FEELINGS AND DEFENSES: A SPONTANEOUS LECTURE

Goals

- To study feelings significant to group members and defenses they use.
- To help group members take responsibility for their own learning.

Group Size

Up to thirty participants.

Time Required

About thirty minutes.

Materials

Newsprint and felt-tipped markers.

Physical Setting

Members are seated in a semicircle.

Process

1. The facilitator briefly discusses goals, and then instructs members to prepare a lecture on feelings and defenses. The planning is to be unstructured, except that someone is to take notes on newsprint.
2. Group members offer ideas about feelings and defenses. These are recorded.
3. The facilitator asks that someone volunteer to deliver the lecture. Then group members give that person feedback.
4. Subgroups are formed to process the experience. The facilitator may suggest that they consider their reactions to the planning, to the delivery, and to the content of the lecture.

Variations

- The topic can be changed. Some suggestions: risk taking, openness, self-disclosure, intimacy, and dependency.
- Two or more volunteers can lecture through a team-teaching format.
- Subgroups can be formed to discuss points raised in step 2.
- A panel can be set up to discuss the subject. These persons may be coached by subgroups.
GROWTH AND GUIDED IMAGERY

Goals

- To provide participants with an opportunity to review in their minds the phases of growth and development they have accomplished.
- To review the participant’s sense of individual identity.

Group Size

Unlimited.

Time Required

Relative to the ongoing process: approximately forty-five minutes. The experience is most useful in an introductory period in a workshop.

Physical Setting

Space enough so that each participant can focus on himself or herself rather than his or her awareness of others.

Process

1. The facilitator instructs participants to find a comfortable space where they can stretch out, relax, and become aware of themselves.
2. The facilitator spends a short time on suggestions for heightening self-awareness: closing eyes, regulating breathing, feeling heartbeat or pulsebeat, becoming aware of body heat, space occupied, etc.
3. The facilitator then begins a slow-paced guided imagery during which he or she provides cues for recollections and past memories. He or she may ask the participants to recall their earliest memory, images of significant others (parents, brothers and sisters) or early childhood experiences. Cues for “first” events are provided: the first birthday party, first days of school, or a first pet. The facilitator traces a rough chronological order, eliciting memories of school grades, graduations, moves, birthdays, first dates, happy or embarrassing experiences, first job, vocational choice, love relationships, marriage, and so on.

The effectiveness of the experience depends on the facilitator’s ability to provide concrete memory cues for the participants. Photographs, looking through albums, report cards, diplomas are potent cues for remembering; so are sense
experiences, such as smelling home cooking and perfume or tactile experiences, such as favorite clothes that were outgrown. Many others will suggest themselves.

4. After reviewing a life chronology, the facilitator focuses on one aspect of the participant’s identity—his or her name. The facilitator asks participants to trace their names with their fingers on the rug, to review nicknames, to visualize the names as they have been written in various places: on a check, at the end of a love letter, on a document, etc. He or she may suggest visualizing the name in print, in Gothic letters, on a marquee, on the cover of a magazine, in skywriting, etc. Auditory fantasy can be employed; this may include listening to the name as repeated by significant others or by famous voices (Bette Davis, JFK, etc.). The facilitator may ask the participants to begin whispering their names and then gradually raising the whisper to a shout.

5. The facilitator begins terminating the experience by asking participants to slowly open their eyes, sit up, etc. Processing of the experience can occur in a subgroups or in pairs or trios.
GROUP EXPLORATION: A GUIDED IMAGE

Goal

To allow individuals to share their means of coping with fear and stress as well as their personal responses to pleasure.

Group Size
Six to twelve participants.

Time Required
Approximately one hour.

Materials

Construction paper, crayons, felt-tipped markers, or other art materials.

Physical Setting

A carpeted room in which participants can lie down and stretch out comfortably without restricting the space of others.

Process

1. The facilitator invites the group to participate in an exploratory trip. He or she asks them to make themselves as comfortable as possible and to close their eyes.

2. The facilitator explains that he or she will tell them what is happening on the trip and that they are to listen and fantasize their surroundings and experiences. The participants are told that from time to time they will be asked questions. They are to answer these in their own minds, and they will be asked to answer them openly in the group when the experience is over.

3. The following script should be read slowly in a nonabrasive tone of voice:

“We have all gathered together to go down the Colorado River on a raft. We will be led by competent guides, but it will be rough. You must be prepared for a number of critical situations. It will be exciting and pleasurable, but at times it might be painful and dangerous. Contemplate this, consider it, and decide whether you want to go along. If you have some resistance, is there anyone in the group that convinces you to go? How does he or she do it? Do you convince
someone else who is reluctant? How do you do it? Whom do you particularly want to go with you on this trip?

“We gather in the boat, our guide at the helm. It is a beautiful day as we start down the river; it is calm and peaceful. In the warm sun, with the boat smoothly moving through the waters, you find your mind wandering off. Catch the thought. What are you thinking about? What are you feeling? What reveries do you engage in?

“The boat moves faster, and you see white waters ahead. You are a bit apprehensive, but soon you are in amidst the current. The raft is gently tossed about, but you come through smoothly and easily. This is your first taste of shooting the rapids. As you move down the river, with the cliffs becoming taller and taller on either side of the bank, you find the river moving faster and faster—the white waters becoming more turbulent. You learn that the rapids are rated on a scale from one to ten and those that you have just gone through are rated two to three. They increase in force, and you are going through rapids rated six and seven. The raft is tossed about, but you cling, getting the excitement and the full taste of the thrill of the waters splashing around you—turning and twisting the raft. You come to a bend in the river, and your guide tells you that the next rapid is scaled ten but because of the bend in the river it is possible for you to land before reaching the rapids and walk across a spot of land and regain the raft on the other side. You thus have a chance to get off. Do you do so, or do you go on? Do you have a moment of fear? Does anybody convince you to stay on? How? Do you convince anybody else to stay on? How?

“You do go on. The raft is tossed, sometimes tilting at a forty-five degree angle. It turns so that you are going down backwards, then hits a rock and spins around again. Catch the feeling of the turmoil and note your feelings. The twisting and turning diminish. You are out of it and now are moving smoothly and quietly down the waters. What are you feeling?

“Your guide tells you it is time now to rest and seek new adventures, and he or she lands the raft at the mouth of a blind canyon. He or she tells you that you will be there for a few hours and that you can explore the canyon. You move into it and find the tall cliffs on either side getting narrower and narrower above you until you are in the middle of a tunnel. It becomes darker and darker. What do you feel? You push on into the blackness, seeing no light behind you or ahead. Do you have any fears? What do you fear?

“Suddenly light shines ahead, and you find yourself at the mouth of a large cave, which is well lighted. The cave is guarded by a gatekeeper, who informs you that there is a treasure within. Each of you have to supply a ticket of admission—something of yourself which you will give in order to enter the cave. Stop now, open your eyes, and with the material supplied make a ticket, giving something of yourself so that you can proceed.”
4. The facilitator distributes the art materials and allows the participants to draw, write, or in some way construct their “ticket.”

5. He or she continues the exploratory trip:
   “You offer your ticket to the gatekeeper and enter the treasure room. What is your treasure?
   “You enjoy your treasure, and then the gatekeeper tells you that you must go on leaving the treasure behind. What do you feel? You pass out of the cave through a short tunnel and find yourself back on the beach, where your raft has been anchored. With surprise you look behind you and cannot see the crevice out of which you came. The cave is lost. How do you feel?
   “Night has now fallen. You see the sky above you up through the canyon; the stars are bright, and a warm breeze engulfs you. The river is flowing swiftly and quietly.
   “You sit around a campfire, reflecting on your adventure, and you think back on all that took place during the day. What does it all mean to you?
   “We are now back to today. Here we are in this room. Let us review the answers in your mind.”

6. The facilitator asks various members the answers to each of the questions posed during the trip. When he or she reaches the subject of the ticket of admission, the participants are asked to show, discuss, and interact with others concerning what they gave of themselves. The facilitator continues until all of the questions have been dealt with and ends by assisting the group in talking through the impact of the experience.

**Variation**

- The facilitator may use any other story which is appropriate to his or her particular group, perhaps emphasizing different emotional elements.

Submitted by Leo Berman.
LEMONS: A SENSORY-AWARENESS ACTIVITY

Goal

- To increase sensory awareness.

Group Size

Eight to twelve participants.

Time Required

One hour.

Materials

- A lemon for each participant.

Physical Setting

A large enough space for participants to sit comfortably in a circle on the floor.

Process

1. The facilitator asks the participants to sit on the floor in a large circle. He or she gives a lemon to each participant and explains that since no two lemons are identical, each person is to get to know his or her special lemon very well.

2. The facilitator allows the participants ten minutes to “become acquainted” with their lemons. They should spend the first five minutes observing the visual qualities of their lemons and the second five minutes, with their eyes closed, sensing through touch the unique tactile qualities of their lemons.

3. After ten minutes, the facilitator asks the participants to form pairs. Each member of a pair then “introduces” his or her lemon to his or her partner by acquainting him or her with its particular characteristics.

4. The facilitator then asks the partners to exchange lemons and feel them to note the differences.

5. The facilitator now groups the pairs into intermediate subgroups of four or six. He or she asks the members of each new subgroup to form a small circle and to place their lemons in a pile in the middle. The participants are then asked to close their eyes and to find their own lemons.
6. The facilitator asks all participants to form a large circle again. He or she then collects the lemons and redistributes them to the participants. The participants are asked to close their eyes and pass the lemons to their right, feeling each one in order to identify their own. When a participant has identified his or her lemon, he or she is to put it in his or her lap and continue passing lemons until all participants have their own lemons.

7. The facilitator discusses the experience with the group members, eliciting their reactions to utilizing the sensory skills involved.

**Variations**

- Other fruits can be used.
- The entire process can be carried out nonverbally.
- Step 5 can be eliminated.
- In step 6 the lemons can be piled in the center of the room, and the participants can be instructed to find theirs with their eyes open.
T’AI CHI CHUAN: AN INTRODUCTION TO
MOVEMENT AWARENESS

Goals

- To increase body self-awareness.
- To develop integrated, relaxed, economical, and balanced movement and activity.
- To facilitate a feeling of “centeredness” in the here-and-now.

Group Size

Unlimited. The activity may be performed by one person or a large group.

Time Required

Approximately one hour.

Physical Setting

A room with a tile floor or low-pile rug on which a person’s feet can pivot easily. A secluded outdoor place such as a woods or park is ideal. Indoors, about ten square feet per person is desirable.

Materials

- A tape or record playing very slow, rhythmic, and soothing music.

Process

1. The facilitator begins by briefly describing t’ai chi and how it may be used:
   “T’ai Chi Chuan is an ancient Chinese discipline practiced for health, meditation, exercise, developing energy (“Chi”) flow, and self-defense. The slow, flowing movements emphasize awareness and integration of the person: body awareness, breathing, relaxed and continuous movement, mental alertness and quietness, here-and-now, balance, and economy of movement.
   “Although there are classical forms that may take many years to learn, the
The essence of t’ai chi is the expression of oneself through integrated movement in everyday life.1

2. Participants are instructed to place themselves around the room, giving one another space for movement. The facilitator tells the participants that they are to experiment with their bodies as he or she gives them directions. The facilitator suggests that participants attend to feeling and mood changes that occur during the process and to various areas of tension and overcompensation of balance during movement. He or she explains that “most of the time we ignore subtle bodily messages, uneconomical movements, and chronic muscle tensions by moving rapidly from where we are to where we want to go. We usually ignore or take for granted the in-between living, the process of moving.”

3. The facilitator turns on the background music and goes through the T’ai Chi Chuan movements, pausing between each one to instruct the participants:
   - Spread your feet about shoulder-width apart and parallel. Bend your knees slightly. Listen inwardly: Feel the posture of your body, the slight strains and tensions . . . listen to your heartbeat . . . listen to your breathing.
   - Slowly, with your knees bent, let your pelvis tip up and forward until it is parallel with the floor. Now you can use your pelvis to cradle your stomach and intestines instead of holding them in with your diaphragm. Your diaphragm is used for breathing, not your chest. Let your shoulders relax, your chest relax, and let yourself breathe with your diaphragm, your lower abdomen. It just happens. Let yourself relax and start to breathe slowly and regularly.
   - Focus on your abdomen, about two inches below your navel. This is your tant’ien, your “center.” Use your imagination and visualize a large ball of fire or furnace there that will send streams of energy to any part of your body. Let yourself feel heavy or solid in your tant’ien.
   - With your tant’ien making you heavy below the waist, let the upper part of your body become light. Let your head float. Slowly let it roll around in smaller circles until you find the point where your head is balanced, face forward and chin slightly down. Imagine that the top of your head is held by a thin thread from the ceiling or sky. Between your abdomen “sinking” and your head “floating,” your back will become straight but not tight and rigid. Your back should always be perpendicular to the ground, otherwise you may “break posture” and lose balance or create unnecessary and distracting stresses.
   - Feel the rhythm of your breathing again and imagine waves of energy traversing your body with each breath.

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- Hold your tongue semirigid against the roof of your mouth (this affects the flow of energy).

- Focus on your legs. Feel your weight distributed. In t’ai chi we deal with continually changing opposites: *Yin* and *Yang*—positive and negative, heavy and light, active and still, and so on. Let your weight shift from one leg to the other very slowly. The leg that carries the weight is your “heavy,” “full,” or *Yang* leg. As you shift your weight to the other leg it becomes “light,” “empty,” or *Yin*. All movements continually change from *Yin* to *Yang* and back again.

- Keeping your legs bent and straight, step very slowly forward, touching heel first. Let this be an “empty” step with no weight or energy shifting into the leg until it is completely flat on the ground. Continue slowly walking forward, heel first, then putting your foot down, then shifting your weight.

- Now take a step backward, being careful not to “break posture.” Touch backward first with your toes, again with an “empty” step until the foot is down, then shift the weight. Continue walking backward.

- Now experiment, walking forward and backward and side to side, experiencing the shift in weight. Move slowly enough so that you can focus on the sensation and not on getting from one place to another. Imagine the energy from your *tant’ien* pouring from leg to leg and back again.

- Just as your legs are opposites in t’ai chi, so too are your arms opposites of each other, and the upper part of your body is the opposite of the lower half. As you are moving, let one leg become heavy and the arm on the opposite side of your body become heavy. The other leg and opposing arm become light. As you move and your weight shifts, the opposing arms and legs also shift. Imagine again the energy moving from your *tant’ien* into your arms and legs.

- We live in an ocean, a universe of energy. With each movement, imagine that you are swimming through that energy. Feel the movement of your body through that ocean. Let yourself completely relax, using only those muscles that are necessary for each movement. Let your arm movements be led by your hands. Imagine streams of energy emerging from the finger tips and palms.

- When you follow your flow of energy, it moves you. All movement is circular, whether so large as to appear as a line or so small as to appear as a point.

- Experiment with your movements. Use all parts of your body, all connected. Move up and down, forward and backward, side to side, inwardly and outwardly, withdrawing and expanding.
As you move again, become aware of your breathing. Let your breathing correspond with your movement. Exhale when moving down, back, or inwardly; inhale when moving up, forward, or expressively outward.

Use your peripheral vision and be open to all your senses. Do not focus on one thing and thereby limit yourself. Follow the flow of your sensory stimulation. Become aware of the synchrony of movement of your body and with others moving around you.

Imagine moving in the ocean of energy again. As someone else moves and creates a gap, fill it in with your own movement, as someone else fills the space you move from. Let all movements be as slow as possible with every person’s movement complementing and filling in everyone else’s movement. Everyone is connected by the same currents in the ocean of energy.

4. Following the T’ai Chi Chuan movement instructions, participants are encouraged to experiment thoroughly with using the principles in everyday movements. The facilitator says that what they discover then is the essence of t’ai chi. The facilitator suggests that they try the movements for ten or fifteen minutes in the morning and the evening and during their day-to-day activities.

**Variations**

- A brief form of the activity can be used as an energizer.
- Another form of the martial arts or yoga can be substituted for the T’ai Chi Chuan movements.
- The movement directions can be tape recorded.

Submitted by David X. Swenson.
PROJECTIONS:
INTERPERSONAL AWARENESS EXPANSION

Goals

- To help participants to explore the process of projection.
- To provide an opportunity for participants to recognize how and what they project about others.
- To enable participants to become more aware of the part they play in the outcome of unpleasant situations.

Group Size

Any number of subgroups of four to six members each.

Time Required

One and one-half hours.

Materials

- A copy of the Projections Feelings Identification Sheet for each participant.
- One or more copies of the Projections Situation Analysis Sheet for each of the participants.
- A copy of the Projections Processing Sheet for each participant.
- A pencil for each participant.

Physical Setting

A room that is large enough for individual writing and subgroup discussions.

Process

1. The facilitator explains the goals of the activity and gives a brief lecturette on the process of projection. The facilitator may define projection and related terms in words like the following: Projection is the assumption that what is true for oneself is also true for others, such as “You must be sad (angry, frustrated) about that,” or “He looks bored.” The facilitator stresses that the focus of the
experience is on identifying ways that participants project feelings, ideas, or values onto others and on how this process affects interactions. (Twenty minutes.)

2. Each participant receives a copy of the Projections Feelings Identification Sheet, a copy of the Projections Situation Analysis Sheet, and a pencil.

3. Each participant is directed to work independently on the Projections Feelings Identification Sheet and to identify a person in his or her life (including anyone in the group) whom the participant feels rejected by, disliked by, or criticized by, or who makes the participant feel uneasy or uncomfortable. (Ten minutes.)

4. The participants are instructed to select one (or more) situation(s) to analyze. A separate Projections Situation Analysis Sheet is used for each situation. (Ten minutes.)

5. The facilitator calls time and distributes a copy of the Projections Processing Sheet to each participant. Members take ten minutes to fill these out.

6. The participants are divided into subgroups of four to six members each and are directed to share their responses to the processing questions within their subgroups. Subgroup members help to clarify each other’s learnings. (Twenty minutes.)

7. The entire group is assembled, and a reporter from each subgroup summarizes the learnings that were described during the processing discussion. The facilitator helps to clarify key learnings related to the goals of the experience. (Ten minutes.)

8. The facilitator leads a discussion on ways in which an increased awareness of projections can be used constructively in the future. (Ten minutes.)

Variations

- If the participants are members of ongoing groups, the activity can focus exclusively on other group members, and a follow-up activity can be conducted to help the two partners discuss the issues involved.

- Helping partners, or persons with whom participants feel comfortable, can be used instead of subgroups during step 6.

- Participants can reconvene within their subgroups to generate strategies for applying their learnings during step 8.

Submitted by Bernard Nisenholz.
PROJECTIONS FEELINGS IDENTIFICATION SHEET

Using the following items as a guide, identify one or more persons who fit at least one of the categories. Fill in as many names and/or categories as you feel represent an authentic response for you.

1. I feel rejected by (answer may be specific or general, such as “Sam,” “authority figures,” or “my mother”)

2. I feel uneasy with

3. I feel disliked by

4. I feel criticized by

5. I feel frustrated by
PROJECTIONS SITUATION ANALYSIS SHEET

Instructions: Review your responses on the Projections Feelings Identification Sheet. Select one situation to analyze. (If time permits, you may be asked to analyze one or more of the other situations.)

Your feeling _________________________________________________________
Name of the person involved in the situation with you ________________________
Consider the following aspects of a typical interaction with this person:
The person’s actual behavior

... tone of voice

... choice of words

... use of gestures

... relevant nonverbal cues

Setting: When does this usually occur?
Where?

Who is typically present?

*Issue*: What appears to be at stake?

What does either of you stand to win or lose?

What do you assume to be the other person’s motive?

Other important aspects:
PROJECTIONS PROCESSING SHEET

1. Review the notes you made on the Projections Situation Analysis Sheet. Identify your typical behavior in this situation in terms of each of the aspects considered. Try to identify the part you are responsible for, for instance, “He rejects me by telling me only negative things, and I believe them.”

2. How do you feel during this interaction? How does that contribute to the negative outcome?

3. How many of these identified behaviors that others do to you, do you also do to yourself (that is, if you feel rejected by someone else for being assertive, do you reject yourself for that also)?

4. Are you doing to this person (people) the thing that you accuse this person (people) of doing to you?

5. *Complete the following notes to yourself:* One of the learnings that I am gaining about the ways in which my feelings and behavior contribute to unpleasant situations with others is . . .
**ROLES IMPACT FEELINGS: A ROLE PLAY**

**Goals**
- To enable participants to become aware of some of the roles they play.
- To discover how roles produce feelings.

**Group Size**
A minimum of eight participants. (Can be done with a large group.)

**Time Required**
Approximately two and one-half hours.

**Materials**
- Newsprint and a felt-tipped marker.
- Two blank name tags for each participant.
- Blank sheets of paper and a pencil for each participant.

**Physical Setting**
A room in which the participants can move about freely.

**Process**
1. The facilitator invites the participants to join in a role play, but does not reveal the goals of the experience. The facilitator says that he or she is going to describe pairs of extreme roles that people play and that each set of roles will demonstrate polarities. He or she says that the participants will nonverbally play each role for about three minutes after it is described.
2. The facilitator distributes blank paper and pencils to the participants.
3. The facilitator lists the roles on newsprint, one at a time. After listing each role, he or she:
   - Announces the role to be played and explains it briefly.
   - Encourages the participants to “get into” the role nonverbally.
- Allows about three minutes for the nonverbal activity, depending on how well the group members are responding.
- Asks the participants (when they are deeply involved in the activity) to become aware of their feelings “right now” and allows about thirty seconds for them to do this.
- Instructs the participants to record their feelings and how they experienced the particular role. (Two to three minutes.)

The facilitator adds each role in succession to the list on the newsprint while going through the activity.

**List of Roles**

A. Bully (exaggerates aggression, threatens others: “Watch it, Buster.”)
B. Nice Guy (exaggerates warmth, tries to please others, smiles: “Oh, what a beautiful day.”)
C. Judge (exaggerates criticism, mistrusts others, blames: “I know better.”)
D. Protector (exaggerates support, spoils others, gives charity: “Let me help you.”)
E. Weakling (exaggerates sensitivity, helpless, confused, passive: “Please don’t hurt me.”)
F. Dictator (exaggerates strength, parental and authoritarian, commands: “Do this; don’t do that.”)
G. Clinging Vine (exaggerates dependency, wants to be taken care of, led by others: “I can’t live without you.”)
H. Calculator (exaggerates control, perfectionistic, tries to outwit others: “This isn’t quite right.”)

4. After the last role play, the facilitator directs the participants to reflect on the following process questions and then to record their answers
   - Which roles did you identify with most easily?
   - Which roles were the hardest for you to “get into”?
   - Which role did you enjoy most (which was your favorite)?
   - Which role did you either dislike the most or feel to be the most distant from you?
   (Ten minutes.)

5. The facilitator distributes blank name tags to the participants. Each participant is to write his or her favorite role on his or her name tag, then all participants are to

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1 Adapted from *Man, The Manipulator* by Everett Shostrom, © 1967 by Abingdon Press. By permission.
wear their tags, and then nonverbally portray their favorite roles. (Five to ten 
minutes.)

6. The facilitator stops the role play and directs the participants to record their 
feelings about and reactions to the experience. (Three to five minutes.)

7. The facilitator displays the list of roles on newsprint, noting that the roles across 
from each other are opposites. The facilitator explains that the presupposition is 
that we do not use the role that is the opposite of our favorite role. He or she 
again distributes blank name tags and directs each participant to write on the 
name tag the role that is the opposite of his or her favorite role.

8. Participants nonverbally role play the roles opposite their favorite roles. Because 
these roles are unfamiliar to the participants, it may take some time for them to 
“get into” the roles and really experience them. (Five to fifteen minutes).

9. Participants are instructed to record their feelings about and experiences of the 
role play. (Three to five minutes.)

10. The facilitator directs the participants to reflect on and then to record their 
reactions to the entire experience. They are encouraged to be aware of how they 
produced feelings in themselves as they played each role. (Five minutes.)

11. The group processes the experience. The facilitator may note on newsprint any 
salient points. He or she also may focus on how the roles demand “partners” in 
order to be played out; i.e., the “weakling” is the victim of the “dictator,” the 
“judge” must have someone to judge, etc.

Variations

- The activity can be stopped after step 4.
- Other roles can be played, including “positive” ones.
- A feedback step can be added, during which participants tell how they see each other 
in terms of the roles they have played.
- Participants can be instructed to remain in their favorite or opposite roles while 
performing some task.
- In step 5, participants can be instructed to make notes on their favorite role and to 
depict it graphically.
- The experience can be combined with a lecturette on characteristics of the self-
actualizing person.

Submitted by Maury Smith
**RELAXATION AND PERCEPTUAL AWARENESS: A WORKSHOP**

**Goals**

- To learn basic techniques of physical relaxation, breathing processes, and self-awareness.
- To experience one’s physical state of existence and personal perceptions of inner and outer reality and fantasy.

**Group Size**

Unlimited.

**Physical Setting**

Preferably outside in a relatively secluded area or inside in a carpeted room large enough to allow for adequate personal space.

**Time Required**

Three hours.

**Materials**

- Blankets or cushions.
- Record player or tape recorder with recordings of relaxing music.

**Process**

The workshop is composed of a series of three-step cycles: a breathing exercise, a basic physical relaxation activity, and a short guided-imagery or Gestalt awareness experience. The breathing and relaxation steps are repeated because of the need for frequent practice if adequate learning is to take place. The alternating guided-imagery and Gestalt experiences move from simple to complex as the workshop progresses. Each cycle requires approximately fifteen minutes to complete. *It is important to note that after each activity participants should be given time for processing.*

1. (A) Breathing exercise: Standing-breathing exercise aids the body in learning to relax and in becoming attuned to its energy flow. It includes using the entire body in learning to breathe from the diaphragm (Brodsky, 1972).
(B) Relaxation: Participants are guided through a complete relaxation of the upper body. This is accomplished by instructing them to sequentially tighten and relax the large muscle groups. Each time they are to note the difference between the tight and relaxed muscle (Jacobsen, 1962).

(C) Guided Imagery: Participants lie in a comfortable position and focus on the problems of the day that they have brought with them. They should put these problems, one at a time, into their image closet for future retrieval. The facilitator should encourage them to clear their minds of all that is disruptive.

2. (A) Breathing exercise: “Posture of Complete Relaxation” (Savasana). Participants are told to lie flat on the floor, arms extended away from the body, hands open, palms upward, legs apart with feet falling outward, head straight, eyes closed, mouth closed, teeth slightly apart. They are to breathe normally, then change to deep, calm, nasal breathing. Deep breaths should start in the diaphragm and move upward (Zorn, 1968, p. 44, method 2).

(B) In the same reclining position, the participants keep working at total upper-body relaxation by alternating tightening and loosening of the muscle groups.

(C) Still in a reclining position, the participants are instructed to slowly clear their minds of disruptive thoughts.

3. (A) “Abdominal Breathing”: The participants lie on the floor, place their fingers on their abdomens, raising their abdomens as they inhale and lowering as they exhale; their fingers rise and fall as they breathe. They should not force their breath. Then participants try the same exercise in sitting and standing positions (Zorn, 1968, p. 46).

(B) Again in a reclining position, members work at relaxing the lower body, using the same method as before.

(C) Remaining in the reclining position, the participants are instructed to become mentally aware of their physical states and clear their minds of disruptive thoughts. They use that awareness to direct their imagery.

4. (A) The “Victorious Breath”: Sitting upright on their heels in the “Thunderbolt Posture” (Vajrasana), the participants breathe in deeply through both nostrils, hold their breath, and exhale vigorously through the mouth, stretching the entire set of face muscles (Ujjayi).

(B) In a reclining position, the participants continue to work at total relaxation of the entire body. They should notice any tightness and then attempt to let all tension go.

(C) Internal-body Gestalt awareness. Participants are guided through a mental awareness of their internal body. The facilitator teaches the specific focusing techniques that require an awareness of only one physical aspect at a time, like being aware of just the beating of the heart, or the expansion/contraction of the lungs.
5. (A) “The Compact Breath”: Lying on their backs in the Savasana position, participants are instructed to take deep, calm, abdominal breaths; they should continue to breathe in while fully expanding their chests, raise their shoulders and collarbones slightly, hold their breath for a few seconds comfortably, and slowly exhale (Zorn, 1968, p. 47).

(B) Total body relaxation: They become more and more relaxed in a shorter and shorter time.

(C) The facilitator instructs participants to enter and explore their own bodies and become aware of the detail and complexity of their physical beings.

6. (A) “Concentration on the Breath”: The participants now repeat “The Compact Breath,” concentrating on the air as it enters, works its way through, and leaves the body (Zorn, 1968, p. 65).

(B) Again, the participants work at total body relaxation.

(C) External-reality Gestalt awareness: Participants are guided through an awareness of sight, hearing, smell, and outside pressures on the body. Exercises help participants to become aware of internal responses to outside influences.

7. (A) Advanced Savasana: Lying in the Savasana position, participants consciously withdraw all tension in the body—beginning in the toes, releasing through the top of the head—allowing themselves to get in contact with deep, calm breaths. They should remain motionless for five minutes, stand up, breathe deeply, raise their hands above their heads, and stretch their bodies completely.

(B) Participants return to a prone position and continue to work at total body relaxation. The process of tightening and relaxing each muscle group should be quite fast by now. More time should be allowed for individual quiet time.

(C) Paired Gestalt awareness (for the first time the participants are working in pairs): The pairs sit knee to knee and are guided through a contact and withdrawal process in which they first become aware of themselves and then become aware of their partners.

8. (A) Paired breathing: Still working in pairs, the participants are guided through experiences that will allow each to be aware of the other’s breathing. One should lie in the Savasana position while the other lightly places his or her fingers on the breather’s stomach to note the physical qualities of breathing. A variation may be to place fingers close to the nostrils to feel the air moving in and out. After several minutes, pairs reverse positions.

(B) Paired relaxation: Each person in turn is allowed the opportunity to touch basic muscle groups in tight and relaxed states. Awareness of self and one another is stressed.

(C) Paired imagery: Each participant in turn closes his or her eyes and shares “My vision of you is . . . .”
9. (A) “Rhythmic Breathing”: While sitting in an upright position with back straight, participants inhale deeply and calmly for two seconds, hold their breath for four seconds, and exhale through nostrils for four seconds. When this becomes easy, it can be increased to 3:6:6 (Zorn, 1968, p. 50).

(B) Individual total relaxation: A slow and complete review of the total relaxation of the entire body.

(C) Gestalt perception combined with interpretation: The participants are instructed to guess what their former partners thought of them, to guess about reality, and to interpret as they see fit. They are constantly reminded that what they are doing is speculation and may not be grounded in reality.

