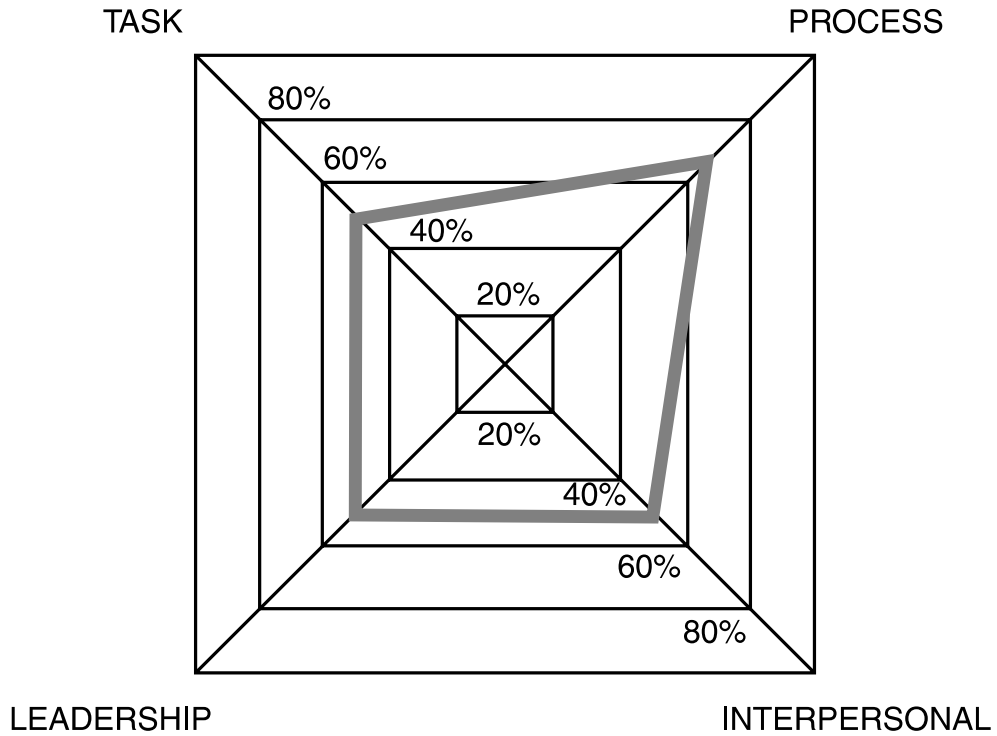
Overall Results

Team N = 11



Section II—SUMMARY DATA

Effectiveness Profile



Task = 51%
Process = 63%
Interpersonal = 49%
Leadership = 49%

UNDER PRESSURE ITEM 13

For	You	Urgent	<input type="checkbox"/>
Date	12/4	Time	8:30 am
While You Were Out			
M	Hardy Push		
Of	Marketing		
Phone	ext. 2262		
	AREA CODE	NUMBER	EXTENSION
Telephoned	<input type="checkbox"/>	Please Call	<input checked="" type="checkbox"/>
Came To See You	<input type="checkbox"/>	Will Call Again	<input type="checkbox"/>
Returned Your Call	<input type="checkbox"/>	Wants To See You	<input checked="" type="checkbox"/>
Message			
Could you have the conflict-			
resolution plan ("model") to me			
by noon today?			
Signed _____			

Note: Hardy Push had previously requested help in managing a conflict situation between two members of his department. You need to quickly sketch out an approach he can use to resolve the problem and get it to him before you leave at 11:30 a.m.

UNDER PRESSURE ITEM 14

For	You	Urgent	<input type="checkbox"/>
Date	Time		
While You Were Out			
M	Ben Drake		
Of	Drake and Drake Employment		
Phone	1-800-800-1000		
	AREA CODE	NUMBER	EXTENSION
Telephoned	<input type="checkbox"/>	Please Call	<input checked="" type="checkbox"/>
Came To See You	<input type="checkbox"/>	Will Call Again	<input type="checkbox"/>
Returned Your Call	<input type="checkbox"/>	Wants To See You	<input type="checkbox"/>
Message			
Please call a.s.a.p. Has			
interesting response from			
IVT Corp.			
Signed _____			

Note: Ben Drake called you about two months ago about a position with IVT Corporation. You expressed interest, sent your résumé, and two weeks ago spent a day interviewing for the position of Director of Organization Effectiveness. The position pays about 25% more than you are currently earning.

UNDER PRESSURE ITEM 15

Situation: The phone rings while you are in your office. It's 11:00 a.m. The person on the line is the Vice President of Manufacturing, Terry Piper, who wants to know why people are so resistant to new ideas and changes being made in several of the plants. Terry asks, "Isn't there some program or training that can be used to break down this resistance?"

UNDER PRESSURE SUGGESTED RESPONSE SHEET

Item	Topic	Priority	Time Allotted	Who Will Handle the Item?	What Will Be Done with the Item?	Reasons?
1	Bill Bother	A	5 min.	Me	Call with definition	Need for meeting; it's in my head
2	Glades Brown	B	10 min.	Me	Call after meeting	Importance of the department
3	Charles	C	5 min.	Me	Call and set up meeting to discuss	Completed—just needs reaction
4	Outline	A	10 min.	Me	Immediate action (if it needs to be retyped)	Language change
5	Mike Pike	B	10 min.	Me	Call	Already over; can call after meeting; ethically can't divulge this kind of information if trust is to be upheld
6	Henry McDonald	A	5 min.	Me and delegate	Call OD Director and get staff working on data collection	C.F.O. needs to back the OD department
7	Dale Blake	B	5 min.	Delegate	If policy is to share information, send it; if not, call and explain why	Information is needed for promotion; if it's an ethical issue, it needs to be explained
8	Roulf Shouve	B	5 min.	Delegate	Staff to call and schedule at a convenient time	Fit into my schedule without being too reactive

Item	Topic	Priority	Time Allotted	Who Will Handle the Item?	What Will Be Done with the Item?	Reasons?
9	Mary	B	5 min.	Delegate	Have staff call and give an answer	I've already talked to Mary and can call personally another time
10	Chris	B	15 min.	Me	Read after the meeting and make comments	I promised
11	Batfield	A	10 min.	Me	Call	Per OD Director, need to call before the meeting
12	Robin Smith	A	10 min.	Me	Explain what it means and set another time to talk after the meeting	The person is there!
13	Hardy Push	A	15 min.	Me and delegate	Before 11:30, sketch out and have staff deliver with note	Previous request; important for department
14	Ben Drake	B*	10 min.	Me	Call after meeting	Need to keep this job for now
15	Terry Piper	A	10 min.	Me	Give a quick answer and set up a later meeting or agree to send information	Important person to have behind us

Legend: "A" priority = Handle Before the Meeting
 "B" priority = Handle Today After the Meeting
 "C" priority = Handle Tomorrow
 "D" priority = Delegate

*Or C, depending on how interested I am

■ CHOOSING A COLOR: A MULTIPLE ROLE PLAY

Goals

- To explore behavioral responses to an ambiguous task.
- To demonstrate the effects of shared leadership.

Group Size

Seven to ten participants. Several groups may be directed simultaneously.

Time Required

Approximately forty-five minutes.

Materials

- Prepare the following according to the Choosing a Color Envelopes Instruction Sheet:
 - Envelope I: directions for Phase I and seven to ten smaller envelopes, each containing an instruction card for an individual role player.
 - Envelope II: directions for Phase II.
 - Envelope III: directions for Phase III.
- Large envelope containing Envelopes I, II, and III.

Physical Setting

Each group is seated in a circle.

Process

1. The facilitator discusses the concept of shared leadership. The following roles are explained:
 - Information-seeker
 - Tension-reliever
 - Clarifier
 - Gatekeeper
 - Initiator
 - Follower

- Information-giver
 - Harmonizer
2. The facilitator places the large envelope (which contains Envelopes I, II, and III) in the center of the group and gives the group no further instructions or information. (The group must complete Phases I, II, and III by following directions in the envelopes.)
 3. After Phase III has been completed, the facilitator leads a discussion of the entire process, with special focus on the dimensions of shared leadership.

Variations

- The content of the exercise can be adapted to the particular learning needs of participants by changing the nature of the problem and the positions which role players are to take. For example, the adaptation called Bus Duty was developed for use within an education setting. The Instruction Sheet for Bus Duty follows at the end of this section.
- The task can be made less ambiguous by instructing the group concerning step-by-step procedures.
- After the problem has been solved, role players (and observers) can write down their role nominations as the beginning of the processing stage.

Submitted by J. William Pfeiffer.

CHOOSING A COLOR ENVELOPES INSTRUCTION SHEET

The following instructions are written on the large envelope, which contains Envelopes I, II, and III.

Instructions: Enclosed you will find three envelopes, which contain directions for the phases of this group session. You are to open the envelope labeled I at once. Subsequent instructions will tell you when to open Envelope II and Envelope III.

Envelope I holds a sheet of paper with the following group task instructions and smaller envelopes each containing a role-player card.

Instructions for Group Task: Phase I

Time Allowed: Fifteen minutes.

Task: The group is to choose a color.

Special Instructions: Each member is to take one of the smaller envelopes from Envelope I and to follow the individual instructions contained on the card in it.

Do not let anyone else see your instructions!

(After fifteen minutes go on to the next envelope.)

Instructions for Facilitator: How to Prepare Role-Player Cards.

Envelope I holds smaller envelopes containing instructions for roles and positions that role players are to take. (Two of the instructions include special knowledge.) If there are fewer than ten participants in the group, eliminate as many of the *last three* roles and positions as are necessary. There must be at least seven people in the group. The information should be typed on cards. Then each card should be put in a small envelope.

1.

Role: Information-seeker

Position: Support blue.

2.

Role: Tension-reliever.

Position: Introduce the idea of a different color—orange

3.

Role: Clarifier

Position: Support red.

4.

Role: None

Position: None.

(You have the special knowledge that the group is going to be asked to select a chairperson later in the exercise. You are to conduct yourself in such a manner that the group will select you as chairperson.)

5.

Role: Gatekeeper

Position: Against red.

6.

Role: Initiator

Position: Support green.

7.

Role: None

Position: None.

(You have the special knowledge that the group is going to be asked to select a chairperson later in the exercise. You are to conduct yourself in such a manner that the group will select you as chairperson.)

8.

Role: Follower

Position: Against red.

9.

Role: Information-giver

Position: Against blue.

10.

Role: Harmonizer

Position: Against green.

Envelope II contains a sheet of paper with the following instructions.

Instructions for Group Task: Phase II

Time Allowed: Five minutes.

Task: You are to choose a group chairperson.
(After the chairperson is chosen, go on to the next envelope.)

Envelope III contains a sheet of paper with the following instructions.

Instructions for Group Task: Phase III

Time Allowed: Ten minutes.

Task: You are to discuss the process that emerged during the problem-solving phase of this group session.

Special Instructions: The chairperson will lead this discussion. Sample questions:

1. What behaviors helped the group in accomplishing its task?
2. What behaviors hindered the group in accomplishing its task?

(After ten minutes return the materials to their respective envelopes.)

INSTRUCTION SHEET FOR BUS DUTY: A MULTIPLE ROLE PLAY
(Variation 1 to “Choosing a Color”;
adaptation by Robert T. Williams)

Situation and Task: You are a member of a group of elementary school teachers on “bus duty” one Friday afternoon. When the buses arrive to pick up the children, your group is informed that one bus is out of service. Therefore, thirty-nine students must wait for forty-five minutes while one bus makes its run and returns.

Your principal has left the building. Your group must decide what to do. It is beginning to rain.

1.

Role: Initiator

Position: We should call the principal for directions.

2.

Role: Clarifier

Position: We should call parents to pick up children; teachers should leave.

3.

Role: Informer

Position: Take the children into the multi-purpose room to wait. All teachers should stay until the bus returns.

4.

Role: Compromiser

Position: Teachers should stay until the bus returns.

5.

Role: Aggressor

Position: School is over for the day; teachers should leave.

6.

Role: Avoider

Position: We should crowd the children on the available buses.

7.

Role: None

Position: None.

(You have the special knowledge that the group is going to be asked to select a chairperson later in the exercise. You are to conduct yourself in such a manner that the group will select you as chairperson.)

8.

Role: None

Position: None.

(You have the special knowledge that the group is going to be asked to select a chairperson later in the exercise. You are to conduct yourself in such a manner that the group will select you as chairperson.)

9.

Role: Encourager

Position: Support teachers staying with the children.

10.

Role: Gatekeeper

Position: Support teachers leaving.

■ T-P LEADERSHIP QUESTIONNAIRE: AN ASSESSMENT OF STYLE

Goal

- To evaluate oneself in terms of task orientation and people orientation.

Group Size

Unlimited.

Time Required

Approximately forty-five minutes.

Materials

- T-P Leadership Questionnaire for each participant.
- Pencil for each participant.
- T-P Leadership-Style Profile Sheet for each participant.

Physical Setting

Participants should be seated at tables or desk chairs.

Process

1. Without prior discussion, the facilitator asks participants to fill out the T-P Leadership Questionnaire.
2. Before the questionnaires are scored, the facilitator presents a brief lecturette on shared leadership as a function of the combined concern for task and people.
3. The facilitator announces that, in order to locate himself or herself on the Leadership-Style Profile Sheet, each group participant will score his or her own questionnaire on the dimensions of task orientation (T) and people orientation (P).
4. The facilitator instructs the participants in the scoring as follows:
 - Circle the item number for items 8, 12, 17, 18, 19, 30, 34, and 35.
 - Write the number 1 in front of a *circled item number* if you responded S (seldom) or N (never) to that item.

- Also write a number 1 in front of *item numbers not circled* if you responded A (always) or F (frequently).
 - Circle the number 1's which you have written in front of the following items: 3, 5, 8, 10, 15, 18, 19, 22, 24, 26, 28, 30, 32, 34, and 35.
 - *Count the circled number 1's*. This is your score for concern for people. Record the score in the blank following the letter P at the end of the questionnaire.
 - *Count the uncircled number 1's*. This is your score for concern for task. Record this number in the blank following the letter T.
5. The facilitator distributes the Leadership-Style Profile Sheet, instructs participants to follow the directions on the sheet, and then leads a discussion of implications members attach to their location on the profile.

Variations

- Participants can predict how they will appear on the profile prior to scoring the questionnaire.
- Paired participants already acquainted can predict each other's scores. If they are not acquainted, they can discuss their reactions to the questionnaire items to form some bases for this prediction.
- The leadership styles represented on the profile sheet can be illustrated through role playing. A relevant situation can be set up, and the "leaders" can be coached to demonstrate the styles being studied.
- Subgroups can be formed of participants similarly situated on the shared leadership scale. These groups can be assigned identical tasks to perform. The data generated can be processed in terms of morale and productivity.

T-P LEADERSHIP QUESTIONNAIRE¹

Name _____ **Group** _____

Directions: The following items describe aspects of leadership behavior. Respond to each item according to the way you would most likely act if you were the leader of a work group. Circle whether you would most likely behave in the described way: always (A), frequently (F), occasionally (O), seldom (S), or never (N).

- A F O S N 1. I would most likely act as the spokesperson of the group.
- A F O S N 2. I would encourage overtime work.
- A F O S N 3. I would allow members complete freedom in their work.
- A F O S N 4. I would encourage the use of uniform procedures.
- A F O S N 5. I would permit the members to use their own judgment in solving problems.
- A F O S N 6. I would stress being ahead of competing groups.
- A F O S N 7. I would speak as a representative of the group.
- A F O S N 8. I would needle members for greater effort.
- A F O S N 9. I would try out my ideas in the group.
- A F O S N 10. I would let the members do their work the way they think best.
- A F O S N 11. I would be working hard for a promotion.
- A F O S N 12. I would tolerate postponement and uncertainty.
- A F O S N 13. I would speak for the group if there were visitors present.
- A F O S N 14. I would keep the work moving at a rapid pace.
- A F O S N 15. I would turn the members loose on a job and let them go to it.
- A F O S N 16. I would settle conflicts when they occur in the group.
- A F O S N 17. I would get swamped by details
- A F O S N 18. I would represent the group at outside meetings.
- A F O S N 19. I would be reluctant to allow the members any freedom of action.

¹ The T-P Leadership Questionnaire was adapted from Sergiovanni, Metzcus, and Burden's revision of the Leadership Behavior Description Questionnaire, *American Educational Research Journal*, 6 (1969), pages 62-79.

- A F O S N 20. I would decide what should be done and how it should be done.
- A F O S N 21. I would push for increased production.
- A F O S N 22. I would let some members have authority which I could keep.
- A F O S N 23. Things would usually turn out as I had predicted.
- A F O S N 24. I would allow the group a high degree of initiative.
- A F O S N 25. I would assign group members to particular tasks.
- A F O S N 26. I would be willing to make changes.
- A F O S N 27. I would ask the members to work harder.
- A F O S N 28. I would trust the group members to exercise good judgment.
- A F O S N 29. I would schedule the work to be done.
- A F O S N 30. I would refuse to explain my actions.
- A F O S N 31. I would persuade others that my ideas are to their advantage.
- A F O S N 32. I would permit the group to set its own pace.
- A F O S N 33. I would urge the group to beat its previous record.
- A F O S N 34. I would act without consulting the group.
- A F O S N 35. I would ask that group members follow standard rules and regulations.

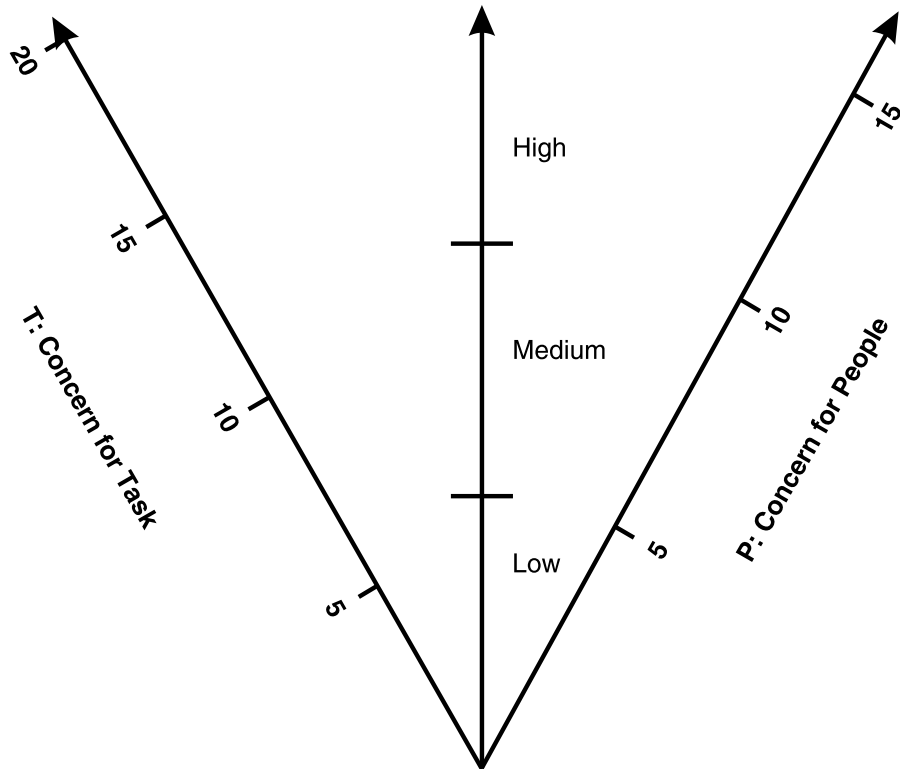
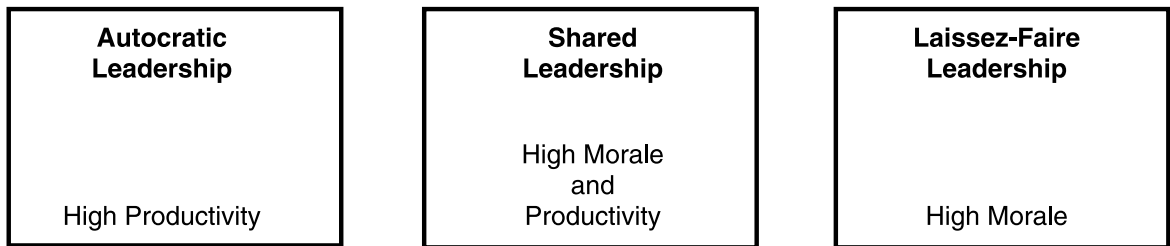
T _____ P _____

T-P LEADERSHIP-STYLE PROFILE SHEET

Name _____ **Group** _____

Directions: To determine your style of leadership, mark your score on the *concern for task* dimension (T) on the left-hand arrow below. Next, move to the right-hand arrow and mark your score on the *concern for people* dimension (P). Draw a straight line that intersects the P and T scores. The point at which that line crosses the *shared leadership* arrow indicates your score on that dimension.

SHARED LEADERSHIP RESULTS FROM BALANCING CONCERN FOR TASK AND CONCERN FOR PEOPLE



■ EXECUTIVE PIE: A POWER ACTIVITY

Goals

- To enhance the awareness of the uses of power in group decision making.
- To explore the values inherent in various styles of leadership.
- To simulate a common organizational problem.

Group Size

An unlimited number of subgroups of four to twelve members each. Additional participants may be used as observers. A very large group may require more than one facilitator.

Time Required

Approximately one hour.

Materials

- An Executive Pie Task Role and Agenda Sheet for each participant.
- An Executive Pie Role Card (a folded 3" x 5" card with the appropriate role title printed on it, e.g., Management, Consumer Services, Research, etc.) for each role player.
- A copy of the Executive Pie Observer Sheet for each observer.
- Paper and a pencil for each participant.
- One circle, with a diameter of approximately 8", cut from a piece of heavy paper.
- Scissors.

Physical Setting

Chairs and writing surfaces for the participants.

Process

1. The facilitator introduces the activity in group decision making by giving a lecturette on typical patterns of leadership behavior.
2. The facilitator tells the participants that they will be presented with a problem that must be solved in thirty minutes and that before they begin, they must elect or appoint a group leader to take charge during the task.

3. After the leader is selected, the facilitator (a) gives an Executive Pie Task Role and Agenda Sheet, paper, and a pencil to each member; (b) assigns roles to fit the number of members; and (c) places the appropriate Executive Pie Role Card on the table or floor in front of each role player, so that all group members will know which divisions are represented at their task meeting.
4. Observers, if any, are given copies of the Executive Pie Task Role and Agenda Sheet and are briefed by the facilitator on what to observe in the group.
5. After five minutes, the facilitator calls time and gives the appointed group leader the paper circle and scissors. Participants are told that the pie represents all the decision-making power in the group and that the leader may dispense it as he or she wishes. Once the leader gives it, or any part of it, to another, power travels with that part by percentage; i.e., if the leader cuts the Pie into four equal parts and gives three to others, each of those four persons has equal decision-making power in the group and the remaining members have none. The facilitator then answers any questions and instructs the leader to begin the meeting.
6. After thirty minutes the facilitator calls time and leads the group in a processing of the activity and a discussion of the dynamics of power and of styles of leadership in a setting involving group decision making.

Variations

- Fewer people may be assigned task roles in the group in order that more may serve as observers, as in a group-on-group design.
- The group's task may be varied to fit a particular setting or experience if the activity is used as part of an OD design.
- The lecturette on leadership style may follow the activity.

Submitted by Stephan H. Putnam.

EXECUTIVE PIE TASK ROLE AND AGENDA SHEET

This group is a central steering committee, composed of the heads of various divisions within an industrial plant. The divisions represented are sales and marketing, publicity, maintenance, accounts and bookkeeping, management, safety, consumer services, research, product assembly, packaging, and the local chapter of the workers' union. There is also a group leader, who is chosen from one of the divisions on a six-month rotating basis.

Today's meeting has been called to allocate \$50,000, which has come from company headquarters and which has to be spent within the next sixty days or be lost to taxes. The only stipulation made is that the money be used to benefit the employees of this plant and to raise morale. The committee has thirty minutes to decide how this money shall be spent.

* * * * *

You are the representative of the _____ Division.

You have five minutes to create your role and become familiar with how it relates to the task before this committee.

EXECUTIVE PIE 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?

Process

1. The facilitator forms five subgroups of five participants each and then assigns a letter name to each team (A, B, C, D, or E).
2. The facilitator asks that each subgroup choose one member to act as its representative at an auction. The facilitator indicates that a representative will be elected or reelected for each of twelve auction rounds.
3. The facilitator distributes a package of vouchers to each subgroup.
4. The facilitator announces that each subgroup will arrive at a strategy for winning the auction bag for each round and will send its representative to carry out its plan during that auction. No bag will contain less than \$2.50 in vouchers. The only rule will be that no instructions may be signaled to the representative once the auction has begun. The facilitator further explains that even-numbered auctions (2, 4, 6, etc.) will be conducted by open bidding and odd-numbered auctions by sealed bids.
(Note: The rules do not preclude collaboration between subgroups; however, the facilitator should be careful not to draw the participants' attention to this fact.)
5. The facilitator announces that sealed bids will be used in the first auction and instructs the subgroups to meet in separate parts of the room, where they can talk privately, to form their strategy. After two or three minutes, the facilitator asks the representatives to turn in their sealed bids. The facilitator opens them and announces the winner of the first round and the amount of money in the bag. The facilitator lists the winning team's bid and the amount won on a newsprint Tally Sheet.
6. The facilitator announces that the strategy session for round two will now begin and reminds the subgroups that they must again select a representative and that round two will be an open bidding auction.
7. After two or three minutes, the facilitator asks the representatives to come to the auction table. The facilitator conducts an open auction for the second bag. When round two is finished, the facilitator again lists on the Tally Sheet the winner's bid and the amount won.
8. The facilitator continues with rounds three through twelve in the same manner, alternating sealed and open bidding.
9. The facilitator leads a discussion concerning the participants' discoveries about leadership and decision making, emphasizing the effects of task success or failure on the nomination and renomination of subgroup representatives.

Variations

- Subgroups can "purchase" packages of vouchers with \$10.00 of actual money (\$2.00 from each member). After round twelve the money can be redistributed to redeem the vouchers held by each subgroup.
- Subgroups can have their strategy sessions in separate rooms.

- The tallying poster can be made into a work sheet that is distributed to each subgroup.
- Fewer (or more) than twelve rounds can be held.
- All bidding can be open (or sealed). The facilitator can respond to sealed bids in writing.
- The subgroup Size may be varied. Bids may be solicited from individuals or from subgroups of up to eight members each.

Submitted by J. William Pfeiffer.

AUCTION TALLY SHEET

For each round, the winning team's bid should be entered above the diagonal; below the diagonal, record the amount the team won.

Team	AUCTION ROUND												Totals
	1	2	3	4	5	6	7	8	9	10	11	12	
A	/												
B		/											
C			/										
D				/									
E					/								

■ TOOTHPICKS: AN ANALYSIS OF HELPING BEHAVIORS

Goals

- To identify differing approaches to assisting others in a task.
- To explore the effects of the various helping approaches on task accomplishment and interpersonal relations.

Group Size

Ten to twenty participants.

Time Required

Approximately one hour.

Materials

- Twenty-four toothpicks.
- Second puzzle to be held in reserve.
- Six instruction cards.
- Pencils for all observers.
- Stopwatch or watch with a sweep second hand.

Physical Setting

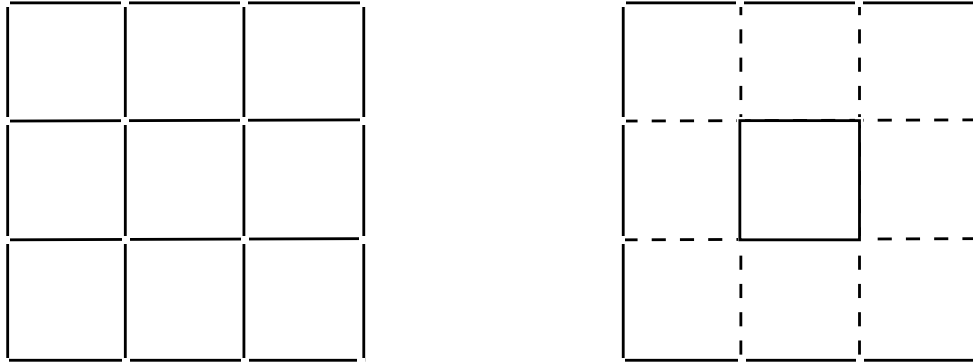
Room large enough for all observers to see the problem solvers at work. One table in the center of the room.

Process

1. The facilitator prepares two puzzles in advance, holding one in reserve in case the first is solved before six trials have been made. Illustrated below is the toothpick puzzle. (Any puzzle which appears difficult enough to last through six trials will be satisfactory.)

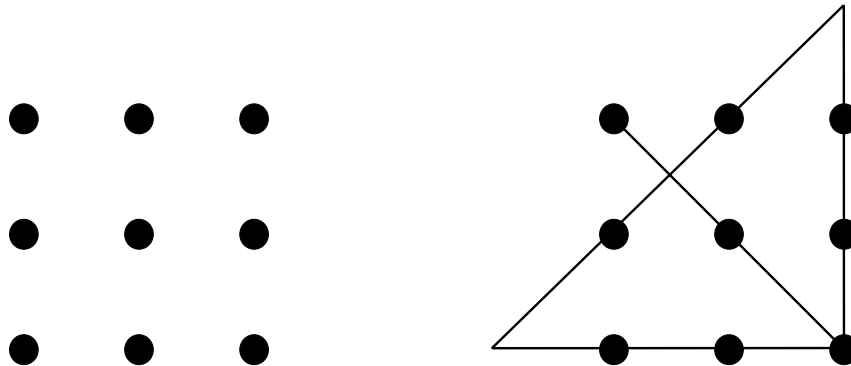
Problem: Take away eight toothpicks so that there are only two squares left.

Solution:



Problem: Connect all nine dots with four straight lines.

Solution:



2. The facilitator divides the group into three subgroups for purposes of this experience, according to the number of participants involved. The problem solvers should include from one to three participants. The helpers must be exactly six, and the remaining individuals become observers.
3. The problem solvers are seated at the table, and the helpers leave the room. The facilitator then asks the observers to station themselves around the room in such a fashion that they will be able to observe all the action at the table.
4. The facilitator explains that a puzzle is to be solved and that the observers will be noticing and recording the behaviors of the helpers and the problem solvers as they work on the puzzle together. The facilitator states that the helpers will be allowed into the room one at a time and that each of the six will have one and one-half minutes to assist the problem solvers.
5. The facilitator then joins the six helpers outside the room and briefs them by explaining that they will each have one and one-half minutes to help solve a puzzle that the problem solvers will be working on at the table. The facilitator assigns each

a number from one to six, representing the order in which they will enter the room. The facilitator explains that, after each helper is finished, he or she will join the observers. The facilitator then gives each a card that describes the assisting style that must be used when helping with the puzzle. The facilitator asks the helpers to keep the information on the card confidential as they wait for their turns to come. (The facilitator may wish to assign specific styles to particular helpers.)

6. The facilitator returns to the room, places the puzzle on the table, and asks the problem solvers to wait to begin until the first helper joins them.
7. The facilitator ushers in the helpers one at a time and allows each exactly one and one-half minutes to assist the problem solvers.
8. After the sixth trial, the facilitator asks the group to process the experience. The problem solvers report the effects of the various assisting styles on task accomplishment. The observers report how they saw the effects of the various assisting styles on task accomplishment and give descriptions of what they perceived the various styles to be illustrating. The problem solvers add their perceptions of the differences in the styles.
9. The facilitator presents a lecturette on the issues of power and influence. The bases of power illustrated by the styles of assistance include: referent, expert, reward, coercive, legitimate, and charismatic. The facilitator asks the group to relate these theories to the experience they have just had and generalize the information to these "bases of power" as they affect relations on the job, in family life, and other situations as the group perceives them. They may also relate these learnings to their experiences within the group.

The following instructions should be written or typed on 3" x 5" cards or slips of paper. The names of the bases of power should not be included on the cards.

REFERENT:

As you try to help solve the puzzle, show empathy, warmth, familiarity, and liking for the other(s).

EXPERT:

As you try to solve the puzzle, act like an expert.

REWARD:

As you try to help solve the puzzle, offer encouragement and some reward for successful solution. Promise something good.

COERCIVE:

As you try to help solve the puzzle, urge work at the problem through threats if not completed in time.