10. (A) Alternate nostril breathing: Sitting in an upright position, participants block their left nostril with one hand, inhale deeply through their right nostril for five seconds; block both nostrils, holding breath for five seconds; and repeat, beginning this time with left nostril. They should go through the complete exercise several times. Time for breaths can be increased if comfortable for participants (Zorn, 1968, p. 51).

(B) In a reclining position, participants return to a state of complete body relaxation.

(C) Guided imagery: Each member should find a mountain meadow that suits him or her and should become a child in that meadow . . . . “Slowly grow up as you are in that meadow. Enter the nearby forest . . . . Leave the forest and climb the mountain . . . . Discover that it is becoming impossible . . . . With superhuman effort, reach the top and be aware of what you see . . . . Slowly descend the mountain, noting your awareness . . . . Enter the valley where your special, important people are found . . . . Return to the meadow.”

11. The facilitator forms subgroups for processing. Participants are encouraged to reflect on what they have learned about themselves.

12. The facilitator leads a discussion of the implications of using these techniques for personal development.

**Variations**

- Each cycle’s timing can be varied.
- The facilitator may either expand or reduce various descriptive comments or instructions.
REFERENCES


Submitted by John L. Hipple, Michael Hutchins, and James Barott.
PERSONAL JOURNAL: A SELF-EVALUATION

Goals

- To heighten participants’ awareness of the sequence of events and the corresponding emotional development that takes place in a workshop.
- To aid in self-disclosure.
- To provide a post-workshop resource for reinforcing learning.

Group Size

Unlimited.

Time Required

Any number of periods of ten to fifteen minutes each.

Materials

- A pencil for each participant.
- A spiral-bound notebook for each participant.

Physical Setting

Participants should be provided with tables or other writing surfaces that enable them to sit a short distance from one another while making entries in their notebooks.

Process

1. The facilitator introduces the concept of personal-journal-keeping as a way of better understanding the learning and experiences that will take place during this workshop.
2. He or she gives each participant a notebook and a pencil.
3. The participants are instructed to use the left-hand pages of the notebook for objective descriptions of the process of the group and the right-hand pages for subjective reactions to the process described. The facilitator may wish to post a typical journal entry, such as the one on the following page.
<table>
<thead>
<tr>
<th>What Happened</th>
<th>How I Felt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lee began by using a getting-acquainted activity in which we were to list ten facts about ourselves under the title “Who am I?” We were to pin on the list and then walk around reading other people’s lists without talking.</td>
<td>I felt a little panicked at first because nothing came to mind but “vice-president in charge of sales.” Then I thought of several silly things I might write, but I wasn’t sure I wanted all these people to see them.</td>
</tr>
</tbody>
</table>

4. The facilitator explains that participants will be given time during the workshop to make entries in the journal.

**Variations**

- The facilitator may wish to use the journals along with other activities such as the “Johari Window” as a means of encouraging self-disclosure. He or she may wish to form “Helping Pairs” who meet to process the subjective material.

- As part of closing activities, the facilitator may wish to have participants graph their subjective responses during the entire workshop, to refocus on peak experiences and to get a sense of what the group experience has meant for them.

- Periodically the journal entries can be duplicated so that the copies can be used as a barometer of the training effects.
GRAPHICS: SELF-DISCLOSURE ACTIVITIES

Listed below are several activities that generate self-disclosure data through graphics. One advantage of these methods is that participants often can disclose themselves more quickly and directly than through verbal transactions. The facilitator should ensure that there is adequate processing time for each activity.

1. *The Road of Life.* Participants are given sheets of newsprint and felt-tipped markers. Each participant places a dot on the paper to represent his or her birth. Without lifting the marker from the paper, the participant portrays a series of critical incidents in his or her lifetime.

2. *Advertisement for Myself.* Using collage materials (such as construction paper, scissors, glue, tape, newspapers, and magazines), participants create brochures advertising themselves.

3. *Coat of Arms.* After a brief introduction to heraldry, participants create coats of arms to represent themselves.

4. *Comic Strip.* Participants are given paper and pencils and are asked to draw lines to divide the paper into twelve equal-sized sections. In each section, participants are instructed to depict a significant event in their lives or in the life of the group.

5. *Silhouettes.* The participants choose partners and take turns drawing full-sized silhouettes of their partners on large sheets of paper. These drawings are posted and identified. Participants then add features that they associate with the person.

6. *The Group and I.* At the end of the first meeting of a group, the facilitator distributes sheets of newsprint and felt-tipped markers. Participants divide these papers into as many sections as there will be group sessions and post these sheets. Each participant graphically portrays on the sheet of newsprint his or her relationship with the group after each session.

7. *Collaborative Drawing.* Pairs are given one sheet of newsprint and a felt-tipped marker. Without talking, they collaborate on creating a drawing.

8. *Group Collage.* Using the same materials used for item 2 above, the group creates a collage representing itself.

9. *Mural.* A large group can create a montage depicting itself. This can be made on a roll of wrapping paper using cutouts from magazines. The mural is affixed to a wall, and each participant briefly explains his or her contribution.
EXPRESSING ANGER: A SELF-DISCLOSURE ACTIVITY

Goals

- To study styles of expressing anger in a group setting.
- To legitimize the presence and expression of anger within groups.
- To identify behaviors that elicit anger in others.
- To identify ways of coping with anger.

Group Size
Six to twelve participants. Several subgroups may be directed simultaneously in the same room.

Time Required
Approximately forty-five minutes.

Materials

- A felt-tipped marker for each participant.
- Four 3" x 8" strips of paper for each participant.
- Masking tape.

Physical Setting
A room large enough for participants to move around freely.

Process

1. The facilitator distributes four strips of paper, a felt-tipped marker, and a strip of masking tape to each participant.
2. The facilitator tells the participants that they will be given four sentences to complete, one at a time, and that they are to write down the first response that occurs to them without censoring or modifying the response. He or she cautions them to print their responses clearly on the newsprint so that others will be able to read them.
3. The facilitator reads the following four sentences, one at a time, allowing time for each participant to complete his or her response. After each sentence is read and the responses have been made, the facilitator asks that each participant tape his or her strip of paper to his or her chest.
- I feel angry when others . . .
- I feel that my anger is . . .
- When others express anger toward me, I feel . . .
- I feel that the anger of others is . . .

4. The facilitator forms subgroups of approximately six members each and asks the participants to process the experience. It is suggested that they focus on the personal impact of sharing their feelings about anger with the subgroup. They are encouraged to give others feedback on the extent to which each individual’s responses to anger seem consistent.

5. Generalizations are shared with the entire group. The facilitator may wish to talk about approaches to responding to anger in interpersonal situations.

**Variations**

- Participants can be instructed to tape their strips to a wall behind them. Another way is to tape the strips to the back of their chairs.

- The processing phase may be followed by a practice session on expressing anger. Pairs may be formed to role play various situations from the history of the group. Members may be urged to explore how they may cope with anger more effectively within the group sessions.

- The same design can be used with other emotions, such as fright, tenderness, or boredom. Several rounds can be experienced.

- Subgroups may be formed of participants who have similar (or highly dissimilar) responses to the four items. Participants can share critical incidents in which they have been involved in which anger was present. Alternative coping behaviors would be discussed.

Submitted by Gary R. Gemmill.
PERSONALITY TRAITS:
SELF-DISCOVERY AND DISCLOSURE

**Goals**
- To assist the participants in gaining insight about themselves.
- To facilitate self-disclosure.

**Group Size**
Eight to twenty-four participants.

**Time Required**
Approximately one hour.

**Materials**
- A copy of the Personality Traits Inventory for each participant.
- A copy of the Personality Traits Scoring and Interpretation Sheet for each participant.
- A pencil for each participant.

**Physical Setting**
A room in which the participants can work comfortably as a group, in subgroups, and in pairs. Writing surfaces are helpful but not essential.

**Process**
1. The facilitator distributes copies of the Personality Traits Inventory and pencils and instructs the participants to complete the inventory. (Ten minutes.)
2. Each participant is given a copy of the Personality Traits Scoring and Interpretation Sheet and is asked to read the interpretative material and to follow the instructions. Any necessary clarification is provided. (Ten minutes.)
3. The participants are assembled into subgroups of four to six members each. The members of each subgroup take turns sharing their results by describing themselves in terms of the inventory. (Fifteen minutes.)
4. The facilitator asks the subgroups to divide into pairs to share the impact of the learnings derived from the inventory results. Each participant is also encouraged to discuss with his or her partner one or two areas of personal behavior that appear to be significant. (Fifteen minutes.)

5. The total group is reconvened, and the facilitator leads a discussion of the entire activity. The following questions may be asked during this discussion:
   - What were the surprises?
   - Which preconceptions were reinforced?
   - What are your reactions to your personality as assessed by the inventory?
   - What are some differences between your personality in this environment and your personality in your work environment? What are the similarities?
   - What did you learn about yourself that might be helpful to you?

**Variations**

- Subgroup members may be asked to complete the inventory for one another rather than for themselves; in this case the activity focuses on the perceptions of others rather than self-perceptions.
- The facilitator may use the inventory as a tool to measure changes during and after some type of intervention.

Submitted by William J. Schiller.
PERSONALITY TRAITS INVENTORY

Indicate the frequency with which each of the following statements pertains to you by writing the appropriate response number in the corresponding blank.

**Frequency Scale**
1 — Never
2 — Infrequently
3 — Sometimes
4 — Often
5 — Always

____ 1. I have feelings of guilt and inferiority.
____ 2. I am socially competent.
____ 3. I welcome and look for challenges and variety.
____ 4. I put things together in new or unusual ways.
____ 5. I supervise or command.
____ 6. I enjoy being the center of attention.
____ 7. I show affection for others.
____ 8. I de-emphasize or disregard external authority or control.
____ 9. I punish myself.
____ 10. I question my own worth.
____ 11. I am able to obtain aid, service, assistance, or cooperation from others.
____ 12. I am mentally capable in a variety of areas.
____ 13. I am creative and original.
____ 15. I like to attract notice.
____ 16. I do things for and with others.
____ 17. I emphasize personal choice and freedom.
____ 18. I tend to feel guilty and to express my guilt.
____ 19. I am assertive.

The characteristics dealt with in this instrument were selected from a number of personality descriptors presented in *A Manual for the Client’s Self-Concept Instrument* by Lemire and Edgar, 1978. Lemire and Edgar chose their descriptors from several dozen commonly used personality tests and their accompanying technical manuals.
Frequency Scale
1 — Never
2 — Infrequently
3 — Sometimes
4 — Often
5 — Always

___ 20. I enjoy variety in personal and professional endeavors.
___ 21. I am manipulative.
___ 22. I direct my own life and actions.
___ 23. I see others as rivals rather than potential friends or associates.
___ 24. I treat others with kindness and understanding.
___ 25. I quickly perceive another’s thoughts and the relations between these thoughts.
___ 26. I need to have a sense of belonging.
PERSONALITY TRAITS SCORING AND INTERPRETATION SHEET

The Personality Traits Inventory consists of twenty-six statements that are descriptive of various human characteristics. The respondent is asked to indicate, on a scale of one to five, how frequently each statement applies to himself or herself. Buried within these statements are eight separate personality traits. Final scoring results in a measure of the degree to which each trait describes the person in question.

To determine your scores for the eight traits, write your responses for the appropriate item numbers in the spaces provided below. Add your responses for each trait and divide by the number provided. The resultant number is your score for that particular trait. A score of 5 means that the trait is highly descriptive of you, whereas a score of 1 means that the trait is not at all descriptive of you.

**Tendency to Feel Inferior** (low sense of self-worth)

1. __________

9. __________

10. __________

18. __________

TOTAL ______ ÷ 4 = _____

**Social Competence** (ability to be at ease with, to cooperate with, and to gain cooperation from others)

2. __________

11. __________

19. __________

TOTAL_______ ÷ 3 = _____
Preference for Variety (eagerness for new or different endeavors; ability to adjust easily to change)

3. __________

12. __________

20. __________

TOTAL______ ÷ 3 = ____

Creativity (originality in thoughts and actions; ability to rearrange existing things into new patterns)

4. __________

13. __________

TOTAL______ ÷ 2 = ____

Desire to Dominate (tendency to compete, to view others as rivals, to manipulate, and to assume control of situations)

5. __________

14. __________

11. __________

23. __________

TOTAL______ ÷ 4 = ____
Exhibition (desire to attract notice and to be the center of attention)

6. __________

15. __________

TOTAL______ ÷ 2 = _____

Affiliation (need to feel a sense of belonging, to do things for and with others, and to be kind)

7. __________

16. __________

24. __________

26. __________

TOTAL______ ÷ 4 = _____

Autonomy (tendency to direct own life and actions, to exercise personal choice and freedom, and to disregard external authority and control)

8. __________

17. __________

22. __________

25. __________

TOTAL______ ÷ 4 = _____
INTRODUCTION: IDENTIFYING SIGNIFICANT BELIEFS

Goals

- To help participants to reorganize the sources of their significant beliefs.
- To provide an opportunity for participants to identify their current personal reactions to their significant beliefs.
- To enable participants to reconsider which significant beliefs they would like to retain and which they would like to modify.

Group Size

Subgroups of three or four members each.

Time Required

One to one and one-half hours.

Physical Setting

A room in which all participants can lie comfortably on the floor.

Process

1. The facilitator gives a lecturette on introjection: the process of assuming the values, attitudes, or beliefs of others (parents, authority figures) and accepting them as one’s own without examination or question. The facilitator invites the participants to experience an introspective activity that will help them to become more aware of the sources of their significant beliefs. (Five minutes.)

2. The facilitator directs the participants to sit or lie comfortably on the floor and then to close their eyes, take several deep breaths, and relax.

3. The facilitator says: “We are going on a short trip through your memory banks. Imagine that your mind is a videotape recorder that has recorded all the messages that you received during the first ten years of your life. Rewind to your childhood and review the images of growing up, of learning how to act and cope in the world. Focus on your parents or other people who were major influences on you. (Pause.) What kinds of things did they tell you about how you should think and act? (Pause.) Did they say things such as ‘Don’t argue,’ ‘Don’t get
dirty,’ or ‘Boys don’t cry’? (Pause.) Some of these things may not have been said, but somehow it was clear what was expected of you. Put these expectations into your own words. (Pause.) Which of these attitudes, beliefs, or values do you try to uphold now? (Long pause.) Now think about which of these expectations, beliefs, or values are helpful to you in living your life today? (Pause.) Do any of them cause you problems or conflict? Which of these beliefs would you like to change? (Long pause.) Now slowly let the images in your mind fade from your thoughts. Stretch your arms and legs. Open your eyes. Is everyone all right?” (Ten minutes.)

4. The facilitator divides the participants into subgroups of three or four members each and directs them to share some of the memories and feelings they experienced during the guided imagery. Each subgroup is told to choose a spokesperson who will report back to the entire group on the general trends among the members’ feelings and remembrances. (Fifteen minutes.)

5. The entire group is reassembled, and the spokespersons report on the general experiences from their subgroups. (Ten minutes.)

6. The facilitator initiates a discussion, emphasizing the following points:
   - Were there similarities or differences in the experiences reported?
   - What typical attitudes and behaviors are formed during the childhood years?
   - Were these generally seen as helpful or as causing problems in the participants’ adult years?
   (Fifteen to twenty-five minutes.)

7. The participants are directed to form pairs to discuss the following questions:
   - Which of your beliefs, attitudes, and values do you want to keep? Which would you like to reconsider?
   - How can you do this?

Partners help each other to formulate specific things that they can say or do to help remind themselves when they are operating on outdated beliefs and attitudes. (Ten to twenty-five minutes.)

8. The pairs share with the entire group ways in which they plan to put their learnings from the activity into action. (Five minutes.)
THE GOLDEN EGG AWARD: FACILITATING OPENNESS

Goals

- To assist the team members in building a norm of openness.
- To promote self-disclosure and to develop the team members’ ability to interact openly.
- To enhance the team members’ understanding of “mistakes” as opportunities for learning.

Group Size

Up to six subgroups of four or five participants each.

Time Required

Approximately one hour.

Materials

- A small trophy to serve as a “golden egg award.”

Physical Setting

A large room in which subgroups can meet without disturbing one another.

Process

1. The facilitator introduces the goals and then explains the basis for the activity:
   “One way to facilitate openness in a group is for the members to take turns sharing stories about classic mistakes that they’ve made in the business environment and from which they’ve learned important lessons. That’s what we’re going to do during this activity. Take a couple of minutes now to think of something you tried that left you with egg on your face but that taught you something in the process.”
   (Five minutes.)
2. The participants are instructed to form subgroups of four or five and to take turns sharing their stories and what they learned from these experiences. (Approximately fifteen minutes.)

3. The facilitator states that the subgroup is to decide which member’s story was the best. It is clarified that the “best” story is the one that represents the greatest learning or turnaround. (Five minutes.)

4. After the subgroup has made its selection, the total group is reassembled. The participants whose stories were chosen as the best take turns sharing these stories with the total group and explaining what they learned as a result of their experiences. (Fifteen minutes.)

5. The facilitator asks the participants to vote for the best story presented to the total group and reminds them that the “best” is the one that represents the greatest learning or turnaround. The winning participant is given a trophy, which the facilitator presents as the “golden egg award for transforming a ‘goose egg’ experience into a ‘golden egg’ opportunity by learning something valuable from it.” (Ten minutes.)

6. The facilitator concludes the activity by asking the following questions:
   - How did you feel when you first shared your story?
   - How did you feel about the other team members’ reactions to your story?
   - How did sharing your story affect the lesson you learned from your mistake?
   - What can we conclude about the consequences of sharing stories about mistakes that we turned into lessons?
   - How might the sharing of stories affect relationships within the team? How might it affect the team as a whole? (Fifteen minutes.)

Variations

- “Golden egg” sharing may be made a part of regular staff meetings, planning sessions, or team-building sessions.

- The golden egg award may be presented with the stipulation that the one receiving it place it on his or her desk for a week or a month and share the golden egg experience with anyone who asks about the award.

Submitted by C. Philip Alexander.
BOASTING: A SELF-ENHANCEMENT ACTIVITY

Goals
- To help participants identify, own, and share their personal strengths.
- To explore feelings and reactions to sharing “boasts” with other participants.
- To experience the enhanced sense of personal power in announcing one’s strengths to others.

Group Size
No more than thirty participants.

Time Required
Approximately one hour and fifteen minutes.

Physical Setting
A room large enough to allow participants to move around and engage in paired conversations without distracting one another.

Process
1. The facilitator presents a lecturette on identifying, “owning,” and sharing one’s strengths (or talents or achievements) as aspects of personal power. The lecturette focuses on the cultural taboo against boasting and acknowledges fears of violating it or of being ridiculed. (Ten minutes.)

2. The facilitator instructs the group to break into pairs. He or she announces that the task is to identify and share with each other at least three or four areas of strength that each partner is willing to boast about to other members of the group. The pairs are also asked to focus on and share their feelings about the ensuing group activity. (Ten minutes.)

3. The facilitator directs the participants to mill around in the total group and to share boasts with others. Participants are to be aware of feelings, reactions, and reservations during the experience. (Twenty minutes.)

4. The facilitator directs the participants to meet with their partners. They are instructed to process the experience, using the following guidelines:
   - How did it feel to share your boasts with other group members?
Which boasts seemed easier and which seemed harder?
Was it easier to share your boasts with some individuals than with others?
How did you share your boasts: proudly? tentatively? with embarrassment? with gusto?
Did you believe what you were saying?
How were your boasts received by others, and how did those reactions feel to you?
How would you rate each of your boasts on a ten-point “safe to risky” scale? (0 is completely safe, 10 is highly risky.)
How did you feel about yourself during the experience, and how are you feeling about yourself now?
(Twenty minutes.)

5. The facilitator leads a general processing discussion, focusing on what individuals learned or relearned about themselves and how the learning might be applied. (Ten minutes.)

Variations

- During step 3, participants can share their boasts “on stage” to the total group rather than to individuals, with the group encouraged to cheer and applaud.
- Steps 2 and 4 can be done in trios or quartets rather than in pairs.

Submitted by Jack J. Rosenblum and John E. Jones.
MAKE YOUR OWN BAG:
SYMBOLIC SELF-DISCLOSURE

Goals

- To raise levels of trust and openness in a group.
- To make group members aware of themselves and others as persons.

Group Size

Up to twelve participants. The activity is most effective in subgroups of eight participants each or fewer. A subgroup of twelve participants is used in this activity.

Time Required

Approximately one hour and forty-five minutes.

Materials

- A paper lunch bag for each participant.
- Scissors for each participant.
- Glue.
- Many colorful magazines.
- Small objects from outdoors (like leaves), if available.
- Crayons.

Physical Setting

A room large enough for each participant to isolate himself or herself from the others by a few feet.

Process

1. The facilitator explains the rules of bag-making. They are:
   - On the outside of the bag, express in a montage, using these materials, how you believe that others see you.
- On the inside of the bag, express in a montage, using these materials, how you feel you really are.
- Do this without help from others.
- No one has to share the inside of his or her bag.

2. The facilitator tells the participants to move off by themselves to make their bags and announces a twenty-minute time limit on this portion of the exercise. (He or she may have to extend the time if the participants are still working.)

3. When everyone has finished, the facilitator tells the group to form pairs, and then to share as much of their bags as they feel comfortable in doing with their partners.

4. When this process is finished, the facilitator tells each pair to choose another pair with whom they are to share their bags.

5. When the quartets are finished, the facilitator tells the group that one quartet must split, in order to form two sextets in which to repeat the process of sharing bags.

6. The facilitator brings the sextets together into the large group to lead them in a discussion of how they felt, any notable experiences they had, and how they feel now. He or she helps them analyze what happened, to generalize from it.

   Often the large group will decide to share their bags, but this is not necessary for the exercise to succeed.

**Variation**

- The rules of bag-making can be changed to fit the pattern of the training event. For example, instead of the illustration above, the facilitator can use (a) Those aspects of you which you find easy to reveal/those aspects of you which you find difficult to reveal, or (b) How you see yourself now/how you see yourself ten years from now, etc.

Submitted by Kris Lawson.
PRAISE: GIVING AND RECEIVING POSITIVE FEEDBACK

Goals

- To develop an awareness of one’s accomplishments.
- To practice giving public recognition to others.
- To become aware of one’s responses to recognition from others.

Group Size

Any number of pairs.

Time Required

One and one-half to two hours.

Materials

- A pad of paper and a pencil for each participant.
- A newsprint flip chart and a felt-tipped marker.

Physical Setting

A room in which all pairs can converse without disrupting one another.

Process

1. The facilitator explains the goals of the activity, then discusses the importance of reward and recognition from others and the effect of these factors on self-concept, motivation, and behavior. (Five minutes.)

2. Each participant is given a pad of paper and a pencil and is instructed to compose a list of:
   - Two things I do well
   - A recent major success or accomplishment
   - A brief statement that I would like to have said about me.
   (Five to ten minutes.)

3. The participants are directed to pair off and, in turn, exchange the information on their lists, clarifying and broadening whenever possible. (Ten minutes.)
4. Each member is then instructed to compose a letter of recognition to his or her partner, based on the information received during step 3. The letter is to be written directly to the partner, not to a third party. (Five minutes.)

5. The partners are directed to exchange letters, to read their letters, and to reflect on the contents without talking. (Five minutes.)

6. The entire group is reassembled, and the members are told that they will have the opportunity to introduce and recommend their partners to the group. Each member, in turn, stands behind his or her partner, with his or her hands on the other’s shoulders, and praises the partner to the other group members. The person being introduced does not comment at this time. (Two minutes each.)

7. After all members have been introduced, individuals are given the opportunity to clarify any information given about themselves. (Two minutes each.)

8. The facilitator briefly states the idea that what one person says about another tells as much about the speaker. The facilitator suggests that the participants reflect on how their own values were evidenced by their presentations of their partners.

9. The facilitator reconvenes the pairs and instructs them to debrief the activity by discussing their physical responses and behaviors as well as their feelings about the written and oral portions of the activity. (Ten minutes.)

10. The facilitator then instructs the partners to discuss what they learned about themselves during the activity. (Ten minutes.)

11. The large group is reconvened. The facilitator calls for generalized statements about factors that influenced giving and receiving praise. (Ten minutes.)

12. The participants are encouraged to relate this experience to their relationships with others and to suggest practical applications of their learnings to various back-home situations. (Five minutes.)

Variations

- After being introduced, members can read the lists they gave to their partners at the start of the activity to the entire group.
- Members can read the letters written to them by their partners instead of being introduced by them to the group.
- Members can add additional information about themselves during step 7.
- During step 5, oral praise can be exchanged to complement the letters.

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Submitted by Thomas J. Mason.
UNDERSTANDING THE NEED FOR APPROVAL: TOWARD PERSONAL AUTONOMY

Goals

- To help the participants understand why people need the approval of others and how this need affects behavior.
- To help the participants become aware of the degrees to which they are externally directed.
- To introduce several techniques for fostering self-actualization.
- To encourage the participants to complete personal contracts designed to increase internal control.

Group Size

One to eight subgroups of three members each.

Time Required

One and one-half to two hours.

Materials

- A copy of the Understanding the Need for Approval Inventory Sheet for each participant.
- A copy of the Understanding the Need for Approval Manager’s Role Sheet for one-third of the participants.
- A copy of the Understanding the Need for Approval Subordinate’s Role Sheet for one-third of the participants.
- A copy of the Understanding the Need for Approval Observer’s Sheet for one-third of the participants.
- A copy of the Understanding the Need for Approval Self-Contract 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 to accommodate the total group, with a chair for each participant and tables or other writing surfaces.

**Process**

1. The facilitator introduces the activity as an opportunity for the participants to explore their feelings about their motivations and how these motivations affect their interactions with others.

2. A copy of the inventory sheet and a pencil are given to each participant. The participants are directed to complete the inventory sheet and then to calculate their scores. (Ten minutes.)

3. When the time is up or when all participants have completed the task, the facilitator posts the range of scores using either of two procedures, depending on the degree of acquaintance and readiness within the group: (1) ask the participants to call out their scores and list the scores (without names) on the flip chart; or (2) collect the inventory sheets, announce a short break, and list the scores or the range of scores (again, without names) on the flip chart during the break. (Five to ten minutes.)

4. The facilitator announces that the inventory was administered previously to a sample of randomly selected adults with a mean age of thirty-five and that their mean score on the inventory was 62.13. In general, the scores can be interpreted as follows:

   - 44 or less    Low need for approval
   - 45-80        Moderate need for approval
   - 81 or more   High need for approval

5. The facilitator leads the participants in a discussion of how they feel about their scores, how their scores may indicate problems for them, and how these problems may manifest themselves in an organizational setting. (If there are more than six participants, subgroups may be formed for this discussion.) (Twenty to thirty minutes.)

6. The facilitator presents a lecturette on the widespread need for approval, emphasizing the causes of this phenomenon and techniques for overcoming the need. The participants are invited to contribute other techniques for helping themselves as well as their subordinates and associates. (Twenty minutes.)

7. The participants are divided into subgroups of three members each and are told that they will have a chance to practice a few of the techniques that they have discussed by means of a five-to-ten-minute role play. Each subgroup is
instructed to designate one member to play the role of a manager, one to play a subordinate, and one to serve as an observer. Each manager is given a copy of the manager’s role sheet; each subordinate is given a copy of the subordinate’s role sheet; and each observer is given a copy of the observer’s sheet. The participants are instructed to take a few minutes to read their instruction sheets and to prepare themselves for the role play. (Ten to fifteen minutes.)

8. The facilitator instructs the subgroups to begin their role plays. (Five to ten minutes.)

9. When the facilitator sees that the role plays are winding down, he or she calls time and directs the members of each subgroup to discuss their experiences and observations in the following order: manager, subordinate, and observer. The observers are instructed to take notes during the discussion, recording key points so that they can be reported to the total group later. (Ten minutes.)

10. Each observer reports the major points of his or her subgroup’s discussion to the total group. The facilitator lists these points on newsprint, posts the newsprint prominently, and summarizes the themes. (Five to twenty-five minutes, depending on the number of subgroups.)

11. The facilitator then announces that the value of training and awareness lies in positive change and distributes copies of the self-contract. The members of each subgroup are directed to look over the contract, to fill in the blanks, and to share their action items with one another. If the contracts are to be made among members of the subgroups, the participants are encouraged to agree to follow up in two months and in six months by having written copies of their contracts mailed to them or by talking on the telephone. As the subgroups work, the facilitator remains available to answer questions and to assist as needed.

**Variations**

- The role play may be omitted, and the participants may concentrate on the data from the inventory.
- The role play may be extended so that each participant has a chance to serve in each role.
- The situation of the role play may be changed to reflect the participants’ own organizational issues concerning the need for approval.

Submitted by Allen Johnson.
UNDERSTANDING THE NEED FOR APPROVAL
INVENTORY SHEET

Instructions: Listed below is a series of statements. Read each statement carefully; then indicate the extent to which each is true of you by circling the appropriate number following the statement. The numbers and their meanings are as follows:

1 = Always untrue
2 = Generally untrue
3 = Slightly untrue
4 = Slightly true
5 = Generally true
6 = Always true

There are no right or wrong answers. What matters is your perception. First impressions usually are the most accurate, so do not linger too long over any one statement. Be sure to respond to each statement.

1. I feel guilty when people do not like me. 1 2 3 4 5 6
2. What people think of me is vitally important. 1 2 3 4 5 6
3. I feel uncomfortable when people whom I respect do not agree with my opinion. 1 2 3 4 5 6
4. I am too embarrassed to sing in public even when everyone else is singing. 1 2 3 4 5 6
5. A salesperson can pressure me into buying something I do not really want. 1 2 3 4 5 6
6. I would be happier if everyone liked me. 1 2 3 4 5 6
7. I do not speak up because I am afraid of what people might think. 1 2 3 4 5 6
8. It is hard for me to ask for a raise, even when I deserve one. 1 2 3 4 5 6
9. Public speaking makes me very nervous. 1 2 3 4 5 6
10. I never negotiate with a salesperson about the price of an item. 1 2 3 4 5 6
11. I fake it when I am questioned about something I do not know. 1 2 3 4 5 6
12. If someone does not agree with me, I will change my position. 1 2 3 4 5 6
1 = Always untrue
2 = Generally untrue
3 = Slightly untrue
4 = Slightly true
5 = Generally true
6 = Always true

13. I often set myself up for compliments.        1 2 3 4 5 6
14. If someone does not agree with me, I try to smooth over differences.    1 2 3 4 5 6
15. I feel worthless without the love of others. 1 2 3 4 5 6
16. I feel uncomfortable suggesting a better way of conducting business to the boss. 1 2 3 4 5 6
17. How I feel about myself depends on what others think of me. 1 2 3 4 5 6
18. I do not like to make decisions for a group. 1 2 3 4 5 6
19. It makes me very sad when someone does not like me. 1 2 3 4 5 6
20. When I do not know what to say to people, I become embarrassed. 1 2 3 4 5 6

My Score (the total of all the numbers circled) __________
UNDERSTANDING THE NEED FOR APPROVAL
MANAGER’S ROLE SHEET

You will be playing a manager in this role play. You have a subordinate who becomes very upset if he or she thinks that people do not like him or her. This person particularly seems to need your approval. You and your boss have decided that it is your job to help this subordinate to escape from the feeling that he or she must win your approval by acquiescing to everything you say, refusing to state conflicting opinions, or engaging in similar behavior. Your goal is to encourage your subordinate to be self-directed.