LEGITIMATE:

As you try to help solve the puzzle, make it clear that you are responsible to your supervisor for the others' effective work. If this is not immediately clear, keep reminding them.

CHARISMATIC:

As you try to help solve the puzzle, become "personality plus," and hope your enthusiasm and confidence can catch hold.

Variations

- The six assisting rounds may be videotaped for replay during the processing phase. The tape can be replayed with and without sound, to focus on the interplay between verbal and nonverbal communication.
- Participants may be asked to "vote" on who played what roles: referent, expert, etc.

Based on materials submitted by Ruth R. Middleman.

■ **MANAGEMENT SKILLS: ASSESSING PERSONAL PERFORMANCE**

Goals

- To increase the participants' awareness of the wide range of behaviors that are encompassed by management.
- To enable the participants to assess their own needs for changes in their management-related behaviors.

Group Size

Any number of trios.

Time Required

One hour and twenty-five minutes.

Materials

- A copy of the Management Skills Inventory for each participant.
- A pencil for each participant.
- A clipboard or other portable writing surface for each participant.

Physical Setting

A room with movable chairs for the participants.

Process

1. The facilitator distributes a copy of the Management Skills Inventory and a pencil to each participant and asks them to complete this instrument. (Twenty minutes.)
2. The participants are assembled into trios. The members of each trio are instructed to help one another to develop ways to improve in areas of deficiency as well as ways to gauge and monitor improvement. (Thirty minutes.)
3. The total group is reassembled to discuss the experience. The following questions are helpful:
 - What did this instrument tell you about your management skills? How do you feel about the way you assessed yourself?

- Were you previously aware that you used the types of behavior dealt with in the instrument?
- Did the items in the instrument differ from the behaviors that you feel are necessary for managers? If so, how? Are there any that you do not feel are necessary? Are there any necessary ones that were not included in the Instrument?
- Did you uncover any areas of activity that you have neglected? Any biases that may require examination?
- With regard to any of the behaviors dealt with in the instrument, do you conduct yourself in a particular way because of established norms within your organization? Would you change your behavior if these norms did not exist? Why or why not?
- What types of activities are you prepared to begin to work on?

Variations

- Staff members may be asked to predict one another's responses to particular items and subsequently to compare their predictions with actual responses.
- The participants may be asked to develop a set of organizational learning skills from the responses and the discussions.
- The entire group may be reassembled several times over a long period to complete the instrument and to study improvement.

Submitted by Carol J. Levin.

MANAGEMENT SKILLS INVENTORY¹

Instructions: This form is designed to stimulate your thinking about your skills and relationships with others as a manager. It is intended to help you to set your own goals for development. The steps for using it are as follows:

1. Read through the list of activities and assess your performance for each one. Mark an X for each item in the appropriate blank. Some activities that you think are important may not be listed. Blank lines are provided in each category so that such an item may be added.
2. Go back over the entire list, choose the three or four items on which you would most like to improve at this time, and mark each of these items with an asterisk.
3. List the three or four activities in the space provided under "Action Plan." Then make preliminary notes about specific actions that you might take to improve your performance in each of these areas. Later you will be asked to share these notes with others who will help you to develop a final plan.

	Present Performance Sufficient	Need to Do More	Need to Do Less
--	-----------------------------------------------	----------------------------	----------------------------

Communicating Skills

- | | | | |
|------------------------------------|-------|-------|-------|
| 1. Making clear statements | _____ | _____ | _____ |
| 2. Being brief and concise | _____ | _____ | _____ |
| 3. Being forceful | _____ | _____ | _____ |
| 4. Drawing others out | _____ | _____ | _____ |
| 5. Listening alertly | _____ | _____ | _____ |
| 6. Checking out assumptions | _____ | _____ | _____ |
| 7. Writing clearly and effectively | _____ | _____ | _____ |
| 8. _____ | _____ | _____ | _____ |

Problem-Solving/Decision-Making Skills

- | | | | |
|-----------------------------------------|-------|-------|-------|
| 9. Defining problem or goal | _____ | _____ | _____ |
| 10. Establishing criteria for solutions | _____ | _____ | _____ |

¹ Adapted from "Goals for Personal Development Inventory," in J.W. Pfeiffer and J.E. Jones (Eds.), *The 1976 Annual Handbook for Group Facilitators*, p. 59, Pfeiffer & Company, 1976.

	Present Performance Sufficient	Need to Do More	Need to Do Less
11. Asking for and researching alternative ideas and opinions	_____	_____	_____
12. Giving ideas and opinions	_____	_____	_____
13. Evaluating ideas critically before choosing one	_____	_____	_____
14. Evaluating results of the solution of decision	_____	_____	_____
15. _____	_____	_____	_____

Planning Skills

16. Establishing a clear goal or mission statement	_____	_____	_____
17. Determining specific objectives	_____	_____	_____
18. Involving others in the planning process	_____	_____	_____
19. Foreseeing barriers	_____	_____	_____
20. Developing contingency plans	_____	_____	_____
21. Integrating budget into the planning process	_____	_____	_____
22. Evaluating results on a regular basis	_____	_____	_____
23. _____	_____	_____	_____

Staffing Skills

24. Developing clear job descriptions	_____	_____	_____
25. Recruiting appropriate candidates	_____	_____	_____
26. Interviewing fairly and effectively	_____	_____	_____
27. Negotiating salary and/or benefits fairly and effectively	_____	_____	_____
28. Evaluating performance on a regular basis	_____	_____	_____
29. Firing when appropriate	_____	_____	_____

	Present Performance Sufficient	Need to Do More	Need to Do Less
30. Providing ongoing supervision (coaching and feedback on a frequent basis)	_____	_____	_____
31. _____	_____	_____	_____

Organizing Skills

32. Clarifying work flow	_____	_____	_____
33. Establishing departments or units as needed	_____	_____	_____
34. Developing coordination between units	_____	_____	_____
35. Holding effective meetings as necessary	_____	_____	_____
36. Delegating tasks to others	_____	_____	_____
37. Developing systems to improve or simplify task accomplishment	_____	_____	_____
38. _____	_____	_____	_____

Group-Dynamics Skills

39. Initiating ideas	_____	_____	_____
40. Clarifying and elaborating on discussion	_____	_____	_____
41. Summarizing others' ideas	_____	_____	_____
42. Gatekeeping (ensuring that people are heard)	_____	_____	_____
43. Compromising or mediating	_____	_____	_____
44. Standard testing	_____	_____	_____
45. Consensus seeking	_____	_____	_____
46. Noting tension and interest levels in a group	_____	_____	_____
47. Encouraging	_____	_____	_____
48. Noting when the group avoids a topic	_____	_____	_____

	Present Performance Sufficient	Need to Do More	Need to Do Less
49. Sensing individuals' feelings	_____	_____	_____
50. Recognizing and understanding the stages of group development	_____	_____	_____
51. Controlling dysfunctional behavior	_____	_____	_____
52. _____	_____	_____	_____

Morale-Building Skills

53. Showing interest in individuals	_____	_____	_____
54. Expressing praise or appreciation	_____	_____	_____
55. Consulting with employees before making decisions that affect them	_____	_____	_____
56. Providing opportunities for growth and development	_____	_____	_____
57. Promoting from within the organization	_____	_____	_____
58. Treating people fairly and equitably	_____	_____	_____
59. Helping people to reach agreement; harmonizing	_____	_____	_____
60. Upholding rights of individuals in the face of group pressure	_____	_____	_____
61. _____	_____	_____	_____

General/Personal Skills

62. Telling personal feelings to others	_____	_____	_____
63. Facing and accepting conflict and anger	_____	_____	_____
64. Facing and accepting closeness and affection	_____	_____	_____
65. Understanding personal motivation (self-insight)	_____	_____	_____
66. Soliciting feedback on personal behavior	_____	_____	_____

	Present Performance Sufficient	Need to Do More	Need to Do Less
67. Accepting help willingly	_____	_____	_____
68. Criticizing oneself constructively	_____	_____	_____
69. Managing stress and tension	_____	_____	_____
70. Managing time effectively (setting priorities)	_____	_____	_____
71. Taking good care of oneself (nutrition, rest, etc.)	_____	_____	_____
72. Taking time for relaxation and recreation	_____	_____	_____
73. _____	_____	_____	_____

Action Plan

Activity

Actions to Take to Improve Performance

1.

2.

3.

4.

■ QUANTITY VERSUS QUALITY: MATCHING PERCEPTIONS OF PERFORMANCE

Goals

- To enable managers to compare their perceptions with those of peers regarding the relative importance of quantity and quality in productivity.
- To help managers assess the accuracy and consistency of their individual perceptions by comparing them with those of their peers.

Group Size

Any number of trios of managers who work together in an organization or who know one another.

Time Required

One to one and one-half hours.

Materials

- One copy of the Quantity Versus Quality Information Sheet for each participant.
- One copy of the Quantity Versus Quality Matrix Instruction Sheet for each participant.
- One copy of the Quantity Versus Quality Matrix for each participant.
- A pencil for each participant.
- A portable writing surface for each participant.
- A newsprint flip chart and a felt-tipped marker.
- Masking tape for posting newsprint.

Physical Setting

A room that is large enough to allow trios to work without disturbing one another.

Process

1. The facilitator explains the goals of the activity but is careful not to show a preference for either quality or quantity.

2. The facilitator divides the group into trios and asks the trios to sit facing one another.
3. Each participant receives a copy of the Quantity Versus Quality Information Sheet and is instructed to read it.
4. Each participant receives a copy of the Quantity Versus Quality Matrix Instruction Sheet.
5. Each participant receives a copy of the Quantity Versus Quality Matrix, a pencil, and a portable writing surface.
6. Participants are instructed to work independently to complete the matrix according to the instructions printed on the matrix instruction sheet. The facilitator remains available to answer questions. (Ten minutes.)
7. When all participants have completed their matrices according to the instruction sheet, the facilitator gives them the following additional instructions:

“Share the ratings you gave the other two members of your trio with them. They will copy the first three ratings that you selected onto their matrices in the column underneath your name. Members of your trio will take turns sharing their ratings until all of you have completed your matrices. Each person’s matrix will then contain thirteen numbers.”
8. When all participants have completed the task, the facilitator asks them to compare their matrices with those of the other members of their trios to determine the “accuracy” and “consistency” of the scores, using the operational definitions of “accuracy” and “consistency” that are listed on the matrix sheet. (Five minutes.)
9. The facilitator gives the participants the following instructions:
 - Provide feedback to the other members of your trio on why you rated them the way you did.
 - Discuss the implications of the degrees of accuracy and consistency that were discovered in your comparison of matrices.(Five minutes.)
10. The facilitator reassembles the total group, leads a discussion on the following questions, and records salient points on newsprint.
 - How did you feel about rating others?
 - How did you feel about being rated?
 - How did you react to the ratings you received?
 - How did you feel about the degrees of accuracy and consistency of the perceptions in your trio?(Twenty minutes.)

11. The facilitator leads a discussion on the importance of quantity and quality in the participants' organizations and asks the following questions:

- In what ways does your organization value quantity? Quality?
- How are quantity and quality rewarded in your organization?
- What are the differences between the way your organization purports to value quantity and the way it is rewarded?
- What are the differences between the way your organization purports to value quality and the way it is rewarded?
- What can be done in your organization to improve the balance of quantity and quality?

(Twenty minutes.)

Variations

- After step 11 the facilitator can solicit examples of ways the participants have managed subordinates in order to enable them to produce a greater quantity on schedule without sacrificing quality or to enable them to maintain quality without sacrificing quantity. The facilitator can record the examples on newsprint and give the newsprint to one of the participants so that the examples can be reproduced later and distributed to the participants.
- Other variables in addition to quantity and quality can be used for perception comparisons.

Submitted by Allen J. Schuh.

QUANTITY VERSUS QUALITY INFORMATION SHEET

Assume that each person in your trio has been placed in charge of a task force that reports to top management. Although the problem that each task force is studying is not severe enough to cause the demise of the organization, top management has informed each of you that it expects your recommendations to be presented before it implements a new inventory system.

As the deadline for the recommendations approaches, it is obvious that none of the task forces can submit a complete report on time. Each task-force manager will have to decide whether to submit a substandard report on the date requested or to delay the report until after the new inventory system has been implemented. Task-force members are complaining that they have already given too much time to the task force and cannot continue to neglect their job responsibilities.

QUANTITY VERSUS QUALITY MATRIX INSTRUCTION SHEET

Instructions: Consider how you believe each person (including yourself) in your trio would respond in the situation described on the Quantity Versus Quality Information Sheet. Rate each of them on a nine-point scale as follows:

- 1 = The person would submit a report on schedule regardless of the content of the report.
- 5 = The person believes in an equal balance between quantity and quality and would delay the report to prepare an acceptable recommendation.
- 9 = The person would maximize the quality of the report even if doing so would delay the recommendations well past the due date.

The other numbers represent varying degrees of these tendencies, but any number over “1” means that the report would not be submitted by the due date.

Write the first names of all three members of your trio in alphabetical order as shown on the sample matrix. (Pat completed the sample matrix. The other members of Pat’s trio are Lynn and Terry. The alphabetical order of their names ensures that each member’s matrix will show the names in the same order. Notice that each name appears twice: once across the top and again down the side.) In this description of your task, the vertical columns are referred to as “columns,” and the horizontal rows are referred to as “rows.”

In the column underneath your name, write the numbers that you assigned to each person. Now look at the column on the right, headed “I think they would rate themselves.” Choose numbers from the nine-point scale that indicate the way you think the other members perceive themselves. Write those numbers in the rows that represent the other two members of your trio.

In the row labeled “I think they would rate me,” write numbers underneath the names of the other members according to the way you think they are rating you. Your matrix should now contain seven numbers, as illustrated in the sample matrix.

Wait for further instructions from the facilitator.

		Names of Members of Trio			I think they would rate themselves
		<i>Lynn</i>	<i>Pat</i>	<i>Terry</i>	
Names of Members of Trio	<i>Lynn</i>		4		5
	<i>Pat</i>		7		
	<i>Terry</i>		2		
I think they would rate me		9	—	6	1

QUANTITY VERSUS QUALITY MATRIX

		Names of Members of Trio			I think they would rate themselves
Names of Members of Trio					
	I think they would rate me				

In comparing your ratings, use the following operational definitions:

Accuracy—the extent to which predicted ratings match actual ratings.

Consistency—the extent to which trio members agree on the ratings for any one member regardless of the accuracy of the rating.

■ **BOSS WANTED: IDENTIFYING LEADERSHIP CHARACTERISTICS**

Goals

- To allow individuals to examine their personal criteria for a good manager.
- To compare preferences about managerial qualities.
- To increase awareness of one's own current managerial weaknesses and strengths.

Group Size

Ten to fifteen participants.

Time Required

Approximately one and one-half hours.

Materials

- Five sample newspaper advertisements for managerial positions appropriate to the group. (These may be read aloud or displayed on an overhead projector.)
- Blank paper and a pencil for each participant.
- A newsprint flip chart and a felt-tipped marker for the facilitator's use.

Physical Setting

A room large enough to allow the subgroups to meet separately, preferably around tables.

Process

1. The facilitator discusses the goals of the activity. (Five minutes.)
2. The facilitator reads aloud the "want ads" for managers or displays them with an overhead projector. (The advertisements should be for managerial positions that relate to the occupations of the participants.)
3. Blank paper and pencils are distributed to the participants.
4. The participants are directed to form subgroups according to which advertisement they are most attracted to. Each subgroup is given a copy of its chosen advertisement to refer to during the activity.

5. The subgroups are directed to expand and clarify their advertisements, listing both the “essential” and “desirable” characteristics they believe the applicant must have. (Fifteen minutes.)
6. Each subgroup presents its list of required and desired attributes, and members of other subgroups request clarification and respond. (Fifteen minutes.)
7. Subgroups meet again, and members individually evaluate themselves in terms of their subgroup’s criteria. Subgroup members then discuss their self-evaluations and offer one another suggestions for improvements. (Twenty minutes.)
8. The entire group assembles to discuss the experience. The following sequence is followed to debrief and process the activity:
 - Members’ reactions to differing managerial criteria.
 - Summary reports on subgroup discussions.
 - New learnings about oneself.
 - New learnings about managerial characteristics or requirements.
 - Ways in which members plan to apply new insights in their(Twenty minutes.)

Variations

- When working with ongoing groups or groups in which participants are known to one another, the subgroup members can be instructed to share perceptions of their managerial strengths and solicit feedback from other members during step 7.
- One list can be developed during step 6 to represent the thinking of all the subgroups. Members then evaluate their strengths and weaknesses based on this list.
- Subgroups can be formed and given the task of identifying managerial criteria common to all five of the want ads. Personal strengths and weaknesses are then the focus of the discussion.
- Subgroup members can write “job wanted” ads for themselves, focusing on their managerial strengths. These are shared in the subgroups or read aloud to the large group.

Based on material submitted by Graham L. Williams.

■ **MANAGERIAL CHARACTERISTICS: EXPLORING STEREOTYPES**

Goals

- To increase awareness of the masculine and feminine characteristics typically associated with effective managerial performance.
- To examine the male-manager stereotype and its implications for women in management.
- To provide an opportunity to examine self-perceptions relating to the concept of masculinity/femininity.

Group Size

Ten to thirty-five participants.

Time Required

One and one-half to two hours.

Materials

- A copy of the Managerial Characteristics Self-Description Checklist for each participant.
- A copy of the Managerial Characteristics Checklist¹ for each participant.
- A copy of the Managerial Characteristics Tally Sheet (to be prepared by the facilitator prior to the activity).
- A pencil for each participant.
- Newsprint and a felt-tipped marker.

Physical Setting

Chairs and tables or other surfaces suitable for participants to write on.

¹ The description checklists were developed from Inge K. Broverman, Susan Raymond Vogel, Donald M. Broverman, Frank E. Clarkson, and Paul S. Rosenkrantz, "Sex Role Stereotypes: A Current Appraisal," *Journal of Social Issues*, 1972, 28(2), 59-78. Used with permission.

Process

1. The facilitator briefly presents an overview of the activity without discussing the goals in depth.
2. The facilitator distributes a copy of the Managerial Characteristics Self-Description Checklist to each participant, reads the accompanying instructions, answers any questions, and directs participants to mark their lists.
3. After all participants have completed the list, the facilitator instructs them to turn it face down during the next step.
4. The facilitator distributes a copy of the Managerial Characteristics Checklist to each participant. The facilitator reads the instructions, answers any questions, and directs participants to mark their lists.
5. The facilitator describes the scoring procedure for the Managerial Characteristics Self-Description Checklist. Participants are told to total the number of check marks they made next to odd-numbered items. This sum is their score for the number of male characteristics checked. They are instructed to record this sum somewhere on their checklists. Then the total number of even-numbered items checked is summed and recorded on the checklists as the score for the number of female characteristics.
6. The participants repeat this procedure on the Managerial Characteristics Checklist to obtain scores for the number of male and female characteristics checked.
7. The facilitator polls the participants to see how many checked 10 male and 0 female characteristics, 9 male and 1 female, and so on for the participants' self-descriptions and for their effective-manager descriptions. A tally of the results of both lists is made on newsprint, using the Managerial Characteristics Tally Sheet.
8. The facilitator forms participants into subgroups to discuss the results. The following points can serve as discussion guides:
 - Share with your subgroup members how you described yourself in terms of male-female characteristics. What reactions did you have to having male-female labels assigned to the descriptive characteristics you selected?
 - Did your group's effective-manager descriptions reflect more male or more female characteristics? What does this suggest in terms of a male-manager role stereotype?
 - What are the criticisms that are likely to be directed at a woman who manifests "masculine" behavior in a managerial role? "Feminine" behavior?
 - Would the same criticisms apply to a man in a managerial role?
 - Do managerial roles and situations require a combination of masculine and feminine traits and in what amounts?

- What attitudes and specific stereotypes or myths about women as managers need to change if women are to move up in the managerial hierarchy?
9. The facilitator asks for subgroup reports on the discussion items.
 10. The facilitator leads a discussion focusing on the trends that emerged from the subgroup reports.
 11. The facilitator instructs the participants to formulate statements of their learnings.
 12. Generalizations about male-manager stereotypes are then formulated by the participants, and possible applications of these generalizations are discussed.

Variations

- The responses of men and women in the subgroup can be tallied separately and compared.
- Subgroups of from five to seven members each can be formed to arrive at a consensus for the Managerial Characteristics Checklist.
- In the second variation, separate subgroups can be composed entirely of men or women and the results can be compared.
- At step 7, a subgroup profile can be generated by computing a mean and a median score from the participants' responses. The facilitator can then direct participants to focus the processing of the activity on diagnoses of the participant subgroups' profile data and/or its implications for selected back-home business situations.
- Participants can use the checklist items to describe themselves in terms of most and least descriptive. Processing would focus on personal growth and/or planning for desired change. With ongoing subgroups, these self-perceptions can be checked and a feedback session included in the processing step.

Submitted by Allen K. Gulezian, based on some materials developed by Marilyn Lockner and Allen K. Gulezian.

MANAGERIAL CHARACTERISTICS SELF-DESCRIPTION CHECKLIST

Instructions: Using the list below, check ten characteristics that best describe you.

- | | |
|----------------------------------------------------|-------------------------------------------------------------------|
| <input type="checkbox"/> 1. aggressive | <input type="checkbox"/> 16. sensitive to the feelings of others |
| <input type="checkbox"/> 2. talkative | <input type="checkbox"/> 17. competitive |
| <input type="checkbox"/> 3. independent | <input type="checkbox"/> 18. insecure |
| <input type="checkbox"/> 4. tactful | <input type="checkbox"/> 19. worldly |
| <input type="checkbox"/> 5. unemotional | <input type="checkbox"/> 20. emotional |
| <input type="checkbox"/> 6. gentle | <input type="checkbox"/> 21. ambitious |
| <input type="checkbox"/> 7. objective | <input type="checkbox"/> 22. subjective |
| <input type="checkbox"/> 8. supportive | <input type="checkbox"/> 23. skilled in business |
| <input type="checkbox"/> 9. dominant | <input type="checkbox"/> 24. dependent |
| <input type="checkbox"/> 10. religious | <input type="checkbox"/> 25. capable of making decisions easily |
| <input type="checkbox"/> 11. not easily influenced | <input type="checkbox"/> 26. interested in own appearance |
| <input type="checkbox"/> 12. neat and orderly | <input type="checkbox"/> 27. self-confident |
| <input type="checkbox"/> 13. active | <input type="checkbox"/> 28. passive |
| <input type="checkbox"/> 14. submissive | <input type="checkbox"/> 29. accustomed to behaving like a leader |
| <input type="checkbox"/> 15. logical | <input type="checkbox"/> 30. used to expressing tender feelings |

MANAGERIAL CHARACTERISTICS CHECKLIST

Instructions: Using the list below, check ten characteristics that best describe an effective manager.

- | | |
|----------------------------------------------------|-------------------------------------------------------------------|
| <input type="checkbox"/> 1. aggressive | <input type="checkbox"/> 16. sensitive to the feelings of others |
| <input type="checkbox"/> 2. talkative | <input type="checkbox"/> 17. competitive |
| <input type="checkbox"/> 3. independent | <input type="checkbox"/> 18. insecure |
| <input type="checkbox"/> 4. tactful | <input type="checkbox"/> 19. worldly |
| <input type="checkbox"/> 5. unemotional | <input type="checkbox"/> 20. emotional |
| <input type="checkbox"/> 6. gentle | <input type="checkbox"/> 21. ambitious |
| <input type="checkbox"/> 7. objective | <input type="checkbox"/> 22. subjective |
| <input type="checkbox"/> 8. supportive | <input type="checkbox"/> 23. skilled in business |
| <input type="checkbox"/> 9. dominant | <input type="checkbox"/> 24. dependent |
| <input type="checkbox"/> 10. religious | <input type="checkbox"/> 25. capable of making decisions easily |
| <input type="checkbox"/> 11. not easily influenced | <input type="checkbox"/> 26. interested in own appearance |
| <input type="checkbox"/> 12. neat and orderly | <input type="checkbox"/> 27. self-confident |
| <input type="checkbox"/> 13. active | <input type="checkbox"/> 28. passive |
| <input type="checkbox"/> 14. submissive | <input type="checkbox"/> 29. accustomed to behaving like a leader |
| <input type="checkbox"/> 15. logical | <input type="checkbox"/> 30. used to expressing tender feelings |

MANAGERIAL CHARACTERISTICS TALLY SHEET

Number of Characteristics Checked		Number of Participant Responses	
Male	Female	Self-Description	Effective Manager
0	– 10		
1	– 9		
2	– 8		
3	– 7		
4	– 6		
5	– 5		
6	– 4		
7	– 3		
8	– 2		
9	– 1		
10	– 0		

■ POWER AND AFFILIATION: A ROLE PLAY

Goals

- To become better acquainted with the positive and negative aspects of power and affiliation.
- To explore the dynamics of power and affiliation in managerial situations.

Group Size

Eight to twelve members in each subgroup.

Time Required

Approximately one hour and forty-five minutes.

Materials

- A copy of the Power and Affiliation Role Sheet (Socialized Power, Unsocialized Power, Affiliative Interest, or Affiliative Assurance¹) for each of the four managers in each subgroup.
- A copy of the Power and Affiliation Summary Sheet for each participant.
- A sheet of newsprint and a pencil or felt-tipped marker for each subordinate.
- Newsprint and a felt-tipped marker for the facilitator.

Physical Setting

A room large enough to accommodate role playing and discussion, and a separate place where managers can wait so that they do not observe each others' role plays.

Process

1. The facilitator briefly discusses the goals of the activity and then forms subgroups of at least eight members each. The facilitator designates four members in each subgroup to play the managers' roles.
2. The facilitator takes the managers out of the room, gives each of the four managers assigned to a subgroup a copy of a different Power and Affiliation Role Sheet, and

¹ The two faces of power are from D. McClelland, "Two Faces of Power," in D. Kolb, I.M. Rubin, & J.M. McIntyre (Eds.), *Organizational Psychology: A Book of Readings* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall, 1974. The two faces of assurance are taken from R. Boyatzis, "The Need For Close Relationships in the Manager's Job," also in Kolb, Rubin, & McIntyre (1974).

tells them that they have five minutes in which to study their roles and the tasks they have been assigned to do. The facilitator may want to coach the managers in their role-play preparations.

3. While the managers are studying their roles, the facilitator returns to the remaining participants and assigns at least one “subordinate” to each of the four managers selected from each subgroup. Ideally, two or three subordinates enhance the role play. The facilitator gives each subordinate a sheet of newsprint and a pencil or felt-tipped marker.
4. The facilitator directs the role-play process so that each manager comes into the subgroup one at a time and enacts his or her role with the assigned subordinate(s). The other members of each subgroup observe. The facilitator should stop the role players after five minutes if they have not finished their task. (Twenty minutes.)
5. Following the completion of all the role plays, the facilitator aids the participants in reacting to the role plays. He or she may ask group members to discuss such questions as:
 - How did each manager feel about the role he or she played?
 - How did each subordinate feel about the way he or she was managed in the task?
 - What managerial behaviors were helpful and which ones hindered completion of the task? (Ten minutes.)
6. The facilitator distributes a copy of the Power and Affiliation Summary Sheet to each participant. This information also may be posted on newsprint prepared in advance. The information is reviewed and the content is clarified if necessary. (Ten minutes.)
7. The facilitator assembles the entire group and polls the members of each group about which manager played what role in that group. The results of the poll are posted on newsprint, using the matrix on the next page for each group. (Ten minutes.)
8. The facilitator directs each manager to read his or her assigned role. Even if a role player has not played the assigned role well, a discussion is held on the impact of the managerial behavior. The discussion then focuses on how accurately participants related role players to roles and the factors that contributed to correct matchings. (Ten minutes.)

Role Played (as Seen by Group Members)

Role Actually Played Name of Role Player	Socialized Power	Unsocialized Power	Affiliative Interest	Affiliative Assurance

9. Subgroup members are instructed to identify both positive and negative aspects of each of the power and affiliative orientations discussed. Effective combinations for various work situations or tasks are considered. (Fifteen minutes.)
10. Group summary reports are given. (Five minutes.)
11. The facilitator helps the participants formulate generalizations about the effects of power and affiliation needs on managerial style. (Five minutes.)
12. Subgroups reassemble to discuss the application of these learnings to back-home work situations. (Five to ten minutes.)

Variations

- One subgroup of participants can conduct the role play in a group-on-group arrangement. Observers focus on the behavior of the role players to heighten their awareness of nonverbal reaction cues to interpersonal interactions. Observations are shared during step 5.
- Steps 6, 7, and 10 can be omitted.
- When there is more than one subgroup, results from the tasks can be compared during step 4.
- Additional staff members can intervene as each manager's boss before or during each role play to create the desired climate. For example, the boss of the manager who has been assigned to the unsocialized-power role could engage in negative power behaviors.

Submitted by John F. Veiga and John N. Yanouzas.

POWER AND AFFILIATION ROLE SHEET

Socialized Power

1. You believe that your subordinates will perform their best for you if you show *confidence in their ability* even if the task they are to do is difficult.
2. You are the boss but you tend to treat your people as adults and try to *help them recognize that they can do a good job* even though they may not think so.
3. Your advice is minimal but constructive. You have a “can do” attitude and try to get your people to feel that way also.
4. You should try to recognize when your subordinates have done their best so as not to frustrate them. Just try to get their best efforts.
5. Show your keen sense of justice by reassuring them that those who have worked hard and made sacrifices will receive just rewards.
6. Try to develop a supervisor-subordinate relationship based on mutual interests.

Task

Each subordinate must draw ten grids of identical size. The grids must be 3" x 3" (a square divided by horizontal and vertical lines into nine smaller but equal squares).

POWER AND AFFILIATION ROLE SHEET

Unsocialized Power

1. You are *confused* about how to do the job well but *would never admit this to your subordinates*. When they ask questions, tell them “I have given you all the information you need for the task; now do the best you can.”
2. You tend to *scrutinize closely* what your subordinates do and *regularly criticize their lack of ability* by pointing out errors in their work. Show your low tolerance for mistakes.
3. You believe that people must make it on their own. Your job is to tell them whether or not they have accomplished it but not how to do it (inasmuch as you are not certain yourself).
4. *Rules are rules and requirements are made to be adhered to*—to the letter. Your job is to police the rules.
5. Try to *develop a supervisor-subordinate relationship* based on your position as a manager. Confront your subordinates with your superiority.

Task

Each subordinate must draw fifteen parallel lines in a horizontal direction, two inches apart and three feet long.

POWER AND AFFILIATION ROLE SHEET

Affiliative Interest

1. You like to develop “we” feelings with your employees, i.e., “we are in this together,” and you like *working toward a common goal* with your subordinates.
2. You encourage your subordinates to exert their *best effort* and you *show* them *regular support*.
3. You feel *comfortable in criticizing or praising* subordinates’ efforts because you do not criticize the person. Your *feedback is constructive, helpful, and task related*.
4. You want them to do the best job they can do, given their abilities.
5. Try to develop a personal relationship with your subordinates based on mutual trust and friendship.

Task

Each subordinate must draw ten symmetrical five-point stars of equal size.

POWER AND AFFILIATION ROLE SHEET

Affiliative Assurance

1. You are *confused* about how to perform the task well and *show this* to your subordinates (in the hope that they will not blame you for any problems that might arise).
2. You *avoid* making any *negative comments* about how your subordinates are doing the task.
3. Above all you are agreeable. Anything your subordinates do is all right with you; that is better than creating hard feelings.
4. During the performance of the task, you try to get *assurances* regularly from your subordinates that *problems are not your fault* and that they *should not blame you* for having them do such a task.
5. Try to develop a personal relationship with your subordinates and avoid anything that may threaten the relationship. Avoid conflicts.

Task

Each subordinate must draw ten concentric rings.

POWER AND AFFILIATION SUMMARY SHEET

The manager with a high need for power can express it in two ways:

Socialized Power (Positive)	Unsocialized Power (Negative)
Uses persuasion	Uses physical threats or coercion
Shows that he or she expects others to obey as long as it leads to the attainment of organizational goals	Expects subordinates to be blindly obedient and loyal
Uses control to make others feel strong and competent	Relies on dominance and submission
Defines goals, selects alternatives, and tries to reach goals by pushing others to use their strengths and capabilities	Uses “prestige supplies” to show power or uses rewards as a show of power over others
Expresses power through sports, politics, or holding office	Expresses power by drinking, fighting, or exploiting others

The manager with a high need for affiliation can express it in two ways:

Affiliative Interest (Positive)	Affiliative Assurance (Negative)
Strives for relationships based on personal concern and openness	Strives for close relationships based on a need for security
Does not allow feelings of closeness to be threatened or diminished by openness	Looks for “proof” of others’ commitment to him or her
Gives both negative and positive feedback	Avoids conflicts that may threaten a good relationship
Shows enthusiasm about the transfer or promotion of a subordinate and looks forward to establishing close relations with others	Equates a subordinate’s happiness with acceptance of the manager as a person
Makes it clear that the subordinate’s feelings and thoughts are important others	Searches for communications that support closeness and approval by

■ POWER CAUCUS: DEFINING AND NEGOTIATING

Goals

- To help the participants to clarify their own definitions of power.
- To allow the participants to experience the similarities and differences between these definitions and the application of power in a real situation.

Group Size

Three subgroups of three to six participants each.

Time Required

One hour and forty-five minutes.

Materials

- Newsprint for each subgroup.
- A felt-tipped marker for each subgroup.
- Masking tape for each subgroup.

Physical Setting

A room with a table and movable chairs for each subgroup. The tables should be positioned in such a way that the participants can face the center of the room in step 4.

Process

1. The participants are assembled into three subgroups and are told that each subgroup is to prepare *a five-minute presentation that defines individual power in terms of verbal and nonverbal behavior*. The facilitator gives each subgroup newsprint, a felt-tipped marker, and masking tape and states that these materials may be used, if desired, to create visual aids to accompany the presentation. In addition, the facilitator clarifies that the presentation may consist of a skit, an interview, or any other format that the members choose. Then the subgroups are informed that they have forty-five minutes to complete their task and are asked to begin.
2. When the allotted time has passed, the facilitator asks the subgroups to take turns making their presentations. (Fifteen minutes.)
3. After all presentations have been completed, the facilitator asks each subgroup to caucus briefly to select its most influential member as a representative. It is

explained that during the next step the three subgroup representatives will meet in the center of the room to discuss, negotiate, and arrive at a consensus regarding which of the three definitions of power just presented is the most accurate. (Fifteen minutes.)

4. The three subgroup representatives move their chairs to the center of the room, form a circle, and carry out the task explained in the previous step. The remaining participants are instructed to listen to and observe the ways in which the representatives influence one another during the discussion.
5. After ten minutes the facilitator stops the representatives' conversation, reconvenes the total group, and leads a discussion of the entire activity. The following questions may be helpful during this discussion:
 - What seem to be the most significant verbal and nonverbal indicators of power? How were these indicators demonstrated in this activity? What was their impact?
 - On what basis was the most influential member of each subgroup chosen? Did the subgroup representatives behave as usual or differently when speaking together? If they behaved differently, what were the differences?
 - What feelings does power stimulate in you? How do you feel about your own power? about that of others?
 - In what ways do the final definition and the behaviors you just observed coincide with your own experience of power?
 - What have you learned about power that may be helpful to you in your backhome situation?

Variations

- Additional participants may be accommodated by increasing the number of subgroups as well as the time allotted for step 4.
- During step 3 the members of each subgroup may be asked to use their definition of power as a basis for rating one another's influence and choosing the most influential member.
- Process observers may be appointed and asked to report observations on the subgroup representatives' behavior during step 4.
- A final presentation (such as a skit or interview) may be developed by each subgroup after the representatives have reached consensus.

Submitted by Bradford F. Spencer.

■ POWER PERSONALITIES: AN OD ROLE PLAY

Goals

- To provide an opportunity to practice various power styles and behavior.
- To learn which power-seeking tactics and bases of power are effective or ineffective in a problem-solving situation.
- To examine individual perceptions of and reactions to various power strategies.

Group Size

Four or five subgroups of seven or eight members each.

Time Required

Approximately one and one-half to two hours.

Materials

- A name tag bearing one of the seven Power Personalities roles for each role player in each subgroup.
- A copy of the Power Personalities Background and Instruction Sheet for each role player from each subgroup and for each observer.
- One copy of a different Power Personalities Role-Description Sheet for each of the seven role players from each subgroup.
- A copy of the Power Personalities Questionnaire Sheet for each participant.
- Blank paper and a pencil for each role player and each observer.
- Newsprint and a felt-tipped marker for each subgroup.

Physical Setting

A room large enough to accommodate a large table with chairs around it for each subgroup, with enough room between the groupings to allow each subgroup to role play independently.

Process

1. The facilitator gives a lecturette on the six bases of power:¹ reward, coercive, legitimate, expert, information, and referent.
2. The facilitator arranges the name tags face down in groups of seven, one group for each power personality, and has each member select a tag, sight unseen, and put it on. The facilitator divides the participants into groups of seven members each, with one of each of the seven Power Personalities in each subgroup. Additional members serve as observers, balanced among the subgroups.
3. The facilitator distributes a copy of the Power Personalities Background and Instruction Sheet and the appropriate Power Personalities Role-Description Sheet to each role player in each subgroup. Each observer receives a copy of the Power Personalities Background and Instruction Sheet. Each participant also receives blank paper and a pencil. The facilitator tells the participants that they have ten minutes in which to read their roles and instructions.
4. The participants in each subgroup are instructed to select chairs around their subgroup's table.
5. The facilitator briefly describes the task and tells the participants that they have forty-five minutes in which to conduct the role play; he or she then turns the meeting over to the president in each subgroup and the role play begins.
6. The facilitator gives a ten-minute warning signal to ensure time for the secret ballots. At the end of the forty-five-minute period, he or she announces that it is time to end the meeting.
7. The facilitator distributes copies of the Power Personalities Questionnaire Sheet—to be completed by each participant—which will serve as the basis for subsequent discussion. (Fifteen minutes.) The results of the responses to the questionnaire are summarized within each subgroup and displayed on newsprint.
8. The facilitator leads a discussion of the experience, including feelings of role players about themselves and one another during the activity, verbal and nonverbal behaviors that contributed to power strategies, reports from observers, bases of power that seem most influential in an organizational environment, learnings or general principles that emerged, and application to real-life situations.

Variations

- The subgroup can reach a decision verbally rather than by secret ballot.
- Roles can be switched halfway through the role play.

¹ As proposed by French, J.R.P., Jr., & Raven, B., "The Bases of Social Power," in D. Cartwright (Ed.), *Studies in Social Power*, Ann Arbor: University of Michigan Press, 1959; Raven, B., "Social Influence and Power," in I. Steiner & M. Fishbein (Eds.), *Current Studies in Social Psychology*, New York: Holt, Rinehart and Winston, 1965; and Raven, B., & Kruglanski, A., "Conflict and Power," in P. Swingle (Ed.), *The Structure of Conflict*, New York: Academic Press, 1970.

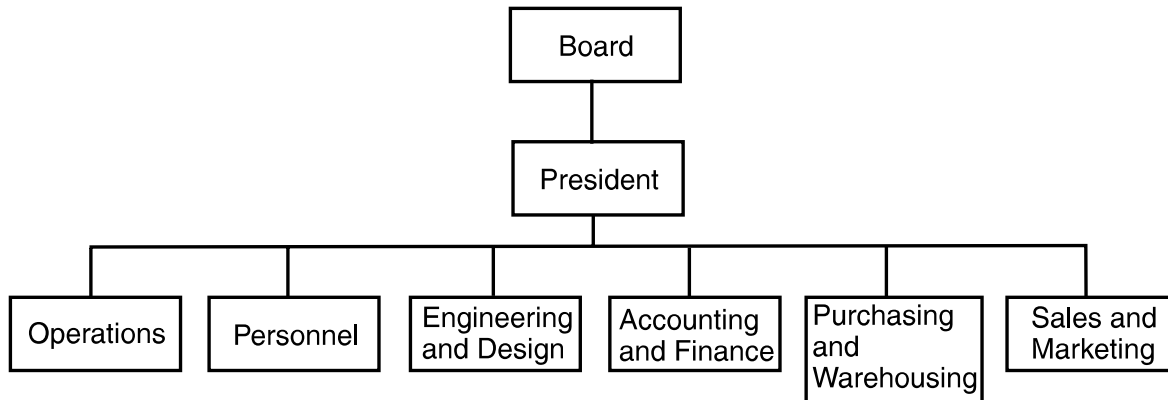
- Observers can serve as consultants in the decision-making process.
- New information (“news releases”) can be introduced by the facilitator.

Submitted by Laura A. Jean, Jeffrey R. Pilgrim, Gary N. Powell, Deborah K. Stoltz, and Olivia S. White.

POWER PERSONALITIES BACKGROUND AND INSTRUCTION SHEET

Background

The National Electronics Company, Inc. (NECI), is the third largest producer of electronic components, calculators, watches, and television video games in the country. This industry is “labor intensive,” that is, many persons are involved in assembling the products. NECI has approximately 23,000 employees and is organized as follows:



Almost all hourly employees at NECI are members of one union. Company sales last year totaled \$300 million.

NECI corporate headquarters currently consist of several floors of a luxurious office building in the midtown district of Major City. Manufacturing operations are located in the suburbs and consist of several small, outdated plants.

The company is currently experiencing strong competition from foreign firms that have been able to hold their operating expenses down by employing cheap, nonunion labor. Further, there is a need for additional modernized space in the next couple of years to accommodate new manufacturing product lines and increased production of current products.

For several months a special task force commissioned by the chairperson of the board and chaired by the manager of operations has been working to develop a proposal to meet the competition as well as future space requirements. Their proposal calls for relocation of the entire firm, its manufacturing and corporate divisions, to an industrial park in another area. In this proposed location, manufacturing space can be doubled for the same cost as the current space, and there is an abundance of unskilled labor.

The president of NECI has called a meeting of the top management team to decide whether or not the firm should relocate as proposed by the task force. A decision by the end of the meeting is necessary so that the president can present the management recommendations to the board the following morning. Because of special arrangements with respect to purchase of the land, the firm must move as a whole or not at all.

Instructions

1. You and the other members of the management team are to present and discuss your positions regarding the relocation outlined above and, by the end of the meeting, are to accept or reject the task force's proposal. The management team is composed of:

President

Manager of Operations

Manager of Personnel

Manager of Engineering and Design

Manager of Accounting and Finance

Manager of Purchasing and Warehousing

Manager of Sales and Marketing.

Each Power Personality Role-Description Sheet outlines an initial position or opinion as to the advisability of the move: for, against, neutral. This is only a *suggested* position. You should feel free to switch sides and/or be influenced by the arguments of the other players within the limits of your role. Any members without roles to play will act as observers.

2. Throughout the role play, you are to assume and display the power-personality characteristics outlined in your role description. Level of commitment to the goals of the firm, as opposed to personal Goals, will be left up to the individual role players.
3. A secret-ballot vote will be taken by the president at the end of the meeting, and the results will be announced. The relocation decision will be determined by majority rule.
4. At the conclusion of the activity, you will be asked to complete a questionnaire based on your experience in the role play.

POWER PERSONALITIES ROLE-DESCRIPTION SHEET

President

Your position: Against the move

You have been with the National Electronics Company, Inc., since its founding and have worked your way up from your original job in operations. During the ten years that you have been president, you have been committed to the success of the firm, have carried it through the lean years, and have contributed enormous energy toward making the firm the success it is today. You understand the possibilities for expansion and growth that the move to the new location could offer the firm. However, you are getting older and definitely feel reluctant to undertake the relocation of your family, the sale of your beautiful home, and the separation from friends that the move would require. Also, an important consideration is that you would be losing proximity to your financial contacts—important to your private investments. Although you have not announced it yet, you intend to retire in a couple of years, and the company's move could force you to retire before you had intended.

You know that the manager of accounting and finance is strongly in favor of the move. However, you are wary of this manager's evidence, since in the past the manager has overstated the benefits and understated the costs of capital projects.

Your power personality

Past experience has shown you that your positional power and the weight of your seniority can be used effectively to influence and control others. Your long years of experience make you a credible authority on a variety of matters. You know the workings of the firm inside and out.

You use occasional unpredictability as your ace in the hole, catching others off guard by either saying or doing what they least expect. You tend to be calm and soft-spoken most of the time but have found that occasional outbursts of simulated anger (and a penchant for spicy language) can often shock people into compliance.

POWER PERSONALITIES ROLE-DESCRIPTION SHEET

Manager of Operations

Your position: For the move

The relocation plan is your brainchild. You feel strongly that the move will be good for the National Electronics Company, Inc., financially, and operations can be expanded only if some kind of move is made soon. You feel that you are heir apparent to the presidency of the firm, and you would like to start influencing the firm's future in the most obvious way possible: by ushering in a new era of growth for the company. The move is bound to force some early retirements and resignations among management personnel who want to remain in the current area. You believe that this will revitalize the organization, especially with some of the go-getter replacements you have in mind.

Your power personality

You have found that few opponents can withstand the force and high-energy level of your arguments. You are not afraid to shout someone down or to interrupt at strategic points in the discussion. In fact, you are rather rude. You are not above instilling a little fear in others by reminding them that you control the most important part of the firm: its manufacturing operations.

You are quick to pick out a person's weakness and capitalize on it. Emotional arguments or personal considerations are very easy to attack. You single-mindedly intend to get your way.

POWER PERSONALITIES ROLE-DESCRIPTION SHEET

Manager of Personnel

Your position: For the move

You are in favor of the move because there will be a wealth of semi-skilled and trainable people in the area surrounding the new plant site. You know that restaffing will be an enormous job, but this very requirement could be an opportunity for you to increase your somewhat tentative power position in the firm by demanding that your department's staff be increased to handle the hiring job ahead. Also, you perceive that many of the managers—especially the operations manager, who helped you get your job a few years ago—are in favor of the move. You feel that you should return the favor and support their position.

Your power personality

From past experience you have found that being on the winning side has given you the prestige of being a “winner.” You have become adept at spotting the “power person” in most group situations. By exhibiting compliant behavior and vocal support of that person's ideas and proposals, you will be seen as part of the inner power circle. Power does rub off. Also, you like to make sure that people are aware of your efforts on their behalf so that the favor will be returned.

POWER PERSONALITIES ROLE-DESCRIPTION SHEET

Manager of Engineering and Design

Your position: Against the move

Traditionally, one of the great advantages for your department is that the current area provides a wealth of technical talent, both for engineering and design positions within the firm and for a wide selection of outside consultants and research facilities. You are certain that a move by the company will cause the loss of some of your best people. Also, you foresee greatly increased research costs because of lack of access to both talent and product-development facilities. It is your view that the high quality of your engineering and design operation holds the key to meeting future competition effectively. A move to the new location may cause the company to lose this present competitive edge. Finally, the move will afford operations additional manufacturing space (not surprising since the relocation is the operations manager's brainchild), with no increase in laboratory space.

Your power personality

You try to appear calm, cool, and level-headed. One way to get your point across in a debate is to repeat your statement of position over and over, never raising your voice, and looking your opponent straight in the eye. You counter the arguments of others by an appeal to logic: The most rational alternative must be the best one. You do not attack your opponents directly, but, rather, attack the logic of their arguments by questioning their research methods and basic assumptions. You are open-minded to the extent that a more logical solution than your own may sway you.

POWER PERSONALITIES ROLE-DESCRIPTION SHEET

Manager of Accounting and Finance

Your position: For the move

You are in favor of the move because of the positive effect it will have on the bottom line. Building the needed manufacturing space in the new location will be much less expensive than trying to expand in the current location—even if you could find the land available. Net operating income has increased enormously in the past few years, but lack of expansion space will put a ceiling on earnings within a very short time. The strength of the company's financial position and the growth potential of the relocation would really be a boost to the company's stock sales. In addition, investment tax credits, lower energy costs, lower labor costs, and lower taxes in the new location make the move very sensible.

Your power personality

You are very careful to have the hard facts about any question before you enter the discussion. You are willing and able to research these facts to enable you to use them to counter emotional arguments. You have a great deal of financial information at your disposal. As almost every activity in the company affects the bottom line, your auditors' examination of every department has given you a great deal of information about the efficiency of these departments as well as an awareness of a number of embarrassing secrets in various departments.

You are soft-spoken, which requires others to listen carefully when you speak. Your power tactic consists largely of strategic use of information, both financial and your own personal experience. Typically, you will let an opponent expound his or her views, then submit your information, pointing out that his or her argument is based on opinion and yours is based on hard facts.

POWER PERSONALITIES ROLE-DESCRIPTION SHEET

Manager of Purchasing and Warehousing

Your position: Against the move

You have been with the National Electronics Company, Inc., for twenty-five years and are reluctant to leave the area, where you have a family and social ties. You think that many others in the company feel the same way you do about leaving the area. With only a few years left until retirement, you do not want to make any drastic changes in your life.

In terms of logistics, the new location lacks easy access and efficient facilities for shipping your products and for receiving raw materials. You think that these increased transportation costs are a legitimate argument against moving to the new location.

Your power personality

You are personally very suspicious of change. You like the feeling of power you get by at least initially saying no to any proposal that involves making changes in the traditional way of doing things, regardless of well-supported arguments for the change. You have found that intransigence on your part can produce the desired effect of stopping the proceedings and can cause efforts on the part of others to placate you. When others demand reasons for your refusal, you know you can always blow up any small legitimate objection to defend your position. You are not afraid to let your tone of voice and bodily posture convey that you think people are picking on you unduly. You have often found that if you complain long enough and persistently enough, you will get your way.

POWER PERSONALITIES ROLE-DESCRIPTION SHEET

Manager of Sales and Marketing

Your position: Neutral

You can say with pride that the fact that the firm can even consider the proposed expansion move is a direct result of the jump in revenue from increased sales since you took over as manager of sales and marketing three years ago. Your innovative team-marketing and sales approach has been successful in selling the firm's products, by emphasizing their high quality of workmanship and providing customers with engineering and design services as part of the package when they buy electronic components.

Moving would open up new geographical markets that have been neglected in the past. You personally would look forward to moving away. However, you are afraid that the proposed relocation of the firm's headquarters would mean the loss of some of your best sales people. Also, you would sorely miss the access to skilled advertising people and to the media that the current location provides. Move or no move, you are confident that your high sales accomplishments will continue.

Your power personality

You enjoy using your skills as a conciliator—a mediator of different points of view—to get questions settled quickly. You have confidence that your cheerful, humorous, positive, “let's-get-things-settled-to-everyone's-advantage” approach will gain you prestige as the one who engineered the solution to the problem. Periodically during the meeting, you take it upon yourself to summarize the various positions expressed by the members of the management team and to keep the discussion on track.

POWER PERSONALITIES QUESTIONNAIRE SHEET

Instructions

1. On the following Power Scale, circle the number that best represents your perception of the power that each of the company officers had in this meeting. At the side of each scale, indicate the basis of each officer's power, i.e.:

- Expert (E);
- Coercive (C);
- Reward (R);
- Referent (REF);
- Information (I);
- or None (N).

<i>Power Scale</i>	<i>Power Base</i>
<p>President</p> <p style="text-align: center;">1 2 3 4 5 6 7 8 9 10</p> <hr style="width: 100%;"/> <p>No Power Very Powerful</p>	_____
<p>Manager of Operations</p> <p style="text-align: center;">1 2 3 4 5 6 7 8 9 10</p> <hr style="width: 100%;"/> <p>No Power Very Powerful</p>	_____
<p>Manager of Personnel</p> <p style="text-align: center;">1 2 3 4 5 6 7 8 9 10</p> <hr style="width: 100%;"/> <p>No Power Very Powerful</p>	_____
<p>Manager of Engineering and Design</p> <p style="text-align: center;">1 2 3 4 5 6 7 8 9 10</p> <hr style="width: 100%;"/> <p>No Power Very Powerful</p>	_____
<p>Manager of Accounting and Finance</p> <p style="text-align: center;">1 2 3 4 5 6 7 8 9 10</p> <hr style="width: 100%;"/> <p>No Power Very Powerful</p>	_____
<p>Manager of Purchasing and Warehousing</p> <p style="text-align: center;">1 2 3 4 5 6 7 8 9 10</p> <hr style="width: 100%;"/> <p>No Power Very Powerful</p>	_____

■ CHOOSING AN APARTMENT: AUTHORITY ISSUES IN GROUPS

Goals

- To experience the impact of authoritarian behavior during a competitive activity.
- To increase personal awareness of reactions to authoritarian behavior.
- To experience the effects of hidden agendas on decision-making processes.

Group Size

An unlimited number of subgroups of four to six members each.

Time Required

Two hours.

Materials

- A copy of the Choosing an Apartment Attribute List for each participant.
- A copy of the Choosing an Apartment Manager Instruction Sheet for each subgroup's manager.
- A copy of the Choosing an Apartment Group Member Instruction Sheet for each subgroup member.
- A pencil for each participant.

Physical Setting

A room large enough for all subgroups to work without distracting one another and a separate area for briefing the managers.

Process

1. The facilitator introduces the activity as a small-group decision-making task but does not mention issues of authority.
2. The facilitator forms subgroups of four to six members each and recruits a volunteer from each subgroup to serve as its manager. The facilitator explains that each manager will be responsible for the completion of his or her subgroup's task and that the managers will receive instructions about what their subgroups are to do.

3. The managers are taken to a separate room to be briefed on their roles. Each manager is given a pencil, a copy of the Choosing an Apartment Attribute List, and a copy of the Choosing an Apartment Manager Instruction Sheet. The managers are told to look over these materials while the facilitator sets up the task for the subgroups.
4. To each of the remaining participants the facilitator gives a pencil, a copy of the Choosing an Apartment Attribute List, and a copy of the Choosing an Apartment Group Member Instruction Sheet. The facilitator briefly summarizes the instructions and answers any questions. (If more than one staff member is available, steps 3 and 4 can be conducted concurrently.)
5. The subgroup members are instructed to spend fifteen minutes individually selecting apartment attributes that they prefer, keeping within the guidelines given on their instruction sheets.
6. While subgroup members are working, the facilitator returns to the managers and briefs them on the nature of their roles, encouraging them to act in a strong, authoritarian manner when they are participating in the negotiation phase of the task. The facilitator tells them that they are to convey the impression that they are hearing the preferences of their subgroup members but that the manager's choices are clearly superior. It is important that the manager's selections are maintained throughout the negotiation phase, regardless of the reasoning or preferences of the subgroup members.
7. The managers make their final selections in preparation for the negotiation phase, while subgroup members complete their individual preference lists. (Ten minutes.)
8. The managers then are recalled to join their subgroups to lead a negotiation to choose an apartment. The subgroups are told that they will have twenty minutes for this phase of the activity. They are to continue negotiation until each subgroup has chosen an apartment. The facilitator monitors the subgroups, providing support for the managers if necessary.
9. When all subgroups have chosen apartments, the individuals are directed to total their points to determine which member in each subgroup "won" the bonus.
10. The facilitator calls time after twenty minutes and gives instructions for sharing reactions to the experience in the subgroups. The following questions can help focus reactions:

Questions for group managers:

- What were your feelings about behaving in an authoritarian manner?
- Did you sense that you were in control of the situation? How did you feel about it?
- How did you react to the demands of the members? Did they annoy you? Did you ignore them?

- Were your feelings and reactions in this situation familiar ones?

Questions for subgroup members:

- How did you feel when the managers made the decisions for you?
- Did you argue strongly for your choices? If you did not, what were your reasons?
- How did you feel about the other members' conflicting preferences?
- Do you usually react the way you did when you are in conflict with an authoritarian person?
- How did the possibility of winning the bonus influence your behavior during the activity? (Twenty minutes.)

11. The facilitator instructs the subgroups to take twenty minutes to complete the following tasks:

- Generate a list of several typical dysfunctional reactions to authoritarian behavior.
- Develop a strategy for dealing with each of these reactions to change them into more effective responses.

12. The facilitator reconvenes all participants. Subgroup reports are made to share lists and strategies. The facilitator looks for themes, identifies similarities across lists, and leads a general discussion of the implications of issues of authority and control in interpersonal relations. (Fifteen minutes.)

13. Participants are directed to complete the following statements individually:

- My typical response to authoritarian behavior is . . .
- A more effective response would be . . .

Variations

- Managers can debrief their reactions to the experience in a group-on-group activity prior to meeting with their subgroups.
- Role-play techniques can be used to help managers practice their roles.
- The Choosing an Apartment Attribute List can be simplified. The number of categories can be reduced or points can be substituted for dollar amounts.
- Similar tasks such as buying an automobile or purchasing a house can be used.
- The list in step 11 can be generated in the total group.
- Specific real-life situations can be discussed during the application phase.

Submitted by Julian J. Szucko, Richard L. Greenblatt, and Christopher B. Keys.

CHOOSING AN APARTMENT ATTRIBUTE LIST

	A	B	C	D	E	Your Choice	Manager's Choice	Points
SIZE	Studio \$100	2 rooms \$150	3 rooms \$200	4 rooms \$250	5 rooms \$300			
NUMBER OF BATHROOMS	One with shower only \$10	One with tub and shower combo \$15	One with separate tub and shower \$20	1½ bath \$25	2 full baths \$30			
LOCATION	Near airport, 20 miles from client's offices \$10	Suburban apartment complex, 15 miles from client's offices \$15	Suburban apartment complex, 8 miles from client's offices \$20	City residential, 2 miles from client's offices \$25	Elegant downtown area near client's offices \$30			
DISTANCE FROM SHOPPING AREA	5 miles \$10	1 mile \$15	¾ mile \$20	½ mile \$25	¼ mile \$30			
PARKING	On street, few spaces \$10	On street, many spaces \$15	Off street \$20	Garage \$25	Garage with attendant \$30			
PUBLIC TRANSPORTATION	None \$10	Cab only \$15	Cab & 1 mile from bus \$20	Cab & bus at door \$25	Near bus, rapid transit and cab \$30			
VIEW	Trash collection area for complex \$10	Wall of next building \$15	Other houses \$20	Park \$25	Park and lake \$30			
CONDITION	Moldy oldie \$10	Old but habitable \$15	Renovated \$20	Nearly new \$25	Brand new \$30			
APPLIANCES	None \$10	Hotplate and cooler only \$15	Old but functional appliances \$20	New refrigerator and range \$25	All modern including microwave and wok \$30			
DECORATING	Stained carpet, weird paint \$10	Carpet old but OK, paint old but OK \$15	New carpet or new paint \$20	New carpet and new paint \$25	You choose carpet and paint \$30			
FLOOR	Third-floor walk-up \$10	Basement \$15	Second story with balcony \$20	First floor with enclosed patio \$25	Top floor of high rise with garden patio \$30			

CHOOSING AN APARTMENT MANAGER INSTRUCTION SHEET

Background: You are the manager of a group of professional consultants who frequently travel to a major city five hundred miles away from your home office to do business. To save on lodging expenses, the company has decided to lease an apartment to house the one, two, or three members of your division who will be in the city at any one time. Any of your group could be sent, including you, and could be required to stay for two or three months at a time.

You have been directed to announce that the members of your group will have input in selecting the type of apartment to be leased. The company is offering a \$50 bonus to the employee who makes the best selection. You are not eligible for this bonus, but of course, since the final decision and responsibility are yours, you fully intend to select the apartment that *you* think is best.

Selection: You are to use the Choosing an Apartment Attribute List to make your selection. You can spend no more than \$450 a month. This is \$50 less than the group members have been instructed to spend, but you have recently been informed that the company is having some cash-flow problems. You do *not* want your work-group members to know about this, but you have definitely decided to spend no more than \$450 a month in order to secure some leeway in your division's budget.

Negotiation: After you rejoin your group, the members will express their opinions about characteristics they prefer in an apartment. They will try to win points for themselves by convincing you to choose the characteristics they want most, but you, as the manager, have the *final say*. Be strong and authoritative. Go through each of the eleven characteristics, listening to what each individual has to say. If the person's choice differs from yours, offer a criticism so that the person will understand that you know best. Solicit each person's choice of features in each category, then reveal your own choices. Follow this procedure for each attribute until the apartment has been chosen. Be prepared to discuss the negotiation process and your role later in the large group.

CHOOSING AN APARTMENT GROUP MEMBER INSTRUCTION SHEET

Background: You belong to a group of professional consultants who frequently travel to a major city five hundred miles away from your home office to do business. To save on lodging expenses, the company has decided to lease an apartment to house the one, two, or three members of your division who will be in the city at any one time. Any of your group could be sent, and you could be required to stay for two or three months at a time.

The manager of your division has announced that the members of the group will have input in selecting the type of apartment to be leased. The company is offering a \$50 bonus to the member whose choices of selection criteria are closest to those actually used.

Selection: You are to use the Choosing an Apartment Attribute List to select the kind of apartment in which *you* would most like to live. You have been told that you can spend \$500 per month. You will have to make difficult decisions about the features you want and how much money you would be willing to spend for each feature. Pick your choice of features in each of the eleven categories and record it in the proper column. Remember that your total cannot exceed \$500. Do not consult anyone else about your decision. You will have ten minutes to complete your list. After this time you will not be allowed to change what you have written.

Negotiation: Your group's manager has the final say over which characteristics will be included in your apartment since he or she is responsible for choosing *one* apartment for all individuals in your group.

After your manager rejoins the group, try to convince him or her to select an apartment that has as many of the characteristics that you chose as possible. Say whatever you think will be effective to convince the manager to accept your choices. Continue going through the characteristics until your manager selects an apartment within the monetary limit. You receive one point for each of the eleven categories for which the manager's choice matches yours. The group member with the most points will be the one who receives the bonus. Be prepared to discuss the negotiation process later in the large group.

■ PINS AND STRAWS: LEADERSHIP STYLES

Goals

- To dramatize three general styles of leadership: autocratic, laissez-faire, and democratic.
- To increase awareness of how different styles of leadership can affect the performance of subordinates.
- To study the phenomenon of competition among groups.

Group Size

An unlimited number of subgroups of six members each. The example is based on at least six groups.

Time Required

Approximately two hours.

Materials

- One package of drinking straws (100 per package) for each subgroup.
- One package of straight pins for each subgroup.
- A copy of one strip from the Pins and Straws Leader's Instruction Sheet (cut into strips to separate the three variations) for each subgroup leader.
- A copy of the Pins and Straws Observer Work Sheet for each process observer.
- A copy of the Pins and Straws Discussion Sheet for each participant.
- Newsprint, felt-tipped markers, and masking tape.
- Paper and a pencil for each participant.

Physical Setting

One large room for the initial and final meetings of all participants, with a large table on which to display the straw structure. It is desirable to provide a separate room for each subgroup to work independently on its structure.

Process

1. The facilitator forms subgroups of six persons each.
2. One participant within each subgroup is selected to be an observer. The facilitator distributes a copy of the Pins and Straws Observer Work Sheet to each of the observers.
3. One participant within each subgroup is selected to be the leader. The leaders are instructed to assemble privately with the facilitator to receive instructions and materials.
4. The facilitator briefs the leaders on the task, distributes pins and straws to each subgroup, and gives each leader a strip from the Pins and Straws Leader's Instruction Sheet. They are reminded to follow their instructions explicitly, and not to show their strips to anyone. (Because there are three different sets of instructions—autocratic, laissez-faire, and democratic—the facilitator distributes the instruction strips so that there will be an approximately equal number of leaders [at least two] with each of the different kinds of instructions. It will aid the facilitator in recording the data at the conclusion of the experience if subgroup numbers are written in advance on the Pins and Straws Leader's Instruction Sheets so that the same instructions occur in consecutive order. For example, if there are six groups, group one receives democratic instructions, group two receives democratic instructions, group three receives autocratic instructions, group four receives autocratic instructions, group five receives laissez-faire instructions, and group six receives laissez-faire instructions, etc.)
5. The facilitator announces that the task of each subgroup is to build a structure out of pins and straws. Fifteen minutes will be allowed for this task. Afterward, the structures will be “judged” on the equal bases of height, strength, and beauty.
6. At the end of the construction phase, the facilitator instructs participants to rate their experience in the subgroup on three dimensions. They are to use a five-point scale (5 is high). The dimensions are:
 - Satisfaction with their leader.
 - Satisfaction with their own participation.
 - Satisfaction with the subgroup's product.The facilitator directs each subgroup to compute its members' average for each of the three dimensions.
7. Subgroups bring their structures to a common display area.
8. The facilitator calls for the average ratings of each subgroup and posts them on a chart such as the following.