Your subordinate has requested a meeting with you. During this meeting, you should do the following:

1. Begin by showing understanding of the subordinate’s need for approval. Throughout the role play, be supportive of the subordinate (but not of the need for approval).
2. Challenge the subordinate’s attempts to “pass the buck.”
3. Encourage the subordinate to devise his or her own plan for the problem under discussion. Reassure the subordinate by referring to his or her past “good work” as evidence that he or she can do it.
4. Help the subordinate to understand the importance and benefits of being self-driven.
5. Challenge any of the subordinate’s language that is self-effacing. Build up the subordinate’s self-esteem.
UNDERSTANDING THE NEED FOR APPROVAL
SUBORDINATE’S ROLE SHEET

*Instructions:* You will be playing a subordinate in this role play. You are an insecure, self-effacing person who continually seeks the approval of others. You particularly want your manager’s approval. During the role play, your manager may attempt to change your behavior. Respond to these attempts as you would naturally: If the attempts are skilled or effective, adjust your behavior accordingly; if they are not, continue acting as you believe such a person would under the circumstances.

*The Role-Play Situation*

You have been selected as the chairperson of the company’s winter holiday party for this year. The company is fairly small, so the entire project falls on your shoulders. It is your job to select the menu, the dance music, the entertainment, the door prizes, and the decorations. The trouble is that everyone seems to want something different, and it is hard to please everyone—which you desperately want to do. Some people want country music; some want rock-’n’-roll; others want big-band music. You do not know which way to turn.

This has become a frustrating task. Your plan is to get your manager to make a decision regarding the menu, the music, the entertainment, the prizes, the decorations—the whole works. You hope that your manager will make a decision about all of these matters. If not, you are determined that he or she will at least make a decision regarding the music. You are willing to make suggestions, but you will abandon them if your manager does not express approval of them. You have requested a meeting with your manager and are about to enter his or her office.
UNDERSTANDING THE NEED FOR APPROVAL
OBSERVER’S SHEET

You will be observing a role-play meeting between a manager and a subordinate. Your task is to observe and note what the manager says or does (what techniques he or she uses) to help the subordinate to become less dependent and more autonomous. Note what is most effective and what does not work.

At the conclusion of the role play, ask the subordinate if he or she felt encouraged to be more independent without also feeling harassed. Ask the manager how he or she felt about the meeting. Finally, give them both feedback on what you observed and add any comments that they have not already made.
UNDERSTANDING THE NEED FOR APPROVAL
SELF-CONTRACT

In the first column, indicate the major learnings that you acquired from this activity. In the second column, note the action that you plan to take in response to these new insights. Indicate exactly how and by when you will change your behavior.

<table>
<thead>
<tr>
<th>Major Learnings</th>
<th>Action Items</th>
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</table>
Now list the names of people who can help you initiate and maintain your change. These should be people who would be willing to interact with you as you practice any new behaviors. Also list when and where you plan to discuss this issue and follow up with them.

<table>
<thead>
<tr>
<th>Name of Support Person</th>
<th>When and Where</th>
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Your Signature

Date
FORCED-CHOICE IDENTITY: A SELF-DISCLOSURE ACTIVITY

Goals

- To gain insight about oneself.
- To facilitate self-disclosure and feedback.
- To encourage community-building.
- To enhance the participants’ enjoyment of the group experience through a change-of-pace activity.

Group Size

A minimum of ten participants.

Time Required

Approximately two hours.

Materials

- A 5" x 8" card and a pencil for each participant.
- Pins or masking tape.
- Newsprint and felt-tipped marker.
- A copy of the Forced-Choice Identity Alternatives Sheet for the facilitator’s use.

Physical Setting

A room large enough for the participants to move from place to place.

Process

1. The facilitator explains that the purpose of the experience is to give each participant an opportunity to see himself or herself in new ways, in the process of making difficult and competing choices. Sets of four alternate choices will be offered, which may be selected from the Forced-Choice Identity Alternatives Sheet. In each set, the participant is to choose the one adjective or noun (even if
more than one alternative is applicable) that is most descriptive of how he or she
sees himself or herself at that moment.

2. The four alternatives in each set are posted at the same time, each one on a sheet
of newsprint placed in separated areas of the room. (The facilitator may need the
assistance of three participants for this step.)

3. Each participant makes his or her choice from alternatives and records it on his
or her card in large letters so that others can read it. After all participants have
written their choices, they are instructed to walk to the area of the room where
their choice is posted.

4. When all participants have gathered in appropriate parts of the room, the
facilitator directs any large groups to divide into subgroups. Participants discuss
the basis for their choice with the other people they find in their subgroup.
Individuals are told they may wish to reevaluate their choices after considering
which participants share their subgroup. The participants discuss how they feel
about being in that particular area of the room. Then the facilitator asks them to
survey the locations of other persons around the room and to comment on the
appropriateness of others’ choices. Participants may change their choices by
moving to another location in the room; they may also suggest changes for
others.

5. The facilitator then posts the second set of choices and the process is repeated for
as many rounds as time permits.

6. When the series of choices has been completed and all participants have listed
their choices on their cards, the facilitator asks participants to pin their cards on
their chests.

7. The facilitator forms subgroups and asks subgroup members to share and discuss
their reactions to one another’s choices.

**Variations**

- More than four alternatives can be provided for large groups.
- The design can be abbreviated as a getting-acquainted activity.
- Other alternatives can be devised to fit a particular group. Choices might represent
positions on issues, points on scales of agreement with attitude statements, or words
associated with the backgrounds of participants.
- The list of alternatives can be reproduced for use as an instrument in self-assessment
and feedback.

Submitted by John J. Sherwood. This activity is a modification of a design created by Campbell Crockett.
### FORCED-CHOICE IDENTITY ALTERNATIVES SHEET

<table>
<thead>
<tr>
<th>active</th>
<th>passive</th>
<th>colorful</th>
<th>optimistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>adult</td>
<td>man</td>
<td>woman</td>
<td>mature</td>
</tr>
<tr>
<td>father/mother</td>
<td>husband/wife</td>
<td>brother/sister</td>
<td>son/daughter</td>
</tr>
<tr>
<td>White</td>
<td>Black</td>
<td>American</td>
<td>religious</td>
</tr>
<tr>
<td>growing</td>
<td>happy</td>
<td>competent</td>
<td>secure</td>
</tr>
<tr>
<td>deliberate</td>
<td>impulsive</td>
<td>adventuresome</td>
<td>compulsive</td>
</tr>
<tr>
<td>aggressive</td>
<td>creative</td>
<td>conscientious</td>
<td>obedient</td>
</tr>
<tr>
<td>warm</td>
<td>restrained</td>
<td>introverted</td>
<td>romantic</td>
</tr>
<tr>
<td>brilliant</td>
<td>sparkling</td>
<td>intense</td>
<td>persistent</td>
</tr>
<tr>
<td>rigid</td>
<td>determined</td>
<td>flexible</td>
<td>indecisive</td>
</tr>
<tr>
<td>aesthetic</td>
<td>practical</td>
<td>intellectual</td>
<td>worldly</td>
</tr>
<tr>
<td>in the group, I accept authority</td>
<td>in the group, I fight authority</td>
<td>in the group, I run from authority</td>
<td>in the group, I am authority</td>
</tr>
<tr>
<td>in the group I am an integral member</td>
<td>in the group, I am a marginal member</td>
<td>in the group, I am an alienated member</td>
<td>in the group, I am an angry member</td>
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GROWTH CARDS:
EXPERIMENTING WITH NEW BEHAVIOR

Goals
- To develop an accepting atmosphere for risk taking and self-disclosure.
- To give those within a larger workshop a legitimate entry point for the provision of individual feedback to participants in other subgroups.
- To supply participants with specific, individual feedback to aid them in making decisions concerning an agenda for modifying their own behavior.
- To increase understanding and acceptance of personality components that decrease interpersonal effectiveness.

Group Size
This activity is specifically designed for a larger workshop group, although the facilitator may wish to devise ways of adapting the structure for a single group. The activity as presented here involves all of the participants and facilitators.

Time Required
Approximately two hours.

Materials
- Felt-tipped markers, 5" x 8" cards, and straight pins.

Physical Setting
One large general meeting place and other meeting places for the individual subgroups.

Process
1. The facilitator assembles the entire workshop community to introduce the experience. He or she suggests that, although individuals may have been receiving feedback and interpersonal experiences through the interaction of their own subgroups, there is a valuable resource that has not yet been tapped—the participants in other subgroups within the community. The facilitator emphasizes that the goals of the group experience concern individual growth. This growth
depends to a large extent on the openness, trust, and willingness of the individual participants to give and accept both positive and negative feedback. The facilitator adds that exploration of one’s less effective behaviors within a group setting is often a difficult undertaking, because it involves the kind of self-disclosure that most individuals strive to avoid in their day-to-day contacts with others. However, it is the effort to become more effective interpersonally that motivates individuals to participate in self-development training experiences. Therefore, self-disclosure and feedback from others concerning negative aspects of one’s personality are essential to purposeful growth.

2. The facilitator discusses the goals of this activity with the objective of instilling a commitment on the part of participants to become fully involved in the activity.

3. The facilitator instructs the participants to return to their subgroups to develop behavioral prescriptions for each subgroup member. He or she suggests that individuals begin by disclosing to the other members some personal characteristic that they feel is dysfunctional to them interpersonally and stating their need for modification in behavioral terms: for example, “I ought not to apologize so often.” If this selection is not seemingly appropriate to the subgroup, then the matter is discussed by the subgroup, and alternative suggestions are made by other participants or by the individual. When a final prescription is agreed on, the subgroup helps the individual to express it in a statement that makes a behavioral request of other people. For example, the request, “When you notice that I am apologizing, say the word ‘caboose’ to remind me to stop.” This elicits help from others in gaining a more positive self-concept. These group-developed prescriptions are written on 5” x 8” cards and pinned on participants’ clothing. (Facilitators of the subgroups also participate to legitimize openness and trust and to promote a sense of total community involvement.)

4. The members of the subgroups are reassembled in the large room and are asked to walk around the room, encountering as many of the other participants as possible. The facilitator emphasizes that they are not to speak during this phase. They should read one another’s cards carefully and attempt to associate faces with prescriptions.

5. After a sufficient time for reading others’ cards, the facilitator stops the interaction and instructs participants to form pairs. The pairs process the activity in terms of the impact of self-disclosure and negative feedback that they experienced within their subgroups, feelings experienced during the milling, and their responses to one another’s cards.

6. The facilitator directs participants to leave their partners to encounter others again. He or she stops this interaction at some point and again asks participants to form pairs with new partners. The pairs are asked to engage in any helping behavior with each other that seems appropriate.
7. The facilitator announces that each pair is to join another pair to form quartets to process the entire activity to this point. They are to experiment with their openness and trust toward one another, giving members opportunities to engage in new behavior.

**Variations**

- The facilitator may wish to increase the task component of the activity by limiting the time the subgroups have to develop prescriptions.
- If the groups are more oriented toward leadership than toward personal growth, the facilitator may choose to assign the quartets a task to accomplish during which members will be asked to engage in new behaviors according to their “prescribed” needs. Processing would focus on how well the modified behavior patterns facilitate task accomplishment.
STRETCHING: IDENTIFYING AND TAKING RISKS

Goals

- To help participants become aware of interpersonal behavior that is risky for them.
- To increase participants’ awareness of the relationship between risk-taking behavior and the attainment of personal-growth goals.
- To encourage risk-taking behavior as a way of expanding participants’ behavioral repertoire.

Group Size

Six to twelve participants, usually the members of an ongoing group. Several subgroups may be directed simultaneously in one room.

Time Required

Approximately two hours.

Materials

- A copy of the Risk-Taking Behavior in Groups Questionnaire for each participant.
- A pencil for each participant.

Physical Setting

A room large enough so that participants can work in pairs and subgroups without disturbing one another. An alternative physical setting would be a room large enough to hold all the participants comfortably during the first phases of the experience and several smaller rooms, where individual subgroups could work undisturbed during the later phases.

Process

1. The facilitator ensures that the participants understand what is meant by risk taking and the connection between risk taking and the attainment of personal goals.
2. The facilitator then distributes the questionnaire and allows participants time to complete the items.
3. The facilitator asks the participants to form pairs to discuss the questionnaire.

4. The facilitator may wish to instruct the participants to score their questionnaires and compare overall risk-taking perceptions. Each participant is asked to share with his or her partner the one or two behavioral items from the questionnaire that feels most risky. Participants are then instructed to share with their partners some of the reasons why they consider these behaviors risky and what they think the consequences of engaging in these behaviors might be.

5. The facilitator asks the participants to consider how engaging in risk behavior might contribute to their own personal growth goals. The partner should assist in this process.

6. The participants are then asked to arrive at a decision about whether or not they will engage in a risk behavior in a subgroup. If they decide they will engage in the behavior, they make a contract with their partner, describing when and under what circumstances they will engage in the behavior.

7. The facilitator forms subgroups of six to twelve participants, leaving pairs intact. He or she instructs the subgroups to meet for approximately forty-five minutes. The participants are asked to share their risks with one another in this subgroup and to engage in some risky behavior if it is appropriate.

8. The facilitator brings the entire group back into a community session to process, integrate, and generalize what has been learned about risk taking.

Variations

- After participants have selected the one or two behaviors that would be risky for them, they may be directed in imagining those behaviors. The facilitator may ask them to imagine what would be the worst thing that might happen and then what might be the best thing.

- Each individual may post his or her score on a piece of newsprint and solicit feedback from the others on how he or she is perceived in terms of risk-taking behaviors.

- The group may discuss each item of the questionnaire, attempting consensus on who does and does not display each behavior in the meetings of the group.

- Risky situations can be role played. Persons may volunteer to demonstrate how they might handle various situations.

Submitted by Robert R. Kurtz.
RISK-TAKING BEHAVIOR IN GROUPS QUESTIONNAIRE

Risk-taking behavior in groups is one way of “stretching” yourself to attain personal growth goals. Risk taking is behavior that ordinarily one would not engage in that a person would see as posing a possible threat to himself or herself. What constitutes a risk for a person depends on whether it is new behavior for him or her and whether he or she has a subjective sense of danger involved in the behavior.

Creative risk taking in groups can be an effective way to increase the variety of responses you have to different interpersonal situations. With a greater variety of responses available to you, you gain a greater freedom of choice, unrestricted by inhibitions. You have a greater spontaneity of action and more flexibility in your interpersonal relationships.

The purpose of this questionnaire is to ascertain what you would consider risky behavior for yourself in a group situation. Another purpose is to stimulate your thinking with regard to taking risks.

Read the following statements and rate them with regard to how much subjective risk you feel would be involved in this behavior. Use the subgroup you are now in as a reference. Write the appropriate number from the scale below in front of each item.

<table>
<thead>
<tr>
<th>Would be no risk for me</th>
<th>Would be a small risk for me</th>
<th>I have no feelings one way or the other, or I don’t know</th>
<th>Would be some risk for me</th>
<th>Would be a high risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________</td>
<td>-2</td>
<td>0</td>
<td>+1</td>
<td>+2</td>
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_______ 1. Disclosing certain negative feelings about myself to others.
_______ 2. Revealing certain things about my past to others.
_______ 3. Asking for help with my problems from others.
_______ 4. Expressing anger toward someone in the group.
_______ 5. Expressing affection toward someone in the group.
_______ 6. Receiving affection from someone in the group.
_______ 7. Asking for feedback from significant members in the group.
_______ 8. Touching someone else in the group.
_______ 9. Having someone else touch me in the group.
_______10. Becoming close and personal with another in front of the group.
_______11. Making a statement which might anger someone else in the group.
_______12. Expressing and dealing with a conflict I have with another member in the group.
13. Giving another member negative feedback.
14. Being the center of attention in the group.
15. Expressing my confusion and uncertainty in front of the other group members.
16. Expressing anger or dissatisfaction with the group leader.
17. Admitting that I was wrong about some other person in the group.
18. Admitting to the group that I was wrong about an idea that I had.
19. Talking about sexual feelings in the group.
20. Sharing a fantasy I have.
21. Telling someone in the group that he or she has become very important to me.
22. Expressing indifference toward other members.
23. Expressing feelings about another member’s physical characteristics.
24. Talking about my feelings with regard to my physical characteristics in the group.
25. Admitting that someone had hurt my feelings in the group.
26. Telling the group members to leave me alone.
27. Walking out of the group while under stress.
JOHARI WINDOW: AN EXPERIENCE IN SELF-DISCLOSURE AND FEEDBACK

Goals

- To introduce the concept of the Johari Window.
- To permit the participants to process data about themselves in terms of self-disclosure and feedback.

Group Size

Eight to twelve participants. Several subgroups may be directed simultaneously.

Time Required

Approximately two hours.

Materials

- A copy of the Johari Window Self-Knowledge and Recording Sheet for each participant.
- A copy of the Johari Window Feedback Sheet for each participant.
- A pencil for each participant.
- A newsprint flip chart and a felt-tipped marker for the facilitator.

Physical Setting

A room with chairs set in a circle.

Process

1. The facilitator presents a lecturette on the Johari Window concept. (The name Johari refers to the originators, Joe Luft and Harry Ingham.) The facilitator displays the chart on a newsprint flip chart and discusses the four “windows.”

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The following charts illustrate the effects of self-disclosure and feedback. Under conditions of self-disclosure:

```
  I. Area of Free Activity (Public Self)    II. Blind Area ("Bad-Breath" Area)
  Not Known to Others

  III. Avoided or Hidden Area (Private Self)    IV. Area of Unknown Activity
  Known to Others
```

Under conditions of feedback:

```
  I

  II

  III

  IV
```

Under conditions of self-disclosure and feedback:
2. Participants are given copies of the Johari Window Self-Knowledge and Recording Sheet and complete Part I.

3. The facilitator distributes copies of the Johari Window Feedback Sheet and instructs participants to complete them.

4. The facilitator collects the Feedback Sheets and reads them aloud anonymously. Participants record perceptions held of them on the Self-Knowledge and Recording Sheet, which they keep. This provides data on Area II, the blind area, and permits the participant to test whether he or she has actually revealed any hidden data about himself or herself earlier in the group’s life.

5. Participants discuss their reactions to the feedback received and to the concept of the Johari Window.

**Variations**

- Instead of collecting the Feedback Sheets, the facilitator can instruct participants to read them aloud, in turn.

- Each participant can receive his or her feedback all at one time rather than interspersed with others. The participant is helped immediately afterward to process the data in terms of ways in which he or she sees himself or herself.

- The Feedback Sheet can be cut into strips, to be distributed by participants to one other. These may be signed or anonymous.
**JOHARI WINDOW SELF-KNOWLEDGE AND RECORDING SHEET**

*Instructions:*

1. List in the left column below the major assets and liabilities of your personality. Then place a check mark in front of those aspects that you have revealed so far to the other participants in this activity. (Use the Feedback Sheet to write your impressions of the other participants.)

2. When the facilitator collects the Feedback Sheets and reads them aloud, use the right column of this sheet to record perceptions of you held by other participants. This sheet is yours to keep.

<table>
<thead>
<tr>
<th>Assets</th>
<th>Assets</th>
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<tbody>
<tr>
<td>Self-Perceptions</td>
<td>Others’ Perceptions</td>
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<table>
<thead>
<tr>
<th>Liabilities</th>
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<tbody>
<tr>
<td>Self-Perceptions</td>
<td>Others’ Perceptions</td>
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</tbody>
</table>
JOHARI WINDOW FEEDBACK SHEET

Instructions: Write your impressions of the major assets and liabilities of each participant, including yourself, in the spaces below. These will be read aloud anonymously as feedback.

<table>
<thead>
<tr>
<th>Participant</th>
<th>Assets</th>
<th>Liabilities</th>
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THE OTHER YOU: AWARENESS EXPANSION

Goals

- To increase personal self-awareness.
- To provide participants an opportunity to experiment with new behavior.
- To help participants integrate new data into their self-concepts.

Group Size

Eight to twelve participants for each group facilitator.

Time Required

Approximately two and one-half hours.

Materials

- A pencil and blank sheet of 8” x 11” paper for each participant.
- Colored crayons or felt-tipped markers for each participant.

Process

1. The facilitator briefly introduces the activity. He or she distributes paper and a pencil to each participant.
2. The facilitator instructs participants to find a comfortable position and to remain quiet for about a minute.
3. The participants are then instructed to write down in a “free-association” way the first responses that come to their minds for the following topics:

   - weapon
   - goddess
   - color
   - kind of music
   - season of the year
   - article of clothing
   - fruit
   - type of weather
   - precious gem
   - geographic location
   - legendary figure
   - tool
   - heroine
   - type of architecture
   - musical instrument
   - animal
   - god
   - herb or spice
• piece of furniture
• hero
• food

4. The facilitator instructs participants to spend a few moments studying their written responses. Based on their insights, they are each then asked to give themselves a new name that reflects their responses.

5. Each participant is directed to place his or her new name on a sheet of paper and to draw a picture depicting the essence of that name—“the other you”—using crayons and/or felt-tipped markers.

6. Each participant explains his or her picture to the group, using the first person: “I am (new name) . . . .” Other participants may ask for clarification at the end of each presentation.

7. Following the individual presentations, participants are given a few moments of quiet time to reflect on their “other person.”

8. Each person is then given five minutes to “be” his or her other person with the group. This may be done extemporaneously or after a few moments of planning. Other participants may be used as “props.” (The idea is for each individual to “try” on this newly surfaced personality to develop a new level of awareness.)

9. The facilitator leads the group in a discussion of learnings and their various applications.

Variations

- The activity can be either interrupted or stopped at the end of step 6.
- Step 7 can be embellished by staging a theatrical production in which participants create costumes to wear when making their presentations.
- Participants may create a montage or collage of their new identity instead of drawing a picture.
- The facilitator may alter the list of topics to fit the group.

Submitted by Anthony J. Reilly.
ADVENTURES AT WORK: EXPERIENCING WORK AS A MOVIE

Goals

- To enable participants to share information about themselves and their work.
- To provide the participants with a framework within which to examine and assess events in their work lives.
- To provide the participants with a framework within which to think about positive change in their work lives.

Group Size

Up to thirty participants.

Time Required

Approximately one hour and forty minutes.

Materials

- One copy of the Adventures at Work Outline for each participant.
- A pencil and a portable writing surface for each participant.

Physical Setting

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

Process

1. The facilitator presents the goals of the activity and describes the format in words similar to the following:

   “Pretend for a moment that your job is like an adventure movie, complete with all of the thrills and suspense usually found only at your local theater. This movie has an exciting plot filled with twists and turns. The characters in your story are unpredictable; some are unexpected sources of help and others are unexpected disappointments. You may need to resort to unconventional and innovative methods to obtain the information that you need to do your job. Certain actions will be risky and could threaten your security and well-being.”
At times you may feel as if you cannot survive all that is facing you. In the end, however, you manage to reach your objectives.

“If you have ever felt this way about your job and work, you are not alone! Although work and life may not always be as exciting as an action-packed adventure movie, many similarities exist. Sometimes it is helpful to look at life and work in a different way in order to gain a better perspective on where we are and where we are going. We can view our jobs as more than just tasks; we can view work as an adventure.

“A great deal of ‘behind the scenes’ work must be done before filming begins. An exciting script must be written that will captivate the audience's attention; a producer needs to finance the movie, and a director must ensure that everything is done correctly to tell the story effectively. Stage hands must set up each scene, wardrobes need to be selected, and film and sound crews must be in place. Marketing and advertising campaigns to promote the movie also need to be created.

“In the movies, studios and production companies take care of such duties. In your movie, you need to be the one to handle these responsibilities. It is up to you to produce and promote your own career. You have the most to gain or lose in your career, and you must create the excitement and direct the actions of others who are in your movie. You must decide what should be included in your story at work and what should be edited out. It is up to you to set the stage for what will happen in your career in the future. You must be the director and one to yell ‘ACTION’ to begin your movie experience.”

(Five minutes.)

2. The participants are instructed to form subgroups of three or four members each. The facilitator distributes copies of the Adventures at Work Outline, pencils, and portable writing surfaces. He or she gives the following instructions:

“Complete Section 1 of the Adventures at Work Outline. When all of the members of your subgroup have completed the section, discuss your responses among yourselves. You will have twenty minutes for this section—approximately ten minutes for individual writing time and ten minutes for discussion; I will let you know when ten minutes have passed.”

(Five minutes.)

3. After ten minutes, the facilitator calls time and suggests that the participants begin their discussions. After ten more minutes, the facilitator reconvenes the total group and leads a discussion based on the following questions:

- What have you learned about how you view your job?
- What ideas have you heard from your fellow participants that are applicable to your views about your job?

(Twenty minutes.)
4. The participants are asked to resume their work and complete Section 2. Once again, the facilitator reminds the participants to spend ten minutes writing and ten minutes discussing their answers. He or she calls time after ten and twenty minutes. (Twenty minutes.)

5. The total group is reconvened and the facilitator leads a discussion of the following questions:
   - How does work change with the addition of supporting characters?
   - How do suspense and chase scenes affect your work? How would you like to change their effects?
   (Ten minutes.)

6. The participants are asked to resume their work and complete Section 3. Again the facilitator calls time after ten and twenty minutes. (Twenty minutes.)

7. The facilitator reconvenes the total group and leads a concluding discussion based on the following questions:
   - What thoughts and feeling did you experience while describing your work in movie terms?
   - What did you experience about evaluating your job situation and the forces happening in it?
   - What similarities and differences did you notice about reactions to work within your subgroup? What does that tell you about the nature of work?
   - As a result of this activity, what steps would you like to make to change your job situation?
   (Twenty minutes.)

**Variations**

- Subgroups can be eliminated, and the participants can share their results with the group as a whole.
- Members of an intact work team can be asked to design action plans to address obstacles identified in the Adventures at Work Outline (e.g., adjustments to the supporting cast, ways to avoid unnecessary suspense, etc.).
- The activity can be shortened by dealing with fewer of the aspects of the movie, depending on the group's context. For example, if participants are focusing on current jobs, they could deal with the scene, supporting roles, and chase. If the participants are in career transition, their focus could be on the movie review and sequel.

Submitted by Peter R. Garber.
ADVENTURES AT WORK OUTLINE

SECTION 1

Name that Movie
Every movie has a title, which is an important factor in its success and marketability. The title sets the tone and describes the movie; it also gives the movie an identity apart from other movies. What title would describe the work you do and the kind of adventure that your audience will experience?

The Current Scene
Movies have scenes that show what is currently occurring in the characters’ lives. What is the current scene in your movie? What is going on in your job? Describe it as if it were a movie.

SECTION 2

Supporting Roles
Every movie has certain roles that the characters play. Of course, you play the role of hero or heroine, but the other supporting roles also play an important part in the story’s development. In your movie, what supporting roles are important in your job?
Villains

“Villains” do not necessarily have to be people—they can be other aspects of your job or outside sources/influences. In your movie, who are the villains or what are the forces that seem to work against you in your work? How can you neutralize the negative influences these villains exert and have “good” triumph over “bad” in your job?

Suspense

Characters in an adventure movie always experience risk and challenges; this creates the suspense and excitement of the story. At times, the viewers are uncertain as to whether or not the main characters will succeed. Often it is not until the final moments of the movie that the hero finally succeeds in defeating those negative forces. How would you describe the suspense in your job? How might the story of your job change dramatically at a moment’s notice? What actions can you as the main character take to help “save the day” and create a happy ending to this movie about your job?
The Chase Scene

The chase scene is also an important element in most adventure movies. In the chase scene, the hero is either chased by or chases the villains. Often, something of great value is being sought, and they defy all obstacles to attain it. Although you may not have actual chase scenes at your job, you pursue things of value in more symbolic ways. If you do not keep up the pursuit, your goal may become out of reach. What would be your chase scene at your work? What are you pursuing? What or who is winning in this chase scene in this movie about your job? How could you change the results of your chase scene?

SECTION 3

The Conclusion

Typically, a resolution of the conflict or suspense occurs as the movie draws to a close. The end of the movie sets the stage for what might happen to the characters in the future. Usually, as a result of the events in the movie, the characters’ lives are changed in significant ways. Often, the characters’ relationships with others are strengthened, and they grow closer to one another. What is the conclusion of your movie? What problem or conflict about work was resolved at the end of your movie? How might your relationships with your coworkers be improved as a result of your movie? What new job beginnings might be created as a result of your movie?
**Movie Review**

Every movie is subjected to the scrutiny of the critics, who tell viewers in no uncertain terms what they think of the movie. Imagine if your job and your job performance were to be evaluated in this way; what would the critics say about it? How many stars would you give your work adventure (with four stars being the highest rating)? What is the reason for the rating?

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**The Sequel**

Often movies will have a sequel for further plot and character development. Will there be an *Adventures at Work II*? What is the reason for having a sequel? How can you make the sequel to your work adventure better than the original?

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Congratulations on your work adventure—it is sure to be a winner!
THAT’S ME: GETTING TO KNOW YOUR TEAM MEMBERS

Goals

- To kick off a team-building session for an intact work team.
- To encourage team members to learn more about one another.
- To uncover interesting information about one another that can be used and referred to throughout the team-building session.

Group Size
All members of an intact work team.

Time Required
Approximately thirty-five to fifty minutes.

Materials

- A copy of the That’s Me Work Sheet for each participant.
- A copy of the That’s Me Score Sheet for each participant.
- A pencil and a portable writing surface for each participant.
- A stopwatch for the facilitator’s use.

Physical Setting
A room large enough for participants to work independently.

Process

1. The facilitator makes the following introductory remarks:
   “The activity you are about to participate in is called ‘That’s Me.’ It is intended to provide you with an opportunity to find out how well you really know one another.”
2. The facilitator distributes the That’s Me Work Sheet, pencils, and portable writing surfaces to the participants and explains:
“You have five minutes to complete the four questions on the That’s Me Work Sheet. Please do not let anyone see your responses. This is not a test—just have fun with it. When you are finished, turn your work sheets over and I will collect them from you. Then we will all try to identify the person by his or her answers.” (Five minutes.)

3. The facilitator collects the work sheets and numbers them sequentially. He or she then distributes copies of the That’s Me Score Sheet to each participant with the following instructions:

“I will read the work sheets for each participant, one at a time. Your job will be to guess who the person is. You will have only fifteen seconds to make your decision and to write down the person’s name. You cannot change the name once it is written down. When I call time at the end of fifteen seconds, your pen must be down on the table or you lose one point. If you don’t know who the person is, you are better off to guess. Wrong answers will not be penalized. However, only correct answers will receive points. There will be one point awarded for each correct name. The person with the most points wins. Any questions before we start?” (Five minutes.)

4. The facilitator reads the first work sheet and then asks each participant group to identify the person and write the appropriate name in the first space. This continues until the facilitator reads all work sheets. (Five to ten minutes.)

5. After the facilitator finishes reading all work sheets, he or she rereads the first one and asks the group to name the person. The facilitator then asks the person who wrote those answers to say “That’s me!” The participants who guessed correctly are instructed to circle the answer; those who did not answer correctly are instructed to cross it out. The facilitator continues through the remaining work sheets in the same manner. (Five to ten minutes.)

6. The facilitator leads a concluding discussion based on the following questions:

   How did you feel about completing the work sheet?

   - What level of risk did you take with your answers and why? How do you think that compares with the risks that your team members took? What do you wish you had done differently?
   - How do you feel about the number of correct answers you had? How do you account for that? What would you like to do differently?
   - What answers surprised you about your coworkers? What did you learn about what your coworkers have in common? What strengths about your team have you discovered?
   - How can this information help you in working as a team?

(Ten to fifteen minutes.)
Variations

- The questions can be changed to focus on work-related items, such as expectations, concerns, positive aspects of job, favorite customers, motto for team, and so on.
- At the end of Step 4, team members can be asked to predict how many names they have identified correctly.
- The element of competition can be introduced by announcing a “winner” (the person with the most correct answers in Step 5).
- The activity can be extended by pairing up people who did not guess each other correctly and having them complete an additional activity, such as “Work Dialogue: Building Team Relationships” in The 1995 Annual: Volume 1, Training.

Submitted by Debbie Seid.
THAT’S ME WORK SHEET

Instructions: Answer each of these questions about yourself. You may respond at whatever level of risk you choose, but avoid answers that might mislead your coworkers.

1. The one thing that nobody in this room realizes about me is . . .

2. My favorite leisure activity is . . .

3. A perfect day for me would be to . . .

4. The actor or actress who should portray me in the movie of my life is . . .
THAT'S ME SCORE SHEET

Instructions: The facilitator will read each work sheet and give each one a number. Write the name of the person whom you believe gave those answers next to the corresponding number.

1. ______________________________________________________________
2. ______________________________________________________________
3. ______________________________________________________________
4. ______________________________________________________________
5. ______________________________________________________________
6. ______________________________________________________________
7. ______________________________________________________________
8. ______________________________________________________________
9. ______________________________________________________________
10. ______________________________________________________________
11. ______________________________________________________________
12. ______________________________________________________________
13. ______________________________________________________________
14. ______________________________________________________________
15. ______________________________________________________________
16. ______________________________________________________________

Total correct ___________________
SEX-ROLE ATTRIBUTES: A COLLECTION OF ACTIVITIES

Activities focused on the sex-role stereotypes held by group participants can be useful in expanding personal awareness and in exploring the cultural biases and prejudices that the sexes have regarding each other. Following are some activities that can be included in personal growth and leadership training designs. They can be adapted to a variety of intergroup situations.

Guidelines. The facilitator should relate the activity to previous activities in the group or to the group’s objectives. Voluntariness should be stressed. The facilitator should emphasize that the activities focus on sex-role stereotypes, not on sexual feelings.

Adequate time for processing the experience should be provided.

1. Adjectives. Participants are instructed to write three adjectives that, in their view, most describe a typical member of the opposite sex. Then the participants are asked to write three adjectives that least describe a typical member of the opposite sex. The facilitator lists the adjectives in rough alphabetical order on four sheets of newsprint (i.e., the most typical female, the least typical female, etc.).

Subgroups segregated by sex are formed and asked to reach consensus on the top five adjectives from each list. The consensus lists are posted and the facilitator leads a discussion of the differences and similarities.

Variations. (A) Sex-segregated subgroups can conduct their consensus discussion in a group-on-group arrangement. (B) Participants can provide three adjectives most and least descriptive of their parents.

2. Acting. Participants are separated into all-female and all-male subgroups. The facilitator asks each subgroup to discuss briefly how the members of the opposite sex typically behave—e.g., how they typically walk, sit, gesture, smoke, drink.

Participants enact nonverbally for a five-minute period their perceptions of the opposite sex. Reactions are discussed in cross-sex subgroups and/or the total group.

3. Guided Imagery. The facilitator leads a guided imagery in which group participants imagine they have assumed their opposite-sex role. In the imagery, the facilitator provides cues for body awareness, activities, social expectations, employment, sex-related behaviors, etc. Participants share their experiences in pairs, subgroups, or the large group.

4. Gender Labels. From magazines or newspapers, the facilitator collects photographs (twelve to twenty) of animate or inanimate objects and presents them one by one to participants. Participants individually ascribe a gender label (“masculine” or “feminine”) to each photograph and record these privately,
without discussion. After all photographs have been labeled, the facilitator makes a tally for each photograph. The facilitator leads a discussion.

5. **Drawings.** Men and women are segregated by sex into subgroups and asked to provide drawings or collages in response to two questions: how we perceive our own sex and how we believe the opposite sex sees us. Representatives from each subgroup post and explain their drawings or collages. The facilitator leads a discussion after the presentations.

6. **The Only One.** The facilitator forms two circles segregated by sex. A female member joins the all-male circle for a few minutes; simultaneously, a male participant joins the all-female circle. Each participant stays in the opposite-sex circle and nonverbally experiments with postures, closeness, etc. After the activity, participants discuss awareness and feelings produced by being the “only one.”
WHO GETS HIRED?:
A MALE/FEMALE ROLE PLAY

Goals

- To clarify one’s personal values regarding sex discrimination.
- To examine the values held in common on this subject within a group.
- To explore whether groups of different sexual composition have differences in such values.
- To study the way in which such issues are resolved within a group.
- To gain insight into the subtle aspects of discrimination.

Group Size

Twelve or more participants, with a minimum of six men and six women.

Time Required

One to one and one-half hours.

Materials

- A copy of the Who Gets Hired? Background Sheet for each participant.

Physical Setting

A room large enough for all participants and two separate rooms in which the subgroups can meet without interrupting one another.

Process

1. The facilitator introduces the activity and distributes a copy of the Who Gets Hired? Background Sheet to each participant.
2. Two participants are selected to play Mary Richards and Bill Cook. Each role player goes to another room to consider his or her part.
3. The facilitator discusses the background information with the group, allowing the members to determine which facts are relevant and which are not. He or she then selects two subgroups to role play the decision panel, which must decide...
between the two applicants. One subgroup has two men and three women members while the other subgroup has two women and three men.

4. The applicants are called in, and the decision panels interview both applicants for approximately ten minutes each (in front of all participants). The questions asked are totally at the discretion of the panel members.

5. On completion of the interviews, the two panels leave the group, each going to a separate room. They are told that they will have fifteen minutes in which to make their decisions.

6. While the panels are absent, the facilitator asks the remaining participants about their reactions in order to determine the personal values of the larger group. At the end of this question period a vote is taken to determine which of the two applicants the larger group feels should be selected. The facilitator checks to determine if there is a pattern of sexual bias in both the discussion and voting.

7. The panels return and give their decisions and the reasons for these decisions. Any subgroup discussions are noted. The larger group then asks questions of the two panels to determine how their decisions were made.

8. The facilitator leads a discussion of the decision-making processes, pointing out where personal values have intruded and how these values relate to discrimination in employment. He or she may wish to note the following issues:
   - Male versus female
   - Conventional versus unconventional
   - Educational background
   - Length of work experience
   - Career aspiration, i.e., long-term (Mary) versus stepping-stone (Bill)
   - Possible effects of the decision on the work group.

**Variations**

- Two observers (one male and one female) can be assigned to each panel. They can report their perceptions of the way in which the panels’ decisions were made.

- A time limit of fifteen minutes can be used to examine the influence of a time constraint on decision making. The panels can be told that if a consensus has not been reached a binding vote will be taken. Without the knowledge of the panels, observers can be asked to note the effect of this constraint.

- The composition of the principal players can be altered to make one a member of a minority group.

- The facilitator can acquaint the larger group with the background information slowly relating the situation to the larger group and suggesting that they take notes. This is a
useful experience in perception; because participants do not have time to note the scenario in full, they will note what they perceive as most important. The variations in perception are interesting and useful for discussion purposes.

- One discrepant “fact” can be added to each biography, e.g., Mary takes care of her sick mother; Bill smokes.

Submitted by L.V. Entrekin and G.N. Soutar.
WHO GETS HIRED? BACKGROUND SHEET

A medium-sized manufacturing company located in a medium-sized city is looking for a supervisor to oversee a group of typists consisting of thirty female employees and a private secretary. The function of the department is to type all accounting, financial, production, and sales documents for the firm.

The current supervisor, who has been in the job for two years, has been promoted, creating the vacancy. He has practical accounting experience and an associate degree in personnel management from a community college.

It is company policy to promote from within the firm whenever possible. Two employees have applied for the supervisory position, and each knows about the other’s application.

Mary Richards is currently the private secretary and personal assistant to the outgoing supervisor. Mary is twenty-eight and has been in the department for five years—two as a typist and three in her present position. She is thoroughly familiar with the requirements of the department, is considered a top-notch worker, and is well-liked and generally respected.

Mary’s life style is considered by some to be unconventional, but it has never interfered with her work. She is unmarried, supports women’s liberation, and has said that were she to become pregnant, she would keep the child.

Mary had applied for the position of typing-pool supervisor at the time that the current supervisor was hired. She was told that he was selected over her because of his greater experience and better knowledge of personnel administration. Since then, Mary has completed an associate degree in accounting from the local community college and is taking a course in supervisory skills there.

Mary has told her friends that if she does not get the job this time, she will probably file a discrimination complaint with the regional office of the Equal Employment Opportunity Commission.

Bill Cook is the other applicant for the supervisor’s job. He has a bachelor’s degree in business administration from the nearby university and is twenty-three years of age. He has worked in the accounting department of the company for eighteen months and has obtained a thorough understanding of company operations. Consequently, his line supervision experience is limited, but he has studied supervision and personnel management in his university program and is considered to have outstanding management potential.

Bill is married and the father of one child. He is a Rotary Club member who coaches Little League baseball. He considers himself to be in the center of the political spectrum and is against abortion. Bill is generally liked and has demonstrated an ability to get along with people. He sees the supervisor’s job as a significant step to a higher managerial position in which he could demonstrate his managerial potential and therefore does not anticipate spending more than two or three years in this position.
SEXISM IN ADVERTISEMENTS: EXPLORING STEREOTYPES

Goals

- To become more aware of sex-role stereotyping in advertisements.
- To identify elements of advertisements that either reflect or do not reflect sex role stereotyping.
- To increase awareness of the effects of social conditioning.

Group Size

Three or more subgroups of four to six members each.

Time Required

Approximately one and one-half hours.

Materials

- A newsprint flip chart and a felt-tipped marker for each participant.

Physical Setting

A room large enough for each subgroup to meet without disturbing the other groups, and a writing surface for each participant.

Process

1. The facilitator introduces the activity but does not state the goals. The facilitator distributes a newsprint flip chart and a felt-tipped marker to each participant and instructs each member to design a one-page advertisement to be used in a popular magazine. Specifications for the advertisement are:
   - To promote the ease of using a coffee maker
   - Showing one, three, or five people
   - In an office setting.

   (Ten minutes.)
2. The facilitator calls time and divides the participants into subgroups of four to six members each.

3. The facilitator directs the members to share their advertisements and then to debrief the design task by discussing within their subgroups the thoughts, hesitations, and conflicts they may have experienced while designing the advertisements. (Fifteen minutes.)

4. The facilitator directs each group to design a new advertisement that will be presented to the large group. The new advertisement is to reflect group members’ views on the most effective approach to use in selling the product. (Ten minutes.)

5. Each subgroup presents its advertisement to the total membership. Rationales for the new advertisements are shared at this time. (Fifteen minutes.)

6. The facilitator leads a discussion of the members’ reactions to the advertisements presented. Participants are instructed to consider the advertisements with respect to sex-role stereotyping. (Ten minutes.)

7. The facilitator helps subgroup members develop a list of characteristics of advertisements that reinforce existing sex-role stereotypes. (Ten minutes.)

8. The facilitator makes a brief statement about the role of social conditioning in the perpetuation of sex-role stereotyping. (Five minutes.)

9. The participants are instructed to work independently to complete the following sentences:
   - I am programmed to see men/women as . . .
   - I am conditioned to see myself as . . .
   (Five minutes.)

10. The design subgroups are reconvened and are directed to discuss their responses to the sentences and to clarify action steps they can take to overcome their perceptual biases and to combat sex-role stereotyping. (Fifteen minutes.)

**Variations**

- Subgroups of participants can be directed to produce one-minute television advertisements (skits) instead of magazine advertisements.
- The facilitator can focus attention on stereotyping processes in general rather than on sex-role stereotyping in particular.
All-male, all-female, and mixed-sex subgroups can be established for step 2. The similarities and differences in the groups’ advertisements can then be considered during step 6.
SEXUAL VALUES: RELATIONSHIP CLARIFICATION

Goals

- To identify one's own values about a sexual relationship.
- To become aware of the sexual values of others.
- To increase awareness of the many components of sexual relationships.

Group Size

Unlimited.

Time Required

One and one-half hours.

Materials

- A copy of the Sexual Values Work Sheet for each participant.
- A pencil for each participant.
- Ten posters (large sheets of paper or newsprint), with a different number written on each one, from 0 to 9, and masking tape.
- Newsprint and a felt-tipped marker.

Physical Setting

A writing surface for each participant.

Process

1. The facilitator solicits from the group a list of positive and negative factors or qualities (values) inherent in a sexual relationship. He or she writes these on newsprint and then identifies the most common ones.

2. The facilitator distributes a copy of the Sexual Values Work Sheet and a pencil to each participant. He or she says that each participant is to write a number—any number: telephone, house, social security, student identification, drivers’ license, waist size—in the upper right corner of the work sheet and to remember
the number. The facilitator then tells the participants to read the directions on the Sexual Values Work Sheet and to add any elements or values from the newsprint list that they wish to those on the work sheet.

3. Each member of the group takes about fifteen minutes to fill out the Sexual Values Work Sheet.

4. The facilitator calls time, collects the work sheets, and redistributes them, at random to the participants so that no person ends up with his or her own work sheet.

5. The facilitator tells the participants that they are to provide feedback on the work sheets they received. He or she instructs them to use the data on the work sheets they have been given and to write as objectively as possible (a) what they think is important to this person in a sexual relationship; (b) what might interfere with this person’s sexual relationships; and (c) any first impressions they have about this person as a result of the work sheet. Any blank space on the front and back of the Sexual Values Work Sheet can be used for these responses. The participants are directed to sign their names on their work sheets to indicate the source of the feedback. (Fifteen to twenty minutes.)

6. While the participants are completing the feedback, the facilitator places the posters with the numbers 0-9 around the room, spacing them to accommodate the size of the group.

7. Participants are instructed to place the work sheets they have just evaluated in front of the appropriate numerical designation according to the last digit of the identification number placed on the work sheet by the participant who originally filled it out. For example, if the original identification number is 2004873, the work sheet is put in the place designated for threes.

8. When all work sheets are placed, each participant retrieves his or her own work sheet from the stacks. Participants take five minutes to read the feedback. The participants then mill around as each finds the source of his or her feedback in order to clarify and react to what he or she read.

9. The facilitator leads a discussion of the experience, focusing on the following aspects:
   - Feelings of the participants about receiving feedback;
   - Feelings about the task of filling out the work sheet;
   - Feelings about giving others feedback about their sexual values;
   - Common results or inferences resulting from the activity (for example, what values seemed to emerge as necessary to a good sexual relationship or hindering a satisfactory sexual relationship? Were certain impressions correlated with certain values?);
New insights on the part of participants about their own or others’ sexual values and the influence those have on present relationships. How might the participants behave differently in or about sexual relationships as a result of these new insights?

Variations

Participants can rank a limited set of dimensions on the work sheet from the most important to the least important. The facilitator sums up the value listed for each dimension and divides by the total number of participants to discover the average ranking for each dimension. This information is discussed by the group. Separate tabulations can be done by persons of different ages, sexes, etc., in order to examine the differences.

Submitted by Paul S. Weikert.
SEXUAL VALUES WORK SHEET

Each of us has certain criteria, standards, and values for entering into and sustaining a relationship that involves sexuality. The following is a list of values that are sometimes involved in sexual relationships.

There are some factors that you want to be present in your sexual relationship. You are to select the five most important of these and rank them from one to five (‘1’ is most important, ‘5’ is least important). You may add any values from the group’s list that you think should be added and use them in your rankings.

There are some factors that you would want to be absent in your sexual relationship. Select five of these and also rank them from one to five (the least desirable factor being “1”). You also may want to use some of the negative factors on the group’s list.

1. Age
2. Attraction
3. Commitment
4. Companionship
5. Consideration
6. Contraceptive protection
7. Dependence
8. Equality
9. Expectations
10. Feeling at ease
11. Honesty
12. Interdependence
13. Jealousy
14. Love
15. Openness

16. Possessiveness
17. Race or ethnicity
18. Reciprocity
19. Religion
20. Respect
21. Security
22. Third-party involvement
23. Trust
24. Experimentation
25. Pressure
26. Dominance
27. Communication
28. Variety
29. Frequency
30. Security
SEXUAL ATTRACTION: A WRITTEN ROLE PLAY

Goals

- To explore the dynamics of sexual attraction among coworkers.
- To heighten awareness of the effect that assumptions can have on the shaping of an evolving relationship.
- To provide an opportunity for participants to explore their personal interpretations of, assumptions about, and responses to issues regarding sexual attraction.

Group Size
Eight to twenty-four members in pairs.

Time Required
Approximately one hour and forty-five minutes.

Materials

- A copy of the Sexual Attraction Situation and Reaction Sheet for each participant.
- A copy of the Sexual Attraction Written Role-Play Sheet for each participant.
- A pencil for each participant.
- Newsprint and a felt-tipped marker.

Physical Setting
Enough room so that participants can sit in a circle.

Process

1. The facilitator introduces the activity and describes its goals.
2. Each participant receives a copy of the Sexual Attraction Situation and Reaction Sheet and a pencil, and all participants are instructed to read the sheet and respond in writing to the questions that follow the description. (Ten minutes.)
3. Each participant receives a copy of the Sexual Attraction Written Role-Play Sheet and is directed to write in a response for the first character (the female
team leader).
Participants are told that they will have four minutes in which to complete the response and are given a “one-minute warning” after three minutes.

4. Each participant is directed to pass the Sexual Attraction Written Role-Play Sheet to the person on his or her right. After everyone has received a sheet, each participant reads what was written by the first role player and formulates a response for the second character (the male systems analyst), using the second space. Participants are notified of the time at three minutes, and time is called after four minutes.

5. Each participant is directed to pass the Sexual Attraction Written Role-Play Sheet back to the person on his or her left. That person has four minutes in which to write the next response in the role of the female team leader. Then the sheets are passed again to the right.

6. The process is repeated in this manner with members alternating in the two roles and in passing the role-play sheets between right- and left-hand partners until each member has responded three times in the role of each character.

7. Participants form pairs with one of the two people with whom the responses evolved. These pairs stay seated within the circle to discuss their reactions to the activity. (Ten minutes.)

8. Participants are then instructed to switch partners by turning to the other person with whom they exchanged role sheets and to continue discussing the role-play activity for ten minutes.

9. The facilitator asks the participants for their reactions to the experience and for applications of what they have learned. The following questions may be useful:
   - Were there differences in the two roles that you played? Why?
   - How did your assumptions affect the roles you played?
   - How have you handled similar situations in real life?
   - What coping mechanisms have you found useful in the past?

Variations

- The “notes to myself” section on the situation sheet can be omitted.
- The facilitator can conduct a brief discussion of the factors affecting sexual attraction between coworkers prior to the role play.
- The situation can be rewritten to focus on sexual attraction in other settings or with other relationships between the characters, e.g., male boss with new female team member.
- Participants can be asked to identify the factors that affect them the most when working with attractive coworkers and to share effective coping strategies. The “notes
to myself” section of the situation sheet can be expanded and/or a second round of note taking can be added following the activity.

- The written role-play technique could be used with boss-subordinate, teacher-student, or any other interpersonal situation which could benefit from a role play, using a situation created for that purpose.

Submitted by Jeanne Bosson Driscoll and Rosemary A. Bova.
SEXUAL ATTRACTION SITUATION AND REACTION SHEET

A two-person consulting team is led by a female organization development consultant. The other member is a male systems analyst. Their client, Bill, is manager of a sales division of a major company. The team has been working for several months on the redesign and evaluation of an existing system. A new consultant, Dave, has just been added to the team by the female team leader. The reasons she gave for adding him were his general competence and specialized expertise.

The next meeting was held with the original consultant team, the client, and the new team member, in the team leader’s office. It went very slowly, and decisions were difficult to reach. Some debate occurred between team members. After the meeting, the client, Bill, lingered and was the last to leave the team leader’s office. This was unusual behavior for him. He did not indicate to the others his reason for staying behind.

The next day, the female team leader and the systems analyst are discussing how the meeting went. He says, “I felt as if Bill (the client), you, and I were an established family. When Dave came in, I felt as if I were meeting my sister’s new boy friend. I feel protective of you, especially because the guy is so attractive and high powered. I wouldn’t be surprised if Bill feels a little jealous of the attention you paid to Dave. That is probably why he stayed in your office after the meeting. The three of us have worked together a long time, you know.”

Answer the questions below using brief notes or key words.

1. Indicate any feeling responses you were aware of as you read the description of the situation (feelings and emotions, physical reactions).

2. Put yourself into the role of the male systems analyst. What do you imagine is the issue for him? What is he feeling? What does he want?

3. Imagine what the team leader might have been thinking and feeling as she listened to the systems analyst. What does she want?

When you have finished, wait for further instructions.
SEXUAL ATTRACTION WRITTEN ROLE-PLAY SHEET

Round
1. Female team-leader response:

2. Male systems-analyst response:

3. Female team-leader response:

4. Male systems-analyst response:

5. Female team-leader response:

6. Male systems-analyst response:
THE WOMAN AND THE SAILOR: VALUE CLARIFICATION

Goals

- To provide an opportunity for the participants to practice identifying and clarifying values.
- To develop the participants’ awareness of some of the factors that affect their own value judgments as well as those of others.
- To demonstrate how values affect relationships as well as personal and group decisions.

Group Size
Any number of subgroups of five to seven participants each.

Time Required
Approximately two hours.

Materials

- A copy of The Woman and the Sailor Case History Sheet for each participant.
- A pencil for each participant.
- A sheet of newsprint prepared in advance with the following questions written on it:
  - What values seemed to underlie the choices that were made?
  - What similarities in members’ values became apparent? What differences became apparent? How do you account for the similarities and differences?
  - What feelings did you experience when someone agreed with your values? What feelings did you experience when someone disagreed with them?
  - How did differences in values affect relationships among the members of your subgroup? How did these differences affect the effort to achieve consensus?
  - What conclusions can you draw about the effects of values on decisions? What generalizations can you make about the effects of values on relationships with others and on teamwork?
- A sheet of newsprint and a felt-tipped marker for each subgroup.
- Newsprint 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. During step 2 each subgroup should be placed near a wall so that a sheet of newsprint can be displayed within the view of all of its members.

**Process**

1. The facilitator introduces the activity and its goals.
2. The participants are assembled into subgroups of five to seven each and are given copies of The Woman and the Sailor Case History Sheet and pencils.
3. The facilitator asks the participants to read the case history sheet and to work individually to complete the task instructions at the end of the handout. (Ten minutes.)
4. The members of each subgroup are instructed to share their rankings, disclosing their rationales and articulating their associated values and beliefs as clearly as possible. The facilitator emphasizes that during this sharing no one is to express an opinion regarding another member’s decisions or beliefs; requests for clarification are the only permissible comments. (Fifteen minutes.)
5. Each subgroup is given a sheet of newsprint, a felt-tipped marker, and masking tape. The facilitator explains that the members of each subgroup are to spend twenty minutes trying to reach a consensus regarding the ranking of any or all of the characters. If a consensus is reached, one member should be appointed to record the decisions on newsprint and post the newsprint on the wall in view of all the subgroup members; if no consensus is possible, nothing is posted. (Twenty minutes.)
6. The facilitator posts the newsprint that was prepared in advance with questions written on it (see Materials, third item) and explains that each subgroup is to incorporate them into a discussion of reactions to the activity. (Twenty minutes.)
7. The total group is reconvened for sharing of answers to the questions posted during the previous step. (Ten minutes.)
8. New subgroups of three or four participants each are assembled. Each participant is asked to identify and discuss with fellow subgroup members one or two significant factors that influence his or her judgment in assessing similar situations involving value conflicts. (Fifteen minutes.)
9. A volunteer from each subgroup reports to the total group on typical factors that were identified during the previous step. (Ten minutes.)
10. The facilitator summarizes the general themes expressed in the subgroup reports and then elicits comments from the participants regarding possible applications of their learnings. The following questions are asked:

- What are some value conflicts that you are presently experiencing?
- How can you use what you have learned from this activity to deal more productively with those value conflicts?
- How can you use this information to improve a situation at work? What will be your first step?
- What consequences do you expect from taking that first step? How will you manage those consequences?

**Variations**

- To shorten the activity, steps 8 and 9 may be eliminated. In step 10 the participants may be asked to offer statements about back-home applications.
- Steps 7 and 8 may be combined, with the processing taking place in the total group.
- To heighten the experience of value conflict, the subgroups may be told that they must arrive at a consensus on the ranking of characters in the case history sheet.
- After step 6 the participants may be asked to form pairs on the basis of dissimilar values. Within each pair one partner explains his or her point of view while the other partner engages in active listening; the listening partner does not respond with his or her personal viewpoints until the speaking partner has finished the explanation. Then the partners switch roles and repeat the process. This variation promotes understanding of others’ values.

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THE WOMAN AND THE SAILOR CASE HISTORY SHEET

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

That evening the storm continued, and the two boats separated. The one with the sailor, the woman, and the old man washed ashore on an island and was wrecked. The woman searched all night in vain for the other boat or any sign of her fiancé.

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

Distraught, she went to the old man for advice. “I can’t tell you what’s right or wrong for you,” he said. “Look into your heart and follow it.” Confused but desperate, she agreed to the sailor’s condition.

The next morning the sailor fixed the boat and rowed her to the other island. Jumping out of the boat, she ran up the beach into the arms of her fiancé. Then she decided to tell him about the previous night. In a rage he pushed her aside and said, “Get away from me! I don’t want to see you again!” Weeping, she started to walk slowly down the beach.

Her fiancé’s best friend saw her and went to her, put his arm around her, and said, “I can tell that you two have had a fight. I’ll try to patch it up, but in the meantime I’ll take care of you.”
Task Instructions
Rank order the following characters from 1 (the person you liked best or valued most) to 5 (the person you liked or valued least):

_____ The sailor
_____ The woman
_____ The old man
_____ The woman’s fiancé
_____ The fiancé’s best friend
POLARIZATION: A DEMONSTRATION

Goals

- To explore the experience of interpersonal polarization—its forms and effects.
- To study conflict management and resolution.

Group Size

Twenty or more participants.

Time Required

Approximately two hours.

Materials

- Copies of the Opinionnaire on Womanhood for all participants.
- Pencils and paper.
- Newsprint and a felt-tipped marker.

Physical Setting

- A room large enough to seat all participants.
- Three adjacent rooms, each large enough to seat one-third of the participants.
- For step 7, chairs arranged as described.

Process

1. The facilitator explains goals of the experience and stresses that participants should be honest and open.
2. Opinionnaires are distributed and are completed individually by participants. They are not to discuss their responses. The facilitator does not interpret items on the opinionnaire. If questions are asked, participants are urged simply to follow the directions.
3. When all participants have completed the opinionnaire, the facilitator announces the scoring scheme: Each “strongly agree” gets 2 points; each “agree” gets 1 point; each “uncertain” gets 0 points; each “disagree” gets
−1 point; and each “strongly disagree” gets −2 points. The facilitator may wish to display the scoring scheme on newsprint.

\[
\begin{array}{ccccc}
SA & A & U & D & SD \\
2 & 1 & 0 & -1 & -2 \\
\end{array}
\]

After all participants have computed their scores, the facilitator asks everyone to add 30 points to their scores, to eliminate negative scores.

4. A tally of the scores is made on newsprint, using the following format:

5. On the basis of their scores (high, middle, and low), participants are divided into three groups of roughly equal size. (It may be necessary to get individual scores for the high and low intervals in the middle group.)

<table>
<thead>
<tr>
<th>Score Interval</th>
<th>Number of Scores</th>
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<tbody>
<tr>
<td>55-60</td>
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<td>50-54</td>
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<td>45-49</td>
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<tr>
<td>5-9</td>
<td></td>
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<tr>
<td>0-4</td>
<td></td>
</tr>
</tbody>
</table>

   Number of Participants: ___________________

6. The three groups are sent to separate rooms for about twenty minutes. Each should select a spokesperson, achieve consensus on a point of view about modern womanhood, and instruct its spokesperson on a strategy for persuading the other groups to accept its position.

7. All participants are brought back into the large room, which has been arranged in such a way that the three groups sit apart from each other. The three spokespersons sit facing one another in the center of the room. They discuss their opinions for approximately fifteen minutes.
8. The three groups recaucus for about fifteen minutes in their separate rooms with their spokespersons. Each spokesperson receives feedback, further instructions, and suggestions.

9. The entire group reassembles as before. The facilitator announces that, after about fifteen minutes of further exchange among the spokespersons, the middle group will vote for the position of either the high or the low group. The spokespersons then discuss their viewpoints.

10. The facilitator distributes paper for ballots to all members of the middle group, who vote individually for either “high” or “low.” The ballots are collected. (This is a good point for a coffee break.) The votes are announced one at a time. Members are encouraged to give reasons why they voted as they did.

11. The facilitator leads a general discussion of the exercise, eliciting comments on what polarization feels like, what its effects are, and how to deal with interpersonal conflict.