Group	Average Ratings			Voting Tally			
	Leadership	Participation	Product	Height	Strength	Beauty	Total
1							
2							
3							
4							
5							
6							

9. The facilitator directs the voting. Separate votes are held for each of the three criteria, and the numbers are tallied on the chart. Each participant may vote only once on each criterion. Voting is done by a show of hands, with eyes closed.
10. After all the data are recorded, the facilitator (a) reads aloud the instructions for each of the three styles of leadership; (b) records the description of each leader's style beside the appropriate subgroup number; and (c) leads a discussion of the data. Some discussion guidelines are:
 - Leadership style affects subgroup performance in complex ways. (Is there variation between the sculptures in terms of the most beautiful not being the highest or strongest, etc.?)
 - One would expect an ownership bias to appear in the fact that each subgroup votes for its own sculpture as the best in all three dimensions. Because there is an equal number of members in each group, the ownership hypothesis would predict a tie in all three votes. Yet this rarely occurs. How does this show that leadership can affect a subgroup's feeling of ownership in a product?
 - Notice the relationship between leadership style and participation. Which leadership style utilizes the most, and which leadership style utilizes the least, resources of the group?
 - How does the brief amount of time allotted to do this task affect different leadership styles and the subgroup's performance?
 - What is the relationship between participation and satisfaction of subgroup members? What are the longterm and short-term implications of the relationships between leadership style and member satisfaction?
11. The facilitator directs participants to return to their subgroups of six for a discussion. These discussions are led by the observers, who distribute copies of the Pins and Straws Discussion Sheet to all subgroup members. (Thirty minutes.)

Variations

- Judges can be used instead of group voting.
- Voting can be carried out with eyes open.

- Other criteria, e.g., cooperation, creativity, speed, can be applied.
- Other materials and another product can be used.

Submitted by Howard L. Fromkin.

PINS AND STRAWS LEADER'S INSTRUCTION SHEET

Your job is to be as much of a dictator as you possibly can. It is important that you demonstrate this style of leadership to your subgroup without informing them of what you are doing. Avoid accepting any suggestions from any subgroup members. Give orders about the planning and construction. The sculpture is to be constructed from your ideas.

Your job is to be as much of a laissez-faire (“hands off”) leader as you possibly can. It is important that you demonstrate this style of leadership to your subgroup without informing them of what you are doing. Avoid making any suggestions about how or what is to be done or who is to do it. Let every subgroup member do whatever he or she wants. The sculpture is to be constructed from their ideas.

Your job is to be as much of a democratic leader as you possibly can. It is important that you demonstrate this style of leadership to your subgroup without informing them of what you are doing. When a suggestion is made by you or by any subgroup member, ask to see how many of the subgroup members agree with the idea. Push for some degree of consensus before any idea is acted on. The sculpture is to be the result of the group's ideas.

PINS AND STRAWS OBSERVER WORK SHEET

Your task is to observe the subgroup's behavior. You do not participate. Position yourself where you can observe the behavior of all the subgroup members.

1. Who was the subgroup's leader?
2. Describe his or her leadership style. Give some examples of the leader's behavior that illustrate that style.
3. Cite any other behaviors that you think were related to the leader's style of management. Note the member's name next to each specific behavior.
4. Describe the climate or atmosphere of the subgroup. Give some examples of subgroup members' behavior that illustrate this climate. Record the members' names and note their specific behavior.
5. Describe the involvement or participation of the subgroup members in this task.
6. Cite some examples of behavior of individual members to illustrate the participation characteristics of your subgroup. Record the members' names and note their specific behavior.

After the voting phase is completed, you will lead a thirty-minute discussion of the group's process with the members of the subgroup. It is your responsibility to report your observations during this discussion, but avoid making a speech.

PINS AND STRAWS DISCUSSION SHEET

Work Group

1. How did it feel to work under the leadership style of your leader?
2. How did it feel to lead with that style?
3. What are the effects of that leadership style? Advantages and disadvantages? (Use the ratings that you recorded at the end of the construction phase.)
4. Did this activity *remind* you of any effects of leadership style? What were they?
5. Did this activity demonstrate any *new* effects of leadership style? What were they?

Total Group

1. What have we learned from this activity?
2. How does what we have learned relate to our own personal styles of leadership?
3. How does what we have learned relate to our jobs back home? How can we translate what we have learned to our actions on the job?
4. Did this activity *remind* you of any effects of leadership style? What were they?
5. Did this activity demonstrate any *new* effects of leadership style? What were they?

■ **STYLES OF LEADERSHIP: A SERIES OF ROLE PLAYS**

Goals

- To explore the impact that leaders have on decision making in groups.
- To demonstrate the effects of hidden agendas.

Group Size

Two subgroups of five persons each. (Multiple pairs of subgroups can be directed simultaneously in the same room.)

Time Required

Approximately two hours.

Materials

- A copy of the Styles of Leadership Information Sheet for each participant.
- For each member of subgroup A, a different Styles of Leadership Role Sheet for Act I.
- For each member of subgroup B, a different Styles of Leadership Role Sheet for Act II.
- A copy of the Styles of Leadership Debriefing Sheet for Act I and a copy of the Styles of Leadership Debriefing Sheet for Act II for each participant.
- A name tag (“Leader,” “Member One,” “Member Two,” “Member Three,” and “Member Four”) for each role player in each of the two subgroups.

Physical Setting

A room large enough to accommodate role playing and discussion.

Process

1. Each participant receives a copy of the Styles of Leadership Information Sheet.
2. The facilitator designates two subgroups, A and B, and announces that subgroup A will role play Act I (scenes 1 through 6) while subgroup B observes. The facilitator hands each member of subgroup A a name tag and the appropriate Styles of Leadership Role Sheet for Act I and allows five minutes for the participants to study

their roles for scene 1 and then hands each member of subgroup B a copy of the Styles of Leadership Debriefing Sheet for Act I. The facilitator ascertains that members understand their role instructions.

3. The five members of subgroup A role play the six scenes of Act I. Members of subgroup B observe the role-play interaction. (After each five-minute scene, the facilitator instructs participants to study briefly their roles for the next scene.) The facilitator solicits brief comments from the observers after scenes 2, 4, and 6.
4. The facilitator distributes a copy of the Styles of Leadership Debriefing Sheet for Act I to each member of subgroup A and conducts a debriefing session. The facilitator and the members of both subgroups discuss the type of behavior portrayed by the leader in scene 1 and the impact he or she had on decision making in the subgroup. All participants then discuss similar tendencies or actions that they have observed in other groups. The discussion then focuses on leader characteristics displayed in each of the other scenes in turn. The facilitator makes sure that the discussion focuses on the attitudes portrayed and not on how well the role players portrayed them.
5. Steps 2 through 4 are repeated, this time with members of subgroup B role playing Act II while members of subgroup A observe.

Variations

- Some scenes can be omitted.
- The content can be adapted to a particular client group.
- Members of the observing group can be assigned specific tasks such as observing a particular individual or a particular set of behaviors.

Submitted by Gerald M. Phillips.

STYLES OF LEADERSHIP INFORMATION SHEET

Background

The setting for the role play is Cartersburg, a city with a population of about 200,000. Like most cities of its kind, Cartersburg has been the scene of increasing trouble with gangs of young people: vandalism, street fighting, and considerable harassment of citizens and police.

Contact has been made with most of the major street gangs, and they have agreed to participate in a program to make Cartersburg a safer city. But the situation is still insecure, and the gangs are perfectly willing to slip back into their old patterns if the city administration does not deliver on its promises.

To date, the results have not been significant. Not much has been done, although there has been a lot of talk. There are only a few social workers offering personal and vocational counseling in the neighborhoods. There is no central coordinating office, and the amount of money available to support the program is tenuous. The city administration hopes for a government grant while the young people expect the city to pay for the program out of ongoing revenues. The editor of the city's only newspaper supports local financing, but many prominent citizens have declared that the problem is a national one. Some efforts have been made to get financial contributions, but because there is no general coordinating agency, no one knows to whom to contribute.

The mayor, aware of growing dissatisfaction and the possibility of renewed violence, has appointed five prominent citizens to a Committee for Community Action. Their charge is to study the problems of young people and then to present a list of programs that might provide solutions. They have not been asked to figure out a budget, merely to identify possible solutions. The committee has met several times, and at this point it should be ready to draft recommendations to be presented to the mayor.

Instructions

Read your role sheet carefully and, insofar as possible, try to be the person described on that sheet.

STYLES OF LEADERSHIP ROLE SHEET FOR ACT I

Leader

Scene 1. You favor increased police protection in the neighborhoods. You know this is the ONLY solution. Resist all efforts by members of your subgroup to suggest anything else. See how quickly you can get them to discuss a specific plan for police enforcement. DO NOT LET THEM SERIOUSLY CONSIDER ANY OTHER PROPOSAL.

Scene 2. The only way to operate a subgroup is to let all factions be heard. It really isn't the leader's place to intervene and direct the discussion. They may be having some problems, but this is something they will have to work out for themselves. And why is Member Four picking on you? You might appeal to the other members to get Member Four off your back.

Scene 3. Member One is a real nuisance. There is no point in trying to accomplish anything in this subgroup until we are rid of Member One. Do anything, promise anything, but get the rest of the subgroup to support you in ousting Member One from the committee.

Scene 4. Parliamentary procedure is the order of the day. Make these people follow the parliamentary line. Every time someone states an idea, see if you can get it in the form of a motion so that it can be formally debated and disposed of. You have had a lot of experience as a chairperson, and these newfangled "group dynamics" annoy you.

Scene 5. Members One and Two look uneasy. Your tactic is as follows: We can't have a subgroup until we have harmony. We have got to know each other better before we get on with business. We have got to be friends, to feel comfortable with each other. Let's just use this meeting to find out more about each other. We don't dare do any business until we really get to know each other.

Scene 6. You can't tackle a problem until all the facts are in. There simply hasn't been enough research on the problem. The local university has a staff available that could do a competent job of studying the problem. A research plan and some grant money to support investigations are needed. When a systematic investigation has been completed, then you can talk about solutions. This meeting should develop the research plan.

STYLES OF LEADERSHIP ROLE SHEET FOR ACT I

Member One

Scene 1. One possible alternative is to develop some kind of honor policing in the neighborhoods. You are not really sure what form this should take, but you are sure that bringing in regular police would seriously inflame an already dangerous situation. Try to get some of the other members to comment on your proposal.

Scene 2. Member Two is strictly an administrator and opposes your idea for bringing in volunteers. Member Two is probably related to the mayor. Even if Member Two seems to be supporting you, realize it is a deceptive front and don't let this person get away with it.

Scene 3. Member Two has been on your block for a long time. You have been fighting with each other for many years and you know what kind of unfair fighter this person is. You may have to have a head-on confrontation with Member Two before the subgroup can get on with its work.

Scene 4. You are interested in a vocational training program, but you don't want to leap into it until you have had a chance to talk it over thoroughly with others in the subgroup. Resist jumping to a conclusion. Don't let the leader rush you. The dynamics of the subgroup demand consensus. This is not a question that can be handled by parliamentary procedure.

Scene 5. The situation is critical. We have got to get something going or we will have gang fights and vandalism again. If this meeting doesn't decide something, we have had it. Let's get some results—almost any results. Particularly, we had better make some recommendations about police.

Scene 6. The problem has been studied to death and no one seems to want to do anything. Probably someone will suggest even more research. You are impatient. You want at least three substantive proposals to come out of this meeting: (1) a street recreation program, (2) aid to neighborhood merchants, and (3) a family counseling and crisis-intervention service. You are perfectly willing to support any other ideas. Remember, all this committee has to do is refer the ideas.

STYLES OF LEADERSHIP ROLE SHEET FOR ACT I

Member Two

Scene 1. Job training is what is needed. You cannot solve a problem without working on the cause. These kids are unemployed; if they were working, they wouldn't be on the streets. You think the committee should investigate the job market and propose on-the-job training programs. You realize, however, that some stopgap programs may be necessary.

Scene 2. Member One is a radical but sometimes—not often—has good ideas. You are suspicious of Member One's suggestion to bring in volunteers because it could result in radical government intervention. Furthermore, you think a community recreation program is a better idea. Push your program, but if the going gets rough, remember that Member One may be a possible ally—so don't alienate this person.

Scene 3. Member One is a dangerous radical who can disrupt any subgroup. See who you can get to support you in throwing Member One out of the subgroup because, until this person is out, nothing will get done.

Scene 4. You are interested in the vocational training proposals Member One is making, but you have some doubts about the practical aspects of the program. It would be a good idea if this committee pooled its knowledge about vocational training before deciding that it will be the program proposed. See if you can get specific ideas from Member One about what he or she is proposing. Talk to this person directly without debating the issue. Avoid a majority/minority split. This committee must have consensus.

Scene 5. Police protection is not the answer. It is necessary to develop community spirit and concern for the welfare of the whole city. People like Member One who advocate police protection are probably racist, but you agree that something needs to be done. Debate the police protection issue and do not let anyone sidetrack you.

Scene 6. This is a tough problem and you wish you had never accepted service on this committee. All the proposed programs confuse you. It might really be a good thing to have more research done.

STYLES OF LEADERSHIP ROLE SHEET FOR ACT I

Member Three

Scene 1. Money! How can we get money to operate the program? Whatever solution is offered, make sure you cross-examine the proposer until you find out where the money is coming from.

Scene 2. How did these other people get on this committee anyway? Member One is an idealistic fool and all Member Two wants is some jobs for relatives. You don't know Member Four at all, and none of them are very interested in your proposal for a street literacy-training program and a program in ethnic studies. Make sure you are heard. You are the only one in the group who has any firsthand knowledge of the problem anyway.

Scene 3. Members One and Two seem to be fighting and the leader seems to be taking sides. See what you can do to get these members calmed down so that the subgroup can get on with its work.

Scene 4. You are somewhat suspicious of vocational training programs because you have no evidence that they work. You are perfectly willing to talk about them for a while to see if such evidence exists. Ask all the questions you need to. Don't let the other members panic and push you into premature decisions. Work this out slowly.

Scene 5. Discussing police protection is a waste of time. Any fool knows we need protection. But we need preventive measures. This subgroup ought to brainstorm the problems that people in the rough neighborhoods are having and come up with an overwhelming list of ideas. Press to do the brainstorming so the committee can get at the issues.

Scene 6. Get immediate acceptance for the following: (1) a program for improved police protection including neighborhood volunteers; (2) a program for vocational training outside of the schools; (3) an expanded neighborhood recreation program; (4) establishment of neighborhood protection councils, including an underwriting feature; (5) support for local merchants whose properties have been damaged; and (6) legislation to curb rioting and gang warfare. Get the group to accept this manifesto.

STYLES OF LEADERSHIP ROLE SHEET FOR ACT I

Member Four

Scene 1. This leader is so authoritarian! Why won't this person let other people talk about what they need to talk about? Maybe the whole subgroup needs a good critique (administered by you) of this person's leadership.

Scene 2. So Member Three is an activist! That type of people are trying to ruin the neighborhood. Thrift and concern for the home are what are needed. Actually, all this fuss about the underprivileged is foolish. If they want to live in filth and beat each other up, why shouldn't they be permitted to do it? If you can get the leader to agree with you, maybe you can end this meeting without proposing some silly and expensive program that no one wants. Try to push the leader into agreeing with you even if you have to interrupt while others are talking.

Scene 3. Members One and Two seem to be fighting and the leader seems to be taking sides. See what you can do to get these members calmed down so that the subgroup can get on with its work.

Scene 4. You have had considerable experience with vocational training programs and you know of many difficulties that have to be solved before such programs will work. First, vocational needs have to be surveyed. The schools have to support the idea. You need support from industry, etc. Raise these issues one at a time and do not let anyone push you into a decision until you have had a chance to consider these and other issues at length.

Scene 5. Why is everyone in such a hurry to get down to business? We had better get to know each other before we try to work out the problems. After all, if we don't trust each other, we won't get far. The leader seems to be suggesting this. Help the leader get it going. Otherwise, these dogmatists will push through their ideas. Incidentally, maybe a little sensitivity training will help things in the neighborhoods, too.

Scene 6. Is it really possible to get all the facts about anything? Some of the people in the subgroup are too impatient. On the other hand, if too much time is taken, nothing will get done. See if you can reconcile the two factions.

STYLES OF LEADERSHIP DEBRIEFING SHEET FOR ACT I

Scene 1 features the “know-it-all” chairperson who has all the ideas; the members’ suggestions are worthless. The subgroup is used by the leader only to ratify his or her ideas, and any ideas proposed by the subgroup are regarded as rebellion.

Scene 2 shows the laissez-faire leader carried to an extreme—with no leadership at all, not even as a traffic director.

Scene 3 shows the leader attempting to manipulate the members into helping to handle some of the leader’s own personal problems with the subgroup.

Scene 4 puts an efficiency expert in charge of the subgroup. The leader holds to parliamentary procedure, and the procedure is more important than the ideas.

Scene 5 shows the social director/sensitivity trainer in charge. This leader is much more interested in personal developments for the subgroup than in the agenda.

Scene 6 shows the influence of research on problem solving. The reverence for research supersedes the need for a solution. The myth of the grant subverts the subgroup.

STYLES OF LEADERSHIP ROLE SHEET FOR ACT II

Leader

Scene 7. Being a committee chairperson is a means to power. What you need is a bigger constituency. Member One has a good idea. The appointment of a general supervisory committee with you at the head would give you more power. You could fill that committee with your friends and thus have two organizations to support you when you run for reelection next year. Make sure this committee gets proposed.

Scene 8. Things are moving much too rapidly. This subgroup just seems to want to jump to a conclusion. Things are not really as bad as people say they are. There haven't been any riots in your suburb. Slow this subgroup down. Don't just let them grab at any idea and push it through. Suggest investigation, consideration of all possibilities, letting all sides be heard, fairness, democracy, and the American way. Everything must be considered. Don't let them get anything by you.

Scene 9. Why can't this subgroup get on the road? Member One has some good ideas and needs to be pushed to propose their adoption. Try to get them through. What kind of business is this—a high-powered subgroup like this, and no action? If you don't get something done at this meeting, they will be very angry downtown; the press will be on your back and you won't be the mayor's good buddy any more. Make sure you get the subgroup to adopt a proposal, even if you have to invent it.

Scene 10. Why is everyone against you? Everyone wants to lead the subgroup. Well, you are the leader and you should not move one more step until you are sure this is fully recognized. Don't let anyone push you out of your chair.

Scene 11. Before the meeting proceeds, you need an agenda. You need to set priorities and get them in order for formal consideration. Do not let the meeting go on until the subgroup decides on an order for consideration of all the ideas that have been presented.

Scene 12. Too much time has been spent on this committee. It is dangerous to make proposals, because it is likely that the committee that makes them will have to carry them out. Get the experts at city hall to take over and get this committee disbanded at this meeting.

STYLES OF LEADERSHIP ROLE SHEET FOR ACT II

Member One

Scene 7. You propose a general supervisory committee to be appointed by the mayor *before* substantive proposals are made. You have decided that it is pointless just to study proposals. The proposals need to be worked out, and a general supervisory committee would accomplish this. Such a prominent public committee would also forestall radical proposals. Spell out the details and demand that nothing more be done until the mayor appoints the committee.

Scene 8. After careful consideration you have decided that neighborhood papers are necessary to keep people posted on local events and to dispel rumors. The papers can be put into business with an expenditure of \$16,000 and can be supported by local advertising. There is an editor with experience available. You know the mayor favors this proposal. Get going.

Scene 9. You have a lot of ideas on this matter: policing, minority groups on the police force, neighborhood newspapers, job training, recreation school improvement, etc., but you need time to sift them through. Don't be premature. The only thing worse than no proposal would be the wrong proposal at the wrong time, so don't let anyone push you into a decision.

Scene 10. The leader is a hopeless neurotic. You would make a better leader. See if you can get the subgroup to support you.

Scene 11. The most important thing is police protection. Make sure that it gets top priority.

Scene 12. This committee is a great idea. It takes the whole business out of the hands of city hall. It would be best if this committee had the power to implement its ideas. You can't trust city hall.

STYLES OF LEADERSHIP ROLE SHEET FOR ACT II

Member Two

Scene 7. You have three proposals to make: (1) improvement of police by recruitment of neighborhood people for the force, (2) on-the-job training to be offered by local industry for minority groups, and (3) establishment of a neighborhood newspaper to keep rumors under control. Push these ideas. Resist any slowdown.

Scene 8. Member One has a great idea. Support it and even go beyond it. Call for more money. Call for improved policing. Call for a recreation program. Call for improvement of the schools. And make absolutely sure that Member One gets the newspaper idea through.

Scene 9. Go slow. You are entirely open and neutral, but any idea that does come up ought to be looked at carefully for a week before adoption. Resist any attempts to get anything concrete passed at this meeting.

Scene 10. Member One seems to want to take over as leader—and, in truth, would make a better leader than the one you have now. Support Member One and try to get him or her voted in as leader.

Scene 11. The most important thing to talk about is job training. Make sure the subgroup deals with that first. Police protection is a dangerous idea. Make sure they don't talk about that at all.

Scene 12. It really is irrelevant who is responsible for the program just so long as there is a program. Pass all these ideas: improved police protection, recreation facilities, summer programs for youth. Get at least one idea adopted tonight.

STYLES OF LEADERSHIP ROLE SHEET FOR ACT II

Member Three

Scene 7. Member Two has great ideas. Give them all the support you can.

Scene 8. You have heard that there is \$20,000 immediately available for any good idea. If you hear about one with that kind of price tag, support it.

Scene 9. Go slow. You are entirely open and neutral, but any idea that does come up ought to be looked at carefully for a week before adoption. Resist any attempts to get anything concrete passed at this meeting.

Scene 10. You are really interested in getting a proposal adopted at this meeting and everyone else keeps playing “king of the hill.” Push for a proposal related to police protection and do everything you can to get it adopted.

Scene 11. The most important thing to talk about is protection of property. You want to form an association of merchants in each of the neighborhoods. Police protection ideas are dangerous and job training is too slow. Be sure the merchants’ association gets top billing.

Scene 12. The leader is trying to shirk responsibility. Get the leader involved with some of the programs proposed by Member Two.

STYLES OF LEADERSHIP ROLE SHEET FOR ACT II

Member Four

Scene 7. What is the leader trying to do? Is this master politician trying to build a new political base? When the leader supports the supervisory committee idea, accuse him or her of using it for personal gains and see what happens.

Scene 8. You have heard that there is \$20,000 available immediately for any good idea. If you hear of one with that kind of price tag, support it intensely.

Scene 9. Why is the leader trying to rush the subgroup? Could it be because of what the newspapers will say about him or her? Raise this idea and see what happens.

Scene 10. It looks like Member One is trying to take over the subgroup. The leader you have is perfectly O.K. with you. Give the leader your support and try to put Member One outside the meeting.

Scene 11. How long are these jokers going to talk about what we should talk about? All the ideas are O.K. Try to get them passed and get this meeting over with. It is a waste of time to talk about priorities and agendas.

Scene 12. What a bore. Try to get this meeting over with so you can all go home and watch the game on television.

STYLES OF LEADERSHIP DEBRIEFING SHEET FOR ACT II

Scene 7 features a rampant power play. The leader has political designs and his or her prime concern is getting the group to help play them out.

Scene 8 shows the effects of excessive caution. The leader here is afraid of action because of the responsibility it will put on him or her.

Scene 9 is an old-fashioned “railroad.” The leader has some urgency, which lies outside the group purview, about getting something done, and will do it whether the subgroup wants it or not.

Scene 10 puts a neurotic, mildly paranoid person in the chair. It shows how power plays within the subgroup can subvert action.

Scene 11 shows how adherence to the formalities of subgroup operation can get in the way of decision making and how agendas can sometimes interfere with progress.

Scene 12 is an example of passing the buck by a leader who does not want to take responsibility.

■ TANGRAM¹: LEADERSHIP DIMENSIONS

Goals

- To identify key functions of a task-team leader.
- To examine the process of leading a team toward the accomplishment of a task.
- To experience the information-sharing process within a task team.
- To provide an opportunity to observe the effects of communication processes on members of a task team.

Group Size

Eight to fifteen members.

Time Required

Approximately two hours.

Materials

- A large envelope for each team leader, containing:
 - One copy of the Tangram Leader Instruction Sheet
 - Three separate Tangram Patterns (I, II, and III)²
 - Four small bags or envelopes containing Tangram pieces (to be assembled by the facilitator according to the Directions for Assembling Tangram Pieces)
 - Masking tape.
- A copy of the Tangram Observer Sheet for each observer.
- A copy of the Tangram Key Sheet for each participant.
- A pencil for each observer.
- A newsprint sheet, prepared in advance, with the following information about typical task-group phenomena:
 - What difficulties did the leader experience in fulfilling his or her linking-pin role in the communication process between the members and the facilitator?

¹ The Tangram is a classic Chinese puzzle.

² The Tangram Patterns should be exactly equal in size to the actual Tangram to be constructed.

- How did the leader establish the task to be accomplished; when was this done?
 - When and how did the leader consult with members regarding their individual skills, task resources, or possible contributions?
 - How did the leader's style vary as problems arose or accumulated? How did this affect coordination and direction?
 - How did group members' behavior vary during the task?
 - What additional restrictive norms (not imposed by the task instructions or by the leader) were introduced by group members? How did this affect the team's functioning?
- Newsprint and a felt-tipped marker.

Physical Setting

A room with furniture arranged in a group-on-group design. At the center is a large table, five or six chairs, and a newsprint pad. Chairs for the observers are arranged outside the team area, in a circle, at a distance of approximately four feet.

Process

1. The facilitator gives a brief, experiential lecturette on leadership functions, e.g., setting the overall goal, stating specific objectives, planning, communicating, directing, coordinating, and controlling, by eliciting comments from the group members. The functions identified by the group are posted and added to by the facilitator as necessary to represent key aspects of the role requirement. (Fifteen minutes.)
2. The facilitator, avoiding any mention of the nature of the task, explains that an experiment will be conducted to explore the group's suggestions.
3. Five or six members are selected to act as the "experimental team"; they are directed to select one of their members to serve as team leader for the rest of the experience.
4. The facilitator directs the team to its work area and gives the team leader a sealed envelope containing:
 - One copy of the Tangram Leader Instruction Sheet
 - Three separate Tangram Patterns (I, II, and III)
 - Four small bags or envelopes containing Tangram pieces
 - Masking tape.

The leader is informed that the envelope is not to be opened until the facilitator directs that it be done.
5. The facilitator gives a copy of the Tangram Observer Sheet and a pencil to all remaining participants, tells them that they will observe the team's process, and

instructs them to take notes and be ready to discuss their observations after the completion of the experiment. The observers are then directed to sit in the chairs surrounding the team work area.

6. While the observers are reviewing their instruction sheets, the facilitator directs the team leader to unseal the envelope and to read the instructions silently.
7. When all participants are ready, the facilitator signals the start of the experiment. During the assembling process, the facilitator acts as the “boss” of the team leader and does not communicate directly with any of the team members. All communication is through the team leader. If the team leader requests more instructions, the facilitator answers that all necessary instructions are on the Tangram Leader Instruction Sheet.
8. The facilitator gives the number 14 Tangram piece to the team leader when (and only if) the team leader requests it.
9. When the team leader declares the experiment completed (whether it is successful or not), or at the end of fifteen minutes, the facilitator distributes the Tangram Key Sheet to everyone. The facilitator announces that the completed pieces depict an old Chinese person blowing at a candle.
10. The facilitator convenes the observers and instructs them to share their observations of the experimental team’s process. (Ten minutes.)
11. The facilitator instructs the experimental team members to share their reactions to their process by focusing on both leader and member behavior during the task. The facilitator provides guidelines for these discussions by posting the prepared list of typical task-group phenomena. (Twenty minutes.)
12. The facilitator calls for a report from the group, summarizing the key observations of its members. (Ten minutes.)
13. Key ideas related to leadership functions are listed on newsprint. The facilitator then conducts a discussion of the main points on this list and facilitates the members in relating their observations to the pre-experiment list of leadership dimensions created by the group. (Fifteen minutes.)
14. The group members discuss applications of these learnings to real-life situations in which they play leadership roles. (Fifteen minutes.)

Variations

- Several experimental teams with observers can attempt the task simultaneously, with the facilitator available to team leaders on request.
- Observers can be omitted from the design and all participants can be placed on experimental teams.
- Team members can have a pre-task planning session to discuss relevant leader/member behavior for task teams.

- Time limits can be stated prior to the start of the task to add the element of time pressure.
- The time limit can be eliminated from the activity.
- The facilitator can call a stop to the activity midway through the task to allow task-team members to review their performance and plan for more effective communication.

Submitted by Eduardo Casais.

TANGRAM LEADER INSTRUCTION SHEET

The Task:

1. Your team is to construct on the table, with the Tangram pieces herewith, three Tangram figures according to the patterns enclosed, in the following order:

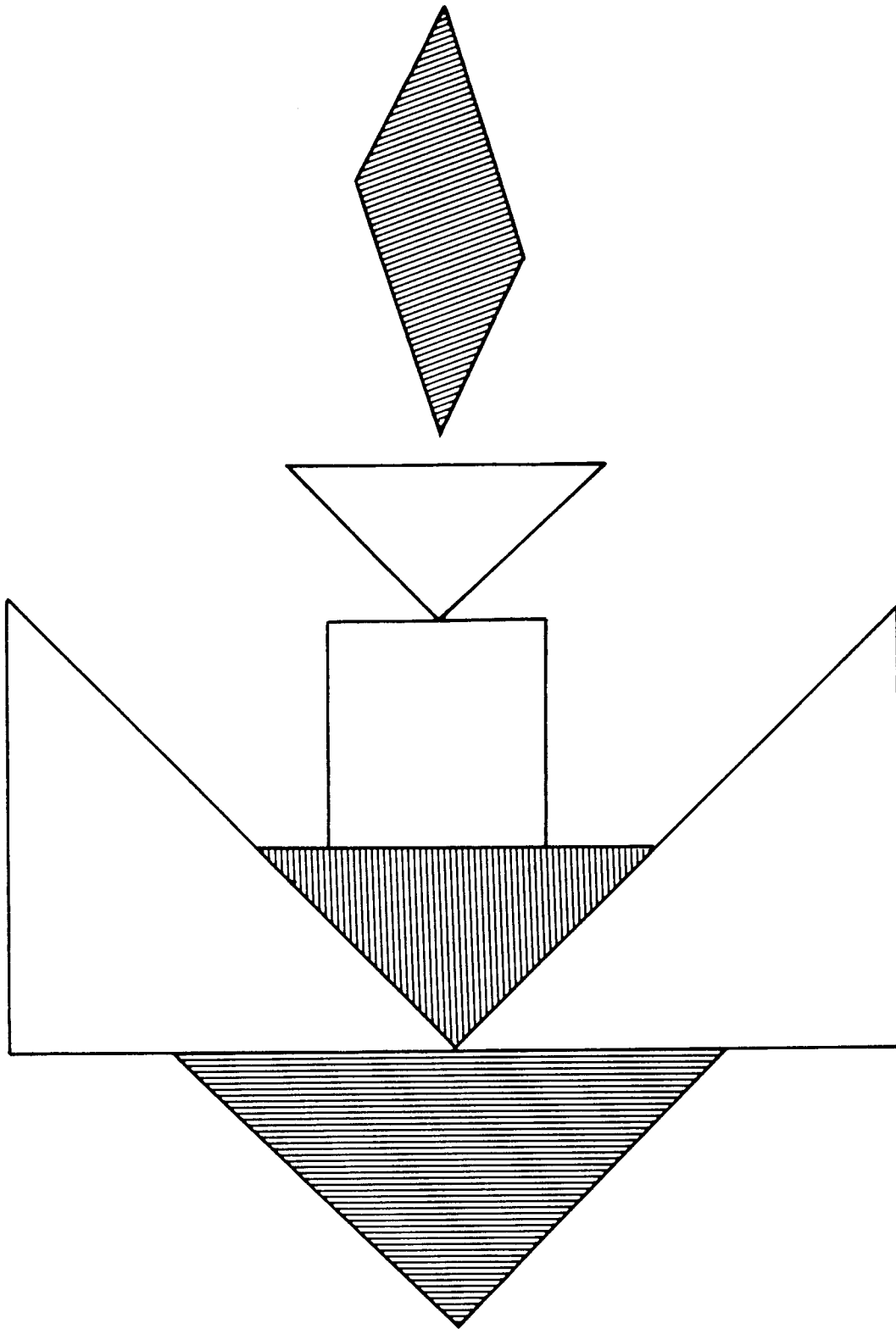


2. Post the Tangram Patterns on newsprint immediately (tape is available for this purpose), so that each member can see them clearly.
3. The task should be accomplished as quickly and as precisely as possible.