Variations

- Within the caucuses, participants can form subgroups on particular opinionnaire items.
- New spokespersons can be selected for the second meeting of spokespersons.
- Groups can be instructed to display their major points on newsprint.
- Groups of unequal sizes can be established. Ordinarily, the middle group should be the largest.

Submitted by John E. Jones and Johanna J. Jones.
POLARIZATION: OPINIONNAIRE ON WOMANHOOD

Instructions: In front of each statement, place one of the abbreviations from the list below to indicate the extent to which you agree or disagree with the statement.

SA — Strongly Agree
A — Agree
U — Uncertain
D — Disagree
SD — Strongly Disagree

1. Women should have the right to abortion on demand.
2. Free day care for children is a right that all women should be able to demand.
3. Marriage is an institution that benefits males primarily.
4. Today’s divorce laws are demeaning to women.
5. Employment practices discriminate against women.
6. The use of female sex appeal in advertising should be stopped.
7. Job vacancy notices should not mention sex.
8. Women should receive equal pay for equal work.
9. Women should receive preferential treatment right now as indemnity for past discrimination.
10. Women, because of their sensitivity, are superior to men in all work that does not rely primarily on brute strength.
11. Women should not be barred from careers because they are mothers.
12. The charge that women are overly emotional is a male “smoke screen.”
13. Women are underrepresented in public office.
14. Any person, male or female, should be allowed to choose whether or not to be sterilized regardless of spousal permission.
15. Birth control information and devices should be available to any female over fourteen who requests them.
THE PROBLEM WITH MEN/WOMEN IS . . . :
SEX-ROLE ASSUMPTIONS

Goals

- To help the participants identify their own and others’ assumptions about role expectations for men and women.
- To explore attitudes and feelings that surface when the participants begin comparing their assumptions and role expectations.
- To allow the participants to experience arguing in favor of a point of view with which they personally disagree.

Group Size

Four subgroups of four participants each. For this activity to have impact, the participants should represent heterogeneous viewpoints regarding sex-role assumptions. (For example, an all-feminist group is not recommended.)

Time Required

Approximately two hours.

Materials

- One complete set of The Problem With Men/Women Is . . . Expectation Statements, with each statement cut apart along the dashed lines. These statements are printed in consecutive groups of four. (Note the number and letter code in the upper-right corner of each statement. The first group consists of 1-A, 1-B, 1-C, and 1-D; the second group consists of 2-A, 2-B, 2-C, and 2-D; and so on.) The statements are to be distributed so that each participant receives four separate pieces that form a single group. For example, one participant receives statements 1-A, 1-B, 1-C, and 1-D; the next participant receives statements 2-A, 2-B, 2-C, and 2-D; another receives 3-A, 3-B, 3-C, and 3-D; and so on.
- A newsprint flip chart and a felt-tipped marker for each subgroup.

Physical Setting

A room that will accommodate subgroup work as well as allow the participants to move about (see steps 4 and 7).
Process

1. The facilitator explains that the participants will be exploring a variety of attitudes and expectations that people hold for males and females. The participants are reminded that attitudes and expectations are not necessarily “right” or “wrong”; they simply are.

2. Each participant is given four separate expectation statements (see the Materials section) and is asked to select two of the four that he or she agrees with more than the remaining two.

3. The participants are asked to assemble into subgroups of four, preferably choosing to work with others that they do not know well. The subgroups are instructed to review all of the statements that the members selected as well as all of the ones that were rejected. Then, if one member has selected any statements with which another member agrees more strongly, the members may trade statements; however, the facilitator clarifies that the member who holds the preferred statements must agree to the exchange and should relinquish only those statements that he or she does not wish to include in the final two. The facilitator also emphasizes that at the end of the step each participant should still have two statements. The subgroups are told to spend fifteen minutes completing this task; at the end of that period, the facilitator calls time and collects all rejected statements. (Twenty minutes.)

4. The participants are told to leave their subgroups and to spend ten minutes milling around and reviewing each participant’s selected statements. The facilitator explains that at the end of the ten-minute period each participant will be asked to join three others whose selected statements are very similar to his or her own. (Ten minutes.)

5. The facilitator calls time and asks the participants to form their new subgroups of four. (Five minutes.)

6. The members of the new subgroups are instructed to spend five minutes sharing their combined eight statements and selecting six that they all agree are the most important. After five minutes the facilitator calls time and collects all rejected statements. (Five minutes.)

7. The facilitator states that during this step each subgroup will spend approximately three minutes meeting with each of the other subgroups, in turn, to review the other subgroup’s selected statements (three separate three-minute meetings). It is explained that at the end of this process each subgroup will be asked to join another subgroup whose statements are dissimilar to or different from its own, thereby forming two groups of eight participants each. The facilitator asks the subgroups to begin the review process and calls time after each three-minute review period.
8. The facilitator announces the end of the review process and asks each subgroup to join with another as explained in the previous step and to exchange statements. Each subgroup of four is then told to separate from the other subgroup of four and to choose the one statement from the new batch with which the subgroup members disagree the most.

9. The facilitator states that each subgroup is to spend twenty minutes determining the best possible arguments for convincing others to agree with the statement chosen in step 9. The facilitator explains that at the end of the twenty-minute period each subgroup will be asked to presents its arguments to the total group. After giving each subgroup a newsprint flip chart and a felt-tipped marker, the facilitator asks the subgroups to begin.

10. After twenty minutes the facilitator calls time and asks the subgroups to take turns presenting their arguments. (Ten minutes.)

11. The facilitator leads a concluding discussion by asking the following questions:

   - What was it like to have to choose statements? What did you think and feel as you chose them?
   - If you were to summarize the statements you selected, what would the summary suggest about your attitude toward men? your attitude toward women?
   - What did you think and feel when others selected statements that you disagreed with? How did you feel when you realized that you were selecting statements that others disagreed with?
   - When you exchanged final statements with another subgroup, how did you react to the other subgroup’s statements? What might your reactions suggest about your typical reactions when confronted with opposing viewpoints?
   - What was it like to argue in favor of a point of view that you personally disagreed with? Was there a difference in your feelings about that issue before and after you argued it? If so, what was that difference?
   - What does this experience suggest about the assumptions and expectations you have about the roles of men and women? How are those assumptions and expectations helpful or hindering in your daily life?
   - What would you like to do about what you have discovered as a result of this experience?
Variations

- After step 11 the participants may be asked to return to their subgroups to do back-home action planning.
- The subgroups whose statements are dissimilar may be instructed to negotiate a common ground and then to report about their negotiation process.

Submitted by J. Rose Farber.
THE PROBLEM WITH MEN/WOMEN IS . . .
EXPECTATION STATEMENTS

1-A
There are basic differences between men and women, and it is important to account for these differences in day-to-day life.

1-B
Men are stronger than women, both physically and mentally.

1-C
Women work harder than men.

1-D
The roles of men and women should be clearly divided for efficiency, but it does not matter who has what role; each can do any job equally as well.

2-A
Men do not seem to have the ability to take care of children properly.

2-B
Women typically earn less money than men, but they deserve less because they do not work as hard.
Women are more reliable than men.

Birth control is the responsibility of both partners.

If a woman makes more money than her mate, this will certainly cause problems in their relationship.

Men are at a disadvantage—often forced to work at jobs they do not like in order to support their families. Women, for the most part, do not have to work if they do not want to.

Women are basically smarter than men.

There are no major differences between what a man can do and what a woman can do.
Women are not as capable of handling their emotions as men are. 4-A

A family is much better off if the firstborn child is a male. 4-B

Men have a real advantage in this world. 4-C

Men and women should share equally in financial, domestic, and child-rearing tasks. 4-D

It is O.K. for a woman to pursue a career; but when there are children in a family, the woman is still the better caretaker. 5-A

Men are more reliable than women. 5-B

In today’s world it is more important for women to be assertive and competitive than it is for men. 5-C
The differences between men and women are both innate and cultural, but mostly cultural.

It is important in a relationship for the man to make more money than the woman.

A man can still be attractive in his later years, even if he is overweight and has gray hair.

Women consistently earn less money than men. The reality is that women deserve more money because they work harder than men do.

Women have as many opportunities in this world as men do.

It is a sign of weakness for a man to cry.

Women have a real advantage in this world.
Men do not think of women as people; they think of women as bodies.

As much as possible, little girls and little boys should be treated the same.

Men who want to stay home as “house husbands” are basically lazy.

Women nag more than men.

Women are more responsible than men.

How much money someone earns is not affected by his or her sex.

Birth control is basically a woman’s responsibility.
Men are basically smarter than women.

Men have a much harder time handling their emotions than do women.

Women have a right to choose to do anything in this world that they want.

Assertiveness and competitiveness are more appropriate traits for a man than for a woman.

Men are more responsible than women.

Men have more opportunities in this world than women do.

A person’s intelligence is not determined by his or her sex.
The differences between men and women are both innate and cultural, but mostly innate.  

Women are indecisive.  

In the long run, a woman is a better supervisor than a man.  

It is a valid option for the woman to work and the man to take care of the children.  

It is the man’s responsibility to support his family.  

In the long run, a man is a better supervisor than a woman.  

Men would be lost without women.
It is unfair to expect a woman to work at a job all day and then come home and prepare meals, clean the house, and take care of the children.

The man should earn a living, and the woman should take care of the house; this arrangement is the most efficient.

Women have a real advantage in the business world; they can get ahead by “sleeping with the boss.”

Men want to be taken care of.

Regardless of how hard a man works, it is still his responsibility to assume an equal role in taking care of his children.

Men should never be seen crying.
Women do not know what they really want.  

Women can take care of themselves better than men can.  

A woman can still be attractive in her later years, even if she has gray hair and a pot belly.  

Women do not belong in the corporate world.  

Men can take care of themselves better than women can.  

If it were up to women, there would be no war.  

If a mother wishes to pursue a career, the father can be just as effective in caring for the children.
It is more natural for a man to be the aggressor in a sexual relationship.

Women would be lost without men.

Men have more needs for power and control than women do.

Regardless of how hard each parent works, both parents have an obligation to assume major roles in caring for their children.
RAISING ELIZABETH:  
SOCIALIZING OCCUPATIONAL CHOICES

Goals

- To explore socialization factors that predispose (women’s) occupational choices, aspirations, and successes.
- To put these socialization factors into a personal context.

Group Size
At least three subgroups of five to seven members each. It is preferable that the number of subgroups be in multiples of three.

Time Required
Approximately two hours.

Materials

- A copy of the Raising Elizabeth Work Sheet for each participant.
- Blank paper and a pencil for each participant.
- An envelope for each subgroup containing the written instructions “You are to raise Elizabeth to be a _____________________________ (with either “manager,” “secretary,” or “corporate wife” written in, so that the three roles are distributed as evenly as possible among the subgroups).
- A newsprint flip chart and a felt-tipped marker.

Physical Setting
A room in which all subgroups can work comfortably, or separate rooms for subgroup work and one room large enough to accommodate the total group. Tables and chairs or other writing surfaces should be provided for the participants.

Process

1. The facilitator briefly explains the goals of the activity.
2. The facilitator explains that the participants will be working in subgroups. Each subgroup will be “adopting” a baby girl named Elizabeth and charged with the task of “raising Elizabeth.” Some subgroups will raise Elizabeth to be a successful manager, others will raise her to be a successful secretary, and still others will raise her to be a successful corporate wife.

3. The participants are divided into subgroups of five to seven members each.

4. A copy of the Raising Elizabeth Work Sheet, blank paper, and a pencil are distributed to each participant. The facilitator explains that the work sheet is to be used to guide the subgroups’ discussions and to help them to summarize their ideas. (Three minutes.)

5. The facilitator tells the participants, “Each subgroup now has a baby girl named Elizabeth and must raise her for the next twenty-one years. Plan her life. Determine what her experiences will be—what skills, knowledge, and attitudes she will need to fulfill her future role successfully.” The facilitator then gives each subgroup an envelope containing Elizabeth’s future role. The facilitator announces that the subgroups have forty-five minutes to plan Elizabeth’s life and that at the end of that time, the subgroups will report their plans. (Fifty minutes.)

6. After the subgroups have been working for forty-five minutes, the facilitator reassembles the total group. The facilitator asks for reports from the subgroups that raised Elizabeth to be a secretary, working through the key points in “family data” for all the subgroups, then proceeding through “early childhood,” “childhood,” “early adolescence,” and “late adolescence.” Key items for each age level are listed on newsprint. When differences arise, the subgroups are asked to explain their reasoning. (Ten to fifteen minutes.)

7. Next, reports are solicited in the same manner from the subgroups that raised Elizabeth to be a corporate wife. (Ten to fifteen minutes.)

8. Finally, reports are solicited from the subgroups that raised Elizabeth to be a manager. (Ten to fifteen minutes.)

9. The facilitator asks the participants to consider their own socialization for a few minutes, then asks them: “What types of roles were you socialized for?,” noting on newsprint any typical differences between the responses of men and those of women. (Ten minutes.)

10. The facilitator engages the participants in a discussion of:

   - How we socialize people to perform certain roles, perhaps without being aware that we do it.
   - How such socialization affects people’s (especially women’s) aspirations and chances of success.
   - What we can do (or not do) to avoid such socialization and to open up a variety of options for children of both sexes.
What individual participants can do in their private lives to further this aim with their own children or with children with whom they are acquainted.

What participants think they can do to change some of the negative effects of their own socialization.

(Twenty minutes to one-half hour.)

**Variations**

- To shorten the amount of time needed, only two contrasting roles can be presented for Elizabeth, e.g., wife/engineer.
- If time allows, the subgroups can brainstorm ways to “raise Robert” to be a manager, using the format from the work sheet to organize the data. The subgroups then can focus on whether it was easier to generate ideas for raising Robert.
- Using the original process, the subgroups can be assigned the responsibility of raising Robert to be a manager, laborer, an artist, or house husband.
- Any appropriate sex-typed jobs can be used in the place of manager, secretary, and wife for raising Elizabeth.
- Two groups can be formed. One group can be instructed to raise Elizabeth, and the other group can be instructed to raise Robert, with no further instructions about future roles. The groups’ work sheets then can be compared and contrasted in terms of sex-role socialization.
- A baby-sized doll can be presented to each group to reinforce the task.
RAISING ELIZABETH WORK SHEET

A. Family Data

Socioeconomic class/ethnic origins:

Religious affiliation:

Father’s occupation:

Mother’s occupation:

Elizabeth’s nickname:

Elizabeth’s birth order:

Number and sex of siblings, if any:

Elizabeth’s “role” in family:

Relationship between parents (power, etc.):

Father’s role with Elizabeth:

Mother’s role with Elizabeth:

Other:
### B. Personal Data

<table>
<thead>
<tr>
<th>Early Childhood (0-5 Years)</th>
<th>Childhood (6-12 Years)</th>
<th>Early Adolescence (13-16 Years)</th>
<th>Late Adolescence (17-21 Years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toys, personal objects, gifts received</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clothes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of bedroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schooling</td>
<td></td>
<td>If so, where: Major:</td>
<td></td>
</tr>
<tr>
<td>Other “lessons,” learning experiences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play, other activities encouraged</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vacations, travel</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Pets</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Car</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer relationships</td>
<td>With Females: Males:</td>
<td>With Females: Males:</td>
<td></td>
</tr>
<tr>
<td>Dating, romance</td>
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<tr>
<td>Marriage</td>
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<td></td>
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<tr>
<td>Children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Important family activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibilities to family</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Work experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SEX-ROLE STEREOTYPING

Goals
- To make distinctions between thoughts and feelings about sex-role stereotyping.
- To examine one’s own reactions to sexism in a mixed group.
- To link feeling feedback to observable behavior.
- To avoid overgeneralization.
- To explore the experience of interpersonal polarization—its forms and effects.
- To study conflict resolution.

Group Size
Subgroups of ten to twelve members each, equally divided between male and female.

Time Required
Approximately two hours.

Materials
- A copy of the Sex-Role Stereotyping Rating Scale for each participant.
- A pencil and paper for each participant.
- Two sheets of newsprint per subgroup, felt-tipped markers, and masking tape.

Physical Setting
A room large enough to seat participants of each subgroup in a circle and with adjacent areas for subgroups to meet without disturbing one another.

Process
1. In a brief introduction the facilitator explains the goals of the experience and expresses the expectation that participants should be authentic and open during the activity.
2. Participants are given thirty minutes to perform the following tasks:
Based on previous personal experience as a member of a group, compile a list of decisions made that were influenced by the incident of being born male or female. (Avoid generalizations not based on actual experience of at least one group member.) Record these on newsprint with felt-tipped markers. One sheet will contain experiences of males in the subgroup; another will contain those of females in the subgroup.

Mark each item (+) or (−) as to whether it is considered by the subgroup to be generally positive or negative toward the self-image of members of that sex.

3. The lists are posted where all can view them. Participants go around reading them and asking questions where clarification on items is needed. They are encouraged to react to feelings, which are elicited.

4. The entire group reassembles to share their reactions to the posters. If the group seems to polarize, feedback should be solicited on how the polarization feels and what its effects are. (How is conflict dealt with?) Individuals share their emotional reactions to sex-role stereotyping.

5. Participants receive a copy of the Sex-Role Stereotyping Rating Scale and a pencil and rate each person in the group (including himself or herself) from one to nine on sexism (male or female) or the equalization of the sexes in marriage or in other male-female relationships. These ratings are done independently, without prior discussion.

6. Participants share the ratings verbally, each telling the group how he or she rated each person including himself or herself. Each person records the ratings given to him or her by the other participants in the appropriate column on the Sex-Role Rating Scale. Participants react to the array of ratings which they have received.

7. The facilitator leads a discussion of the entire activity, drawing out learnings related to the goals.

Submitted by Mary Carson.
SEX-ROLE STEREOTYPING RATING SCALE

Definition of terms:

1 - 2  *Prefers males to be dominant*—For example: Males dominate conversation, their suggestions are more apt to be followed; females are submissive and retiring and adhere to a double standard sexually.

5  *Practices equalization of the sexes*—Neither group overshadows nor caters to the other. Self-realization possible for both sexes.

8 - 9  *Prefers females to be dominant*—For example: Females dominate conversations, their suggestions are more apt to be followed; males are submissive and retiring, and females practice complete sexual freedom.

IMPORTANT: Avoid hollow platitudes. Base ratings on data involving individuals.

<table>
<thead>
<tr>
<th>Name of group member</th>
<th>Rating (1-9)</th>
<th>How he or she rated me</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. __________________</td>
<td>___________</td>
<td>______________________</td>
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<tr>
<td>2. __________________</td>
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<td>3. __________________</td>
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<td>4. __________________</td>
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<td>11. __________________</td>
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<tr>
<td>12. __________________</td>
<td>___________</td>
<td>______________________</td>
</tr>
</tbody>
</table>
THE PROMOTION: VALUE CLARIFICATION

Goals

- To provide an opportunity for the participants to practice identifying and clarifying values.
- To help the participants become aware of some of the factors that affect their own value judgments as well as those of others.

Group Size

Any number of subgroups of five to seven participants each.

Time Required

Two hours and fifteen minutes.

Materials

- A copy of The Promotion Case-History Sheet for each participant.
- A pencil for each participant.
- A sheet of newsprint and a felt-tipped marker for each subgroup.
- Masking tape for each group.
- A newsprint flip chart and a felt-tipped marker or a chalkboard and chalk (for the facilitator’s use).

Physical Setting

A room large enough to accommodate all subgroups. During step 2 each subgroup should be placed near a wall so that a sheet of newsprint can be displayed within the view of all of its members.

Process

1. The facilitator introduces the activity and its goals.
2. The participants are assembled into subgroups of five to seven each and are given copies of The Promotion Case-History Sheet and pencils.
3. The facilitator asks the participants to read the case-history sheet and to follow the instructions at the end of the handout. (Fifteen minutes.)

4. The members of each subgroup are instructed to share their rankings, disclosing their rationales and articulating their associated values and beliefs as clearly as possible. It is emphasized that during this sharing no one should express an opinion regarding another member’s decisions or beliefs; requests for clarification are the only permissible comments. (Fifteen minutes.)

5. Each subgroup is given a sheet of newsprint, a felt-tipped marker, and masking tape. The facilitator explains that the members of each subgroup are to try to reach a consensus regarding the ranking of any or all of the characters. If such a consensus is reached, one member should be appointed to record the subgroup’s decisions on newsprint and post the newsprint; if no consensus is possible, nothing is posted. (Twenty minutes.)

6. The facilitator writes the following questions on a newsprint flip chart or a chalkboard, explaining that each subgroup is to incorporate them into a discussion of reactions to the activity.
   - What values seemed to underlie the choices that were made?
   - What similarities in members’ values became apparent? What differences became apparent? How do you account for the similarities and differences?
   - What statements can be made about the effects of values on decisions? on conduct at work?

   (Twenty minutes.)

7. The total group is reconvened for sharing of answers to the questions posted during the previous step. (Ten minutes.)

8. New subgroups of three or four participants each are assembled. Each participant is asked to identify and discuss with fellow subgroup members one or two significant factors that influence his or her judgment in similar situations that involve value conflicts. (Fifteen minutes.)

9. A volunteer from each subgroup reports to the total group on typical factors that were identified during the previous step. (Ten minutes.)

10. The facilitator summarizes the general themes expressed in the subgroup reports and then elicits comments from the participants regarding possible applications of their learnings.

Variations

- To shorten the activity, steps 8 and 9 may be eliminated. In step 10 the participants may be asked to make statements about back-home applications.
The activity may be altered to focus more on the sexual issues involved. In this case the goals on the following page are applicable.

- To promote awareness of the complexity of human sexuality as a factor of influence in an organizational setting.
- To provide an opportunity for the participants to examine their own values and beliefs about the expression of sexuality in organizations.

Changes also should be made in the process. In steps 3, 4, and 5, the participants may be asked to determine what Carol should do and then discuss these decisions in their subgroups, revealing their rationales and trying to achieve a subgroup consensus on this matter.

Subsequently, steps 6 through 10 may be deleted and the following substitutions made:

6. The total group is reconvened, and the facilitator requests that a volunteer spokesperson from each subgroup report any consensus achieved.

7. The individual subgroups are reassembled, and the members of each subgroup are asked to discuss their reactions to the entire activity and to consider the various ways in which sexuality is expressed in organizations. The facilitator writes the following questions on a newsprint flip chart or a chalkboard, explaining that each subgroup is to incorporate them into its discussion:
   - How is sexuality expressed in organizations?
   - Which expressions of sexuality are permissible? Which are not permissible?
   - When sexuality is expressed within an organization, what are the positive effects on organizational members? What are the negative effects?
   - What if the sexes were reversed for the characters in the case-history sheet? What differences might such reversals make?
     (Twenty minutes.)

8. After reconvening the total group, the facilitator leads a discussion of the range of values, beliefs, and choices that emerged during the previous step.

Submitted by Janet Lee Mills. A previous version of this activity was published in Developments in Business Simulation & Experiential Exercises, Vol. 8, the proceedings of the Eighth Annual Conference of the Association for Business Simulation and Experiential Learning (ABSEL), William D. Biggs and David J. Fritzsche (Eds.), copyright © 1980, ABSEL, pp. 1-3. This version, which is also an adaptation of “Louisa’s Problem” (1981 Annual, Structured Experience 283) is used with the permission of ABSEL.
THE PROMOTION CASE-HISTORY SHEET

Background

Carol was a bright, ambitious woman who held an M.B.A. and until recently had set her sights on a managerial career with Benton Electronics, Inc. She was eager to climb the ladder of success and was willing to work very hard for her promotions. Carol realized that she worked in a highly competitive organization and that she was in a field traditionally dominated by men. Furthermore, she had observed that many men and women never progressed beyond certain rungs of the corporate ladder and that only one woman in the company had entered into top management. Carol knew from the outset that many tests of her ability and loyalty were to come, but she was eager to meet them.

One obstacle to Carol’s career at Benton was her exclusion from some informal networks within the organization. Another problem was that although many men seemed to have special sponsors or mentors who “taught them the ropes” and provided them with inside information, she had no such affiliation. However, because she was determined, she attended every seminar she could and ate lunch regularly with her peers, most of whom were men. Over time she came to trust a coworker named Pat; the two shared confidences frequently and provided valuable feedback to each other regarding work-related matters. Carol valued Pat as a trusted colleague and a friend.

Bob, Carol’s supervisor, also had his sights set on top management. He was in the upper echelon of middle management and had made many friends and a few enemies in the company. At the time of the incidents in question, he was in his mid-forties and had been reexamining his goals and values because of a personal crisis: His wife was suing him for divorce, claiming he had neglected her and their children in his “workaholic pursuit of career.” Lonely, confused, and in need of comfort, Bob began seeking a confidant, someone who would be supportive and patient and provide a listening ear. Eventually he gravitated toward Carol to fill this role. Only a year before, though, he had felt ambivalent about hiring Carol, assuming that sooner or later she would marry, become pregnant, and resign.

While Bob was in his state of depression, he alternately threw himself relentlessly into his work (at which time Carol’s loyalty was evident in her overtime efforts) or dawdled away his time preoccupied with personal problems and the search for “some values of substance” (at which time Carol and Pat tended to cover for him). On one occasion when Bob returned from lunch less than sober, Carol volunteered to attend a meeting in his place.

John, one of the company’s several vice presidents, took an immediate interest in Carol when he met her at the meeting she attended in place of Bob. He saw her as both a capable middle manager and a lovely woman. Their acquaintance grew, and Carol gained a great deal of informal knowledge about the company from John’s casual conversations. She learned, among other things, that Bob had had a conflict with John on an issue some years ago and that subsequently the two had been, for all practical
purposes, unfriendly. She also learned that Bob’s unsteady performance was under close scrutiny and that his transfer to a parallel position in a regional office was imminent. John’s advances toward Carol continued and became romantic. Although she was not involved with another man and she would have preferred to keep her relationship with John a business one, she yielded to her own sexual needs and John’s steady pursuit. They became lovers.

Eventually Carol confided in Pat, describing both the romance and the wealth of informal knowledge she was gaining. She was not prepared for Pat’s abrupt response: “I don’t know what to say. Frankly, I wish it were me.” Carol was taken aback and began feeling very uneasy around Pat. Consequently, a distance grew between them.

Within a week of Carol’s conversation with Pat, Bob called Carol into his office and confronted her with the rumor he had heard that she was sleeping with at least one of the company’s vice presidents. He asked her to verify the rumor or deny it. Under pressure, Carol took the stance that her private life was her own. Bob said that he interpreted her comment to be an admission of guilt and fired her with one month’s notice. Her appeal to his sense of fairness was of no avail; he replied that her involvement was a serious breach of loyalty that damaged her credibility irreparably.

Stunned, Carol sought the support of John, who said he was helpless to do anything on her behalf under the circumstances. Nonetheless, he promised continuing emotional support and said he hoped that the situation would not interfere with their relationship. Her former friend and confidant, Pat, suggested that she leave the company quietly and not create a public stir through taking legal action. Her lawyer, although willing to take the case, advised her similarly, “The best time to find a job is while you have one.”

Carol’s alternatives seemed bleak indeed when Joe, director of another division in the company, heard about the incident and called her to his office. Joe began by briefing Carol on his understanding of recent events, indicating that he was aware of her good work and that he felt her dismissal was unreasonable. He reported that Bob’s transfer was now fact, that Pat had been appointed as his replacement, and that Carol had been among those considered for the position before her dismissal. Joe shook his head sadly and said that he had been an advocate of “free sex” for years. He then told Carol that he was willing to create a position for her in his office in light of her record and that this position would be equivalent in rank to the one she had just lost. He also suggested that a couple of years of experience in his division would greatly enhance her career.

Carol left Joe’s office with mixed feelings; she felt a rapport with Joe and sensed that they would get along, but she was not sure that she trusted his warmth and generosity. She wondered whether there was innuendo in his offer, whether she was being placated by the organization in some way, whether she could discern the real situation, and whether any of these things even mattered.
Instructions:
Rank order the following characters in the case history from 1 (least objectionable) to 5 (most objectionable):

___________ Carol
___________ Pat
___________ Bob
___________ John
___________ Joe
ALPHA II: CLARIFYING SEXUAL VALUES

Goals

- To explore attitudes regarding sexual mores.
- To compare sexual values with others.
- To practice group consensus seeking.

Group Size

An unlimited number of subgroups of four members each (preferably two males and two females).

Time Required

Two to two and one-half hours.

Materials

- An Alpha II Suggested Regulations Sheet for each participant.
- An Alpha II Consensus Evaluation Sheet for each participant.
- A pencil for each participant.
- Newsprint and a felt-tipped marker for each subgroup and for the facilitator.
- Masking tape for posting newsprint.

Process

1. The facilitator distributes a copy of the Alpha II Suggested Regulations Sheet and a pencil to each participant and allows a few minutes for all to read the material. The facilitator then directs each participant to select or revise five rules from the list that should be included and to note any rules that should be excluded from the regulations. The following guidelines may be considered in compiling a list of regulations:
   - What patterns of sexual behavior do I require of myself?
   - What rules of sexual conduct am I willing to let others have?
2. The participants take ten to fifteen minutes to compile their lists.
3. The facilitator calls time. He or she forms subgroups of (preferably) two males and two females each and announces that each subgroup’s task is to submit a consensus report of the rules that each subgroup thinks are the most important rules to be considered by the entire group. The facilitator says that the newsprint may be used to compile the subgroup’s list and that the following guidelines are to be followed in reaching a decision:

- No averaging, majority rule, or trading is to be used to reach subgroup consensus.
- There must be substantial agreement on any given rule before it is considered accepted.
- The opinions of the more quiet subgroup members should be solicited.
- The subgroup’s task must be completed in one hour.

4. At the end of fifty-five minutes, the facilitator gives a five-minute warning. At the appropriate time, he or she stops the subgroup activity and asks for the consensus list of regulations from each subgroup. The facilitator posts the subgroups lists and discusses them in terms of:

- What is similar on the subgroups’ lists? What is different?
- What is conspicuously missing on the lists? Why were these items or issues not dealt with?
- Which rules “look good on paper” but might be difficult in practice?
- What do these lists suggest about the total group as a community? How does that fit with the larger environment?
- How might these rules be put to good use in the members’ own behavior?

5. The facilitator distributes the Alpha II Consensus Evaluation Sheet to the participants and allows them five minutes to rank the listed items individually.

6. At the end of that time, the facilitator leads a discussion with the entire group of the activity. He or she may include the following questions:

- How did your values and beliefs affect your decision making? The subgroup’s decision making?
- What are some personally significant learnings from this experience?
- How might this experience affect our understanding of larger social issues, e.g., equal rights, gay rights?

**Variations**

- Separate subgroups of males and females can be formed and their lists compared and contrasted.
- Strongly felt minority reports can be allowed.
- The subgroups can be the “International Control Commission” instead of a recommendation committee.
- Rules can be generated for other issues such as politics or religion.
- The entire group can compile and rank items in one list.

Submitted by Don Keyworth.
ALPHA II SUGGESTED REGULATIONS SHEET

Background: Scientists have discovered that the second planet orbiting Alpha Centauri is almost an exact duplicate of Earth, except there are no intelligent life forms. A colonization party, including you and your group, has been formed to settle on Alpha II. The five hundred members of the colonization party come from many different countries and cultures with many differing customs and mores.

Instructions: Your group has been asked to recommend a list of the five most important rules from the list below to govern sexual conduct and relationships both on the space journey and on Alpha II. You need not concern yourself with questions of enforcement—assume that all rules can be enforced.

Rules Recommended by the International Control Commission (to be revised):

1. A couple may have a child only after being certified as meeting specified minimum psychological and physical requirements.
2. Any form of sexual activity between consenting adults is allowed.
3. There shall be no marriages as such, but any two or more adults may certify their intention to live together.
4. Individuals intending to live together shall first sign a contract specifying the terms of ownership for their possessions and finances.
5. Any individuals participating in sadomasochistic activities shall be subject to punishment by the colony.
6. Both males and females shall practice effective birth-control methods.
7. Any unapproved pregnancy shall be aborted.
8. Approved pregnancies that are no longer desired can be aborted only with the consent of the colony council.
9. Any newborn infant judged to be incapable of maturing to normal adult self-sufficiency shall be put to death painlessly.
10. There shall be no public display of sexual behavior, but sexually explicit literature and films will be available privately as desired.
11. No one shall be discriminated against because of sexual preference.
12. Each individual shall participate regularly in both private and group counseling on sexual attitudes and behavior.
13. Consistent with future population needs, selected couples shall be offered special incentives to bear children.
### ALPHA II CONSENSUS EVALUATION SHEET

**Instructions:** Rank the items below by circling the appropriate number from 1 (very little) to 5 (very much) that indicates how you felt about the group-consensus activity that you have just completed.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>I felt frustrated during the group activity.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>I felt that I was “listened to” by the other group members.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>I think my values were acknowledged by the other group members.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>I actively sought contributions from others.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>I agreed with the group’s final report.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>6.</td>
<td>The group members were supportive and accepting of one another,</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td></td>
<td>even during disagreements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>This activity was personally significant to me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.</td>
<td>I learned something about my personal sexual beliefs and values.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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SEXUAL ASSESSMENT: SELF-DISCLOSURE

Goals
- To allow participants to share sexual perceptions, feelings, attitudes, values, behaviors, and expectations.
- To clarify one’s sexuality through self-disclosure.
- To gain insight into the sexual dimensions of other persons.

Group Size
Any number of trios.

Time Required
Approximately two and one-half hours.

Materials
- A copy of the Sexual Assessment Discussion Sheet for each participant.

Physical Setting
A quiet room where trios can have privacy and sit comfortably.

Process
1. The facilitator discusses the importance of sexuality and the value of the disclosure of sexual information in interpersonal relationships.
2. The participants are instructed to form trios with individuals they are least familiar with and to sit facing one another, within touching distance.
3. The facilitator gives each participant a copy of the Sexual Assessment Discussion Sheet and tells the participants to share their information with the other members of their trio. Each participant will have about thirty seconds per item. (One and one-half hours.)
4. The group is reassembled to discuss how the members felt about sharing sexual attitudes and perceptions. Members are not to report their partners’ answers, but rather how their perceptions affected their communication.

The facilitator leads a discussion of the implications of this activity. (Thirty minutes.)
Variations

- For a total-group activity, the statements can be written on 3" x 5" cards and placed face down. Participants can draw a card one at a time and read the statement aloud; any person who so desires can complete the statement. Any person may choose not to respond to a statement. The cards may be repeated as long as time permits. (This works best with a very open group.)
- Selected items can be posted for discussion by the whole group.
- Participants can “brainstorm” their own list of topics at the beginning of the session.
- The activity can be preceded by a guided imagery or group discussion to bring the area of sexuality more closely into focus.
- Participants can complete the Sexual Assessment Discussion Sheet before forming trios.
SEXUAL ASSESSMENT DISCUSSION SHEET

This discussion sheet consists of a series of open-ended statements that focus on your sexual perceptions and feelings. Self-disclosure of sexual information often helps to form a better basis for understanding in personal relationships. Note the following guidelines:

- Consider any personal data you hear to be confidential.
- Respond to each statement before continuing to the next statement.
- Take turns being first to complete the statements.
- Complete the statements in the order in which they appear.
- You may decline to complete any statement by saying that you prefer not to answer. You do not have to explain why, and the other members of your trio are not to ask questions.
- You may stop the activity if you become uncomfortable. Try to talk over the source of such feelings, and continue if and when it seems appropriate.
- Be willing to take risks.

Questions

1. The best aspect of my personality is . . .
2. The emotion I find most difficult to talk about is . . .
3. I feel that my body is . . .
4. What my parents told me about sex is . . .
5. I started to change my feelings about sex when . . .
6. Now I think sex is . . .
7. It’s hard for me to share sexual thoughts because . . .
8. If I were really open and honest right now I’d say . . .
9. The quality I look for most in a sexual partner is . . .
10. To me, sex in a relationship is . . .
11. Maintaining more than one sexual relationship is . . .
12. When talking about sex and personal hygiene, I feel . . .
13. Our sexual attitudes are similar in that . . .
14. Something new I learned about sex recently is . . .
15. I perceived my parents’ sexuality to be . . .
16. Our sexual attitudes are different in that . . .
17. To me a meaningful sexual relationship consists of . . .
18. Emotional involvement in a sexual relationship is . . .
20. When I am in a sexual relationship, my emotions . . .
21. I feel close sexually when . . .
22. My sexual enjoyment is sometimes determined by . . .
23. I feel most affectionate when . . .
24. My most caressable spots are . . .
25. The physical preliminaries to sex that are important to me are . . .
26. Something I really like to do sexually is . . .
27. Something I want from a sexual relationship that I feel lacking now is . . .
28. My sex drives could be described as . . .
29. Something I especially want out of a sexual relationship is . . .
30. I enjoy taking a dominant (submissive) role because . . .
31. My greatest pleasure in sex comes from . . .
32. The first experience I ever had that I would define as sexual was . . .
33. The thought of intercourse brings feelings of . . .
34. I think my sexual experiences have affected me by . . .
35. Sex usually changes relationships for me by . . .
36. When rating my sexual experience, I guess I’d fall somewhere between . . .
37. As far as masturbation is concerned, I . . .
38. I feel really sexually inadequate when . . .
39. Something I’d really like to do sexually that I haven’t told anyone is . . .
40. I used to have a problem sexually with . . .
41. Sometimes sexually I have trouble . . .
42. I’m not altogether happy with my sexual functioning when . . .
43. One thing that can keep me from feeling fully satisfied sexually is . . .
44. One of my recurring sexual fantasies is . . .
45. To me the importance of orgasm is . . .
46. If I don’t have an orgasm during sex, I . . .
47. After having sex, I sometimes feel . . .
48. In the future, I think my feelings about sex will . . .
49. My feelings toward you right now are . . .
50. What I’ve learned most about my sexuality from this experience is . . .

(You may expand this list with other open-ended statements.)
**SEX-ROLE ATTITUDES: PERSONAL FEEDBACK**

**Goals**
- To develop an understanding of the ways in which sex-based attitudes influence and are inferred from communication.
- To discuss attitudes and prejudices about sexes in a nonthreatening environment.
- To increase awareness of and provide feedback on one’s own attitudes, beliefs, and behaviors in regard to sex differences.

**Group Size**
Any number of subgroups of six to ten members each. (A balance of males and females is desirable.)

**Time Required**
Approximately two to three hours.

**Materials**
- An index card containing three male and three female Sex-Role Attitudes Stereotyped Statements for each subgroup, prepared in advance by the facilitator.
- A copy of the Sex-Role Attitudes Descriptors Sheet for each participant.
- A pencil for each participant.

**Physical Setting**
A large room in which participants can meet in separate subgroups or a number of small rooms.

**Process**
1. The facilitator introduces the activity as an exploration of sexual attitudes. He or she divides the participants into subgroups of six to ten members each (an equal number of males and females in each subgroup is preferable).
2. The facilitator distributes to each subgroup an index card on which he or she has printed three male and three female Sex-Role Attitudes Stereotyped Statements (the statements for each subgroup may or may not be the same, depending on...
how much controversy the facilitator wishes to introduce). The facilitator tells
the members that for each stereotyped statement they are to do the following:

- Discuss how and why the stereotype may have developed;
- By consensus, take an affirmative or negative position on each statement; and
- As a subgroup, develop either supporting or negating arguments to be
  presented later to the entire group.

The facilitator allows the subgroups one hour to complete these tasks.

3. The facilitator calls time and reconvenes the entire group. He or she directs each
   subgroup, in turn, to present arguments for or against each stereotyped statement.
   (Five to ten minutes per subgroup.)

4. The entire group reacts to and discusses the subgroups’ arguments about the
   stereotyped statements.

5. After the discussion, the facilitator directs the participants to re-form in their
   original subgroups. He or she distributes a copy of the Sex-Role Attitudes
   Descriptors Sheet and a pencil to each participant and tells the participants to
   read the sheet.

6. After a few minutes, the facilitator instructs the subgroup members to begin the
   task of listing the names of other members of their subgroups as instructed on the
   Sex-Role Attitudes Descriptors Sheet. The facilitator stresses that the descriptors
   should reflect the image that each other person has projected during the earlier
   subgroup discussions. The facilitator tells the members that they will have ten to
   fifteen minutes in which to complete this task.

7. Members are then instructed to share their lists with the other members of their
   subgroup and to discuss, if asked, their reasons for each selection. This can be
   done by having one subgroup member receive feedback from the others and then
   rotating the focus so that all members receive feedback in turn.

8. The facilitator then leads the total group in a discussion of the members’
   learnings from the activity, the feelings they had about being described by
   others, how the activity affected their sex-role attitudes, and what changes or
   differences might occur in their communication behavior in the future.

**Variations**

- Individuals can choose descriptors that they think apply to themselves, record them
  for future reference, and check them later against the listings made in the subgroups.

- Participants can reverse male and female statements to see if they apply to the other
  sex as well.
- All-male and all-female subgroups can be formed. Each subgroup is given statements about the other sex.
- Members of male-female pairs can complete the list for each other, exchange and clarify lists, and provide additional feedback for each other.

Submitted by Brian P. Holleran.
SEX-ROLE ATTITUDES STEREOTYPED STATEMENTS

Male
1. Men are logical.
2. Men are untidy
3. Men are brave.
4. Men are egotistical.
5. Men are mechanically inclined.
6. Men are cynical.
7. Men are strong.
8. Men like to gamble.
9. Men are aggressive.
10. Men are sexually driven.
11. Men are competitive.
12. Men are happier when they are not married.
13. Men want to earn more money.
14. Men want women to be submissive.
15. Men are not good losers.
16. Men do not know how to cook.
17. Men are smarter than women.
18. Men need women to take care of them.
19. Men do not appreciate delicate things.

Female
1. Women have intuition.
2. Women are bad drivers.
3. Women are neat and tidy.
4. Women are emotional.
5. Women are creative.
6. Women are vain.
7. Women are sensitive and gentle.
8. Women like to keep house and cook.
9. Women are not usually interested in sex.
10. Women are fragile and delicate.
11. Women are competitive.
12. Women are happier when they are married.
13. Women like to shop and spend money.
14. Women want men to take charge.
15. Women are not as physically active as men.
16. Women are afraid of mice and insects.
17. Women are smarter than men.
18. Women cannot make decisions.
19. Women are devious.
SEX-ROLE ATTITUDES DESCRIPTORS SHEET

Instructions: Below are twenty-six statements that may describe members of your own subgroup. Next to each statement write the first names only of two subgroup members who seem to personify that statement, based on the subgroup’s interactions. Do not include yourself as one of the two people selected for each item.

All statements will complete the following phrase:
“The verbal and nonverbal communication behaviors exhibited by this person seem to indicate that he/she . . . ”

1. thinks that males should be submissive.
   a. ___________________ b. ________________________

2. thinks that females should be submissive.
   a. ___________________ b. ________________________

3. thinks that males should be aggressive.
   a. ___________________ b. ________________________

4. thinks that females should be aggressive.
   a. ___________________ b. ________________________

5. thinks that there should be equality between the sexes.
   a. ___________________ b. ________________________

6. thinks that males should be happy pleasing females.
   a. ___________________ b. ________________________

7. thinks that females should be happy pleasing males.
   a. ___________________ b. ________________________

8. thinks that there should be a sexual double standard.
   a. ___________________ b. ________________________

9. thinks that there is nothing wrong with sexual chauvinism.
   a. ___________________ b. ________________________

10. is verbally denouncing the very behaviors of which he/she is a prime example.
    a. ___________________ b. ________________________
11. is unconvinced that there is any need to discuss sex differences.
   a. ____________________ b. _________________________

12. is well aware of the prejudices that have resulted from sexual stereotyping.
   a. ____________________ b. _________________________

13. really likes the practice of dividing behaviors and experiences according to sex.
   a. ____________________ b. _________________________

14. is aware that current sexual discrimination has prohibited members of one or both sexes from participating in certain positive experiences.
   a. ____________________ b. _________________________

15. is truly an androgynous person.
   a. ____________________ b. _________________________

16. is offended when someone exhibits a behavior typically attributed to the other sex.
   a. ____________________ b. _________________________

17. listens to and cares about what members of the other sex say.
   a. ____________________ b. _________________________

18. is aware of the many behaviors that can be considered insulting to members of the other sex, i.e., physical comparisons.
   a. ____________________ b. _________________________

19. values his/her sexual freedom.
   a. ____________________ b. _________________________

20. sees little basis or support for the contention that there is any real sexual discrimination.
   a. ____________________ b. _________________________

21. thinks that a healthy relationship can develop when the sexes are in conflict or competition with each other.
   a. ____________________ b. _________________________
22. thinks that males are always looking for people with whom to share sexual intimacies.
   a. ___________________ b. ________________________
23. thinks that females are always looking for people with whom to share sexual intimacies.
   a. ___________________ b. ________________________
24. sees members of the other sex as helpless.
   a. ___________________ b. ________________________
25. enjoys defending sex differences.
   a. ___________________ b. ________________________
26. is always seeking to reduce the conflict between the sexes.
   a. ___________________ b. ________________________
SEXUAL VALUES IN ORGANIZATIONS: AN OD ROLE PLAY

Goals

- To identify a range of personal, ethical, professional, and organizational considerations related to sexual relationships that occur between members of an organization.
- To determine the effect of such relationships on individual as well as organizational effectiveness.

Group Size

A maximum of twenty members, preferably persons who have some acquaintance with one another. (A balance of males and females is desirable.)

Time Required

Three hours.

Materials

- Two copies of the Sexual Values in Organizations Role-Play Sheet to be distributed to two role players (preferably prior to the session).
- A copy of the Sexual Values in Organizations Questionnaire for each participant.

Physical Setting

A room in which participants can sit comfortably in a circle. An additional, small room is desirable, but not necessary.

Process

1. The facilitator selects two members, preferably a male and a female, to conduct the role play. He or she gives them each a copy of the Sexual Values in Organizations Role-Play Sheet and directs them to a separate room or a far corner of the room to prepare their roles.¹

¹ It is most effective if the role players can be given sufficient time to prepare the role play before the group session.
2. The facilitator discusses the goals and design of the experience with the remainder of the group.

3. The Sexual Values in Organizations Questionnaire is distributed to each participant. Participants are told to complete it, then to turn it over and put it aside until the second half of the session. (Ten minutes.)

4. The facilitator calls in the two role players and then introduces the first role play to the entire group, giving a description of the setting and a brief outline of the scene. The role play is then enacted by the two group members who have prepared for it. (Fifteen minutes.) The second and third role plays are introduced and conducted, in turn.

5. The facilitator leads a discussion in which the group members explore:
   - Their reactions to the role play.
   - Personal related experiences in organizations (as participants or observers).
   - Observations about the effect of intimate sexual relationships on organizational behavior and on the effectiveness of people in organizations. (Thirty minutes.)

6. The group is divided into pairs (preferably male-female); pairs are directed to discuss their responses to the Sexual Values in Organizations Questionnaire. (Ten minutes.)

7. When the pairs have discussed their questions, the total group is reassembled, and the members report on their discussions. The facilitator may then ask the following questions:
   - What are the costs, benefits, and implications of sexual relationships in organizations for individuals and for the organization?
   - In our dealings with people, do we give preference to those who are most sexually attractive to us?
   - What is meant by the term “professional behavior?”
   - What are the power factors involved in the seduction of employees by clients, bosses by subordinates, or instructors by students, and vice versa?
   - The law prohibits sexual discrimination and harassment in the workplace. How should the law be enforced?
   - By enforcing certain values and behavior, do we limit ourselves as well as others? Are we willing to do that?
   - How does sexual stereotyping relate to intimate relationships within an organization?
   - How are sexual and sex-role binds played out in the organization?
How do our own personal values relate to our actual behavior? What is the relationship of those values to our profession and sense of professionalism?

(Approximately twenty minutes.)

**Variations**

- The Sexual Values in Organizations Questionnaire can be omitted and the discussion focused on the role play that occurred.
- The discussion questions can be omitted, and the pairs can focus on the Sexual Values in Organizations Questionnaire.
- The role play can be omitted and the discussion focused on exploring issues contained in the Sexual Values in Organizations Questionnaire.
- Males and females can be separated into groups of the same sex to discuss the questionnaire.
- The role players can be two individuals of the same sex. Participants usually focus more on homosexuality and related dynamics and less on organizational behavior. The goals of the activity are then changed to reflect more appropriately the focus on feelings, attitudes, and experiences related to homosexuality.

Submitted by Peggy Morrison. (The questionnaire was developed in collaboration with Richard DeGraw.)
SEXUAL VALUES IN ORGANIZATION ROLE-PLAY SHEET

The goals of this experience are to identify a range of personal, ethical, professional, and organizational considerations related to sexual relationships that occur between members of an organization and to determine the effect of such relationships on individual as well as organizational effectiveness.

You are one of two volunteers selected to create roles to reflect each of the three scenarios below. Each scenario should take no more than five minutes. You can proceed immediately from Scene 1 to Scene 2 to Scene 3 with a brief pause between them, or can introduce them as “Scene 1,” “Scene 2,” and “Scene 3.”

You and your fellow role player will develop these scenes as you wish in terms of (a) organizational roles played and (b) the dynamics of each scenario, i.e., what positive and negative aspects of the relationships you choose to act out. Each scenario is in an organizational setting.

Scene 1: Two people in an organization who have for some time had a strong sexual attraction for each other are deciding to act on their sexual feelings and to expand their relationship to be more sexually intimate.

Scene 2: The same people, several months into the relationship, are in their organizational roles, and the scene reflects the effects that the relationship is having both on the individuals and their performances in the organization.

Scene 3: Following the breakup of the relationship of the two individuals, they are shown in the organizational setting, and the scene reflects what effects the termination of their intimate relationship is having on the individuals, their work in the organization, and the organization itself.
SEXUAL VALUES IN ORGANIZATIONS QUESTIONNAIRE

Instructions: This is a survey of your opinions concerning sexuality in work situations. In responding to the following items, check yes if you believe a statement to be true most of the time and no if you believe the statement to be false most of the time.

Yes       No

1. Extramarital sex is healthy.
2. Sexual relations foster better communication between the persons involved.
3. A person’s personal life is his or her own business.
4. Premarital sex is damaging to the persons involved.
5. Extramarital sex is damaging to the persons involved.
6. The attitude of other workers would remain the same toward me if I were having sexual relations with the supervisor and were promoted over six other candidates.
7. Married workers should be reprimanded for having sexual relations with other workers.
8. Unmarried workers should be reprimanded for having sexual relations with other workers.
9. My opinion of my supervisor would be unchanged if I learned that he or she was homosexual.
10. Sexual intimacy among coworkers creates a more harmonious office environment.
11. It is perfectly acceptable for professional helping persons to have sexual relations with individuals whom they are helping.
12. I believe that it is all right to dress seductively at work to attract the attention of members of the opposite sex.
13. An administrator should be unconcerned with an employee’s sexual habits.
14. I could work just as well with my supervisor after he or she ended a sexual affair with me.
15. Homosexuals should be denied the opportunity to work directly with people.
16. If I ended an affair with a coworker, I believe that he or she would continue to treat me the way he or she was treating me during our affair.
17. I would agree to sexual relations with my supervisor if he or she promised me better pay if I cooperated.
18. Sexual relations among coworkers affect the workings of the office.
TINA CARLAN: RESOLVING
SEXUAL HARASSMENT IN THE WORKPLACE

Goals

- To develop the participant’s awareness of legal issues in connection with sexual harassment complaints.
- To provide the participants with a systematic process for investigating and resolving sexual harassment within an organization.
- To provide the participants with a group learning forum for how to resolve sexual harassment.
- To provide an opportunity to examine personal reactions to the issue of sexual harassment.

Group Size

Three to five subgroups of four to six participants each.

Time Required

Approximately three hours and fifteen minutes.

Materials

- One set of Tina Carlan Participant Materials for each participant. This includes:
  - A copy of the Tina Carlan Case Study Sheet,
  - A copy of the Tina Carlan Suggested-Action Sheet.
- A clipboard or other portable writing surface and 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 available.
Process

1. The facilitator introduces the goals of the activity and presents a lecturette on key concepts and practices for reducing and resolving sexual harassment in the workplace. (Ten minutes.)

2. He or she briefly summarizes the process of the entire activity.

3. Each participant is given a set of the Tina Carlan Participant Materials, a pencil, and a clipboard or other portable writing surface. The facilitator tells the participants to turn to the Tina Carlan Case Study Sheet and to assume that the organization in the case study has developed an adequate set of policies and procedures concerning sexual harassment.

4. The facilitator instructs the participants to read Part 1: The Complaint and to answer the four questions at the end. (Fifteen minutes.)

5. The facilitator leads a discussion of the participants’ answers to the four questions, recording their comments on newsprint. (Fifteen minutes.)

6. The participants are asked to assemble into subgroups of four to six members each, ensuring if possible that the subgroups are diverse in race, gender, and age. (Five minutes.)

7. The participants are asked to read and to follow the directions indicated for each part of the case study, emphasizing the importance of the time allotments. The members of each subgroup are to take turns recording the subgroup’s responses for the various parts of the activity. The facilitator keeps time and periodically announces when to proceed to the next part (see the case study). (One and one-half hours.)

8. The facilitator calls time, reconvenes the total group, and asks the spokespersons to share the recommendations developed by the subgroups. He or she records the highlights on newsprint and posts the newsprint. (Twenty minutes.)

9. The participants are instructed to turn to the suggested-action sheet and to review the items, comparing the suggested actions with the subgroup recommendations. (Twenty minutes.)

10. The facilitator leads a concluding discussion based on these questions:

   - What reactions did you have as you learned more about sexual-harassment policies and legalities? What personal reactions do you have to this issue?
   - How did you feel as your group worked on generating recommendations? What major agreements or disagreements seemed to emerge?
   - Did any of the action steps proposed seem too harsh or too mild? Based on what criteria? How does this affect your understanding of the law?
■ How have your perceptions of handling sexual-harassment complaints changed as a result of this activity? What are some guidelines for handling sexual-harassment cases?

■ How could what you have learned be of help to your organization? What is a first step that could be taken to improve how this issue is handled in your organization?

(Fifteen minutes.)

Variations

■ After step 9, the participants may be asked to return to their subgroups to develop action plans for their own organizations, including both educating members of the organization about sexual harassment and handling complaints of sexual harassment.

■ If time allows, discussions may be conducted at the end of each part of the case study and participant reactions charted on newsprint.
**Part 1: The Complaint**

*Directions:* Read this section and answer the four questions at the end. Allow fifteen minutes for this part of the activity. Do not proceed to Part 2 until instructed to do so.

You are a personnel specialist with your company’s Human Resource Unit. This morning seemed to begin like any other morning. As usual, you arrived at work at 8:00 a.m., expecting to enjoy a few minutes of peace and quiet. Instead, you were surprised to see a young woman waiting outside your office. She was one of those you called “fast track”—one of the high-potential people in the organization. She was currently in a four-week management-development program.

“My name is Tina Carlan,” she said. “I called yesterday to make an appointment with you, but your secretary said that you were booked for the entire day. However, I found out that you get to the office early, so I would like to meet with you now if you don’t mind.”

You could tell from the expression on her face that something was troubling her deeply. Despite her outward professional poise, she seemed nervous and a bit shaky.

“Of course,” you said. “Please step inside my office.”

Ms. Carlan continued, “I feel a little uncomfortable coming to you. But, quite frankly, I don’t know what else to do.”

“Well, please feel free, Ms. Carlan,” you replied, hoping to put her at ease. “My job is to be available for employees with problems or concerns.”

She began her explanation. “It all began about three months ago. I had started working in the policy analysis and budget section of the department as an analyst. After completing my business administration degree, I was quite excited to find work that would challenge me. Well, I work for Jim Landers, the section chief, and he gave me some very interesting assignments. I had my first big presentation at the Mid-Winter Retreat. I had prepared and rehearsed dozens of times because I knew I’d be in front of my peers as well as the director of administration, Mr. Wallings. I had only met him once before, during my orientation to our section.

“My presentation went very well. That night, we all went out for drinks, dinner, and dancing. There must have been ten of us or so. My boss was there, as well as Mr. Wallings. Everyone seemed to be trying to score points with Mr. Wallings throughout the evening, but I really didn’t even have a chance to talk with him. Then everyone started dancing. After about an hour, I danced with Mr. Wallings. He was highly complimentary about my presentation and told me what a bright future I had ahead of me. I was, of course, flattered. We spoke for a while after dancing.

“At about midnight, I went to my room to prepare for the next day’s session. I was in my room about forty-five minutes when there was a knock on my door. It was Paul Wallings. He said he had to talk with me, so I let him in. He had a drink in his hand, and...
it was evident to me that he had had a few drinks too many. He made a few passes at me, but I rejected them, telling him that I didn’t get involved with people at work. He seemed stunned at the rejection and left my room angrily after about ten minutes.

“The next day, I hoped the whole incident would be forgotten. However, it was obvious by his manner that he was uncomfortable being around me, and he basically avoided me for the rest of the retreat.

“We got back to the office the following day, and I plunged into my work. Then it began. My boss, Jim Landers, started giving me assignments that, quite frankly, were beneath me. He really started scrutinizing my work and excluded me from some of the management-development programs that ordinarily I would have attended. Then I had my three-month appraisal; I was told by Mr. Landers that my work was less than satisfactory, that I wasn’t showing enough initiative, and that my professional and personal skills in the office were lacking. I couldn’t believe it. After I prompted him, he told me that both he and Mr. Wallings thought my presentation at the retreat had been ‘a sophomoric job.’

“That’s when things clicked. I realized that Mr. Wallings was getting back at me through my boss for rejecting his advances and that since that time, my job, the working conditions, the environment, and my boss’s attitude had changed dramatically.

“I couldn’t tell my boss about it because I believed he would think it was a ‘female’ way of retaliating for a poor performance review. But I really think that it was Paul Wallings who was calling the shots and my boss was just the messenger who delivered Wallings’ orders.”

After hearing her story, you were incredulous. Paul Wallings was a senior staff member, an organization man for seventeen years, who was slated for a high-level appointment in the next eighteen months. Was it possible?

Tina Carlan interrupted your thoughts. “I’m familiar with our organization’s policy forbidding discrimination based on sex, and my situation looks like a clear-cut example. I don’t want to file a formal EEOC charge against the department; that’s why I’ve come to you. I had great hopes for my career here until this fabricated review, and I’m hoping we can straighten things out.”

“Ms. Carlan, I appreciate your coming to me,” you said. “Of course I will investigate this matter. Here is our standard complaint form; please complete it and sign it where indicated. In the meantime, I’d appreciate your keeping this confidential until my investigation is completed. I’ll be back in touch with you by next week.”
Group Work

1. What are your immediate questions, given the preceding set of facts?

2. What is your first responsibility to Tina Carlan? Do you have any immediate responsibility for notifying Paul Wallings and/or Jim Landers of the complaint? Why or why not?

3. Could Tina Carlan bypass the internal procedures of the organization and file a charge directly with the Federal Equal Employment Opportunity Commission or a state human relations commission at this point? Is there an advantage to resolving this problem internally using the resources of the organization? Explain.

4. Is this an example of quid pro quo harassment, hostile environment harassment, or both? Explain.

DO NOT PROCEED TO THE NEXT PART UNTIL INSTRUCTED.
Part 2: The Legal Situation

Directions: Read Part 2 and prepare a strategy outline in cooperation with the other members of your subgroup. Allow twenty-five minutes for this part of the activity. Do not proceed to the next part until instructed to do so.

You decide—wisely at this point—to consult your organization’s legal adviser. He could point out the latest developments in a particular area of the law, so that you would know within a few minutes whether a situation was being handled in accordance with—or contrary to—the latest court decisions.

As you briefed the adviser, Jerry Hanks, on the facts of the situation, you were careful not to color or omit any facts or details. When you finished, Hanks leaned back in his seat and whistled a long, low note.

“We all know, of course,” he said, “that discriminating against women in employment is against the law. But the law is growing more sophisticated as cases of sexual harassment come before the courts. For instance, the courts recently adopted a ‘reasonable woman’ standard, believing that the traditional ‘reasonable person’ standard perpetuates discrimination based on sex. The situation you just described might be considered quid pro quo harassment, which is forbidden by Title VII of the 1964 Civil Rights Act. In other words, threats or rewards cannot be used as a means to coerce sexual favors.

“Of course, one could argue that even if everything happened just as Tina Carlan related, Paul Wallings never actually promised her preferential treatment on the job in return for sexual favors. But the treatment that she experienced on her job after that weekend can supply the circumstantial proof that, because she did not grant the favors, she suffered as a consequence.

“In the Vinson case, a Washington, D.C. bank was held liable for a supervisor’s harassment of an employee even though the harassment was carried out without the bank’s knowledge and was not directly tied to the employee’s job performance. In effect, the court decided that the bank could be held strictly liable both under a quid pro quo theory and under a hostile environment theory.