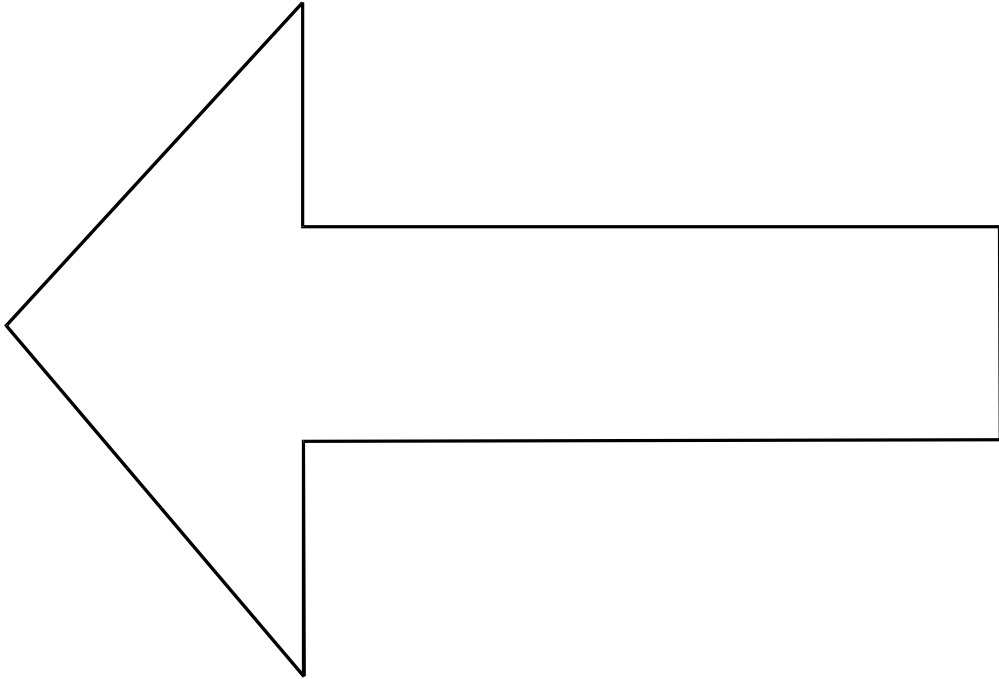
Your Role:

1. You are to get the work done through other people. Have your team members do the construction. Do not intervene personally in the physical operation.
2. Distribute the bags or envelopes containing the Tangram pieces to the respective team members.
3. Explain to your team members which jobs they are to accomplish.
4. Direct and control the team's work during the process, as you think appropriate.
5. All communication from or to the facilitator (who acts as your "boss" during the activity) will be channeled through you.
6. It is your job to announce when the task is completed.

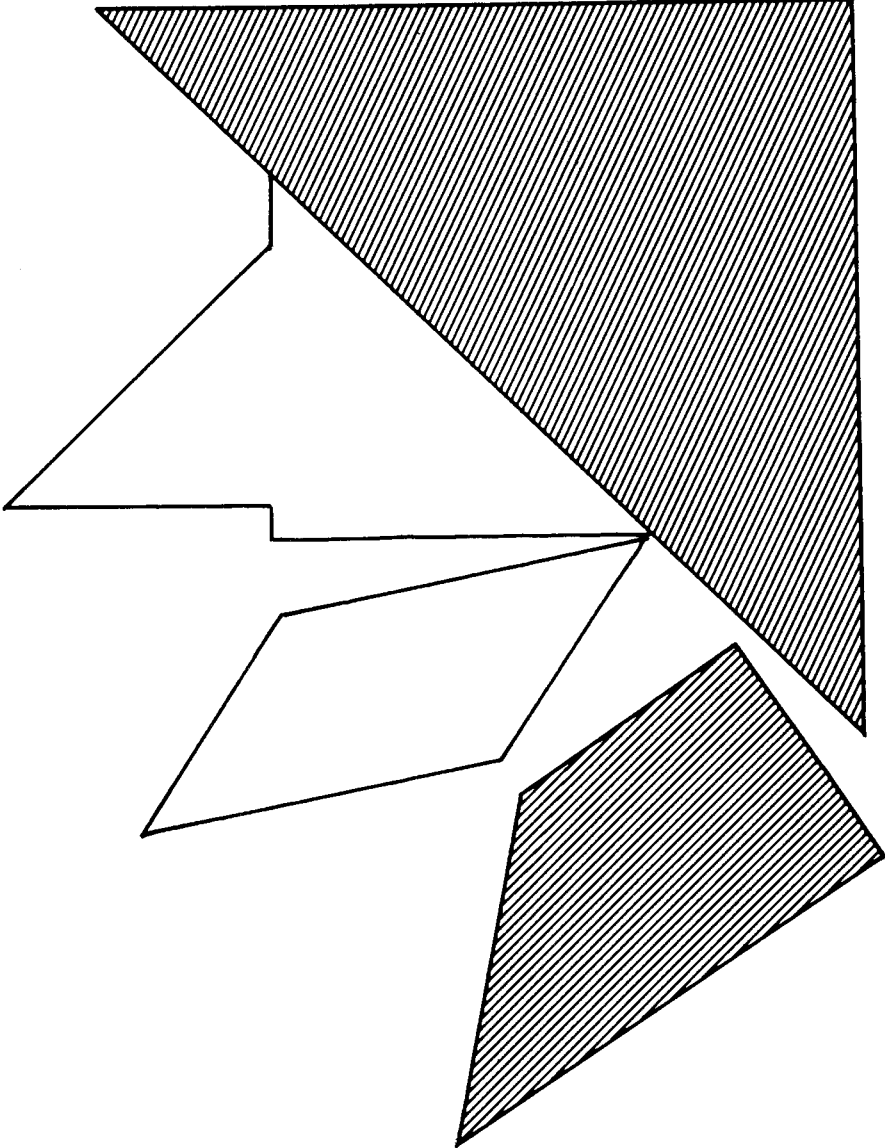
TANGRAM PATTERN I



TANGRAM PATTERN II



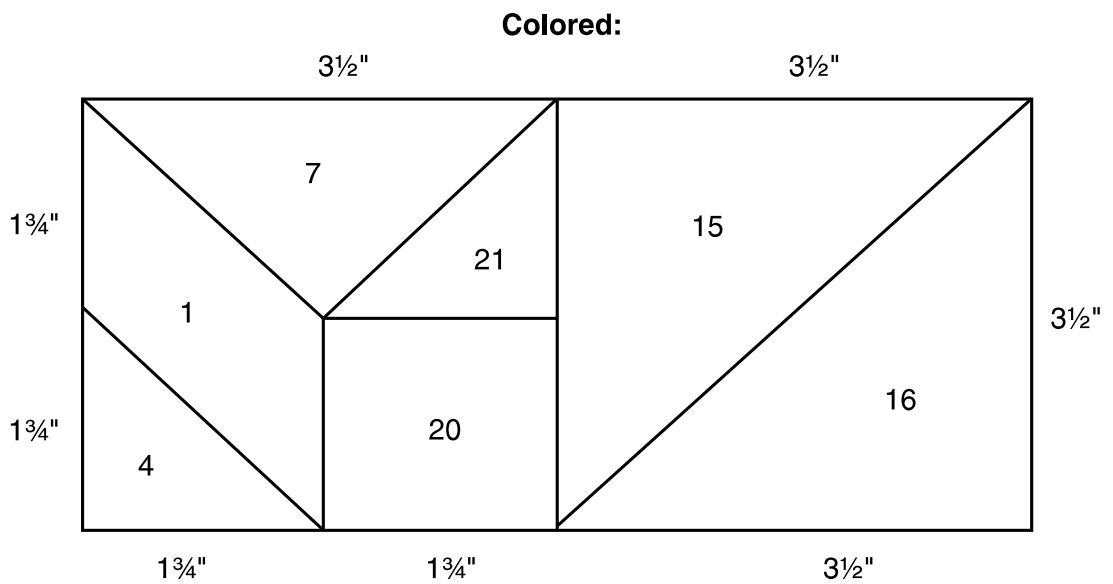
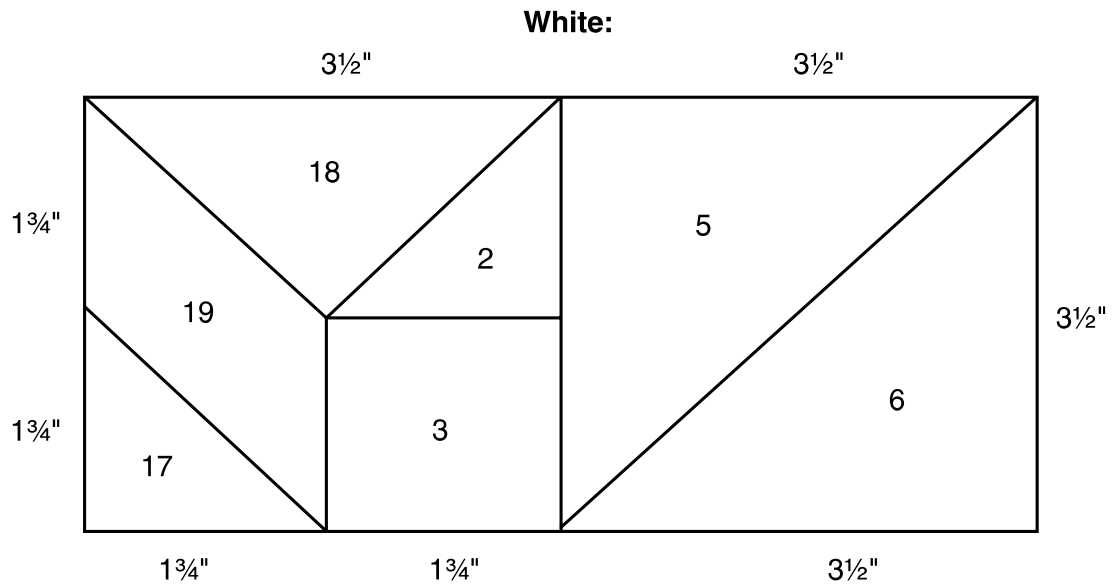
TANGRAM PATTERN III



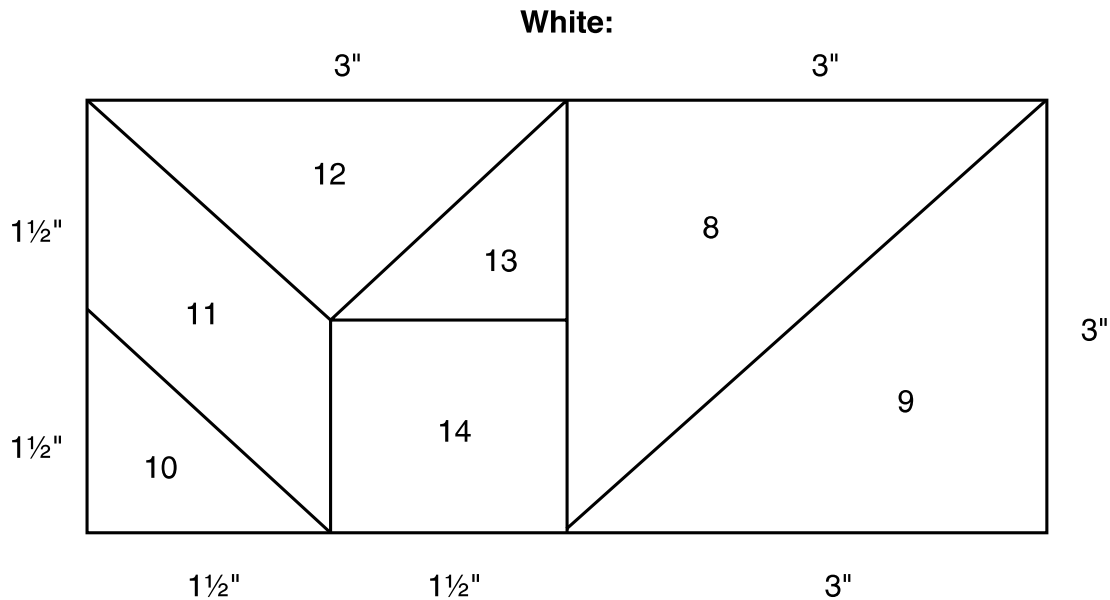
DIRECTIONS FOR ASSEMBLING TANGRAM PIECES

Instructions to the facilitator:

1. Prepare Tangram pieces (numbered for clarity of distribution) by cutting plastic or cardboard material as follows:
 - a. *Two rectangles of equal size, one white, the other colored, cut into seven pieces, as indicated:*



b. *One rectangle, slightly smaller, white, similarly cut into seven pieces:*



2. Separate the pieces into five sets, slip the first four sets into small bags or envelopes, and mark the bags as follows:

Team leader (Pieces 5, 6, 15, 16)

Team member 1 (Pieces 1, 2, 4, 12, 21)

Team member 2 (Pieces 8, 9, 10, 13, 19, 20)

Team member 3 (Pieces 3, 7, 11, 17, 18)

(The remaining piece, 14, is retained by the facilitator until the team leader asks for it.)

3. In a large envelope put the following:

a. The *four* small bags or envelopes containing the twenty Tangram pieces for the experimental team.

b. The Tangram Leader Instruction Sheet.

c. The three Tangram Patterns (these should be exactly equal in size to the actual Tangram fully constructed).

4. Seal the large envelope.

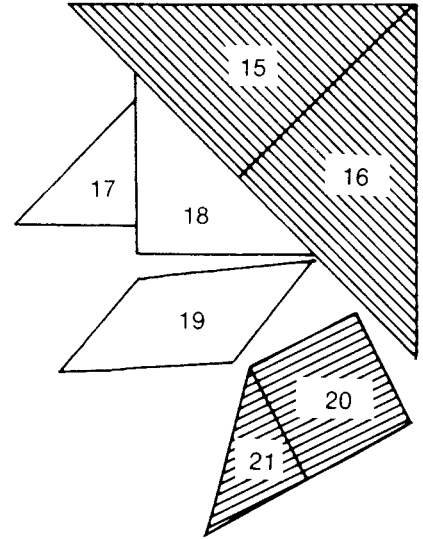
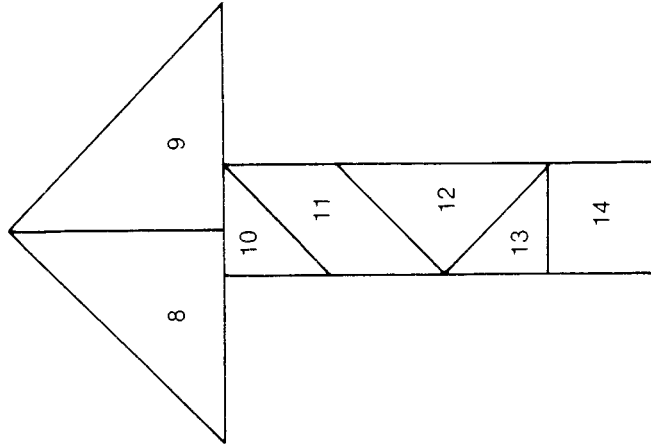
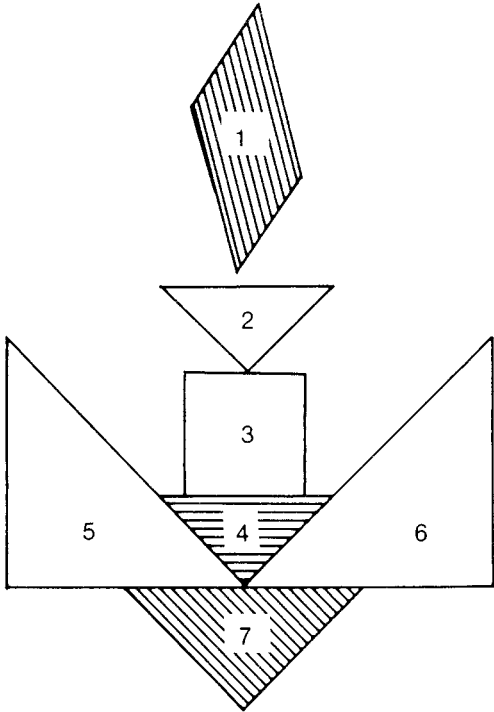
TANGRAM OBSERVER SHEET

Instructions: Observe the experimental team's performance carefully. Note significant events pertaining to the formulation of the task and the team's objectives, the sharing and flow of information, and the leadership performance of the team leader. You may wish to consider the following points:

1. How does the team leader present the goal to the team members?
2. Does the team take its time to fully consider and plan the task, or do the members start before setting rules and procedures?
3. How does the team set objectives? (There are three specific objectives listed on the leader's instruction sheet. No specific time limit has been imposed on the team.) Time will be called at the end of fifteen minutes if the team leader has not signaled that the task has been accomplished before that time.
4. How is the division of the work accomplished?
5. How does the team leader process the information flow? Does he or she communicate with the facilitator effectively?
6. Do all team members participate actively?
7. Does the leader's style of interaction vary during the course of the task? If so, how?
8. Do the team members' styles of interaction vary? If so, how?

Note: You may *not* communicate, either verbally or nonverbally, with the team members during this experiment.

TANGRAM KEY SHEET



Team Leader: Pieces 5, 6, 15, 16

Team Member 1: Pieces 1, 2, 4, 12, 21

Team Member 2: Pieces 8, 9, 10, 13, 19, 20

Team Member 3: Pieces 3, 7, 11, 17, 18

Facilitator: Piece 14

■ THE GOOD LEADER: IDENTIFYING EFFECTIVE BEHAVIORS

Goals

- To provide the participants with an opportunity to explore different views of leadership.
- To offer the participants an opportunity to discuss and identify the characteristics and behaviors that contribute to a leader's effectiveness.
- To encourage the participants to consider how leadership evolves in a group and the effects that various leadership behaviors have on group members and task accomplishment.

Group Size

Four subgroups of five to seven participants each. This activity has been designed for use with leaders as participants.

Time Required

Approximately two hours and fifteen minutes.

Materials

- A copy of The Good Leader Theory Sheet for each participant.
- Four copies of The Good Leader Observer Sheet (one for each observer).
- A pencil for each observer.
- A clipboard or other portable writing surface for each observer.
- A newsprint flip chart and a felt-tipped marker for each subgroup.
- A newsprint flip chart and a felt-tipped marker for the facilitator's use.
- Five rolls of masking tape for posting newsprint (one roll for each subgroup and one for the facilitator).

Physical Setting

A room that is large enough to allow the subgroups to complete their assignments without disturbing one another. Movable chairs should be provided, and plenty of wall space should be available for posting newsprint.

Process

1. The facilitator announces the goals of the activity, asks the participants to form subgroups of five to seven members each, and gives each subgroup a newsprint flip chart, a felt-tipped marker, and a roll of masking tape.
2. The facilitator states that the members of each subgroup will be discussing and listing characteristics and behaviors that contribute to a leader's effectiveness. As this topic is announced, the facilitator writes it on newsprint, posts the sheet of newsprint, and displays it so that all subgroups can see it.
3. The facilitator goes on to explain that the members of each subgroup will brainstorm characteristics and behaviors and then discuss the brainstormed items until they achieve consensus on a final list. Each subgroup is instructed to select an observer as well as a recorder. The facilitator explains the functions of these two people: The observer will observe the activity, make notes on what is observed, and later share those notes with the subgroup; the recorder will record the subgroup members' ideas on newsprint. The facilitator also announces that a newsprint copy of each subgroup's consensus list will be collected at the end of the discussion period.
4. Each observer is given a copy of the observer sheet, a pencil, and a clipboard or other portable writing surface and is asked to follow the instructions on the sheet.
5. The facilitator states that the subgroups have twenty minutes in which to complete their task and then asks them to begin.
6. After twenty minutes the facilitator calls time and collects the newsprint lists, explaining that the lists will be displayed and discussed later. Then each participant is given a copy of the theory sheet and is asked to read this sheet. (Ten minutes.)
7. The subgroups are instructed to spend twenty minutes discussing the posted topic again, following the same procedure, but to compose new lists, this time considering information from the theory sheet as well as their own experience and ideas. The facilitator emphasizes that the subgroups are simply to consider the theory-sheet information and that they need not accept it or incorporate it into their lists unless they choose to do so.
8. After twenty minutes the facilitator calls time, collects the new lists, and reassembles the total group. All of the original lists are posted, and then all of the new lists are posted. (The facilitator leaves some wall space between the two sets of lists so that they appear distinctly separate.)
9. The facilitator leads a discussion of the two sets of lists, helping the participants to construct a final list of characteristics and behaviors that contribute to a leader's effectiveness. (Note: The participants may not be able to reach consensus about which items to include in the final list. In this case the facilitator may use a majority vote or another means to determine the components of the final list. Regardless of the method chosen to construct the final list, it is important that the facilitator acknowledge the legitimacy of different viewpoints about what constitutes leader

effectiveness.) The final list is recorded on newsprint and displayed prominently. (Twenty minutes.)

10. The facilitator announces that the observers will take turns sharing their observations with the total group and that while the participants listen they are to compare these reports with the final list of leader characteristics and behaviors. After all observers have shared, the facilitator invites the participants to comment on their reactions and on the comparisons they made. (Twenty to thirty minutes.)
11. The facilitator leads a concluding discussion by asking questions such as these:
 - What were your reactions to generating the first list in your subgroup? What were your reactions to generating the second list? What were your reactions when we worked as a total group to construct the final list?
 - What do your reactions suggest to you about your view of a good leader?
 - What have you learned about identifying effective leader characteristics and behaviors? What have you learned about practicing those characteristics and behaviors?
 - How would you now define effective leadership in terms of results?
 - What is one new leader behavior that you intend to practice in your position?

Variations

- The activity may be shortened by eliminating the first discussion procedure (step 5) and/or the role of the observers.
- The activity may be used with an ongoing work group by having the members focus first on effective leader behaviors that are currently displayed in their group. After the theory sheet has been introduced, if the group's second list is appreciably different from the first, the members may be asked to speculate about how the group's work results might be affected by the leader behaviors described in the theory sheet. In contrast, if the group's second list is not appreciably different from the first, the members may be asked to discuss how their group is currently using the theory-sheet behaviors, why these behaviors work, and what results are achieved by using these behaviors.
- After the final step, the participants may be asked to devise action plans for adopting the new leader behaviors that they want to use.
- For the first discussion procedure, the facilitator may distribute copies of a theory sheet that is opposite in view from the one used in the second discussion procedure.

Submitted by Gerry Carline.

THE GOOD LEADER THEORY SHEET¹

Chapter 9: A Good Group

. . . When leaders become superstars, the teacher outshines the teaching.

Also, very few superstars are down-to-earth Before long they get carried away with themselves. They then fly off center and crash.

The wise leader settles for good work and then lets others have the floor. The leader does not take all the credit for what happens and has no need for fame. A moderate ego demonstrates wisdom.

Chapter 11: The Group Field

Pay attention to silence. What is happening when nothing is happening in the group? That is the group field

People's speech and actions are figural events. They give the group form and content.

The silence and empty spaces, on the other hand, reveal the group's essential mood, the context for everything that happens

Chapter 17: Like a Midwife

The wise leader does not intervene unnecessarily. The leader's presence is felt, but often the group runs itself

Remember that you are facilitating another person's process. It is not your process. Do not intrude

If you do not trust a person's process, that person will not trust you.

Imagine that you are a midwife. You are assisting at someone else's birth. Do good without show or fuss. Facilitate what is happening rather than what you think ought to be happening. If you must take the lead, lead so that the mother is helped, yet still free and in charge.

When a baby is born, the mother will say: we did it ourselves.

Chapter 26: Center and Ground

The leader who is centered and grounded can work with erratic people and critical group situations without harm.

Being centered means having the ability to recover one's balance even in the midst of action. A centered person is not subject to passing whims or sudden excitements.

Being grounded means being down-to-earth, having gravity or weight. I know where I stand, and I know what I stand for: that is ground.

The centered and grounded leader has stability and a sense of self.

¹ These excerpts have been reprinted with permission from *The Tao of Leadership* by John Heider. Copyright 1985 by Humanics Limited, Atlanta, Georgia, USA.

One who is not stable can easily get carried away by the intensity of leadership and make mistakes of judgment

Chapter 31: Harsh Interventions

There are times when it seems as if one must intervene powerfully, suddenly, and even harshly. The wise leader does this only when all else fails.

As a rule, the leader feels more wholesome when the group process is flowing freely and unfolding naturally, when delicate facilitations far outnumber harsh interventions. Harsh interventions are a warning that the leader may be uncentered or have an emotional attachment to whatever is happening

Even if harsh interventions succeed brilliantly, there is no cause for celebration Someone's process has been violated.

Later on, the person whose process has been violated may well become less open and more defended

Making people do what you think they ought to do does not lead toward clarity and consciousness. While they may do what you tell them to do at the time, they will cringe inwardly, grow confused, and plot revenge.

That is why your victory is actually a failure.

Chapter 43: Gentle Interventions

Gentle interventions, if they are clear, overcome rigid resistances.

If gentleness fails, try yielding or stepping back altogether. When the leader yields, resistances relax.

Generally speaking, the leader's consciousness sheds more light on what is happening than any number of interventions or explanations. But few leaders realize how much how little will do.

Chapter 60: Don't Stir Things Up

Run the group delicately, as if you were cooking small fish.

As much as possible, allow the group process to emerge naturally

If you stir things up, you will release forces before their time and under unwarranted pressure. These forces may be emotions which belong to other people or places. They may be unspecific or chaotic energies which, in response to your pressure, strike out and hit any available target.

These forces are real. They do exist in the group. But do not push. Allow them to come out when they are ready.

When hidden issues and emotions emerge naturally, they resolve themselves naturally

Chapter 81: The Reward

It is more important to tell the simple, blunt truth than it is to say things that sound good. The group is not a contest of eloquence.

It is more important to act in behalf of everyone than it is to win arguments. The group is not a debating society.

It is more important to react wisely to what is happening than it is to be able to explain everything in terms of certain theories. The group is not a final examination for a college course.

The wise leader is not collecting a string of successes. The leader is helping others to find their own success Sharing success with others is very successful.

The single principle behind all creation teaches us that true benefit blesses everyone and diminishes no one.

■ ORGANIZATIONAL STRUCTURES: A SIMULATION

Goals

- To assist the participants in their efforts to understand the relationships between organizational structure, problem-solving performance, and organizational climate.
- To provide participants with an opportunity to experience and explore these relationships in a simulated environment.
- To encourage participants to examine the structures that prevail in their own work environments.

Group Size

At least two groups of eight members each. (The activity can be conducted with seven in a group, but it is preferable to have eight.)

Time Required

Approximately two hours to two hours and fifteen minutes.

Materials

- One set of index cards for each group, one card per member. [If there are more than seven members in the group other than the observer(s), repeat the information on one or more of the cards.] The information displayed on each card is as follows:
 - **Card 1:**
 - (a) The problem you have to solve is to figure out the total cost of Project X.
 - (b) Is Maslow's theory applicable here?
 - (c) Try to reach consensus
 - (d) $e = mc^2$
 - **Card 2:**
 - (a) $S = m$
 - (b) The fixed cost is 50 (Project X)
 - (c) $TC = F + n \times V$
 - (d) $a =$ Number of units produced in Project B

- **Card 3:**
 - (a) Deadline for Project B is tomorrow
 - (b) F = Fixed cost
 - (c) Total cost of Project A = PA
 - (d) b = 184
- **Card 4:**
 - (a) Use the PC
 - (b) We have tried that before!
 - (c) The correct oil is SAE 40
 - (d) NaCL + H₂O?
- **Card 5:**
 - (a) n = Number of parts
 - (b) PA = a + bx - 12
 - (c) The company has a good EEO policy
 - (d) The variable cost per part is 0.2 (Project X)
- **Card 6:**
 - (a) The machine uses roller bearings
 - (b) E = 12
 - (c) The total cost of Project X = TC
 - (d) M
- **Card 7:**
 - (a) $X = M^{-2} \log y$
 - (b) You need to produce 1000 parts for Project X (i.e., n = 1000)
 - (c) V = Variable cost per part
 - (d) E + M = L
- Copies of the Organizational Structures Mechanistic Task Sheet for half of the groups (one copy per member) and one for each observer.
- Copies of the Organizational Structures Organic Task Sheet for the other half of the groups (one copy per member) and one for each observer.
- One copy of the Organizational Structures Background Sheet for each of the participants.
- An Organizational Structures Observer Sheet for each observer.
- Blank paper and a pencil for each participant.

- A clipboard or other portable writing surface for each participant.
- A newsprint flip chart and felt-tipped markers.

Physical Setting

A room that is large enough so that all groups can work without distracting one another or several smaller rooms. A chair should be provided for each participant.

Process

1. Participants are formed into groups of eight members each. One person in each group is selected to serve as the leader, and one person in each group is selected to serve as the observer. Any additional participants also can be assigned to groups as observers. (Five minutes.)
2. To half of the groups, the facilitator gives copies of the Organizational Structures: Mechanistic Task Sheet (one copy for each member, including observers). To the other half of the groups, the facilitator gives copies of the Organizational Structures: Organic Task Sheet (one copy for each member, including observers). Each observer also receives a copy of the Organizational Structures Observer Sheet. The facilitator tells the participants to read their task sheets and to arrange themselves as directed. (Five minutes.)
3. After the group members have occupied their respective positions, the facilitator allots a set of seven cards to each group, distributing the cards randomly among the group members. The members are instructed not to exchange cards or to discuss their content. [Note to facilitator: Some of the information on the cards is relevant (R) and some is irrelevant (I), as follows: Card 1: a-R, b-I, c-I, d-I; Card 2: a-I, b-R, c-R, d-I; Card 3: a-I, b-R, c-I, d-I; Card 4: a-I, b-I, c-I, d-I; Card 5: a-R, b-I, c-I, d-R; Card 6: a-I, b-I, c-R, d-I; Card 7: a-I, b-R, c-R, d-I. The pieces of information distributed across the six “relevant” cards together allow the correct solution to be determined.] (Five minutes.)
4. The facilitator introduces the activity by announcing that the groups will be in competition with one another in an attempt to solve the problem that is contained in the set of cards. The winner will be the group that produces the correct solution first. Each group is to work according to its task instructions. No further clues are provided. (Five minutes.)
5. The groups work separately on the problem. The facilitator checks any proposed solutions and records on a newsprint flip chart the time taken by each group to produce the correct answer. If a group arrives at the correct solution before time is called, its members are instructed to discuss among themselves the reasons that they finished the task satisfactorily. The simulation is terminated after forty-five minutes. (Forty-five minutes.)

6. The total group is reassembled (with the members of each work group seated together). The facilitator posts the solution to the problem on a newsprint flip chart. The solution is shown on the following page.

- Total Cost of Project X = TC (extracted from cards 1 and 6)
- $TC = F + n \times V$ (extracted from card 2)
- $F = \text{Fixed Cost} = 50$ (extracted from cards 2 and 3)
- $n = \text{Number of Parts} = 1000$ (extracted from cards 5 and 7)
- $V = \text{Variable Cost per Part} = 0.2$ (extracted from cards 7 and 5)

Therefore:

$$\text{Total Cost of Project X} = 50 + 1000 \times 0.2 = 250$$

(Five minutes.)

7. The facilitator leads the following discussion:

- Which members felt satisfaction with the experience? What was it about the roles or tasks that contributed to that? How did that affect the organizational climate?
- Which members felt dissatisfied? What was it about the roles or tasks that contributed to that? How did that affect the organizational climate?
- How did members learn (a) what the problem was, (b) who had relevant and useful information, and (c) who was most capable of solving this type of (algebraic) problem? Did this latter recognition affect the leadership role? If so, how?
- Did member(s) who held the card that contained the problem statement recognize the key to potential success? If not, why not? [Typically, the person either did not expect it or was awaiting instructions from the leader.]

(Fifteen minutes.)

8. The facilitator distributes a copy of the Organizational Structures Background Sheet to each participant. The facilitator explains the information on the sheet. An important part of the debriefing at this point is to reassure the participants, particularly those who played the role of leaders, that their performance was not a function of their ability but, rather, of the structures they had to work under. (Ten minutes.)

9. Observers are asked to report their findings, particularly in relation to differences they observed in the behaviors of the various groups. (Ten minutes.)

10. The facilitator leads a discussion of the recorded outcomes of the simulation. Participants are asked to discuss the following items and their responses are recorded on a newsprint flip chart:

- Reasons that the organic structure(s) performed more successfully.

- Under what conditions the different types of structures are effective or ineffective.

(Ten minutes.)

11. The facilitator then informs the participants that the simulation has been used with numerous participants in organizational training programs. The performance of groups working in an organic structure on uncertain problem situations was vastly superior to that of groups working within the constraints of a mechanistic structure. This superiority is evident in terms of both the rate of success and the time taken to arrive at the correct solution. The results also suggest that oral communication is more effective than written irrespective of the type of structure utilized, but that changing a mechanistic structure to an organic one while maintaining only written communication is more conducive to success than trying to achieve the same end by allowing members of the mechanistic structure to communicate orally. In other words, a suitable structure appears to be more critical to success than the communication mode under conditions of uncertainty. These findings are compatible with those obtained in classical studies of communication networks (for example, Leavitt, 1951; Shaw & Rothschild, 1956). However, they go beyond these contributions inasmuch as they also account for the concept of uncertainty. (Five minutes.)
12. The participants are asked to form small discussion groups of four to five members each. Utilizing the experience as a “trigger,” participants are encouraged to offer examples from their own work environments that demonstrate dynamics similar to those observed in the simulation and to develop possible solutions or recommendations for improvement. (Fifteen minutes.)

Variations

- In addition to the groups, individual participants can be given complete sets of cards and allowed to complete the task in competition with the groups. Such participants will sit outside the groups. Individuals will process the experience along with the group members. In the processing discussion, it can be pointed out that, typically, individuals working on their own are even more successful than the organic/oral communication group in terms of the average time taken to solve the problem—probably because they have all the information they need and do not have to rely on others for information exchange—but they tend to have a lower success rate, probably because incorrect assumptions cannot be checked by others.
- Compromise structures (for instance, a basically mechanistic structure within which members are allowed to talk with one another or an essentially organic structure in which members have to communicate in writing) also can be utilized. This approach is most useful with a large number of participants.

- Steps 10, 11, and 12 can be replaced with a total-group discussion of back-home applications.

REFERENCES

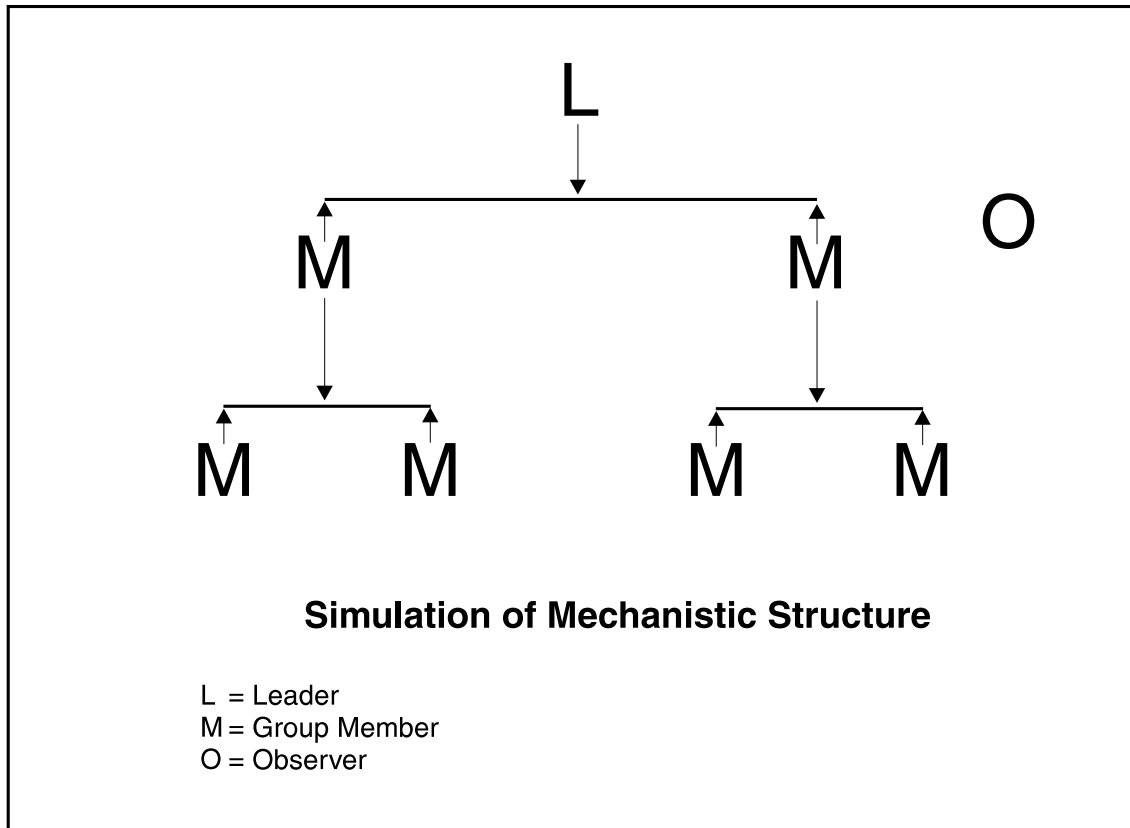
Leavitt, H.J. (1951). Some effects of certain communication patterns on group performance. *Journal of Abnormal and Social Psychology, 46*, pp. 38-50.

Shaw, M.E., & Rothschild, G.H. (1956). Some effects of prolonged experience in communication nets. *Journal of Applied Psychology, 40*, pp. 281-286.

Submitted by Rudi E. Weber.

ORGANIZATIONAL STRUCTURES MECHANISTIC TASK SHEET

Instructions: Quickly pick a leader for your group. Arrange yourselves in the following configuration: (see next page)

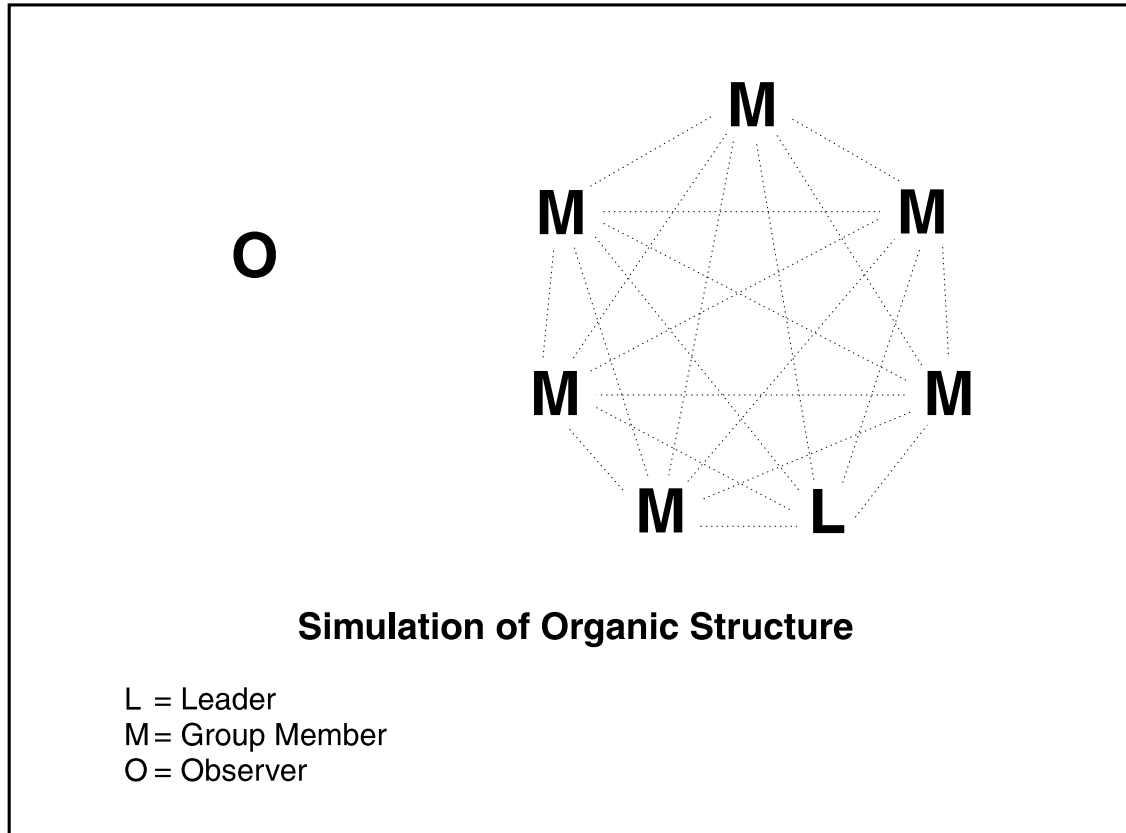


During this activity, your group is to function in a strictly hierarchical and bureaucratic fashion. That is, you are allowed to communicate only through the formal channels shown on your organizational chart and only in writing. You are not allowed to talk. You are not allowed to bypass anyone in the system.

Let the facilitator know when you have found the solution to the problem.

ORGANIZATIONAL STRUCTURES ORGANIC TASK SHEET

Instructions: Quickly pick a leader for your group. Arrange yourselves in the following configuration: (see next page)



During this activity, you are allowed to communicate within your group in any way you like, that is, with anyone and in any form (oral or written) that you wish to use. (The dashed lines above show possible patterns of communication.)

Let the facilitator know when you have found the solution to the problem.

4. Did the leader of the mechanistic group(s) ask for all of the information to be transmitted to him/her and then proceed to solve the problem singlehandedly or did he/she delegate?

5. Did the members of the organic group(s) engage in a multidirectional exchange of information? Did the members share their perceptions, test their ideas, and either verify or correct their assumptions and solutions?

6. What happened to the role of leader in the organic group(s)?

ORGANIZATIONAL STRUCTURES BACKGROUND SHEET

In order to ensure success, organizations need to be structured to be prepared for environmental contingencies. Burns and Stalker (1961) suggest that mechanistic structures work best under stable environmental conditions and that organic structures are needed in times of rapid change (for the characteristics of both types of structure, see Table 1). More generally, Kanter (1983) shows that organizations operating in our changing environment need to maintain “structural flexibility.”

Students of organizational behavior frequently find it difficult to understand these principles at a theoretical level. Other people are overwhelmed by the complexity of real-world organizational processes and their relationship to change. The purpose of the activity is to reduce this complexity to a simple, concrete experience—to a context and task situation that participants are familiar with and can relate to in a meaningful way.

Table 1. The Characteristics of Organic and Mechanistic Structures

Organic	Focus	Mechanistic (Bureaucratic)
Decentralized	HIERARCHY OF AUTHORITY	Centralized
Few	RULES AND PROCEDURES	Many
Ambiguous	DIVISION OF LABOR	Precise
Wide	SPAN OF CONTROL	Narrow
Informal and Personal	COORDINATION	Formal and Impersonal

The Effect of Structure on Problem Identification and Problem Solving

The type of the problem in this simulation frequently is observed in situations that arise in uncertain (that is, rapidly changing) organizational environments:

1. It is unique (it has never occurred before in its present form), undefined, and unexpected. Hence, the organization may not possess—or may not even be aware of—what expertise, experience, resources, structure, or procedures are needed to deal with the problem.
2. It may be recognized as a problem (or impact the organization) at any level—frequently at lower levels—or in any functional area. That is, top management—or management in general—might be unaware of its presence or may fail to interpret it as a problem.
3. Although some members of the organization may have certain skills, bits of information, or experiences that are useful in the definition or solution of the problem, others may have no resources that could be employed in the problem-

solving effort. Additionally, the types of personal resources required may be unknown to both employees and management.

The implications of such a problem situation are that:

1. Organizational members other than management may need to initiate appropriate action if the problem is to be solved; and
2. Members need to be able to communicate freely (without being hampered by undue structural barriers) to allow them to recognize that there is a problem; define it; discover who has the resources needed to solve it; and combine their skills, knowledge, and experience in an effort to generate a solution.

It clearly can be seen that an organic structure will facilitate this process while a mechanistic structure will interfere with it.

REFERENCES

- Burns, T., & Stalker, G.M. (1961). *The management of innovation*. London: Tavistock.
- Kanter, R.M. (1983). *The change masters*. New York: Simon & Schuster.

■ **CHOOSE ME: DEVELOPING POWER WITHIN A GROUP**

Goals

- To explore issues related to power and influence within a group.
- To offer each participant an opportunity to influence the other members of his or her group.
- To allow the participants to give and receive feedback about their personal approaches to developing power and influence within a group.

Group Size

Three to five subgroups of five to seven members each.

Time Required

Approximately two hours and fifteen minutes.

Materials

Blank paper and a pencil for each participant.

Physical Setting

A room with plenty of space for each subgroup so that its members may make oral presentations to one another and engage in discussions without disturbing the other subgroups. A chair and a writing surface should be provided for each participant.

Process

1. The participants are assembled into subgroups of five to seven members each.
2. The goals of the activity are explained.
3. The facilitator states that each subgroup is to select a leader and clarifies the sequence of events whereby each subgroup is to make its selection: Each member is to prepare a self-nominating presentation, making the best case that he or she can for being selected as the subgroup's leader. The members are to take turns making their presentations to the subgroup. Using all information available to them, the subgroup members are to engage in their selection process. Then, under the guidance of the newly selected leader, the members are to prepare a report on their selection process. Subsequently, each subgroup is to share its report with the total group.

4. Each participant is given blank paper and a pencil for the purpose of making notes, if desired, while preparing his or her presentation. The participants are instructed to spend five minutes on their preparations and to restrict their presentations to a maximum of three minutes each.
5. The facilitator asks the members of each subgroup to begin the presentation process. The participants are encouraged to listen carefully to each presentation and to take notes about each member's qualifications if they wish. (Three minutes per presentation.)
6. Each subgroup is instructed to use the data presented by the members to select its leader. The facilitator emphasizes that volunteering, choosing rotating leaders, opting to share leadership responsibilities, and deciding not to choose a leader are unacceptable approaches.
7. After the choices have been made, the members of each subgroup are asked to provide one another with feedback: One member at a time receives feedback from every other member regarding the effectiveness of the approach that he or she used to develop power and influence during steps 5 and 6. (Twenty minutes.)
8. Each leader is instructed to lead his or her subgroup in preparing an oral report on the subgroup's selection process and deciding who is to present this report. (Thirty minutes.)
9. The facilitator reassembles the total group and asks the subgroups to take turns reporting. (Twenty minutes.)
10. The facilitator leads a discussion about the activity, asking the following questions:
 - How did you feel about having to present yourself as a leader to your subgroup? On what basis did you make your choice of characteristics to present to the subgroup?
 - What do the things you chose to say about yourself and the way you chose to say them have to do with your concept of power and influence?
 - How would you describe your subgroup's concept of power and influence as illustrated in the subgroup's process of choosing a leader?
 - From your individual decisions and your subgroup's operation, what can you generalize about power and influence in a group?
 - What are some specific ways to gain power in a group? How can power be lost or forfeited?
 - What can you do in the future to exert your power and influence more effectively in your home life or in your organization?

Variation

- This activity may be altered to be used for the purpose of giving and receiving feedback related to leadership abilities or assertiveness.

Submitted by Larry Porter.

■ MANAGEMENT PERSPECTIVES: IDENTIFYING STYLES

Goals

- To help the participants to identify various managerial styles.
- To illustrate the ways in which these managerial styles can affect an organization.
- To acquaint the participants with the advantages and disadvantages of these styles.

Group Size

Three to six subgroups of four participants each.

Time Required

Two hours and fifteen minutes.

Materials

- A copy of the Management Perspectives Situation Sheet for each participant.
- A set of Management Perspectives Role Sheets for each subgroup (a different sheet for each member).
- Four name tags for each subgroup. Prior to conducting the activity, the facilitator labels each subgroup's tags as follows:
 - Manager A
 - Manager B
 - Manager C
 - Manager D
- A copy of the Management Perspectives Theory Sheet for each participant.
- A copy of the Management Perspectives Discussion Sheet for each participant.
- Blank paper and a pencil for each participant.
- A clipboard or other portable writing surface for each participant.

Physical Setting

A room large enough to afford each subgroup an opportunity to work without disturbing the other subgroups.

Process

1. The facilitator announces that the participants are to be involved in a role play and then assembles them into subgroups of four members each.
2. Each participant is given a copy of the Management Perspectives Situation Sheet and is asked to read this handout. (Five minutes.)
3. The facilitator distributes copies of the role sheets and the corresponding name tags to each subgroup, ensuring that each of the four members is assigned a different role. The participants are instructed to read their handouts and to wear their name tags throughout the entire activity. In addition, the facilitator cautions the participants not to reveal the contents of their role sheets to their fellow subgroup members. (Ten minutes.)
4. Each participant is given blank paper, a pencil, and a clipboard or other portable writing surface and is instructed to spend fifteen minutes devising and recording a solution to be presented at the upcoming managers' meeting. The facilitator emphasizes the importance of maintaining assigned roles during this step and the meeting that follows.
5. At the end of the fifteen-minute period, the subgroups are told to begin their meetings.
6. After thirty minutes the facilitator stops the subgroup meetings, distributes copies of the Management Perspectives Theory Sheet, and asks the participants to read this sheet. (Ten minutes.)
7. Each participant is given a copy of the Management Perspectives Discussion Sheet. The facilitator states that each subgroup is to discuss answers to the questions on the sheet and that the subgroup should select a reporter to record answers, summarize them, and report the summarized answers later to the total group. (Thirty minutes.)
8. The total group is reconvened, and the reporters are asked to share the summarized results of the subgroup discussions. (Twenty minutes.)
9. The facilitator leads a concluding discussion concerning how the participants might apply what they have learned in their individual environments.

Variations

- Additional participants may be asked to serve as observers. In this case the facilitator should devise an observer sheet to guide the participants who fulfill this role.
- A role and corresponding role sheet may be created for a member of top management within each subgroup. The facilitator should note that this option may necessitate changes to the situation sheet.

- The facilitator may devise additional roles and role sheets that are based on other management models or theories.
- If the group is homogeneous, the situation sheet and the role sheets may be altered to reflect a situation that the participants deal with regularly.

Submitted by Patrick Doyle.

MANAGEMENT PERSPECTIVES SITUATION SHEET

You are a branch manager of a large local bank. A year ago another manager's branch was selected to be redesigned as "the bank of the future." New, state-of-the-art word-processing equipment, automatic tellers, and computer terminals were installed. These changes meant that one employee working with a single piece of equipment could provide immediate responses to inquiries that were previously processed through the joint efforts of several employees over a period of days.

At the same time, two new staff members joined the branch. One was hired as an office supervisor because of an understanding of the word-processing and microcomputer equipment, and the other was named as supervisor of the tellers because of an understanding of the main computer. The rest of the staff was trained in the use of the new equipment. This training seemed to proceed as planned, and the employees developed a level of understanding and competence that was determined to be acceptable.

Top management announced these changes throughout the organization and had high hopes that the branch would evolve into a model of increased productivity and efficient operation. However, this has not been the case.

Before the changes took place, the branch employees and their manager functioned productively as a close-knit, content group. But soon after the changes were instituted, it became known that the employees were beginning to complain. They were disappointed in the new equipment, which malfunctioned frequently, and in their new work environment, which they described as cold and impersonal. Another situation that distressed them involved the removal of the time clock. When the clock was first removed and the employees were no longer required to "punch in" and "punch out," they saw this development as a sign that the organization had more trust in them; but subsequently they discovered that the newly installed computer equipment was verifying their comings and goings. Discontent over these concerns and others grew, and, despite a healthy economy, the branch began to experience a drop in performance. Things progressively worsened until finally, a week ago, the branch manager became frustrated enough to quit.

Now the branch is without leadership, and top management has asked you and three other branch managers to meet to *determine the source of the problems within the redesigned branch and to arrive at a solution to these problems*. Each manager has been instructed to work independently to develop a solution and to bring this proposal to the meeting, which is to take place shortly.

MANAGEMENT PERSPECTIVES ROLE SHEET A

Manager A

You feel that the present problems in the redesigned branch are obviously attributable to the people who work there. If the branch employees have not yet adapted to the new equipment and procedures, they probably are incapable of functioning in “the bank of the future.” It is also possible that the two new supervisors are not the equipment experts that they were assumed to be and are, therefore, to blame for inadequately training the employees.

If you had had your way from the beginning, you would have chosen only one type of employee for the redesigned branch: the type who strictly follows and does not deviate from instructions. In the actual process used to institute the changes at the branch, too much emphasis was placed on helping existing employees to understand the new procedures. Actually, all they needed to know was what buttons should be pushed and at what time.

One issue about which you are particularly sensitive is the new equipment at the redesigned branch. You believe this equipment to be the best available. In fact, you were a member of the task force that investigated different kinds of equipment and ultimately suggested that the present models be purchased. Although you know it is true that the equipment malfunctions occasionally, you attribute such breakdowns to the incompetence of the people who use it. You even have support for your position in this matter: A recent report on the “down time” of the equipment was submitted by the supplier, and it implies that the branch employees are to blame rather than the machinery itself. Therefore, during the upcoming meeting, you plan to make it clear that the new equipment cannot possibly be the source of the present problems.

You are certain that the solution you come up with will be the best alternative, and you plan to support it at all costs.

MANAGEMENT PERSPECTIVES ROLE SHEET B

Manager B

You are convinced that the source of the problems at the redesigned branch is the lack of emphasis on human relations. Throughout the year since the changes were instituted, the branch employees have been complaining. As you suspected from the outset, the employees were not consulted about the type of equipment or procedures that should be used, just as they were excluded from the decision-making process that led to the creation of “the bank of the future.”

Furthermore, the employees state that the new equipment continually breaks down and makes it impossible for them to work efficiently. Although you recently read a report implying that the malfunctions were caused by human error, you dismissed the contents; because the report was submitted by the supplier of the equipment, its conclusions can scarcely be regarded as legitimate.

It seems to you that top management, in redesigning the branch, was operating under the philosophy that the equipment should control the flow of work, a viewpoint that you consider unacceptable. Instead, the primary emphasis should be on the employees, without whom the equipment is useless. As you have always said, when the organization fulfills its responsibility to meet the employees' needs, everything else falls into place and organizational goals are met automatically. After all, the branch employees were happy before the redesigning process, and productivity then was considerably higher than it is now. Under the new system, they have to cope not only with a reduction in the amount of teamwork that previously had promoted morale and satisfaction, but also with new supervisors who were hired because of their computer skills instead of their management skills. During the upcoming meeting, you plan to point out top management's error in judgment.

You are certain that the solution you come up with will be the best alternative, and you plan to support it at all costs.

MANAGEMENT PERSPECTIVES ROLE SHEET C

Manager C

In your opinion the problems in the redesigned branch are attributable to one source: a failure to provide the employees with opportunities to fulfill their individual needs and their natural desire to do competent work. You formed this opinion on the basis of what you have learned about employees in general as well as those at the troubled branch. The branch employees, like your own subordinates, are mature adults who want to do their best for the bank; they enjoy their work and supervise themselves well in completing it. Indeed, their performance record and their level of job contentment before the redesigning prove that this is the case.

In its plans to redesign the branch, the bank's top management has overlooked these facts and has chosen to treat the employees like lazy children. New supervisors were brought in to monitor their work, and new equipment was programmed to keep track of their comings and goings. The employees were expected to meet new organizational goals for increased productivity while their needs for autonomy, self-direction, and a sense of fulfillment were ignored. Under the circumstances, a drop in productivity was inevitable. You feel strongly that the present organizational attitude toward employees is counterproductive, and you plan to make your feelings known during the upcoming meeting.

You are certain that the solution you come up with will be the best alternative, and you plan to support it at all costs.

MANAGEMENT PERSPECTIVES ROLE SHEET D

Manager D

As far as you are concerned, the source of the problems at the redesigned branch is a failure to analyze and respond to all of the factors involved before the changes were implemented. The situation at the branch was and is complex. Top management had no choice but to respond to technical advances that would allow the bank to remain competitive, but too much was attempted too fast and without adequate preparation. In addition, the needs of the branch employees should have been met to a greater degree, and the social climate within the branch should have been considered.

However, you feel that it is time to face the situation and rectify it. It is highly impractical to consider such solutions as firing all of the branch employees, abandoning concerns about productivity and competitiveness, or attempting to effect overnight changes in the way in which the organization and top management operate. The solution must incorporate social and technological goals within the context of internal and external environmental pressures. Your objective during the meeting is to convince your fellow members to see the whole picture as it really is rather than as their special interests may compel them to see it.

You are certain that the solution you come up with will be the best alternative, and you plan to support it at all costs.

MANAGEMENT PERSPECTIVES THEORY SHEET¹

Over the years a number of approaches to management have been developed and promulgated in an attempt to provide effective leadership within organizations. The role-play situation in which you have just been involved has characterized four of these approaches, which are described below.

The Scientific Approach (Manager A)

Frederick Taylor is known as the father of the scientific approach to management. In the early 1900s he analyzed the loading of pig iron onto railroad cars at Bethlehem Steel and determined that he could devise techniques for increasing the workers' productivity.

After observing the workers carefully, Taylor selected a few who he felt could tolerate the new pace he would set, and from this group he ultimately chose one individual for his project. This worker was instructed to do exactly as he was told and only as he was told. By closely adhering to Taylor's methods, the worker was able to increase his average loading per day from 12.5 to 47.5 tons.

Although this initial effort was deemed successful, Taylor's work, reputation, and the entire approach of scientific management eventually suffered because of his negative opinion of workers. He defined the worker in the Bethlehem Steel situation as "mentally sluggish," and he described the ideal pig-iron worker as closer to an ox in his mental abilities than any other form of life. Taylor made these statements in a fairly public manner and subsequently was condemned by many, not because of his devotion to increasing productivity through applying the results of time-and-motion studies, but because of his lack of sensitivity to the human element.

Today we tend to associate Taylor's approach with the attitude that success must be achieved at any cost. This high concern with the mechanics of task, when combined with a low concern for people, is now thought to be quite psychologically damaging to workers. Nevertheless, it characterized industrial work for a number of years and is still prevalent in many areas of our society.

The Human-Relations Approach (Manager B)

Elton Mayo, a social philosopher of the 1920s and 1930s, held views that were in direct opposition to those of Frederick Taylor. While Mayo was a faculty member at Harvard, he was responsible for experiments that took place at Western Electric's Hawthorne plant. These experiments formed the basis of the human-relations approach to management.

Mayo believed that productivity could be increased by involving workers in the decision-making process. After analyzing the results of the Hawthorne experiments,

¹ Adapted from M. Sashkin, "An Overview of Ten Management and Organizational Theorists," in J.E. Jones and J.W. Pfeiffer (Eds.), *The 1981 Annual Handbook for Group Facilitators*, San Diego: Pfeiffer & Company, 1981.

Mayo concluded that they supported his belief, although many have debated this conclusion in the years since.

Whereas the scientific approach came to be maligned because its originator held unacceptable views of the workers, the human-relations approach ultimately came to be maligned because it excluded a concern for profit in favor of the contentment of workers. Although Mayo himself recognized the legitimacy of the profit motive and sought to incorporate this motive with that of worker involvement in decision making, those who adopted his approach eventually became convinced that if a company's workers were happy, the company itself would automatically prosper. Managers who espoused this notion saw their responsibility as catering to the needs of their workers almost to the exclusion of their companies' needs. This approach developed a considerable following during the 1930s, 1940s, and early 1950s, but by the mid-1950s it became obvious that increased productivity could not be achieved solely by assuring the happiness of workers.

Behavioral-Science Approach (Manager C)

One of the important outcomes of the human-relations approach was that it prepared the way for the behavioral-science approach. Douglas McGregor, one of the earliest and most influential proponents of this approach to management, began to expound his ideas in the late 1950s. McGregor based his view of management on different managerial attitudes toward worker motivation. He designated as "Theory X" a managerial style based on the assumption that workers are basically lazy, do not wish to accept responsibility, must be closely controlled, and do not wish to be involved in the solution of organizational problems. The opposite style, which McGregor called "Theory Y," is governed by the assumption that workers actively seek and willingly accept responsibility, are naturally goal oriented and self-controlled at work, and are willing and able to help in solving organizational problems.

McGregor's answer to the excesses of the scientific and the human-relations approaches was Theory Y: Management must, of course, meet organizational goals, but it should also design work in such a way that it provides workers with opportunities to meet their own needs as well. This approach takes full advantage of workers' natural motivation to the mutual benefit of the workers and their organization. Because worker needs fall generally into the categories of social, esteem, and self-development, ample opportunities can be offered to fulfill them. For example, it is perfectly conceivable that a worker's job can be designed to afford him or her an opportunity to gain prestige, a sense of achievement, or knowledge.

When managers tried to apply this theory, however, they encountered a problem. A certain kind of organizational structure and environment is required to support Theory Y behavior on the part of a manager. An organization that adheres predominantly to Theory X, for instance, is no place in which to try this approach.

Sociotechnical-Systems Approach (Manager D)

The sociotechnical-systems approach, set forth by Fred Emery, Eric Trist, and others during the 1950s, 1960s, and 1970s, combines elements from the three approaches previously discussed in an attempt to address the complexity of variables that exists within contemporary organizations. This approach recognizes the concerns of an organization that must adapt to technical advances, but still must attend to its internal social environment as well as the larger environment within which it functions. The responsibility of each organization, if it is to survive, is to analyze its own situation with regard to social, technical, and environmental factors and then to choose a structure and a method of operating that work within the context of these factors. Therefore, not all organizations can or should be alike.

This concept recognizes that just as no organization operates within a vacuum, so does no manager. In order to know how to behave, a manager must weigh human needs, technological concerns, and both internal and external environmental pressures. Although the sociotechnical-systems approach does offer managers and their organizations a way to respond to changing conditions, it is not a panacea and does not pretend to be one. Even Trist has expressed a fear that the technological advances of the next few decades will outdistance the ability of the sociotechnical-systems approach to deal with them.

MANAGEMENT PERSPECTIVES DISCUSSION SHEET

1. What positive reactions did you have while playing your assigned role? What were your negative reactions?
2. Which comments from other subgroup members had the greatest impact on you? What meaning did you attribute to these comments?
3. What do you consider to be the advantages of the managerial approach that you represented during the role play?
4. What do you consider to be the disadvantages?
5. How closely does your assigned role-sheet style resemble your own managerial approach?
6. Which approach is most characteristic of your own organization? How does this approach affect your organization?
7. How acceptable would your assigned role-sheet style be in your own organizational environment? What elements of the style would be acceptable or unacceptable?

■ CHIPPING IN: EXAMINING MANAGEMENT STRATEGIES

Goals

- To demonstrate the effects of managerial behaviors on subordinates.
- To examine the various communication strategies used by subordinates and managers.
- To explore managers' use of resources in helping subordinates.

Group Size

Twenty participants (four subgroups of four card players each, plus four participant managers).

Time Required

Two hours and twenty minutes.

Materials

- A name tag for each participant. Prior to conducting the activity, the facilitator prepares these tags as follows:
 - Four tags are labeled for the participants who will be designated as managers: Manager A, Manager B, Manager C, and Manager D.
 - The sixteen remaining tags, which are for the participants who will be designated as players, are divided into four sets. The tags within each set are labeled, respectively, A, B, C, and D. In addition, the facilitator labels the tags within each group with a different group number: Group 1, Group 2, Group 3, and Group 4.
- Four copies of the Chipping In Manager's Instruction Sheet (one for each participant manager).
- Sixteen copies of the Chipping In Player's Instruction Sheet (one for each participant player).
- Four copies each of Chipping In Poker Sheets 1, 2, 3, and 4. (The members of Group 1 receive Poker Sheet 1, the members of Group 2 receive Poker Sheet 2, and so forth.)
- A copy of the Chipping In Discussion Sheet for each participant.
- Four decks of playing cards.

- Twenty poker chips for each player, forty for each manager, and forty to be used by the facilitator. These chips may be any color or size.
- Four pairs of dice.