“It’s easy for us to understand why the EEOC’s guidelines on sexual harassment favor strict liability in quid pro quo cases and why several courts have agreed that when a supervisor makes sexual advances to a subordinate employee, the organization is presumed responsible for its agent’s actions. The problem arises in a hostile environment case. That kind of situation generally lacks the element of threat present in a quid pro quo situation. Should the organization be held strictly liable if an employee is subjected to persistent, intimidating propositions or vulgar insults?

“If the harasser in a hostile-environment case is a supervisor and if the harasser’s supervisor knows about the conduct but refuses to intercede, then the courts will hold the organization liable. The theory is that the employee’s work environment is a term
and condition of his or her employment. Therefore, the ‘poisoning’ of that environment constitutes an offense under Title VII, even without an accompanying loss of tangible job benefits.”

PROCEED TO THE NEXT PAGE.
Group Work

Write a step-by-step strategy for investigating the alleged incident. Be specific!

DO NOT PROCEED TO THE NEXT PART UNTIL INSTRUCTED.
Part 3: Review of Records

Directions: Read Part 3 and discuss the question at the end with the other members of your subgroup. Allow ten minutes for this part of the activity. Do not proceed to the next part until instructed to do so.

Investigations of this nature are difficult to keep secret. It is best that you notify Landers and Wallings of the complaint and let them know that they will be interviewed at some time in the future. Landers is visibly nervous when you contact him. Wallings is arrogant about his innocence and even intimates that his power and authority in the organization are considerable; he states, “And besides, you can’t prove anything.”

Your primary obligation is the health and safety of Tina Carlan; therefore, with her permission, you remove her from her current work situation until your investigation is completed. You arrange a temporary placement in the Human Resource Unit; your rationale to Jim Landers is that she should not be in his section until the complaint has been investigated and resolved. Your rationale to everyone else is that the rotation is consistent with Tina Carlan’s management development.

Then you decide to review appropriate records. The management-development program has been in existence for only three years. Therefore, you do not have extensive records of past and present participants to review. There have been a total of nine people in Mr. Wallings’ area: two in the first year, three in the second, and four in the current year.

During the first year of the training program, both trainees were men, who had since moved on to other permanent assignments in the department. In the second year, two men and one woman participated. One of the men had left the department; the second had been placed within Mr. Wallings’ department, but he was not working for Jim Landers.

The woman, Lorraine Kines, had been in the management-development program for not quite three months and had requested to go back to her old job in Marketing. Lorraine Kines was one of those rare individuals who had been put in the management-development program after earning her M.B.A. degree. She had attended State University on her own time, at night. The records revealed that she had decided that she wanted to go back to her old job, and the organization had accommodated her wishes by placing her in a job comparable to what she had before she went into the program. This struck you as odd. A woman who had worked hard to get into this highly competitive and prestigious management-development program was unlikely to become suddenly homesick for her old job. Originally, you had accepted Lorraine’s decision; now you wonder if you should have done so.

PROCEED TO THE NEXT PAGE.
Group Work

What should be your next move? Describe what you would do; be specific!
Part 4: Employee Interviews

Directions: Read Part 4 and discuss the question at the end with the other members of your subgroup. Allow twenty-five minutes for this part of the activity. Do not proceed to the next part until instructed.

You contact Ms. Lorraine Kines, set up an interview, and drive to her office. You had told her that you were evaluating the management-development program and that you wanted to get her input. After chatting for about fifteen minutes, you broach the subject of her leaving. She becomes a little bit nervous; you can see by her behavior that she is uncomfortable.

After a series of questions, she reveals that Paul Wallings had called her into his office and had told her essentially that he could make things easier if they began to work “more intimately together.” He had told her that he knew the organization was scrutinizing her because of her high performance on the job while attending graduate school at night.

“I’m not naive,” Ms. Kines said. “He did not have to come right out and say that if I didn’t go along with his offer I would be in trouble, but he left no doubt in my mind that what he was offering was an ultimatum. I have worked hard to get ahead in this organization. But if I crossed him, Mr. Wallings would be the ‘brick wall’ I couldn’t get beyond.

“So, rather than oppose him on his own turf where I was an unknown entity, I opted to go back to my old job. Otherwise Mr. Wallings might have generated false evaluations of my work. It was not an easy decision. But I knew that if I went to a higher authority in the organization, I wouldn’t be able to prove anything. It would be my word against that of a senior manager. It was clear to me who would be believed. So I left.”

You tell Ms. Kines that you will be in touch with her and thank her for her time. She tells you that she has not shared this information with anyone except her family.

You now have more information than before and you ponder the value of interviewing the other current management trainees who are working in Mr. Wallings section: two men (Ray Smith and Murray Horton) and one woman (Judith Blake).

You decide to interview Judith Blake, who is currently assigned to Mr. Wallings’ section. Nothing out of the ordinary seems to have happened to her. She concurs with the others that Tina Carlan’s presentation had been exceptional at the retreat and that she had high regard for Tina’s professional capabilities.

Now you have a new dilemma! So far you have Tina Carlan’s complaint, which has been corroborated by Lorraine Kines but not by Judith Blake.

Wisely, you decided not to interview Jim Landers yet. Your information is still inconclusive at this point. The interview with the first individual, Ray Smith, was routine. He was progressing well in the organization.

However, the second interview, with Murray Horton, clinches it! In discussing the presentations given at the retreat, he leans back in his chair, shakes his head, and says, “Boy, they are really doing a number on Tina Carlan. An outstanding presentation
doesn’t appear to count for much with Mr. Wallings.” He describes in great detail her presentation and his high opinion of her and of her work. He can’t understand why she is drawing such lowly assignments.

Horton then tells you he had seen Paul Wallings outside Tina Carlan’s room on the night of the presentation; he had overheard Wallings tell her that he wanted to discuss her presentation. (Murray Horton had stayed in a room two doors away from Tina Carlan’s room). You ask him if he had heard anything else. He replies that he had heard Mr. Wallings leave a short while later because Carlan had really slammed the door. “I even kidded Tina about it the next day, but she acted as if it hadn’t even happened,” he said.

You now have information from a former management-development participant (Lorraine Kines) that corroborates the written complaint from Tina Carlan, and the interview with Murray Horton places Mr. Wallings at the scene of the alleged sexual harassment.

You now have to talk to Tina Carlan’s supervisor, Jim Landers, who reports directly to Paul Wallings. Jim Landers, a good-natured person, has been with the organization for twelve years. He has always been honest with you, but sexual harassment has never been a point of discussion.
**Group Work**

How will you prepare for your meeting with Jim Landers?

**DO NOT PROCEED TO THE NEXT PART UNTIL INSTRUCTED.**
Part 5: Additional Facts

Directions: Read Part 5 and prepare recommendations in cooperation with the other members of your subgroup. Allow thirty minutes for this part of the activity.

You begin your meeting with Jim Landers by explaining the nature of the complaint filed by Tina Carlan. You decide that the best way to deal with the problem is to be direct. You ask him first about Lorraine Kines and then about Tina Carlan. Jim Landers explains that Lorraine Kines had left for personal reasons that already had been clearly stated and that Tina Carlan just wasn’t making the mark.

At this point, you tell Jim Landers that you suspect foul play—that perhaps these two women had had intimidating experiences in the organization. You then tell him about your interviews with Lorraine Kines and Tina Carlan.

Then you say, “Jim, this is no small issue! You, as a supervisor, are considered to be an agent of the organization in the eyes of the law. Under the EEOC’s guidelines on sexual harassment, as well as our organization’s policy on sexual harassment, you have a responsibility to know and to find out if sexual harassment is taking place.”

You brief him on the organization’s responsibility concerning sexual harassment. You are surprised to see that he seems quite uninformed about the subject.

Landers then reveals to you that Paul Wallings told him to give Tina Carlan a poor performance review. “I argued with him, but he laughed at me and made insinuations about my ability as a manager,” Jim explains. “Wallings asked me if I was satisfied with my work. He leaned on me to give less visible assignments to Tina Carlan. I was scared, so I just gave in. Sure, I thought her presentation was outstanding, and her work is some of the best in the organization; but what else could I do?”

You keep your comments to yourself; you are stunned and shocked by his poor managerial ability! Why hadn’t he stood up to Paul Wallings for Tina Carlan? Why had he not come to you? Were there other situations like this in the organization? Were other managers as out of touch with organization policy about issues as explosive as sexual harassment? What about racial harassment and age discrimination?

YOUR GROUP WORK ASSIGNMENT APPEARS ON THE NEXT PAGE.
**Group Work**

Your subgroup task is to formulate recommendations for resolving the situation. At least ten specific recommendations can be made in this case. What are your recommendations? Choose a spokesperson to share your results when the total group is reconvened.

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DO NOT PROCEED TO THE NEXT PAGE UNTIL INSTRUCTED.
TINA CARLAN SUGGESTED-ACTION SHEET

1. Remove Tina Carlan’s performance evaluation from her file.
   - Monitor future assignments to be sure that they are fair.
   - Require Jim Landers to give her another performance review that reflects her outstanding performance.

2. Inform Tina Carlan immediately about the conclusions of the investigation.
   - Thank her for coming forward and praise her courage. Offer her counseling assistance from a source of her choice.
   - Inform her of the remedies the organization will be taking in her particular situation.
   - Remember that she can still file a complaint with the EEOC or a state human relations commission; however, such a complaint probably would not be sustained if the organization followed its own policies and procedures and if there were not a blatant history of sexual harassment.

3. Offer Lorraine Kines another opportunity to participate in the management-development program.
   - Determine whether she has lost opportunities for promotion, pay raises, or benefits.
   - Offer her retroactive pay raises, promotions that she missed, and compensation for any additional expenses, such as counseling.
   - Ensure that she is put where she would have been if the sexual harassment had not occurred.

4. Put Jim Landers on probation.
   - Inform him that his supervisory capability and judgment are seriously in question and that he jeopardized the career of a promising person. More severe action does not seem warranted because Paul Wallings is actually responsible.

5. Confront Paul Wallings.
   - Allow him the opportunity to tell his side of the story.
   - Keep in mind that one of your options is to terminate him if he does not deny the allegations or if he denies them and no other information surfaces to refute the information you already have.
   - Remind him that he abused his position on more than one occasion, violating the law in the process and leaving the organization open to enormous liability and subverting the careers of promising employees, including Jim Landers.
- Remember that the organization may be liable for negligent retention, especially if Wallings were to be involved in another, similar situation involving sexual harassment.

6. Reissue to all personnel the organization’s policy on sexual harassment.

7. Develop an educational program on sexual harassment.
   - Direct the program to management, supervisors, and all employees because everyone is responsible for ensuring a work environment free from sexual harassment.
   - Define these responsibilities clearly in the educational program.

   - Review the organization’s policies and records of promotion, hiring, termination, and transfer; Tina Carlan’s problem might have been prevented if a proper review had been conducted when Lorraine Kines left the program.

9. Make sure that other forms of harassment (age, race, disability, and so on) are covered by policies and procedures and that educational programs cover all forms of harassment.

10. Reinforce the organization’s internal complaint procedure.
    - Reassure all employees that their complaints concerning sexual harassment and other topics will be handled equitably.
DISCRIMINATION: SIMULATION ACTIVITIES

Each of the following experiences is designed to explore interpersonal stereotyping and discrimination.

1. By any arbitrary procedure, a “minority” group is selected and is required to wear colored masks during a group meeting. Masked members are instructed to follow rather than to lead, to address others as “sir” and “ma’am,” and to “think minority.” Nonmasked members may address them as “boy,” “girl,” and “you people.” Members later explore the effects of the masks and the ways racial discrimination is experienced and reinforced.

2. A group that consists of less than half of the participants is selected and asked to wear bead necklaces for the duration of the event. This group is instructed to sit together at meals. Toward the end of the event, a meeting is held to process the experience of designating a minority as “different.”

3. Participants count off “one, two, one, two, one, two,” etc. “Twos” are asked to leave the room. “Ones” stay, take off their shoes, and pile them in the center of the floor. “Twos” are asked to return, match shoes, find the owner of a pair, and put them on the owner’s feet—all without speaking. Both of the subgroups meet separately to share their observations and feeling reactions. There is then a general discussion.
HENABANDS: GROUP ROLE EXPECTATIONS

Goals
- To experience the pressures of role expectations.
- To demonstrate the effects of role expectations on individual behavior in a group.
- To explore the effects of role pressures on total group performance.

Group Size
Ten to fifteen participants. In a large group, a small group performs while the remaining participants observe.

Time Required
Approximately forty-five minutes.

Materials
- One headband for each participant. The headbands can be made of heavy paper or 5" x 7" cards with 10" strings attached to the ends of the cards (so that the cards can be tied around the heads of the participants). Each headband is lettered with a felt-tipped marker to show a particular role and an explanatory instruction as to how other participants should respond to the role. Examples:
  - Comedian: Laugh at me.
  - Expert: Ask my advice.
  - Important Person: Defer to me.
  - Stupid: Sneer at me.
  - Insignificant: Ignore me.
  - Loser: Pity me.
  - Boss: Obey me!
  - Helpless: Support me.

Physical Setting
A circle of chairs—one for each participant—is placed in the center of the room.
Process

1. The facilitator selects ten to fifteen volunteers to demonstrate the effects of role pressure.

2. The facilitator places a headband on each volunteer in such a way that the volunteer cannot read his or her own label, but the other participants can see it easily.

3. The facilitator provides a topic for discussion and instructs each volunteer to interact with the others in a way that is natural for him or her. Each is cautioned not to role play but to “act naturally.” The facilitator further instructs the group to react to each volunteer who speaks by following the instructions on the volunteer’s headband. The facilitator emphasizes that participants are not to tell one another what their headbands say, but simply to react to them.

4. After approximately twenty minutes, the facilitator halts the activity and directs each volunteer to guess what his or her headband says and then take it off and read it.

5. The facilitator then initiates a discussion, including any participants who observed the activity. Possible questions are:
   - What were some of the problems of trying to “be yourself” under conditions of group role pressure?
   - How did it feel to be consistently misinterpreted by the group members, e.g., to have them laugh when you were trying to be serious, or to have them ignore you when you were trying to make a point?
   - Did you find yourself changing your behavior in reaction to the group member’s treatment of you, e.g., withdrawing when they ignored you, acting confident when they treated you with respect, giving orders when they deferred to you?

Variations

- The activity can be adapted by using role descriptions appropriate for the participants, for example: teacher, nurse, police officer, parent, etc.
- One headband can be left blank to demonstrate the power of inference or projection.
- The activity can be preceded or followed by a lecturette about role theory, symbolic interaction, or living up to the expectations of others.

Submitted by Evelyn Sieburg. The origin of the activity is not known.
PYGMALION: CLARIFYING PERSONAL BIASES

Goals

- To discover how preconceived ideas may influence collective and/or individual actions.
- To allow participants to assess their current behavior in terms of previous “scripting” and social pressure.

Group Size

Eight to twenty participants. Several subgroups may be directed simultaneously in the same room.

Time Required

Approximately forty-five minutes.

Materials

- A copy of Training Evaluation Instruction Sheet A for each member of Team A.
- A copy of Training Evaluation Instruction Sheet B for each member of Team B.
- A copy of the Training Evaluation Rating Sheet for each participant.
- A pencil for each participant.
- Newsprint and a felt-tipped marker.
- A short five- to ten-minute training film, slide show, audiotape, or other presentation. The facilitator should exercise judgment as to what type of presentation is suitable, but it is suggested that the presentation be outside the group’s area of expertise. Suggested areas might be safety, communications, study skills, first aid, or other topics of a general and innocuous nature.

Physical Setting

A room large enough that the group may be divided into two separate and physically distinct teams and that both teams may view the presentation.
**Process**

1. The facilitator explains that the purpose of the experience is to evaluate the effectiveness of a training exercise.

2. The facilitator divides the members into two teams, Team A and Team B, and explains that the purpose of the two teams is to facilitate processing the evaluation portion of the activity. The teams are instructed to assemble on opposite sides of the room.

3. The facilitator distributes a copy of the appropriate Training Evaluation Instruction Sheet, the Training Evaluation Rating Sheet, and a pencil to each participant. He or she does not divulge the fact that the teams are receiving different instruction sheets.

4. The facilitator directs the members to read their instruction sheets silently. Then the training presentation is shown for evaluation.

5. Participants are directed to complete the Training Evaluation Rating Sheet. Scoring is done in the following way: Individuals (first of one team and then of the other team) give their responses to each question orally while the facilitator records their scores on newsprint.

6. The facilitator notes the discrepancy between the two teams’ scores and asks a representative of each team to read his or her team’s instruction sheet for the benefit of the other team’s members.

7. The facilitator explains that the purpose of the activity was not to practice the evaluation process or to try to evaluate according to group norms, but rather to demonstrate how two groups could respond very differently to the same stimulus because of the bias of preconceived ideas of individual members.

8. The facilitator leads a discussion centered around the following questions:

   How often are our perceptions influenced by preconceived notions?
   - Did the team members feel “tricked” by the facilitator? If so, do they also feel “tricked” by individuals or events in their past experience that now bias their present perceptions and actions?
   - What effect did “group pressure” or “trying to evaluate in the same manner as other team members” have on individual responses?
   - How do we become aware of our biases, and how do we evaluate and change them?

The discussion may lead into specific areas such as social prejudice, the “Pygmalion effect,” interpersonal relationships, or biases between group members.
Variations

- The activity may be done with three teams, Team A and Team B and a third team working on an independent, unbiased basis.

- Instruction sheets and rating sheets may be altered to “evaluate” other experiences, such as lecturers, teaching methods, commercial products, organizations, new systems, etc.

Submitted by Richard L. Bunning.
TRAINING EVALUATION INSTRUCTION SHEET A

Read the instructions that follow carefully and silently. Do not convey your instructions to Team B. You are receiving different instructions from those of Team B.

Each member of Team B has been told to view the upcoming presentation “objectively and critically, weighing the presentation’s strengths as well as its weaknesses, and make an honest judgment as to its utility.” (Actually the presentation is a perfect example of “industrial theft.” That is, its content is based almost word-for-word on a similar presentation done twelve years ago by a small firm that designed it specifically for the use of its own employees. A successful advertising campaign has made this latest “rework” a successful financial undertaking, but industrial psychologists have pointed out that merely viewing such a presentation does little to change the attitudes of the viewer.)

Your job, then, as a member of Team A, is not to evaluate the presentation “objectively and critically,” but rather to evaluate it as you think the other members of your team will view it.

After the evaluations are completed, the scores of your team members (who tried to consider the viewpoints of other team members in the evaluation process) will be compared with the scores of Team B members, who were told to do the evaluations as individuals.

Do not converse with your teammates, so that Team B will not be aware of any collusion on your part. Consider only your teammates probable responses when making your own evaluations.
TRAINING EVALUATION INSTRUCTION SHEET B

Read the instructions that follow carefully and silently. Do not convey your instructions to Team A. You are receiving different instructions from those of Team A.

Each member of Team A has been told to view the upcoming presentation “objectively and critically, weighing the presentation’s strengths as well as its weaknesses, and make an honest judgment as to its utility.” (Actually the presentation has been acclaimed by the industrial community for its originality and content, and the producers have sold it on a “at-cost” basis. In addition, industrial psychologists have measured significant changes in the attitudes of the viewers who have been exposed to this presentation.)

Your job, then, as a member of Team B, is not to evaluate the presentation “objectively and critically,” but rather to evaluate it as you think the other members of your team will view it.

After the evaluations are completed, the scores of your team members (who tried to consider the viewpoints of other team members in the evaluation process) will be compared with the scores of Team A members, who were told to do the evaluations as individuals.

Do not converse with your teammates, so that Team A will not be aware of any collusion on your part. Consider only your teammates probable responses when making your own evaluations.
## TRAINING EVALUATION RATING SHEET

**Instructions:** The purpose of this instrument is to measure, on five descriptive scales, how you think your teammates will judge an instructional presentation. Circle the number that best corresponds to the way they would rate the presentation. If you think they would rate it near one end of the scale, mark the appropriate number; if you think they would rate a particular criterion in the middle of the scale, choose a number toward the middle. Work quickly and accurately. It is your immediate impression of your teammates’ feelings about the items that is important in the rating.

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STATUS-INTERACTION STUDY: A MULTIPLE ROLE PLAY

**Goal**
- To explore effects of status differences and deference on interaction among group members.

**Group Size**
Six to twelve participants per subgroup. More than one subgroup can be conducted at a time. The example described here is for ten participants per subgroup.

**Time Required**
Forty-five minutes.

**Materials**
- A name tag for each participant (optional).

**Physical Setting**
Easily movable chairs that can be arranged in a circle for the “committee meeting” portion of the experience. A separate room in which “new members” are isolated.

**Process**
1. The participants are assembled into a subgroup of ten members.
2. The facilitator then introduces the activity by saying, “We are going to explore some of the problems involved in bringing new members into groups.” (The facilitator does not reveal the actual objective of the activity at this time.) “The group of which you are now a part is the Planning Committee for a university ski club. You are meeting to plan the annual winter ski trip. The choices of location have been narrowed to Aspen and Sun Valley, and the final choice is to be made today. Two members of the committee are new and have not met with your group before.”
3. The facilitator then randomly chooses two members from each subgroup and sends them to the isolation room.
4. The facilitator will ask each subgroup to arrange its chairs in a circle, leaving two chairs empty (on opposite sides of the circle) in which the new members will sit. “The new member who sits in the empty chair on my right (the facilitator gestures to indicate the chair) will be the faculty member, and the new member who sits in the empty chair on my left will be the student.”

5. The facilitator then briefs the groups about the actual objective of the activity: “The two new members of your committee are very different in terms of prestige and power. One is a popular faculty member, who will serve as chaperon on this trip. This person has never skied before, but is enthusiastic about the opportunity to learn. He/she is pleased at being selected as faculty advisor to take the place of a former advisor, who has been seriously ill since the beginning of the semester. The second new member of your committee is a sophomore who spent last winter ‘ski-bumming’ and is an accomplished skier. This student was selected to take the place of another sophomore who has dropped out of school. Your bylaws dictate that at least one member of the committee must be a sophomore.”

The facilitator then stresses: “This is important: The new members of your committee will be told only that they are new members of your committee. They will not know that one is a faculty member and the other a student. It is essential that you do not reveal this to them, by using such titles as ‘Professor’ or ‘Doctor’ or by asking such information as a faculty member might be presumed to have. Just call them by their first names; this means that the rest of you will call one another by your first names.” (Name tags can solve this problem.)

6. The facilitator then joins the new members in the isolation room and briefs them, as follows: “You are to be the new members of the committee whose job it is to choose a location for the ski trip. You have not met with them before. When the meeting is over, I will ask you how you felt about the reception that the committee gave you.” The facilitator then asks that one of the two new members choose to support Aspen and that the other choose to support Sun Valley.

7. The new members then rejoin their subgroups, and the facilitator asks the committees to discuss their topic for ten minutes.

8. When the discussion period is over, the facilitator asks the new members how they felt about the kind of reception they received from the committee. After the interviews the facilitator asks the other members of the subgroup to explain the actual intent of the activity.

9. The facilitator then leads a discussion with all of the participants concerning the effects of status differences on group-member interaction. The following points may be explored:

- We treat people differently according to the amount of power and prestige we attribute to them.
This differential treatment is indicated by deference or by neglect and, in the case of the higher-status person, by directing more communication to him or her and sometimes by keeping unpleasant facts from him or her.

Variations

- The topic and the situation can be changed to simulate activities more appropriate to participants.
- Isolated members from several groups can be brought together to discuss their experience.

Submitted by J. William Pfeiffer.
PHYSICAL CHARACTERISTICS: PAIRED PERCEPTION CHECKING

Goals

- To examine one’s reactions to the physical characteristics of others.
- To learn to observe others more accurately.
- To study the effects of generalizing and stereotyping.

Group Size

Up to thirty participants.

Time Required

Forty-five minutes to one hour.

Materials

- A copy of the Physical Characteristics Description Sheet for each participant.
- A clipboard or other portable writing surface for each participant.
- A pencil for each participant.

Physical Setting

A room large enough for the pairs to be seated apart from one another.

Process

1. The facilitator instructs the participants to form pairs with persons they do not know.
2. The facilitator distributes a copy of the Physical Characteristics Description Sheet and a pencil to each participant.
3. The facilitator instructs each participant to learn his or her partner’s name and then to sit in silence for five minutes while making observations about the other person and recording them on the Physical Characteristics Description Sheet.
4. Participants are instructed to confirm any information they could not obtain by silent observation. (Five minutes.)
5. Participants then turn over the Physical Characteristics Description Sheet and write a brief essay on the meaning of the other person’s physical characteristics. The essay should focus on the different meanings of permanent, genetically determined characteristics as well as those that relate to nutrition and other personal habits. (Ten minutes.)

6. The members of each pair exchange descriptions. Each member verbally “corrects” the description of himself or herself, including inaccuracies in the physical description as well as the content of the essay. (Five minutes.)

7. Each participant shares what he or she inferred about his or her partner from what the partner said or left unsaid in the partner’s essay description. Participants then share past experiences of having their physical characteristics misinterpreted. (Fifteen minutes.)

8. The facilitator assembles the entire group and leads a discussion of the feelings and the learnings generated by the activity. The facilitator may ask the following questions:
   - How does it feel to have your physical characteristics scrutinized?
   - How does it feel to focus on another person’s physical characteristics?
   - How accurate were your observations?
   - What is the difference between describing characteristics and attributing meaning to them?
   - What stereotypes or generalizations surfaced? Had they been experienced before?
   - What effects do these generalizations have on attraction to and communication with others?
   - What might be done to prevent stereotypes from interfering with the getting-acquainted process?

**Variations**

- The entire activity can be done with written exchanges.
- The description sheet can be filled out as an interview.
- The experience can focus on male/female, racial, or other specific issues.
- Participants can be instructed to draw caricatures of themselves or each other, based on the essays.

Submitted by Allen J. Schuh.
PHYSICAL CHARACTERISTICS DESCRIPTION SHEET

Instructions: Check or circle those descriptions that apply to your partner. Make any notes that you think are pertinent.

First name of person described: ____________________________________________

1. Hair (color, length, curly or straight, style)

2. Facial hair (whiskers, beard, mustache, sideburns)

3. Eyebrows (straight, arched, thick, thin, plucked)

4. Eyes (color, shape, spacing)

5. Eyeglasses, contact lenses, or sunglasses

6. Evidence of need for glasses (squinting, peering, etc.)

7. Chin (normal, protruding, receding)

8. Nose (large, small, crooked, straight, broad, thin)

9. Mouth (full, thin, open, closed, color)

10. Teeth (condition, size, color)

11. Ears (large, small, protruding, flat, size of lobes)

12. Neck (thick, thin, long, short)

13. Race (Black, Caucasian, Asian, etc.)
14. Skin (color, texture, scars or marks, tattoos)

15. Hands (condition of fingers, bent or straight, hairiness)

16. Fingernails (length, condition, cleanliness)

17. Feet (small, large, type of shoe)

18. Body build (heavy, thin, muscular, average, shapely, etc.)

19. Height (normal, tall, short)

20. Weight (average, over, under)

21. Evidence of illness or allergies

22. Age

23. Clothing:

   | cap or hat | shirt or blouse or T-Shirt | cosmetics |
   | undershirt | jewelry or watch            | slip      |
   | socks, hose| tie                        | shoes     |
   | jacket or coat | dress or trousers | perfume or scent |

24. Unique characteristics

25. General cleanliness

*Name of person providing description: ________________________________*
WHOM TO CHOOSE:
VALUES AND GROUP DECISION MAKING

Goals

- To offer the participants an opportunity to examine their individual values and how these values affect the decisions they make.
- To allow the participants to assess the degree to which they have common values and the impact of this degree of commonality on their subgroup’s decision making.
- To develop the participants’ awareness of their own individual problem-solving strategies.

Group Size

Up to five subgroups of five to seven members each.

Time Required

Forty-five minutes to one hour.

Materials

- A copy of the Whom to Choose Nominees Sheet for each participant.
- A copy of one of the three Whom to Choose Situation Sheets for each participant.
- A pencil for each participant.
- Newsprint and a felt-tipped marker.

Physical Setting

A room large enough to accommodate a circle of chairs for the participants and to allow for a general subgroup discussion.

Process

1. After introducing the goals of the activity, the facilitator explains that it is much more difficult to make choices based on values than on facts, but that we often make unconscious “value” decisions and that part of self-growth can include
understanding one’s own value system in order to make more intelligent or appropriate choices.

2. The facilitator forms subgroups and gives each participant a copy of the Whom to Choose Nominees Sheet, a copy of one of the Whom to Choose Situation Sheets, and a pencil. The members of each subgroup receive the same situation sheet, but other subgroups may receive a different situation sheet. The participants are instructed to spend five minutes making their personal choices.

3. The facilitator asks each subgroup to spend thirty minutes making its selections and recording the results on newsprint. During this time the facilitator remains accessible to answer questions and to observe the process.

4. After the subgroups have completed the decision-making task, the facilitator leads a discussion of the following issues:
   - The members’ reactions to the activity;
   - How the individual members approached the problem;
   - How their values affected their individual decisions;
   - How the similarities and differences in individual values affected the subgroup’s decision; and
   - How the participants can apply what they have learned in other situations in which values may be important to a subgroup decision.

Variations

- Instead of choosing six people from the sheet of nominees, the participants may rank order each of the twenty-four names, using “1” as the first choice and “24” as the last, or pick the top three and bottom three from the list of twenty-four.
- Names of people who are prominent in the local community, in the recent news, or in other fields may be used.

Submitted by Charles L. Eveland and Dorothy M. Hai.
WHOM TO CHOOSE NOMINEES SHEET

Woody Allen  Mother Teresa of Calcutta
Marian Wright Edelman  Edward Kennedy
Mikhail Baryshnikov  Jerry Lewis
Salman Rushdie  Nelson Mandela
Bill Cosby  Lech Walesa
John Kenneth Galbraith  Martina Navratilova
Gerard Depardieu  Sandra Day O’Connor
Dalai Lama  Gabriel Garcia Marquez
Wayne Gretzky  Carl Sagan
Stephen Hawking  Jonas Salk
Jesse Jackson  Beverly Sills
Florence Griffith Joyner  Corazon Aquino

WHOM TO CHOOSE SITUATION SHEET 1

Kidney Transplant

Dialysis is not a suitable long-term answer to the problem of kidney failure. Without transplants, people who have nonfunctioning kidneys eventually die because of their condition. Unfortunately, there are many more applicants for transplants than there are available kidneys.

Scand Medical Center is renowned for its kidney transplants. A committee of doctors screens all applicants to see who would physically benefit most from a kidney transplant. For instance, a person with chronic emphysema or some other debilitating disease might not recover well from the operation.