Physical Setting

A room with enough space so that the four subgroups can work without disturbing one another and so that the four participant managers can move freely from subgroup to subgroup.

A table and five chairs should be provided for each subgroup, and a small table or other flat surface should be set up in a separate part of the room to accommodate the throwing of dice.

Process

1. The facilitator announces that during the activity the participants will be playing poker in a unique way: Four subgroups will play four separate games, and each player will be supervised by a manager.
2. Four participants are selected to serve as managers, and each of these four is given one of the managers' name tags.
3. The remaining participants are assembled into four subgroups of four members each, and the members of each subgroup are given the appropriate players' name tags.
4. The facilitator instructs the participants to put on their name tags and explains that each player whose name tag is labeled "A" will be supervised by Manager A, each "B" player will be supervised by Manager B, each "C" player will be supervised by Manager C, and each "D" player will be supervised by Manager D.
5. Each manager is given a copy of the Chipping In Manager's Instruction Sheet and is asked to read and study this sheet while the players are being instructed.
6. Each subgroup of players is asked to be seated at a separate table. Each player is given a copy of the Chipping In Player's Instruction Sheet and a copy of the appropriate Chipping In Poker Sheet and is instructed to read these sheets. While the players are reading their handouts, the facilitator gives each subgroup a deck of cards, each player twenty poker chips, and each manager ten poker chips. The facilitator retains forty poker chips so that he or she may distribute them to managers who win at throwing dice.
7. After ensuring that the participants understand their instructions, the facilitator announces the beginning of round 1.
8. After fifteen minutes the participants are told to stop playing. Each manager is instructed to meet with his or her players and to spend five minutes communicating verbally with them.

9. At the conclusion of the consulting period, the facilitator asks the subgroups to reassemble, gives each manager ten more poker chips, and announces the beginning of round 2.
10. After fifteen minutes the games are stopped, and the managers are instructed to meet with their players for five minutes.
11. Rounds 3 and 4 are conducted, with another five-minute consultation period between rounds. Before each of these rounds, the facilitator gives each manager ten more dice.
12. Each of the four managers is asked to be seated at a separate table, and the players are asked to join their managers. The facilitator gives each participant a copy of the Chipping In Discussion Sheet and instructs the members of each subgroup to discuss answers to the questions on the sheet. (Twenty minutes.)
13. The total group is reassembled for a discussion of the following questions:
 - What parallels can you draw between your experiences during this activity and your own personal experiences as a manager or subordinate?
 - What conclusions can you draw about communication between managers and subordinates? What are the “do’s and don’ts” of communication between managers and subordinates in order to achieve a task?
 - In the future what can you do to communicate better with your own subordinates and/or manager?
 - What can you do to take better advantage of resources that are available to you?

Variations

- Up to four additional participants may be asked to serve as observers. In this case an observer sheet should be created and distributed for their use in fulfilling this responsibility, and during step 12 they should be asked to report their findings.
- A game such as Monopoly™ may be substituted for poker. In this case “play money” should be substituted for the poker chips.
- For one of the rounds, the facilitator may stipulate that all communication with managers (nonverbal as well as verbal) be suspended.

Submitted by Kaaren Strauch-Brown.

CHIPPING IN MANAGER'S INSTRUCTION SHEET

During this activity the participants who have been designated as players will be assembled into four different subgroups to play four fifteen-minute rounds of poker. The objective of each of these players is to win each round by acquiring the highest number of poker chips in that particular subgroup. As a manager, you will be supervising four of these players, one in each of four separate subgroups. Each of your players is wearing a name tag that designates not only which group of players (Group 1, 2, 3, or 4) he or she is a part of, but also a letter that matches the one written on your name tag. Thus, Manager A supervises the players whose tags bear the letter "A," Manager B supervises the "B" players, Manager C supervises the "C" players, and Manager D supervises the "D" players. You will be traveling back and forth among the various tables to fulfill your supervisory responsibilities.

During round 1 you will make all betting decisions for each of the players assigned to you. Beginning with round 2, your players will bet for themselves throughout the remainder of the activity.

You may not communicate verbally with your players during any round. You will be allowed five minutes between rounds to meet with your players and communicate as you wish.

Before each round you will be given ten chips. Each of your players will be given a total of twenty chips to use throughout all four rounds; the facilitator will distribute no other chips to your players during the course of the activity. What you do with your own chips is up to you.

One resource that is available to you is an opportunity to throw dice to acquire additional chips. If you wish to take advantage of this resource, inform your facilitator, who will give you a pair of dice. If you throw a 7 or a 2, you will be awarded four extra chips. You may follow this procedure during a round whenever you wish and as often as you wish; however, when the facilitator runs out of chips, this resource is exhausted. Again, what you do with the chips that you acquire in this way is up to you.

After you have finished reading this sheet, wait for further instructions from your facilitator.

CHIPPING IN PLAYER'S INSTRUCTION SHEET

During this activity you will be playing four fifteen-minute rounds of poker in a group with three other players. Your task is to win each round by acquiring the highest number of chips at the table. You will be supervised in this task by your manager, who is wearing a name tag with a letter that matches the one on your own tag. Thus, an "A" player is supervised by Manager A, a "B" player is supervised by Manager B, a "C" player is supervised by Manager C, and a "D" player is supervised by Manager D. It is important to note that your manager is also responsible for supervising three other players in different subgroups.

The hand win hierarchy is specified on your poker sheet. You will be dealt seven cards for each hand, and you are to discard two to obtain a final five-card hand. The deal is to be rotated clockwise after each hand. Two chips are required to "ante" or to be included in the betting of each hand.

During round 1 only managers may bet. The dealer's manager opens the betting for each hand; the other players' managers must match or raise to remain in the game for that hand. You and your fellow players may decide for yourselves how long to wait for any player's manager to appear before requesting that player to fold. Beginning with round 2, you will be doing your own betting. All raises must be matched unless a hand is folded.

Neither you nor any of your fellow players may communicate verbally with any of the managers during a round. Any player who breaks this rule will be assessed a three-chip penalty.

You will be allowed five minutes between rounds to meet with your manager and communicate in any way you wish.

CHIPPING IN POKER SHEET 1

Winning Hands Ranked from High to Low

1. Straight flush:
Sequence of five cards of same suit; highest sequence wins
Example: 5♥ 6♥ 7♥ 8♥ 9♥
2. Four of a kind:
Four cards of one denomination and any other card
Example: 8 8 8 8 3
3. Full house:
Three cards of one denomination and two of another
Example: 10 10 10 6 6
4. Flush:
Any five cards of the same suit
Example: 3♦ 6♦ 7♦ 10♦ K♦
5. Straight:
Sequence of five cards *not* all of same suit
Example: 10♦ J♠ Q♠ K♥ A♣
6. Three of a kind and any two other cards:
Example: 5 5 5 K 4
7. Two pairs and any other card:
Example: Q Q 7 7 2
8. One pair and any three other cards; highest pair wins:
Example: J J Q 2 A
9. Five nonmatching cards; highest card wins:
Example: 2♥ 5♠ 9♣ 10♦ A♣

Other Specifications

- Aces are high only.
- The suits have no relative value.

CHIPPING IN POKER SHEET 2

Winning Hands Ranked from High to Low

1. Straight flush:
Sequence of five cards of same suit; highest sequence wins
Example: 5♥ 6♥ 7♥ 8♥ 9♥
2. Four of a kind:
Four cards of one denomination and any other card
Example: 8 8 8 8 3
3. Full house:
Three cards of one denomination and two of another
Example: 10 10 10 6 6
4. Flush:
Any five cards of the same suit
Example: 3♦ 6♦ 7♦ 10♦ K♦
5. Straight:
Sequence of five cards *not* all of same suit
Example: 10♦ J♠ Q♠ K♥ A♣
6. Three of a kind and any two other cards:
Example: 5 5 5 K 4
7. Two pairs and any other card:
Example: Q Q 7 7 2
8. One pair and any three other cards; highest pair wins:
Example: J J Q 2 A
9. Five nonmatching cards; highest card wins:
Example: 2♥ 5♠ 9♣ 10♦ A♣

Other Specifications

- Aces are high only.
- The suits have no relative value.
- Jacks are wild (that is, they may be substituted for any other cards).

CHIPPING IN POKER SHEET 3

Winning Hands Ranked from High to Low

1. Straight flush:
Sequence of five cards of same suit; highest sequence wins
Example: 5♥ 6♥ 7♥ 8♥ 9♥
2. Four of a kind:
Four cards of one denomination and any other card
Example: 8 8 8 8 3
3. Full house:
Three cards of one denomination and two of another
Example: 10 10 10 6 6
4. Flush:
Any five cards of the same suit
Example: 3♦ 6♦ 7♦ 10♦ K♦
5. Straight:
Sequence of five cards *not* all of same suit
Example: 10♦ J♠ Q♠ K♥ A♣
6. Three of a kind and any two other cards:
Example: 5 5 5 K 4
7. Two pairs and any other card:
Example: Q Q 7 7 2
8. One pair and any three other cards; highest pair wins:
Example: J J Q 2 A
9. Five nonmatching cards; highest card wins:
Example: 2♥ 5♠ 9♣ 10♦ A♣

Other Specifications

- Aces are low only.
- The suits have no relative value.

CHIPPING IN POKER SHEET 4

Winning Hands Ranked from High to Low

1. Straight flush:
Sequence of five cards of same suit; highest sequence wins
Example: 5♥ 6♥ 7♥ 8♥ 9♥
2. Four of a kind:
Four cards of one denomination and any other card
Example: 8 8 8 8 3
3. Full house:
Three cards of one denomination and two of another
Example: 10 10 10 6 6
4. Flush:
Any five cards of the same suit
Example: 3♦ 6♦ 7♦ 10♦ K♦
5. Straight:
Sequence of five cards *not* all of same suit
Example: 10♦ J♠ Q♠ K♥ A♣
6. Three of a kind and any two other cards:
Example: 5 5 5 K 4
7. Two pairs and any other card:
Example: Q Q 7 7 2
8. One pair and any three other cards; highest pair wins:
Example: J J Q 2 A
9. Five nonmatching cards; highest card wins:
Example: 2♥ 5♠ 9♠ 10♦ A♠

Other Specifications

- Aces are high only.
- The suits have no relative value.
- Deuces (2s) are wild (that is, they may be substituted for any other cards).

CHIPPING IN DISCUSSION SHEET

1. How did you feel about your responsibilities during this activity? How did you feel about trying to achieve your goal?
2. How did the manager use his or her chips?
3. How effectively did the manager supervise and meet the needs of the players? How effectively did the players respond?
4. What did the manager do to help the players? What did he or she do that hindered the performance of the players?
5. What communication strategies did the manager and players develop and use during the four rounds? How did the manager and the players learn that a different hand win hierarchy was being used at each of the four tables? How did the players make their needs known to the manager during the rounds?
6. How were the between-round communication periods used? How could they have been used more productively?

■ **MANAGER'S DILEMMA: THEORY X AND THEORY Y**

Goals

- To help participants to become aware of their own philosophies of human resource management.
- To introduce the concepts in McGregor's Theory X and Theory Y.
- To allow participants to compare and discuss alternative courses of action in a management situation.

Group Size

Five to twenty participants in subgroups of four or five members each.

Time Required

Approximately two and one-half hours.

Materials

- One copy of the Manager's Dilemma Work Sheet for each participant.
- One copy of the Manager's Dilemma Interpretation Sheet for each participant.
- A pencil for each participant.
- Newsprint and a felt-tipped marker.

Physical Setting

A room that is large enough to allow subgroups to work without disturbing one another.

Process

1. The facilitator introduces the activity by saying that the participants will complete an instrument that will help them to explore some of their philosophies of management. The facilitator stresses that the instrument is not a test of management know-how, but is designed to provide feedback about differences in approaches to managing people. (Five minutes.)

2. The participants are divided into subgroups of four or five members each, and the subgroups are directed to establish themselves in different areas of the room. (Five minutes.)
3. Each participant receives a copy of the Manager's Dilemma Work Sheet and a pencil. The participants are directed to read the instructions on the work sheet, and then the facilitator answers any questions. (Five minutes.)
4. The facilitator announces that fifteen minutes will be allotted for the participants to complete their work sheets and tells them to begin. (Fifteen minutes.)
5. The facilitator gives a time warning after ten minutes and calls time after fifteen minutes. The participants are directed to share their ratings within their subgroups and then to vote among themselves on a subgroup rating for each item. These ratings are to be entered in column II on the Manager's Dilemma Work Sheets. (Fifteen minutes.)
6. The facilitator calls time and asks for a spokesperson from each subgroup to report on the subgroup's ratings. A summary of the spread of ratings can be posted on newsprint or made verbally at the end of the reporting phase. (Ten minutes.)
7. The facilitator distributes a copy of the Manager's Dilemma Interpretation Sheet to each participant and allows time for the participants to read the background information. The facilitator then briefly expounds the implications of Theory X and Theory Y. (Fifteen minutes.)
8. The participants are directed to predict where they are on the XY continuum and then to score and interpret their instruments. (Ten minutes.)
9. The participants are directed to discuss their reactions to the experience within their subgroups. They are directed specifically to consider how their predictions matched their scores and what insights they gained about their approaches to working with people. (Fifteen minutes.)
10. The subgroups then are directed to discuss their results from the instrument with respect to the three types of approaches (Theory X, Theory Y, and Avoidance) and the possible effects of these managerial approaches in situations such as the one described on the Manager's Dilemma Work Sheet. (Fifteen to thirty minutes.)
11. The entire group is reassembled, and the facilitator solicits observations and questions from the group and from individuals regarding the application of Theory X and Theory Y to management situations. The facilitator may solicit responses to the following questions:
 - What were individuals' reactions to their actual scores compared to what they would have predicted for themselves?
 - What was the tendency of the subgroup as a whole? How does this differ from the individual tendencies? What might account for any differences?

- Which approach would seem to yield the best short-term results? Which would yield the best long-term results?
- What influences might the supervisor or the organization have on a manager's tendency to favor Theory X or Theory Y?
- How might a better understanding of Theory X and Theory Y be useful in the participants' back-home management situations?

(Twenty minutes.)

Variations

- If time is limited, participants can receive and complete the Manager's Dilemma Work Sheets before attending the group session.
- If subgroup ratings differ from individual ones during step 10, the participants can discuss the possible consequences of the actions chosen by the subgroup as opposed to those chosen by individuals.

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MANAGER'S DILEMMA WORK SHEET

Background: Paul is group manager for the housewares department of McClurkens, a national discount-store chain that is located in a regional shopping complex just outside of Wheeling, West Virginia.

Paul, who graduated from a two-year college, has held this position for the past year. An hour ago, the store operations manager stopped by to tell Paul that his spring shortage was higher than that of the previous fall. The operations manager was upset because other departments also fared poorly and the total store was soon going to be under considerable pressure from the home office. Paul was surprised at his department's shortage. The fall figure had been acceptable, and things seemed to have gone well with the inventory.

During a fifteen-minute session, the operations manager stated that Paul's future with the company might be in jeopardy and that his shortage percentage had better be in line by the summer inventory. Paul is worried because he recently received an invitation from the director of executive development to join the executive training class at the home office in September. Paul has aspired to a buyer's job for the last two years and he does not want to destroy his chances now.

Nine employees, full and part-time, report to Paul. They all have appeared to be reliable.

Their backgrounds are varied—a few are attending college part-time. Most, however, are older workers with longer service and modest levels of aspiration.

For the past hour, as he has tried to complete some work, Paul's mind has been rambling over his possible courses of action. He finally decides to write them down and creates a list of twenty actions that he could take in response to the problem.

Instructions: Using the following scale of 1-5, in column I write the number that corresponds to the level of importance you would give to each of the twenty alternatives.

Rating Scale:

1 = Very important. You would do it immediately.

2 = Important. You would do it when time permits.

3 = Of some importance. You may or may not do it, depending on a number of variables.

4 = Not really important. You probably would not do it.

5 = You would try to avoid doing it.

I	II
Your	The Group's
Ratings	Ratings

_____	_____	A. Insist that the training representative retrain all the sales and stock people in the proper cash-register and sales check procedures.
-------	-------	-------------------------------------------------------------------------------------------------------------------------------------------

I Your Ratings	II The Group's Ratings	
_____	_____	B. Call a meeting of your employees and explain the shortage problem firmly, making the point that "heads will roll" if next inventory is not substantially better.
_____	_____	C. Ask the security department for closer surveillance of your employees.
_____	_____	D. Call a meeting of your employees and ask everyone for ideas and suggestions.
_____	_____	E. Meet with a select few of the sales and stock people to explain the problem.
_____	_____	F. Put up a variety of shortage-improvement slogans and signs in the stock rooms and office areas.
_____	_____	G. With your employees, develop a specific action plan aimed at reducing the shortage in the department.
_____	_____	H. Remove or physically secure all the higher priced items in your area. Keep the keys on your person at all times.
_____	_____	I. Without further discussion, tighten all the paperwork controls in your department.
_____	_____	J. Although the store does not have such a policy, insist that all employees bring their personal purchases to you for checking and sealing.
_____	_____	K. Ask the store manager if you can establish an incentive program for your employees to encourage a reduced shortage percentage.
_____	_____	L. You are suspicious of one of your employees, although you have no facts. Just to be on the safe side, find a way to fire that person.
_____	_____	M. Ask each employee to give serious thought to the possible causes of the shortage in your department and to give those thoughts to you in writing. Review the best ideas with the entire group.
_____	_____	N. Ask the store manager to give your employees an emotional speech about shortage, profits, and the implications for job security.

I	II	
Your	The Group's	
Ratings	Ratings	
_____	_____	O. After your initial meeting with your employees, continue to meet weekly to share information and to check progress.
_____	_____	P. Make unscheduled visits to your department when your employees are likely to think that you have gone for the day.
_____	_____	Q. After obtaining sufficient input from your employees, establish a shortage objective and review it with the store manager.
_____	_____	R. Ask the personnel manager to raise standards and to get you better qualified, younger employees.
_____	_____	S. Personally develop a comprehensive checklist of possible causes of the shortage in your department and review it in detail with the members of your department to get their input.
_____	_____	T. Closely monitor each person's work and let it be known that everyone is under suspicion.

MANAGER'S DILEMMA INTERPRETATION SHEET

Background: The problem that Paul faces is much like ones faced by all supervisors, from time to time. Paul is under considerable pressure to take effective action to solve his department's problem. As with any business problem, time is limited and a wide range of alternative actions is available. How Paul chooses to deal with the shortage probably reflects, to a great extent, the assumptions that he makes about people and how they are capable of acting at work.

In this activity, you take Paul's role. The actions that you consider important or unimportant may reflect your own attitudes about your employees and whether or not you feel they should be involved in helping you manage your department.

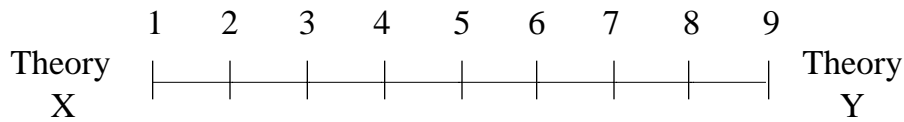
Douglas McGregor, an industrial psychologist, provided a convenient way of understanding the kinds of assumptions that managers make concerning their subordinates. He identified two sets of common attitudes, which he labeled Theory X and Theory Y.¹

Theory X	Theory Y
<i>People, by nature, generally:</i>	<i>People, by nature, generally:</i>
1. Do not like to exert themselves and try to work as little as possible.	1. Work hard toward objectives to which they are committed.
2. Avoid responsibility.	2. Assume responsibility within these commitments.
3. Are not interested in achievement.	3. Have a strong desire to achieve.
4. Are incapable of directing their own behavior.	4. Are capable of directing their own behavior.
5. Are indifferent to organizational needs.	5. Want their organization to succeed.
6. Prefer to be directed by others.	6. Are not passive and submissive and prefer to make decisions about their own work.
7. Avoid making decisions whenever possible.	7. Will make decisions within their commitments.
8. Cannot be trusted or depended on.	8. If trusted and depended on, do not disappoint.
9. Need to be closely supervised and controlled.	9. Need general support and help at work.
10. Are motivated at work by money and other gains.	10. Are motivated at work by interesting and challenging tasks.
11. When they mature, do not change.	11. Are able to change and develop.

Theory X and Theory Y represent extremes in thinking. They are polarities. Although individual managers may hold "pure" Theory X or Y attitudes, it probably is more likely that their attitudes "tend" toward X or Y or are a blend of the two.

¹ From *The Human Side of Enterprise* by Douglas McGregor. Copyright © 1960, McGraw-Hill. Used with permission of McGraw-Hill.

Before scoring your responses to the case, you may want to take a moment to mark the continuum below to indicate your own perception of your X/Y philosophy. Later, you can check your actual rating against what you predicted; this will give you some insight into the accuracy of your self-perception. Also, you can solicit feedback from others about how they perceive your attitudes. People's self-perceptions often do not coincide with the perceptions that others have of them.



Effects of X and Y Assumptions

A manager's assumptions have a direct effect on his or her managerial behavior. Attitudes about how employees view their work will cause people to manage in various ways. A strong Theory-X manager, for example, will try to compensate for people's unwillingness to direct their own activities by doing most of the planning, organizing, and controlling of the work to be done. This person will monitor employee behavior closely.

A Theory-Y manager, on the other hand, thinks of people as having a great deal of unused potential and will manage in ways to exploit that potential, both for the organization and for the individual. This person's behavior will be geared toward getting employees involved in the planning process, in problem solving, and in the control of the work. This role is one of coach and facilitator.

Scoring and Interpretation

Manager's Dilemma is not a test. It is a learning instrument designed to assist you in discovering the assumptions that you may be making about your employees.

- The following items, if rated 1 or 2, suggest a Theory-X orientation: A, B, C, E, F, H, I, J, K, L, N, P, R, T.
- The same items, if rated 4 or 5, suggest a Theory-Y orientation.
- The following items, if rated 1 or 2, suggest a Theory-Y orientation: D, G, M, O, Q, S.
- The same items, if rated 4 or 5, suggest a Theory-X orientation.
- Any item rated 3, although possibly appropriate, should be considered an "avoidance-of-the-issue" response. A high percentage of such responses indicates an unwillingness to take a stand, for whatever reason.

Theory-X Orientation

Count the number of the following items that you rated 1 or 2 on the Manager's Dilemma Work Sheet and enter the total number of items on the line to the right.

A, B, C, E, F, H, I, J, K, L, N, P, R, T _____

Count the number of the following items that you rated 4 or 5 and enter the total number of items.

D, G, M, O, Q, S _____

Total of both lines: (1) _____

Theory-Y Orientation

Count the number of the following items that you rated 4 or 5 on the Manager's Dilemma Work Sheet and enter the total number of items on the line to the right.

A, B, C, E, F, H, I, J, K, L, N, P, R, T _____

Count the number of the following items that you rated 1 or 2 and enter the total number of items.

D, G, M, O, Q, S _____

Total of both lines: (2) _____

Avoidance

Count the number of items you rated 3 and enter the total number of items.

Total: (3) _____

% of X responses: total for (1) _____ =
divided by 20

% of Y responses: total for (2) _____ =
divided by 20

% of Avoidance
responses: total for (3) _____ =
divided by 20

■ RHETORIC AND BEHAVIOR: THEORY X AND THEORY Y

Goals

- To offer participants the opportunity to compare their managerial rhetoric with their behavior.
- To offer participants the opportunity to explore the assumptions of Theory X and Theory Y.
- To offer participants the opportunity to explore behaviors that demonstrate Theory X and Theory Y assumptions.
- To enable participants to set Goals for self-monitored behavior changes and for using rhetoric and behavior that are consistent with Theory Y assumptions.

Group Size

Four subgroups of three to five participants each.

Time Required

Two and one-half hours.

Materials

- One copy of the Rhetoric and Behavior Continua Sheet for each participant.
- One copy of the Rhetoric and Behavior Scenario 1 for each member of the first subgroup.
- One copy of the Rhetoric and Behavior Scenario 2 for each member of the second subgroup.
- One copy of the Rhetoric and Behavior Scenario 3 for each member of the third subgroup.
- One copy of the Rhetoric and Behavior Scenario 4 for each member of the fourth subgroup.
- Three copies of the Rhetoric and Behavior Observer Sheet for each participant.
- One copy of the Rhetoric and Behavior Transfer of Learning Work Sheet for each participant.

- A newsprint sheet prepared in advance with representations of the continua from the Rhetoric and Behavior Continua Sheet.
- A newsprint flip chart and a felt-tipped marker.
- Masking tape for posting newsprint.
- A copy of the Rhetoric and Behavior Theory Sheet for the facilitator.

Physical Setting

A room with adequate space for the subgroups to practice role plays without disturbing one another. A table and chairs should be provided for each subgroup.

Process

1. The facilitator distributes the Rhetoric and Behavior Continua Sheet, reviews the instructions with the participants, and directs them to complete the activity. (Five minutes.)
2. After participants have completed the activity, the facilitator posts a newsprint sheet prepared with two parallel horizontal lines, replicating the two continua on the Rhetoric and Behavior Continua Sheet. The top continua is labeled “Rhetoric Continuum” and the bottom continua is labeled “Behavior Continuum.” The facilitator labels the rhetoric continuum with Theory Y on the left side and Theory X on the right side. The facilitator explains that numbers clustered on the left half of the continuum indicate Theory Y assumptions whereas numbers clustered on the right half of the continuum indicate Theory X assumptions. The facilitator then labels the behavior continuum in the opposite manner; Theory X is on the left side and Theory Y is on the right side. The facilitator points out the contrasting positions and explains that a high frequency of responses clustered on the same side of both lines indicates an inconsistency between rhetoric and behavior. (Ten minutes.)
3. The facilitator presents a lecturette based on the Rhetoric and Behavior Theory Sheet. (Ten minutes.)
4. The participants are asked to consider the assumptions underlying their responses to the items and to compare their rhetoric with their behavior. The facilitator leads the participants in generating lists of their assumptions, charting their responses on newsprint. After posting the newsprint sheets, the facilitator leads a discussion based on the following questions:
 - In what ways were your responses to the statements on the rhetoric continuum and the behavior continuum consistent with Theory X assumptions?
 - In what ways were your responses to the statements on the rhetoric continuum and the behavior continuum consistent with Theory Y assumptions?
 - In what ways were your responses to the statements inconsistent?
 (Fifteen minutes.)

5. The participants are assembled into four subgroups of approximately equal size. The facilitator distributes a different Rhetoric and Behavior Scenario to each subgroup (one copy to each member), reviews the instructions with the total group, and asks all subgroups to begin the task. (Thirty minutes.)
6. The facilitator asks each subgroup to take turns role playing its original scenario and role playing the revised scenario. As the remaining groups watch each role play, they complete an observer sheet, labeling it with the appropriate scenario number. (Forty minutes.)
7. After all subgroups have presented their role plays, the facilitator reconvenes the total group and leads a discussion based on the questions on the observer sheet. (Fifteen minutes.)
8. The facilitator distributes the Rhetoric and Behavior Transfer of Learning Work Sheet. The facilitator reviews the instructions, and the participants are asked to complete the work sheet. (Ten minutes.)
9. The facilitator leads a concluding discussion based on the following questions:
 - What insights have you gained about the assumptions that govern your interactions with subordinates? How do you feel about your patterns of interaction?
 - How might mixed X-Y messages affect your subordinates? How might they affect the organization?
 - How might the use of consistent Theory Y rhetoric and behavior change your organization?(Fifteen minutes.)

Variations

- Instead of completing the Rhetoric and Behavior Continua Sheet, participants can write down three examples of good performance on the part of a subordinate, three examples of poor performance on the part of a subordinate, and their own responses (words and actions) to each situation. These responses then can be plotted along Theory X/Theory Y continua.
- Subgroups can be given a basic scenario without instructions to use either theory and without specific details of what is to be said and done. The role plays that are prepared can then be categorized according to their Theory X and Theory Y characteristics.
- In their subgroup, participants can relate scenarios based on personal experience. The subgroup can choose one scenario to role play for the total group.

Submitted by Maureen Vanterpool.

RHETORIC AND BEHAVIOR THEORY SHEET¹

Douglas McGregor (1957 & 1966) linked a psychological view of human motivation to a theory of management, originating the terms “Theory X” and “Theory Y.” For McGregor, Theory X assumptions considered the average person to be lazy and to avoid work, necessitating that workers be controlled and led. In contrast, Theory Y assumptions viewed workers as responsible and eager to be involved more in their work. McGregor believed that the role of management was to set up a framework so that workers could meet their own goals best by investing effort in the organization’s goals.

McGregor’s approach was based on the motivation theory of Abraham Maslow (1943). Maslow’s hierarchy of human needs can be depicted as a pyramid, with survival needs as the bottom layer, and security, social, esteem, and self-development needs as successive layers (see Figure 1). Before one of these needs can be met, its underlying needs must first be fulfilled, at least to some extent. Therefore, if the workers’ survival and security needs are met, work that fulfills their higher needs can enable them to direct their efforts toward organizational as well as individual goals.

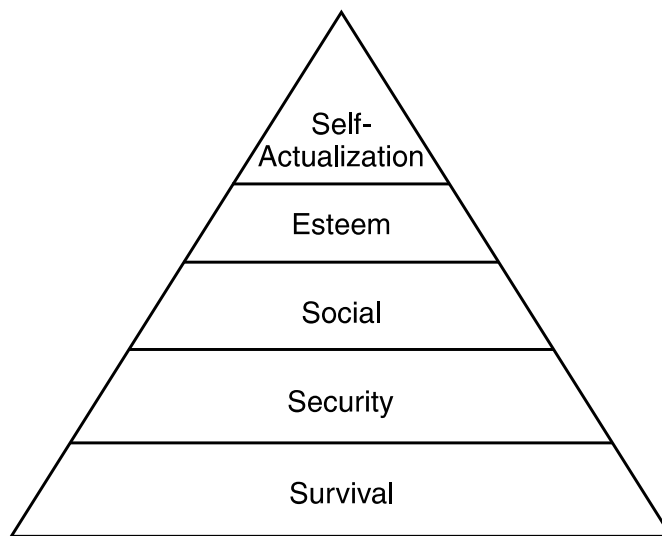


Figure 1. Maslow’s Hierarchy of Human Needs

This approach is predicated on managers’ diagnosing individual workers’ needs and offering opportunities for those needs to be met. However, although specific individual needs span a great range, the basic categories of need are few in number. In addition, involving workers in delineating their own needs, goals, and potential rewards makes the task of creating appropriate organizational conditions more feasible.

As McGregor stated, “There are big differences in the kinds of opportunities that can be provided for people to obtain need satisfaction. It is relatively easy to provide

¹ Based on Marshall Sashkin, “An Overview of Ten Management and Organizational Theorists,” in J.E. Jones and J.W. Pfeiffer (Eds.), *The 1981 Annual Handbook for Group Facilitators*, pp. 206-221. San Diego, CA: Pfeiffer & Company, 1981.

means (chiefly in the form of money) for need satisfaction—at least until the supply is exhausted. You cannot, however, provide people with a sense of achievement, or with knowledge, or with prestige. You can provide *opportunities* for them to obtain these satisfactions through efforts directed toward organizational goals. What is even more important, the *supply of such opportunities*—unlike the supply of money—*is unlimited*” (1966, pp. 4445).

Jacoby and Terborg (1986), in their “Managerial Philosophies Scale” make the following observations about Theory X and Theory Y behaviors:

Berelson and Steiner, in their classic book, *Human Behavior* (New York: Harcourt Brace), list 1,045 findings from scientific studies of human behavior Strong support is advanced by Berelson and Steiner for McGregor’s Theory Y as a simple restatement of the characteristics shown by scientific research to be typical for the “average” person in our culture. Thus, the probability is .68, or greater than 2 to 1, that people encountered by managers will possess characteristics and, under proper conditions, display traits consistent with Theory Y expectations. (p. 4)

Since McGregor’s introduction of the terms, organizations have shown a shift from an obvious Theory X orientation to an apparent Theory Y orientation. Berelson and Steiner’s conclusion that 68 percent of employees hold Theory Y beliefs supports the idea that a Theory Y management orientation will be appropriate most of the time for most employees. The shift in organizations toward a Theory Y orientation has resulted in an interesting phenomenon. Some managers have developed the rhetoric of Theory Y while exhibiting behavior that indicates Theory X assumptions. As a result, these managers give an illusion of a Theory Y orientation that is in fact a disguised Theory X orientation. The mixed X-Y messages that result can create distrust and ineffectiveness. Managers can build trust and contribute to improved organizational effectiveness by demonstrating consistency between what they say and what they do. This activity is designed to heighten awareness of the phenomenon and to help participants to set goals for self-monitored behavior change.

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RHETORIC AND BEHAVIOR CONTINUA SHEET

Instructions: Read the statements in Part I and Part II. Indicate your response to each statement by placing the item number on the continuum following each part. For example, if you might say the statements in numbers 1, 4, and 7, place those numbers above the label “Might Say.” Each of the numbers (1 through 10) should appear somewhere on the continuum. For responses at intermediate points, place the number on the line between the appropriate labels.

Part I: Rhetoric

1. My door is always open.
2. Let’s hear your ideas.
3. I believe in a strong incentive plan.
4. Let’s keep the lines of communication open.
5. Our employee-development program is there for you.
6. We value diversity.
7. Let me know how I can help with your career advancement.
8. This department is a team.
9. I like a person who shows initiative.
10. This will be great for employee morale.

Most Likely
to Say

Might
Say

Might
Avoid

Most Likely
to Avoid

Part II: Behavior

1. I supervise my subordinates closely so that they work harder and do better work.
2. I decide on appropriate goals and objectives for my subordinates and convince them of the value of my plans.
3. I establish controls to make my subordinates accomplish their tasks.
4. I plan my subordinates' work load for them.
5. I meet with my subordinates to find out if they are following my plan.
6. I require my subordinates to make frequent progress reports.
7. I set up new controls immediately if the quality of my subordinates' work drops.
8. I push my subordinates to meet deadlines and production schedules that I set up for them.
9. I restrict my subordinates from establishing their own goals.
10. I prohibit my subordinates from making decisions without consulting me.

Always
Do

Sometimes
Do

Sometimes
Avoid

Always
Avoid

RHETORIC AND BEHAVIOR SCENARIO 1

Instructions: Your subgroup's task is to plan two role plays based on the scenario that follows. In the first role play, you are to demonstrate consistent Theory X rhetoric and behavior; in the second role play, you are to demonstrate consistent Theory Y rhetoric and behavior. Read the scenario and discuss the first two questions with your subgroup. There are two primary roles in each scenario; the remaining members of the subgroup are to play the roles of the unnamed members. Use the last four questions to help ascertain that your role plays reflect Theory X and Theory Y assumptions respectively. You will have about twenty-five minutes to prepare the role plays. Then you will be asked to role play both versions for the other subgroups.

Scenario:

Bob, a manager at ILB Corporation, convenes a special staff meeting to address a topic that is expected to provoke strong reactions. He begins by saying that the meeting is to be conducted in a spirit of collegiality that will result in a win-win situation. Bob sets forth the ground rules for discussion, including showing common courtesy, allowing everyone to be heard, and respecting the opinions of others.

After stating the ground rules, Bob explains his personal opinion in great detail. After he is finished speaking, Jeanette, a staff member, raises her hand and is recognized. She begins to question one of the points stated by Bob. Before she finishes her question, Bob interrupts her, discounts the value of the question, and defends his original point at great length. The meeting proceeds along these lines, with the other employees participating very little in the discussion.

Questions:

1. Which points in the scenario seem to reflect Theory X assumptions? Theory Y assumptions?
2. What alternative behaviors might the manager have used?
3. How do you imagine that the manager's feelings differ in the two scenarios?
4. How do you imagine that the employee's feelings differ in the two scenarios?
5. How might the two approaches affect the employee?
6. How might the two approaches influence organizational effectiveness?

RHETORIC AND BEHAVIOR SCENARIO 2

Instructions: Your subgroup's task is to plan two role plays based on the scenario that follows. In the first role play, you are to demonstrate consistent Theory X rhetoric and behavior; in the second role play, you are to demonstrate consistent Theory Y rhetoric and behavior. Read the scenario and discuss the first two questions with your subgroup. There are two primary roles in each scenario; the remaining members of the subgroup are to play the roles of the unnamed members. Use the last four questions to help ascertain that your role plays reflect Theory X and Theory Y assumptions respectively. You will have about twenty-five minutes to prepare the role plays. Then you will be asked to role play both versions for the other subgroups.

Scenario:

In a department meeting, Joe mentions to his manager, Diane, that he plans to leave his job and to enter graduate school in the fall. In performance appraisals during Joe's three years on the job, Diane has recommended that he continue professional development by obtaining an MBA. Joe's performance was rated as satisfactory or better during that time.

In a previous discussion, Diane promised to support Joe's request for a leave of absence. Now she says that she has recommended denial of the request. She has a capable candidate for the position, and she says that giving up a job is part of the price a person must pay for advancement in a career.

Questions:

1. Which points in the scenario seem to reflect Theory X assumptions? Theory Y assumptions?
2. What alternative behaviors might the manager have used?
3. How do you imagine that the manager's feelings differ in the two scenarios?
4. How do you imagine that the employee's feelings differ in the two scenarios?
5. How might the two approaches affect the employee?
6. How might the two approaches influence organizational effectiveness?

RHETORIC AND BEHAVIOR SCENARIO 3

Instructions: Your subgroup's task is to plan two role plays based on the scenario that follows. In the first role play, you are to demonstrate consistent Theory X rhetoric and behavior; in the second role play, you are to demonstrate consistent Theory Y rhetoric and behavior. Read the scenario and discuss the first two questions with your subgroup. There are two primary roles in each scenario; the remaining members of the subgroup are to play the roles of the unnamed members. Use the last four questions to help ascertain that your role plays reflect Theory X and Theory Y assumptions respectively. You will have about twenty-five minutes to prepare the role plays. Then you will be asked to role play both versions for the other subgroups.

Scenario:

In a department meeting to discuss employees' work loads for the coming year, Tom, the manager, mentions Julie's successful first year on the job. He also refers to Julie's capability and initiative. Tom states his intention to continue to support Julie's professional growth.

Later, in a private conference, Julie raises the issue of her work load for the coming year, feeling that the diversity of new activities may lessen her effectiveness. She gives Tom a list of her projected activities, including a proposal for an adjusted work load, and requests his suggestions. Tom points out that it is the manager's job to ensure organizational effectiveness through maximum employee productivity. Then he adds, "I'll think about this list some day when I'm not so busy. In the meantime there will be no changes."

Questions:

1. Which points in the scenario seem to reflect Theory X assumptions? Theory Y assumptions?
2. What alternative behaviors might the manager have used?
3. How do you imagine that the manager's feelings differ in the two scenarios?
4. How do you imagine that the employee's feelings differ in the two scenarios?
5. How might the two approaches affect the employee?
6. How might the two approaches influence organizational effectiveness?

RHETORIC AND BEHAVIOR SCENARIO 4

Instructions: Your subgroup's task is to plan two role plays based on the scenario that follows. In the first role play, you are to demonstrate consistent Theory X rhetoric and behavior; in the second role play, you are to demonstrate consistent Theory Y rhetoric and behavior. Read the scenario and discuss the first two questions with your subgroup. There are two primary roles in each scenario; the remaining members of the subgroup are to play the roles of the unnamed members. Use the last four questions to help ascertain that your role plays reflect Theory X and Theory Y assumptions respectively. You will have about twenty-five minutes to prepare the role plays. Then you will be asked to role play both versions for the other subgroups.

Scenario:

Six months after he was hired, Roger is in a conference that includes Beth, his manager. Beth criticizes Roger for failing to show progress on an employee-development plan that she prepared three months earlier. Roger explains the difficulties he has encountered in trying to follow the plan, which is very complex and requires him to learn skills that were not previously requirements of the job. Beth says she has a file that documents every criticism that has been made about Roger's performance. Finally, Beth states, "I have done everything possible to assist in your development, but now you will have to show some initiative if you expect to keep the job."

Questions:

1. Which points in the scenario seem to reflect Theory X assumptions? Theory Y assumptions?
2. What alternative behaviors might the manager have used?
3. How do you imagine that the manager's feelings differ in the two scenarios?
4. How do you imagine that the employee's feelings differ in the two scenarios?
5. How might the two approaches affect the employee?
6. How might the two approaches influence organizational effectiveness?

RHETORIC AND BEHAVIOR OBSERVER SHEET
SCENARIO # _____

Instructions: Label this sheet with the appropriate scenario number. Observe the interaction between the manager and the subordinate in the two role plays and answer the questions that follow.

1. In what ways did the manager's words and actions appear to be consistent?
Inconsistent?

2. What verbal or nonverbal behaviors seemed to communicate trust by the employee?

3. How do the manager's words and actions in the role plays compare with what you might have done?

4. How do the subordinate's words and actions in the role plays compare with the way you would expect your subordinates to respond to you?

5. How acceptable would the actions in the Theory Y role plays be in your organization? What obstacles might you encounter in trying to apply these behaviors?

RHETORIC AND BEHAVIOR TRANSFER OF LEARNING WORK SHEET

Instructions: List examples of new behaviors and the corresponding rhetoric you would like to use in situations you typically encounter. Be sure to set target dates at which to reassess the consistency between your rhetoric and your behavior.

Typical situation:

Behavioral goal (what you want to do):

Corresponding rhetoric (what you will say):

Target date for reassessment:

■ STAFF MEETING: A LEADERSHIP ROLE PLAY

Goals

- To illustrate various styles of leadership and patterns of accommodation.
- To explore the effects of the interaction of leadership style and pattern of accommodation on individual motivation and decision making.

Group Size

Three to six subgroups of four to seven members each.

Time Required

Approximately two and one-half hours. Additional time is required if lecturattes are to be presented.

Materials

- One Staff Meeting Information Sheet for each participant.
- For each subgroup, one Staff Meeting Role Sheet (principal roles) for one of the following: Mr./Ms. Trask, Mr./Ms. Purpull, or Mr./Ms. Wyant.
- One or two Staff Meeting Role Sheets each for Mr./Ms. Upshaw, Mr./Ms. Indoff, and Mr./Ms. Ambrose (teacher roles) for each work group.
- One copy of the Staff Meeting Instructions for Principals Sheet for each subgroup.
- Three to six Staff Meeting Instructions for Teachers Sheets for each subgroup.
- One Staff Meeting Topics Sheet for each subgroup.
- Three Staff Meeting Reaction Sheets for each participant.
- One Staff Meeting Principal's Decision Sheet for each subgroup.
- Three to six Staff Meeting Teacher's Decision Sheets for each subgroup.
- One Staff Meeting Predicted and Actual Results Sheet for each participant and each subgroup. (If there are more than three teachers in a subgroup, two sheets for each subgroup are required.)
- One 5" x 8" index card for each participant.
- A felt-tipped marker for each subgroup.
- Newsprint.

Physical Setting

A room large enough to accommodate role playing and discussion. Additional rooms may be used for the group role-playing sessions (“staff meetings”).

Process

1. The facilitator introduces the technique of role playing and describes the forthcoming role play as an exploration of organizational behavior in schools.
2. The facilitator forms subgroups or asks participants to form themselves into subgroups of four to seven members each.
3. The facilitator distributes copies of the Staff Meeting Information Sheet and answers any questions.
4. The facilitator appoints a “principal” for each subgroup or asks each subgroup to appoint one. The remaining work members are “teachers.”
5. The facilitator distributes one of the three Staff Meeting “principal” Role Sheets to each principal, being sure that at least one copy of each different principal role is distributed. The facilitator then distributes “teacher” roles to the remaining subgroup members, being sure that at least one of each of the three different teacher roles is distributed in each subgroup.
6. The facilitator distributes cards and markers and asks each participant to make a name card indicating his or her role name and title. If two of the same teacher roles are distributed in a subgroup, an “A” or “B” should be placed in parentheses in front of the teachers’ names to distinguish between the two, i.e., Mr. (A) Upshaw; Mr. (B) Upshaw.
7. The facilitator distributes copies of the Staff Meeting Instructions for Principals Sheet and the Staff Meeting Instructions for Teachers Sheet to appropriate participants.
8. The participants take a few minutes to study their roles and instructions individually. The facilitator answers any questions.
9. The facilitator distributes copies of the Staff Meeting Topics Sheet to each principal. The principal then conducts staff meeting #1. (Five to ten minutes.)
10. At the end of the staff meeting, the facilitator distributes a copy of the Staff Meeting Reaction Sheet to each participant. Participants complete these sheets individually.
11. Steps 9 and 10 are repeated for staff meetings #2 and #3.
12. The facilitator announces that it is now almost the end of the school year and that there is a memo for each principal and teacher from the office of the superintendent of schools. The facilitator then distributes copies of the Staff Meeting Principal’s Decision Sheet and the Staff Meeting Teacher’s Decision Sheet to the appropriate participants, who complete them individually.

13. The facilitator distributes copies of the Staff Meeting Predicted and Actual Results Sheet to the participants and to each subgroup. Each group makes a compilation of its members' decisions on the extra copy of the Staff Meeting Predicted and Actual Results sheet and gives the composite sheet to the facilitator.
14. The facilitator displays all subgroup results on newsprint and conducts a general discussion of the role-playing experience, focusing on the goals of the activity.

Variations

- Subgroups can be formed in various ways based on known leadership or accommodation patterns of participants.
- Principals can be rotated to different subgroups after each of the first two staff meetings to enable all teachers to experience different leadership styles. If this variation is employed, the discussion at the end of the role play focuses on teachers' reactions to the three different leadership approaches rather than on the tenure and transfer decisions.
- The background situation and role descriptions can be rewritten to suit the backgrounds or needs of the subgroup.
- The facilitator can present a lecturette on the theories underlying the role descriptions.¹

Role Description	Grid Style (Blake)	Leadership Style (Moser)	Assumptions (McGregor)	Accommodation Patterns (Prethus)
Trask	9,1	Nomothetic	Theory X	
Purpull	1,9	Ideographic	Theory X	
Wyant	9,9	Transactional	Theory Y	
Upshaw				Upward Mobile
Indoff				Indifferent
Ambrose				Ambivalent

Submitted by Ernest M. Schuttenberg.

¹ See R.R. Blake and J.S. Mouton, *The Managerial Grid* (Houston, Texas, Gulf 1964); D.M. McGregor, *The Human Side of Enterprise* (New York: McGraw-Hill, 1960); R.P. Moser, "The Leadership Patterns of School Superintendents and School Principals," *Administrator's Notebook*, September 1957, 6, 1-4; and R. Prethus, *The Organizational Society* (New York: Alfred A. Knopf, 1962).

STAFF MEETING INFORMATION SHEET

Union Junior High School is one of the two junior high schools in a suburb of a large manufacturing city. There are nearly nine hundred students at Union and thirty-three teachers, 61 percent of whom are tenured teachers. A principal, assistant principal, two guidance counselors, a secretary, and two clerks make up the office staff.

The school has a good academic reputation, and efforts are being made to meet the continually changing needs of the student body. The school building is twenty-five years old, and the school is organized departmentally with each teacher working individually in a self-contained classroom.

School policies and regulations for staff and students are well defined and available in writing in teacher and student handbooks. This is the principal's sixth year at the school. Although problems arise from time to time, the situation at Union Junior High School seems to be stable and under control.

STAFF MEETING ROLE SHEET

Mr./Ms. Trask, Principal

You are the principal of Union Junior High School. You have been a school administrator for ten years, and this is your sixth year as principal at this school.

You have been successful as a school administrator because you are “task centered.” You have always stressed to your teachers that the job of educating children is a difficult and demanding one and that all staff members need to exert constant effort to achieve educational goals.

As a result, although not all teachers consider you their friend, most of them respect you and comply with your wishes when you make requests of them.

It has been your experience that most teachers do not like to take on any more responsibility than they have to and that they prefer to have the principal provide the leadership. Also, you have found most teachers to be rather lazy and resistant to change. As a result, you have discovered that “coming on strong” and insisting that teachers follow your directions produce favorable results in most cases. After all, you are getting paid to make things happen at your school, and teachers need to realize this.

STAFF MEETING ROLE SHEET

Mr./Ms. Purpull, Principal

You are the principal of Union Junior High School. You have been a school administrator for ten years, and this is your sixth year as principal at this school.

You have been successful as a school administrator because you are “person centered.” It is very important to you that teachers be satisfied and happy in their work. You have always made an effort to protect your teachers from the sometimes unreasonable demands made on their time by parents or by the office of the superintendent.

As a result, teachers consider you their friend, and most of them make a real effort to comply when you occasionally ask them to do something extra around school.

It has been your experience that most teachers do not like to take on any more responsibility than they have to and that they prefer to have the principal provide the leadership. You are willing to do this, but you rely on gentle persuasion rather than direct orders. After all, it is more important to have a satisfied staff of teachers than to have all your requests carried out.

STAFF MEETING ROLE SHEET

Mr./Ms. Wyant, Principal

You are the principal of Union Junior High School. You have been a school administrator for ten years, and this is your sixth year as principal of this school.

You have been successful as a school administrator because you are both “task centered” and “person centered.” You recognize that teachers have individual needs and goals and that schools have organizational needs and goals. As you work with teachers, you have always tried to find where these two sets of needs and goals intersect and, thus, to gain the commitment of teachers to the quest for educational excellence.

As a result, teachers regard you as fair and personally interested in them and in the school. You make every effort to involve teachers meaningfully in planning, implementing, and evaluating various aspects of the school program.

It has been your experience that most teachers are willing to assume responsibility and to work diligently to attain results to which they are committed. After all, if teachers are a part of the planning and decision-making process, they will take pride and satisfaction in striving to achieve school goals.

STAFF MEETING ROLE SHEET

Mr./Ms. Upshaw, Teacher

You are a nontenured teacher at Union Junior High School. Before coming to this school you taught for two years in an adjacent state. This is your second year at Union Junior High.

You have found teaching to be a very rewarding profession. Education is the most important process in life, and you are proud to be part of an institution that helps young people shape their lives. Although classroom situations are sometimes difficult, you pride yourself on your dedication to your duties as an educator.

You have maintained good relationships with all the school administrators with whom you have come in contact. After all, administrators have difficult jobs and difficult decisions to make. Because you hope to become a principal some day, you are quite willing to go along with most administrative requests, even if you do not totally agree with some of them.

In short, you like teaching because of the future career opportunities it affords.

STAFF MEETING ROLE SHEET

Mr./Ms. Indoff, Teacher

You are a nontenured teacher at Union Junior High School. Before coming to this school, you taught for two years in an adjacent state. This is your second year at Union Junior High.

You have found teaching to be a pretty good job, as jobs go. Of course, it is sometimes difficult to put up with the nonsense of the kids in class, but you have developed a way of putting on a gruff exterior that keeps them in line most of the time. Otherwise, there are no problems.

With regard to the administration, you do just enough around school so as not to arouse the adverse attention of the principal. You would prefer to take on as few extra assignments as possible, especially those that might result in additional work in the evenings or over the weekends. Evenings and weekends are the only times you can really enjoy life: participating in sports, being active socially, and pursuing your hobbies.

In short, you like teaching because of the free time it gives you off the job.

STAFF MEETING ROLE SHEET

Mr./Ms. Ambrose, Teacher

You are a nontenured teacher at Union Junior High School. Before coming to this school, you taught for two years in an adjacent state. This is your second year at Union Junior High.

You have mixed feelings about teaching from your experience to date. On the one hand, you get a great deal of satisfaction from working with students, helping them learn and grow. Then, too, there are the professional status and intellectual stimulation you enjoy with colleagues who share the same educational mission.

On the other hand, you dislike the arbitrary use of power and authority often displayed by the school administration. On a number of occasions you have witnessed decisions made in the principal's office that you knew were not in the best interest of kids. And you do not feel that your life is entirely your own because you must often comply with administrative decisions that were made without consulting you.

In short, you like teaching but dislike schools.

STAFF MEETING INSTRUCTIONS FOR PRINCIPALS SHEET

You are to conduct three five- to ten-minute staff meetings with a small number of the nontenured teachers on your staff at Union Junior High. The purpose of each meeting is to discuss a particular problem with the teachers and to enlist their aid in dealing with it.

The approach you take in each staff meeting should be consistent with your administrative values and experience as described in your role sheet.

After each of the three staff meetings, you will be asked to make a brief written record of any decisions reached, your reactions to the meeting, and your feelings about the teachers with whom you met.

For the purposes of this activity, it will be assumed that there is approximately a month between each meeting. The meetings, therefore, are not particularly related in content, even though you will be meeting the same group of teachers each time.

STAFF MEETING INSTRUCTIONS FOR TEACHERS SHEET

You will be asked to attend three five- to ten-minute staff meetings to be conducted by your principal at Union Junior High. The principal will inform you of the purposes of each meeting.

The approach you take in conducting yourself at each staff meeting should be consistent with your values, desires, and experiences as described in your role sheet.

After each of the three staff meetings, you will be asked to make a brief written record of any decisions reached, your reactions to the meeting, and your feelings about the principal and other teachers.

For all purposes of this activity, it will be assumed that there is approximately a month between each meeting. The meetings, therefore, are not particularly related in content, even though you will be meeting the same group of teachers each time.

STAFF MEETING TOPICS SHEET

Staff Meeting #1:

Student behavior has been getting a bit out of hand in the cafeteria lately. You think that it would help the situation if an additional faculty member would serve on cafeteria duty during each of the three lunch periods to assist the two teachers already on duty. Meet with your teachers to discuss this problem and seek a solution.

Staff Meeting #2:

Student discipline in the classroom has become a problem, judging from the number of office referrals over the last month. You think that a special faculty study committee on this subject would serve a useful function. Meet with your teachers to discuss their service on such a special committee.

Staff Meeting #3:

The Union PTA has recommended that improved communications be fostered between parents and teachers. You feel that a program of home visitations by teachers would be a help. Meet with your teachers to discuss this problem and their part in helping to solve it.

STAFF MEETING REACTION SHEET

My "name" is:

(write in)

Meeting Number:

1 2 3

(circle one)

Take a few minutes to jot down your reactions to the meeting just completed:

1. Decisions reached or outcome of the meeting:

2. Your reactions to the meeting:

3. Your feelings about others in the meeting:

STAFF MEETING PRINCIPAL'S DECISION SHEET

My "name" is:

(write in)

It is now near the end of the school year. The superintendent's office has asked you to provide a recommendation regarding tenure for each of the nontenured teachers in your building.

Based on what you know about the teachers you have been meeting with over the past three months, please recommend each of them by checking the appropriate box on the form below for each teacher.

Be guided in your decision only by your value system and assessment of their potential as educators in this school system. Recommend only those teachers from the list whom you actually met with:

RECOMMENDATIONS FOR TENURE	(Check one box for each teacher you met with.)					
	A. Upshaw	A. Ambrose	A. Indoff	B. Upshaw	B. Ambrose	B. Indoff
1. Recommend Unequivocally						
2. Recommend, but with Reservations						
3. Do not Recommend						

STAFF MEETING TEACHER'S DECISION SHEET

My principal's "name" is:

My "name" is:

(write in)

(write in)

It is now near the end of the school year. The superintendent's office has asked you to make a decision regarding transferring to the other junior high school next year or staying at Union.

Based on your experience at Union Junior High this year, and especially on the meetings you have had with your principal, please indicate your decision by checking the appropriate box on the form below.

For the purposes of this activity, please assume that your decision will be held in strictest confidence by the office of the superintendent and that your wishes will be honored. Be guided in your decision by your value system and the extent of your desire to work at Union Junior High again next year:

OPTIONS	MY DECISION (Check one box.)
1. Definitely want to stay at Union Junior High.	
2. Will stay, but with reservations.	
3. Request a transfer from Union.	

STAFF MEETING PREDICTED AND ACTUAL RESULTS SHEET

Use the matrices below to record with stroke counts (III III) the actual decisions reached by participants in the role play. Asterisks (*) indicate those decisions predicted on theoretical bases.

PRINCIPALS

Trask, Principal	Ambrose	Indoff	Upshaw
1. Recommend Unequivocally			*
2. Recommend, but with Reservations	*		
3. Do not Recommend	*	*	

Purpull, Principal	Ambrose	Indoff	Upshaw
1. Recommend Unequivocally	*	*	*
2. Recommend, but with Reservations	*	*	
3. Do not Recommend			

Wyant, Principal	Ambrose	Indoff	Upshaw
1. Recommend Unequivocally	*		*
2. Recommend, but with Reservations	*		*
3. Do not Recommend		*	

TEACHERS

Ambrose, Teacher	Trask	Purpull	Wyant
1. Definitely Stay			*
2. Stay, but with Reservations			*
3. Request Transfer	*	*	

Indoff, Teacher	Trask	Purpull	Wyant
1. Definitely Stay		*	
2. Stay, but with Reservations			*
3. Request Transfer	*		

Upshaw, Teacher	Trask	Purpull	Wyant
1. Definitely Stay		*	*
2. Stay, but with Reservations	*	*	
3. Request Transfer			

■ FORK-LABYRINTH: LEADERSHIP PRACTICE

Goals

- To diagnose the behavior of leaders and followers in a small group performing a complex competitive task.
- To teach “on-line” feedback and coaching on leadership behavior.
- To practice different leadership behaviors.

Group Size

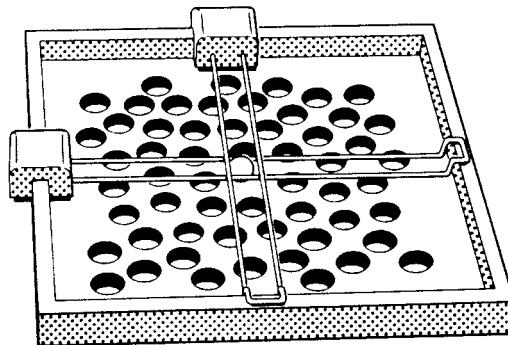
At least two seven-person clusters.

Time Required

Approximately three hours. Additional diagnosis time can be allotted up to a full-day workshop.

Materials

- One Fork-Labyrinth¹ for each seven-person cluster. This device is a 12" x 12" board on which several drilled holes, numbered from one to eighty, are outlined by a printed maze path. The set also contains two wire forks, placed so as to intersect each other on the board. One small steel ball is to be cradled by the forks.



- Two blindfolds for each cluster.
- A copy of the Fork-Labyrinth Task Sheet for each participant.
- A copy of the Fork-Labyrinth Score Sheet for each cluster.

¹ Produced by BRIO of Sweden. May be purchased in major department stores or from BRIO, S-283 00, Osby, Sweden.

Physical Setting

A room with a separate table for each cluster.

Process

1. The facilitator distributes a copy of the Fork-Labyrinth Task Sheet to each participant and clarifies the scoring process.
2. The facilitator divides participants into clusters of seven persons each. Within each cluster, three persons are designated company A, three company B, and one scorekeeper. The facilitator stresses that A companies are in competition only with other A companies, and B companies are in competition only with B companies. The facilitator distributes a copy of the Fork-Labyrinth Score Sheet to each scorekeeper. The facilitator issues two blindfolds to each cluster.
3. Each A company selects one of its members to be the first manager. The manager then selects two members from the B company for workers and blindfolds them. The remaining Company A and Company B members assume the roles of coaches/observers.
4. The facilitator distributes the Fork-Labyrinths, checking to see that the forks run smoothly on the boards. The facilitator informs the participants that if the fork is held too tightly against the board, it will be difficult to move.
5. The manager of company A leads the workers through three rounds of the task (one set). Before and after each round, the manager is coached by the other members of Company A and (if desirable) is encouraged to practice new or modified leadership behaviors. Simultaneously, the company-B workers receive feedback from the other members of their company. The scorekeeper records the data for each round.
6. Steps 3 and 5 are alternated between company A and company B until all six participants have served as manager.
7. As each cluster completes its six sets, it is instructed to discuss the leadership and follower behaviors that emerged during the experience.
8. The facilitator gathers the final scores and announces the winning teams from the A companies and the B companies.
9. The facilitator then leads a discussion to process the experience. The experience focuses on the situational or contingency approach to leadership. There are enough variations in leadership style, in follower abilities, and in needs and motives to provide ample discussion of the factors involved in the “act of managing.” Even the task can be viewed as shifting as the leader selects the subordinates, directs them, promotes them, and sets goals with them. The facilitator may pose the following questions:
 - Which style(s) seemed most effective, i.e., which leadership styles seemed to work best with which follower styles?

- Did workers notice any changes in leaders' approaches? If so, what did they perceive and was it useful?
- What are the roles of a leader and of followers in goal setting and task performance?
- What criteria did the leader use in selecting an assistant? What changes in behavior occurred as a result of the assistant's promotion?

Variations

- If competition between an A company and a B company is stressed, the experience becomes an intergroup-conflict experience with emphasis being placed on labor management disputes—especially the 70/30 earnings mix.
- Processing can be conducted at the end of step 2, allowing the remaining manager to take advantage of the insights gained.

Submitted by John F. Veiga.

FORK-LABYRINTH TASK SHEET

In this experience, A companies will be in competition with one another and B companies will be in competition with one another. During the process, the A companies will be paired with the B companies. The A companies will provide workers for the B-company managers to lead, and vice versa. An A-company manager will lead for three rounds, then a B-company manager will lead for three rounds, and so on in rotation until three managers from each company have participated.

The Task: The manager will lead two workers, who will attempt to negotiate the maze of a labyrinth board. Before workers begin their first round, they will put on blindfolds and will not remove them until the conclusion of round 3. Each worker will attempt to move one fork over the labyrinth in cooperation with another worker while both are blindfolded.

Each worker is permitted to use only one hand in moving the fork; the other hand may rest on the board but may not touch the fork. Round 1 will last five minutes, and rounds 2 and 3 will last three minutes each. No practicing is allowed.

Goal Setting and Scoring: At the start of each round, the manager will choose a goal and indicate it to the scorekeeper. The goal can range from 1 to 80. These numbers correspond to those printed on the path outlined on the labyrinth board.

The score depends on whether or not the goal is reached on the path without the steel ball falling into a hole. If the goal is reached, the score will be equal to the goal. If the ball falls before the goal is reached, the score is zero. If the goal is exceeded, the score still remains equal to the goal unless the ball falls into a hole—then the score is zero.

Outcome	Score
Goal not reached	0
Goal reached	Equal to goal
Goal exceeded without ball falling into hole	Equal to goal
Goal exceeded with ball falling into hole	0

If the manager is successful in attaining the goal, the manager's company will receive 70 percent of the score and the workers' company will receive 30 percent of the score.

Personnel Selection: Each manager will select two workers from the other company. The two workers selected will remain the same for all three rounds. At least one of these workers must be someone who has not been a worker in that company's previous three-round set.

Promotion: After the second round, the manager must promote one of the two workers to be an assistant by having that person remove his or her own blindfold before working in round 3.

Coaching: Between rounds, company members are encouraged to “coach” the manager on leadership style, in order to improve their score.

Winners: Winners for the most effective A and B companies will be announced after the task is completed.

FORK-LABYRINTH SCORE SHEET

As scorekeeper, you have five responsibilities:

1. To make decisions on scores.
2. To record the scores.
3. To time each round in each set.
4. To reset the board after each round.
5. To direct the removal of the blindfold after each round 2.

	Round 1 (Five minutes)			Round 2 (Three minutes)			Round 3 (Three minutes)			Points for set (A)	Points for set (B)
	Goal	Score	Payoff 70/30	Goal	Score	Payoff 70/30	Goal	Score	Payoff 70/30		
<i>Set I</i>	■	■	□	■	■	□	■	■	□	□	□
Mgr. (A)											
Wkrs. (B)			□			□			□		□
<i>Set II</i>	■	■	□	■	■	□	■	■	□		□
Mgr. (B)											
Wkrs. (A)			□			□			□	□	
<i>Set III</i>	■	■	□	■	■	□	■	■	□	□	□
Mgr. (A)											
Wkrs. (B)			□			□			□		□
<i>Set IV</i>	■	■	□	■	■	□	■	■	□		□
Mgr. (B)											
Wkrs. (A)			□			□			□	□	
<i>Set V</i>	■	■	□	■	■	□	■	■	□	□	□
Mgr. (A)											
Wkrs. (B)			□			□			□		□
<i>Set VI</i>	■	■	□	■	■	□	■	■	□		□
Mgr. (B)											
Wkrs. (A)			□			□			□	□	
TOTAL EARNINGS										_____	_____