You are on the hospital’s final screening committee. All of the applicants on your list have been determined to benefit equally from the transplant. Assume they will all match the donors. Now it is up to you to make a choice about which six people will receive kidneys this year. Rank order the six by importance because it may be that only four or five kidneys will be available. In addition, rank order two alternates because there might be as many as eight kidneys available for transplants.

After you have made your personal choices, you will share them with your subgroup. Then the subgroup will make a final decision.
WHOM TO CHOOSE SITUATION SHEET 2

Lifeboat

The S.S. Titanic II has just hit an iceberg and will sink in one hour. All lifeboats are assigned except one. For this last lifeboat you must select six people from the list of twenty-four. Remember, these six people will be the only survivors of the group of twenty-four.

After that is done, your next task is the allocation of resources. The lifeboat contains enough food and water for seven days. Assume a rescue will not occur before seven days and may take as many as fourteen. If this is so, food must be severely rationed. You must decide what to do in case a fourteen-day lifeboat stay is required:

- Reduce everyone’s food by one-half.
- Reduce some of the group (of six) members’ food and not others, so that those with full allocations of food have a greater chance to make it through the fourteen days.

You will then share your choices with your subgroup, and it will make a final decision.

WHOM TO CHOOSE SITUATION SHEET 3

Spaceship

The Spaceship Foundation is preparing to send a craft on a journey through our galaxy. It will contain information on the earth’s cultures, history, and notable people.

You must choose six notable people (from the list of twenty-four) whose biographies will be included with the Foundation’s material. This material is intended to be intercepted by extraterrestrial beings and will serve as the basis for the impressions they form of the Earth.

You will then share your choices with your subgroup, and it will make a final decision.
YOUNG/OLD WOMAN: A PERCEPTION EXPERIMENT

Goals

- To focus on individual reactions to the same stimulus.
- To examine the effects of the immediate environment on an individual’s reactions and perception.

Group Size

Any number of participants divided into an even number of subgroups of seven or eight members each.

Time Required

Fifty minutes.

Materials

- Copies of Discussion Guide A for half the participants and copies of Discussion Guide B for the other half.
- A copy of the Work Sheet for each subgroup.
- A copy of the Young/Old Woman picture¹ for the facilitator.
- A pencil for each participant.
- Newsprint, masking tape, and a felt-tipped marker for the facilitator.

Physical Setting

A room large enough for subgroups to meet privately.

Process

1. The facilitator divides the participants into an even number of subgroups and gives each participant in half of the subgroups a copy of Discussion Guide A and

¹ This picture was brought to the attention of psychologists by Edwin G. Boring in 1930. Created by cartoonist W. E. Hill, it was originally published in Puck, November 6, 1915, as “My Wife and My Mother-in-law.” It is a classic.
each participant in the other half of the subgroups a copy of Discussion Guide B to read and discuss. All participants receive pencils.

2. The facilitator goes in turn to each subgroup to answer any questions while the discussions are being conducted. (Ten minutes.)

3. The facilitator stops the discussions, holds up the Young/Old Woman picture, and tells all participants to look at the picture he or she is holding up and then silently, with no discussion among themselves, to write down on their discussion guides a brief description of the subject of the picture. (Five minutes.)

4. Each subgroup tabulates the responses of its members, according to the subject described. (Five minutes.)

5. The facilitator lists the results on newsprint, using a chart such as the following, and points out any trends. (Five minutes.)

<table>
<thead>
<tr>
<th>Subject of Picture</th>
<th>“A” Groups</th>
<th>“B” Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young Woman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Old Woman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
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</tbody>
</table>

6. The facilitator gives each subgroup a copy of the Work Sheet and tells the subgroup members to discuss each question and prepare a short report for the entire group. (Ten minutes.)

7. The facilitator leads a discussion of the experience, hearing reports from each subgroup. (Fifteen minutes.)

Variations

- Each individual can be given ten seconds to look at the picture and then write down perceptions for discussion.
- Other pictures may be used, with appropriate changes in the discussion guides.
- Subgroups may be formed according to sex or some other appropriate criterion.
- A projective object or story may be used, instead of the picture. For example, “She walked with an aristocratic carriage, and under her fox fur she wore a classic suit that would always be in style.” Participants can then briefly describe the woman they picture in their minds, estimating her age and general appearance.

Submitted by William R. Mulford.
DISCUSSION GUIDE A

Young Women’s Fashions

It is often said that today’s young woman is not fashion conscious; she prefers dirty blue jeans and scruffy men’s shirts to furs and silk scarves. What does your subgroup think about this statement? Discuss the issue quietly among yourselves.
DISCUSSION GUIDE B

*Old People’s Homes*

It is sometimes said that old people’s homes are sad places, for all elderly people need the company of their families and grandchildren, not only the company of other elderly people.

Put yourself in the place of an older person. Pretend your subgroup is made up of residents of an old people’s home. How do members of your subgroup feel about their lives? Discuss this quietly among yourselves.
WORK SHEET

1. How many participants first saw a young woman? An old woman?

2. Were there any other consistent differences in perception? Did women respond differently from men?

3. Why did individuals react differently to the same stimulus?

4. What influence did the previous group discussions have on what people saw?

5. What comparisons can you draw with real-world situations?
NEGOTIATING DIFFERENCES:
AVOIDING POLARIZATION

**Goals**

- To identify the dimensions along which people may differ.
- To explore the potential for persons to complement as well as conflict with one another, as a result of such differences.
- To negotiate a contract for coordinating different personal styles or opinions.

**Group Size**

An unlimited number of trios.

**Time Required**

Approximately one hour.

**Materials**

- Newsprint and a felt-tipped marker.

**Physical Setting**

A room large enough for trios to interact without disrupting one another.

**Process**

1. The facilitator elicits from participants a list of polar dimensions used to describe people (e.g., task/social, assertive/unassertive, cognitive/affective, etc.) and posts it on newsprint.

2. The facilitator identifies a dimension that is of interest to participants and on which participants appear well distributed. The participants are instructed to form a “lineup,” with the ends of the line representing the poles of the dimension and the participants distributed along it according to their perceptions of themselves.

3. The persons at one end of the line are told to form a pair with a person at the opposite end. The one-third of the participants who are closest to the “middle-of-
the-road” position are assigned to serve as observers of the polar pairs and are each to help keep their partner pair on the task.

4. The trios (two opposite participants and their process observer) disperse around the room.

5. Each opposite in a pair describes himself or herself to his or her partner regarding his or her pole of the dimension.

6. Each partner then states his or her stereotype of his or her partner on that dimension.

7. The partners discuss how their differences complement each other and then discuss how their differences potentially conflict.

8. The pair finally negotiates a contract in which they attempt to complement each other and prevent conflict or deal with conflict constructively when it occurs.

9. The process observer for each pair shares his or her perceptions of their negotiation process.

10. The entire group is reconvened, and the facilitator leads a discussion of the process. The facilitator may focus on such issues as methods of confrontation, win-lose situations, or styles of resolving conflict.

Variations

- The activity can be repeated with different dimensions being discussed.
- The experience can be used as an intervention in a polarized situation with the lineup focusing on an actual issue.
- In step 6, partners can take turns paraphrasing what the other has said, rather than sharing stereotypes.
- The third person can serve as an intervener instead of an observer.
- Participants can line up in categories (strongly disagree; disagree, agree, strongly agree), depicting the way they feel about a particular issue. They are then paired off (“strongly disagree” with “strongly agree,” “disagree” with “agree,” etc.). No middle-ground (uncommitted, neutral) positions are allowed.

Submitted by David X. Swenson.
# PREJUDICE: AN AWARENESS-EXPANSION ACTIVITY

**Goals**

- To share feelings and ideas about prejudices in a nonthreatening manner.
- To explore the validity of common prejudices.

**Group Size**

An unlimited number of trios.

**Time Required**

One to one and one-half hours.

**Materials**

- Two blank 3" x 5" index cards for each participant.
- Ten 3" x 5" index cards prepared ahead of time according to the Directions for Preparing Prejudice Cards.
- A pencil for each participant.

**Physical Setting**

Three chairs arranged in a triangle, with one chair facing the other two, for each subgroup.

**Process**

1. The facilitator distributes two blank index cards and a pencil to each participant. He or she reads the list of ten prejudices from the prepared cards and directs the participants to write one additional object of prejudice on each of their two blank cards, a different item on each card.

2. The facilitator collects the index cards, adds them to the ten prepared cards, and shuffles the stack.

3. The facilitator divides the participants into trios. One member from each subgroup takes two cards off the top of the stack, looks at both and selects one.
The other card is returned to the stack. Each of these members then returns to his or her place, facing the other two members of the trio.

4. The member with the card in each trio announces the subject of his or her card to his or her subgroup. The other subgroup members verbally assault and make disparaging or stereotyped remarks about the subject of prejudice, while the member holding the card refutes their statements and defends the item or group being attacked. (Three to five minutes.)

5. Each member takes a turn being the person who selects a card and defends the object of prejudice.

6. The facilitator leads the total group in a discussion of the following points:
   - What types of prejudicial statements were made by the participants?
   - Did any participants admit having any prejudices? What were they?
   - Were any prejudices held in common by a number of members?
   - How did the selected members defend the objects of the prejudices?
   - How did the members feel when they were seated alone defending their subject against the other subgroup members?
   - How did members feel if they perceived themselves as fitting a stereotyped subject?
   - How did members feel when they were making stereotypical remarks?
   - What did this experience tell subgroup members about their own prejudicial perceptions and behavior?

The facilitator then leads a discussion of the fallacies of the usual prejudices found in society today, the results of such attitudes, and ways to deal with or refute them.

**Variations**

- Different prejudice cards can be prepared to suit the particular participant subgroup’s environment.
- The activity can be conducted in pairs.
- The stereotype can be role played.
- The stereotype can be defended by a person who is a member of the stereotyped group.
- Participants can be asked to defend a subject against which they are personally prejudiced.
- Each participant can choose any card to defend.

Submitted by Richard Raine.
DIRECTIONS FOR PREPARING PREJUDICE CARDS

On each of ten 3" x 5" index cards, write the name of one thing or group that is commonly the object of prejudice.

Sample Items

Women
Catholics
Blacks/People of color
Jews
Foreigners
Protestants
Italians
Redheads
Polish people
Fat people
Mexicans
Drinkers
Arabs
Smokers
Police
Loud people
Bureaucrats
Teenagers
Politicians
Hard-rock musicians

Old people
Motorcyclists
Children
Gun advocates
Spiders
Intellectuals
Homosexuals
Southerners
Military people
Country folk
Academicicans
Movie stars
Asians
Car salesmen
Big cities
Dog or cat owners
Small towns
Social climbers
Liberals
Conservatives
DATA SURVEY: EXPLORING STEREOTYPES

Goals

- To discover how one makes judgments about others on the basis of age, race, sex, or ethnic stereotypes.
- To provide an opportunity to examine personal reactions to the issue of prejudice.

Group Size

Unlimited.

Time Required

Approximately one and one-half hours.

Materials

- A set of eight Data Survey Sheets for each participant.
- A pencil for each participant.
- Newsprint and a felt-tipped marker.
- Masking tape.

Physical Setting

A room large enough to allow all participants to write in relative privacy and to conduct group discussions without distracting one another.

Process

1. The facilitator gives each participant a copy of Data Survey Sheets AI, RI, SI, and EI and a pencil. The participants are told to circle the choice under each item that they think is indicated by the information they have about the person being evaluated. The facilitator tells them that they have eight minutes in which to complete all four work sheets.

2. After eight minutes, the facilitator calls time and collects all Data Survey Sheets. A second set of Data Survey Sheets (AII, RII, SII, and EII) is distributed to the participants and they are given eight minutes in which to complete the sheets.
3. While the participants are marking their work sheets, the facilitator tabulates and summarizes the members’ judgments from the first set of Data Survey Sheets (AI, RI, SI, and EI) on a previously prepared sheet of newsprint. (See the Format for the Data Survey Tabulation Summary.)

4. The facilitator calls time and collects the Data Survey Sheets from the participants. The facilitator divides the participants into subgroups of five to seven members each and directs them to share their reactions to the experience. (Ten minutes.)

5. While the participants are engaged in subgroup discussion, the facilitator tabulates and summarizes the responses from the second set of Data Survey Sheets on the prepared newsprint poster. The facilitator calls time, directs the participants to assemble in one group, and posts the newsprint tabulations where all can see them.

6. The facilitator elicits comments from the group about members’ reactions to the experience. (Five to ten minutes.)

7. The facilitator directs the participants’ attention to the tabulations of the confidence ratings in the two sets of Data Survey Sheets and summarizes the responses, including any contrasts in the responses from the first and second rounds. The facilitator then leads the group in a discussion of the implications of the data in the two sets of responses as they relate to the issue of stereotyping people. (Fifteen minutes.)

8. The participants cite examples of ways in which prejudices about age, race, sex, or ethnic background operate in their day-to-day lives, both socially and on the job. Various strategies for coping with the negative impact of prejudice are then developed by the participants and listed on newsprint by the facilitator. (Ten to fifteen minutes.)

9. Each participant is directed to privately consider areas or situations in which he or she can apply these learnings to back-home or on-the-job situations. (Five minutes.)

10. The participants are paired off and instructed to share one situation faced by each partner and the strategy that person intends to use in coping with it. Partners also are instructed to help clarify strategies and/or coach each other. (Ten minutes.)
### Format for the Data Survey Tabulation Summary

<table>
<thead>
<tr>
<th>AI</th>
<th>RI</th>
<th>SI</th>
<th>EI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td>A</td>
<td>B</td>
<td>Item</td>
</tr>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>3.</td>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>

Average of all confidence ratings submitted =

<table>
<thead>
<tr>
<th>AII</th>
<th>RII</th>
<th>SII</th>
<th>EII</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td>A</td>
<td>B</td>
<td>Item</td>
</tr>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>3.</td>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>

Average of all confidence ratings submitted =

Submitted by Thomas J. Mulhern and Maureen A. Parashkevov.
DATA SURVEY SHEET AI

Character: Nurse at Letchworth Village Developmental Center named Lee Scott.
Instructions: For each of the items below, circle the choice that you think best describes Lee.

1. When assigned new responsibilities:
   a. catches on quickly
   b. continues old patterns

2. Preference in music:
   a. classics
   b. popular

3. Political attitude:
   a. conservative
   b. liberal

4. Work performance:
   a. energetic but impulsive
   b. slow but thorough

5. Considers job valuable because:
   a. pension is good
   b. work is challenging

Circle the number that best represents the degree of confidence you have in the above judgments.

<table>
<thead>
<tr>
<th>Little Confidence</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>High Degree of Confidence</th>
</tr>
</thead>
</table>

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DATA SURVEY SHEET RI

Character: Twenty-eight-year-old male, resident of Minneapolis, named Bill Rogers.
Instructions: For each of the items below, circle the choice that you think best describes Bill.

1. Favorite television program:
   a. news
   b. adventure

2. Employment:
   a. laborer
   b. accountant

3. Preference in clothing:
   a. conservative, dark colors
   b. bright colors, sharp styles

4. Religious background:
   a. Episcopal
   b. Baptist

5. Sports preference:
   a. basketball
   b. tennis

Circle the number that best represents the degree of confidence you have in the above judgments.

Little Confidence 1 2 3 4 5 6 7 High Degree of Confidence
DATA SURVEY SHEET SI

Character: Airline clerk, resident of Cleveland, named Chris Jones.
Instructions: For each of the items below, circle the choice that you think best describes Chris.

1. In difficult situations:
   a. acts independently
   b. is dependent on others

2. Personality on day-to-day basis is characterized by:
   a. marked emotionality
   b. little emotionality

3. Regarding automobiles specifically and mechanical devices in general:
   a. is skillful
   b. possesses little skill

4. Family matters at home:
   a. frequently affect work performance
   b. rarely affect work performance

5. When making decisions:
   a. relies on rational methods
   b. relies on intuition

Circle the number that best represents the degree of confidence you have in the above judgments.

<table>
<thead>
<tr>
<th>Little Confidence</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>High Degree of Confidence</th>
</tr>
</thead>
</table>

DATA SURVEY SHEET EI

Character: Twenty-eight-year-old married male, resident of New York City, named Joseph.

Instructions: For each of the items below, circle the choice that you think best describes Joseph.

1. Preference in beverages:
   a. beer
   b. Scotch

2. Preference in recreation:
   a. boxing matches
   b. opera

3. Number of children:
   a. two
   b. five

4. Occupation:
   a. teacher
   b. policeman

5. Political attitude:
   a. conservative
   b. liberal

Circle the number that best represents the degree of confidence you have in the above judgments.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little Confidence</td>
<td>High Degree of Confidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DATA SURVEY SHEET AII

Character: Sixty-three-year-old nurse at Letchworth Village Developmental Center named Lee Scott.

Instructions: For each of the items below, circle the choice that you think best describes Lee.

1. When assigned new responsibilities:
   a. catches on quickly
   b. continues old patterns

2. Preference in music:
   a. classics
   b. popular

3. Political attitude:
   a. conservative
   b. liberal

4. Work performance:
   a. energetic but impulsive
   b. slow but thorough

5. Considers job valuable because:
   a. pension is good
   b. work is challenging

Circle the number that best represents the degree of confidence you have in the above judgments.

Little
Confidence 1 2 3 4 5 6 7 High Degree
of Confidence

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DATA SURVEY SHEET RII

Character: Twenty-eight-year-old black male, resident of Minneapolis, named Bill Rogers.

Instructions: For each of the items below, circle the choice that you think best describes Bill.

1. Favorite television program:
   a. news
   b. adventure

2. Employment:
   a. laborer
   b. accountant

3. Preference in clothing:
   a. conservative, dark colors
   b. bright colors, sharp styles

4. Religious background:
   a. Episcopal
   b. Baptist

5. Sports preference:
   a. basketball
   b. tennis

Circle the number that best represents the degree of confidence you have in the above judgments.

Little Confidence 1 2 3 4 5 6 7 High Degree of Confidence
DATA SURVEY SHEET SII

Character: Female airline clerk, resident of Cleveland, named Chris Jones.
Instructions: For each of the items below, circle the choice that you think best describes Chris.

1. In difficult situations:
   a. acts independently
   b. is dependent on others

2. Personality on day-to-day basis is characterized by:
   a. marked emotionality
   b. little emotionality

3. Regarding automobiles specifically and mechanical devices in general:
   a. is skillful
   b. possesses little skill

4. Family matters at home:
   a. frequently affect work performance
   b. rarely affect work performance

5. When making decisions:
   a. relies on rational methods
   b. relies on intuition

Circle the number that best represents the degree of confidence you have in the above judgments.

<table>
<thead>
<tr>
<th>Little Confidence</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>High Degree of Confidence</th>
</tr>
</thead>
</table>

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DATA SURVEY SHEET EII

Character: Twenty-eight-year-old married male, resident of New York City, named Joseph O’Shaugnessy.

Instructions: For each of the items below, circle the choice that you think best describes Joseph.

1. Preference in beverages:
   a. beer
   b. Scotch

2. Preference in recreation:
   a. boxing matches
   b. opera

3. Number of children:
   a. two
   b. five

4. Occupation:
   a. teacher
   b. policeman

5. Political attitude:
   a. conservative
   b. liberal

Circle the number that best represents the degree of confidence you have in the above judgments.

Little 1 2 3 4 5 6 7 High Degree of Confidence
ALL IOWANS ARE NAIVE: BREAKING CULTURAL STEREOTYPES

Goals

- To increase the participants’ awareness of the stereotypes that they hold.
- To provide the participants with an opportunity to share their feelings about being the objects of stereotyping.
- To allow the participants to observe how others feel when they are negatively stereotyped.

Group Size

Five to ten pairs. (This activity is best used with a well-established, mature group.)

Time Required

Approximately one and one-half hours.

Materials

- A copy of All Iowans Are Naive City-and-State Combinations (enough combinations to accommodate all pairs). Prior to conducting the activity, the facilitator should cut these combinations along the horizontal and vertical dashed lines so that on each resultant slip of paper is the name of a city or a state. Then the facilitator should stack the slips of paper in such a way that no city is directly above or below its state.
- Enough stereotypical statements to accommodate all pairs. The facilitator can elect to use statements from one of the four sheets—the All Iowans Are Naive Regional Stereotypes, the All Iowans Are Naive Occupational Stereotypes, the All Iowans Are Naive Ethnic-Group Stereotypes, or the All Iowans Are Naive Gender Stereotypes—or a combination of statements from more than one sheet. Before conducting the activity, the facilitator should cut the chosen statements along the horizontal and vertical dashed lines so that on each resultant slip of paper is the object of a stereotype (for example, “All artists”) or a stereotypical image (for example, “are temperamental”). After the statements have been cut apart, the slips of paper should be stacked in such a way that no object of a stereotype is directly above or below its stereotypical image.
- Blank sheets of paper and a pencil for each participant.
**Physical Setting**

A room with plenty of space so that the participants can move around freely. A writing surface also should be provided for each participant.

**Process**

1. The facilitator distributes the slips of paper on which are printed the names of cities or states. Each participant is instructed to find the person in the room whose slip of paper pairs with his or hers to form an accurate city-and-state combination. (For example, the person whose slip of paper reads “Spokane” should locate the person whose slip of paper reads “Washington.”)

2. When everyone has found a partner, the facilitator asks each pair to tell the group its city-and-state match. The group, in turn, indicates whether the match is correct. (This phase of the activity not only renews everyone’s knowledge of geography, but also serves as a warm-up and prepares the participants for the next step.)

3. The facilitator distributes the slips of paper on which are printed the objects of stereotypes or stereotypical images. Each participant is instructed to find the person in the room whose slip of paper pairs with his or hers to form a complete, stereotypical statement. The facilitator should emphasize that each participant must find a match and that both people must agree on any given match.

4. When all participants have found partners, the facilitator asks each pair to recheck its sentence silently to confirm the match. At this time the participants should be given a chance to make other matches if they are not content with their original choices.

5. The pairs take turns reading their sentences aloud. After each sentence is read, the participants are asked to respond by stating what they think of the sentence, how they feel about it, and whether they believe it is true. (Twenty minutes.)

6. After all sentences have been read and responses have been made, the facilitator leads a discussion about stereotypes. The following questions should be included:
   - What are stereotypes?
   - How do we form stereotypes (either negative or positive)?
   - What purpose do stereotypes serve?
   - What effect do stereotypes have on those being stereotyped? On those espousing the stereotypes?
   - How can we break the stereotypes that we have formed?

   (Twenty minutes.)
7. When the discussion has been concluded, the facilitator distributes blank sheets of paper and pencils. The participants are instructed to write five negative ways in which they and/or groups they represent have been stereotyped (either during this activity or previously). (Ten minutes.)

8. The participants are then assembled into subgroups of four or five each and are asked to share their written stereotypes and to discuss how they feel about them and what they might be able to do about them. (Fifteen minutes.)

9. The total group is reconvened, and the facilitator elicits the participants’ ideas regarding productive action that can be taken to reduce stereotyping.

**Variations**

- A different type of warm-up may be substituted for the activity involving the city-and-state combinations, or the facilitator may begin the structured experience with step 3.
- The experience may be adapted for use in an office setting by dealing exclusively with stereotypes about administrators, office managers, secretaries, typists, filing clerks, and so forth.
- With an ongoing or a newly formed work group, the facilitator may elect to use only stereotypes that might affect relationships within the group.

Submitted by Michael Maggio and Nancy Allen Good.
### ALL IOWANS ARE NAIVE City-AND-STATE COMBINATIONS

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spokane</td>
<td>Washington</td>
</tr>
<tr>
<td>Lubbock</td>
<td>Texas</td>
</tr>
<tr>
<td>Fresno</td>
<td>California</td>
</tr>
<tr>
<td>Wichita</td>
<td>Kansas</td>
</tr>
<tr>
<td>St. Petersburg</td>
<td>Florida</td>
</tr>
<tr>
<td>Bangor</td>
<td>Maine</td>
</tr>
<tr>
<td>Bismarck</td>
<td>North Dakota</td>
</tr>
<tr>
<td>Knoxville</td>
<td>Tennessee</td>
</tr>
<tr>
<td>Dayton</td>
<td>Ohio</td>
</tr>
<tr>
<td>Provo</td>
<td>Utah</td>
</tr>
</tbody>
</table>
## ALL IOWANS ARE NAIVE REGIONAL STEREOTYPES

<table>
<thead>
<tr>
<th>Region</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>All West Virginians</td>
<td>are unsophisticated.</td>
</tr>
<tr>
<td>All Californians</td>
<td>are dope addicts.</td>
</tr>
<tr>
<td>All Midwesterners</td>
<td>are provincial.</td>
</tr>
<tr>
<td>All New Yorkers</td>
<td>are snobs.</td>
</tr>
<tr>
<td>All Texans</td>
<td>are loud.</td>
</tr>
<tr>
<td>All Oklahomans</td>
<td>are farmers.</td>
</tr>
<tr>
<td>All New Englanders</td>
<td>are brusque.</td>
</tr>
<tr>
<td>All Southerners</td>
<td>are bigots.</td>
</tr>
<tr>
<td>All Iowans</td>
<td>are naive.</td>
</tr>
<tr>
<td>All Floridians</td>
<td>are rich retirees.</td>
</tr>
</tbody>
</table>
### ALL IOWANS ARE NAIVE OCCUPATIONAL STEREOTYPES

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>All artists</td>
<td>are temperamental.</td>
</tr>
<tr>
<td>All accountants</td>
<td>are dull and boring.</td>
</tr>
<tr>
<td>All lawyers</td>
<td>are unscrupulous.</td>
</tr>
<tr>
<td>All entertainers</td>
<td>are rich and shallow.</td>
</tr>
<tr>
<td>All psychiatrists</td>
<td>are crazy.</td>
</tr>
<tr>
<td>All politicians</td>
<td>are dishonest.</td>
</tr>
<tr>
<td>All policemen</td>
<td>take bribes.</td>
</tr>
<tr>
<td>All housewives</td>
<td>are unintelligent.</td>
</tr>
<tr>
<td>All used-car salesmen</td>
<td>are liars.</td>
</tr>
<tr>
<td>All truck drivers</td>
<td>are slovenly.</td>
</tr>
</tbody>
</table>
## ALL IOWANS ARE NAIVE ETHNIC-GROUP STEREOTYPES

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Stereotype</th>
</tr>
</thead>
<tbody>
<tr>
<td>All blacks</td>
<td>are lazy.</td>
</tr>
<tr>
<td>All Arabs</td>
<td>are greedy.</td>
</tr>
<tr>
<td>All Asians</td>
<td>are inscrutable.</td>
</tr>
<tr>
<td>All Italians</td>
<td>are members of the Mafia.</td>
</tr>
<tr>
<td>All Irish people</td>
<td>are heavy drinkers.</td>
</tr>
<tr>
<td>All Scottish people</td>
<td>are miserly.</td>
</tr>
<tr>
<td>All Puerto Ricans</td>
<td>are gang members.</td>
</tr>
<tr>
<td>All Polish people</td>
<td>are stupid.</td>
</tr>
<tr>
<td>All French people</td>
<td>are promiscuous.</td>
</tr>
<tr>
<td>All English people</td>
<td>are aloof.</td>
</tr>
</tbody>
</table>
### ALL IOWANS ARE NAIVE GENDER STEREOTYPES

<table>
<thead>
<tr>
<th>All women</th>
<th>are bad drivers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All women</td>
<td>are emotional.</td>
</tr>
<tr>
<td>All women</td>
<td>are illogical.</td>
</tr>
<tr>
<td>All women</td>
<td>are manipulative.</td>
</tr>
<tr>
<td>All women</td>
<td>are weak.</td>
</tr>
<tr>
<td>All men</td>
<td>are forgetful.</td>
</tr>
<tr>
<td>All men</td>
<td>are insensitive.</td>
</tr>
<tr>
<td>All men</td>
<td>are unemotional.</td>
</tr>
<tr>
<td>All men</td>
<td>are preoccupied with sex.</td>
</tr>
<tr>
<td>All men</td>
<td>are selfish.</td>
</tr>
</tbody>
</table>
GROUP COMPOSITION: A SELECTION ACTIVITY

Goals
- To explore the process of selection of group members.
- To assist facilitators in identifying their biases about group composition.
- To study similarities and differences between personal growth and psychotherapy groups.

Group Size
An unlimited number of subgroups of three to six members each.

Time Required
Approximately one and one-half hours.

Materials
- A copy of the Group Composition Candidate Profile Sheet for each participant.
- Paper and a pencil for each participant.
- Newsprint, masking tape, and a felt-tipped marker.

Process
1. Without discussing the goals of the activity, the facilitator distributes copies of the Group Composition Candidate Profile Sheet and instructs participants to study it silently. (Ten minutes.)
2. The facilitator forms subgroups of three to six members each. The subgroups are seated separately and instructed that each is to select a group of no more than eight persons from among the candidates on the list. The selection is to be a consensus decision. (Twenty minutes.)
3. As soon as the subgroups have begun the task, the facilitator privately tells half of the subgroups to select candidates for a psychotherapy group. He or she tells the other half of the subgroups (privately) to select candidates for a personal growth group.
4. After the selection task, the subgroups are directed to abstract the principles, values, and biases that prompted their choices. (Ten minutes.)

5. The selections from each subgroup are posted on newsprint. The facilitator then leads a general discussion. He or she may deliver a lecturette on group composition and the distinctions between growth groups and psychotherapy groups.¹

**Variations**

- The list of candidates can be given to members of an ongoing psychotherapy or personal growth group with instructions that they choose two or three candidates as new members of their own group. The group can be directed to reach agreement through balloting, power plays, or consensus seeking. Processing can be done in terms of group biases, values, norm development, or inclusion issues.

- After a group has been composed from the profile sheet, members can be assigned to role play specific candidates. The role play can be used as an exercise in intervention practice or as a dramatization of critical incidents.

- Co-facilitators can imagine critical incidents that might happen both in and out of the meetings of the group that they have composed. They then share these expectations with each other and indicate whether they would promote or discourage such occurrences.

¹ On the Group Composition Candidate Profile Sheet, those members whose names form the acronym SICK (Stan, Ivan, Charleen, Karen) have profiles slanted toward psychopathology; those profiles forming the acronym WELL (Will, Ellen, Len, Lois) are slanted toward health; while those that spell NORM (Nancy, Olina, Roger, Murray) are purposely ambiguous.

Based on material submitted by Gerald M. Phillips. Revised by Anthony G. Banet, Jr.
GROUP COMPOSITION CANDIDATE PROFILE SHEET

CHARLEEN. Caucasian, female, age 29; B.A. (philosophy); employed as newsletter editor in a manufacturing company; reports no hobbies or activities.

“I like the changes in the Catholic Church. I only wish I could take part in what is happening, but I seem to be mostly a spectator, not a participant. I tend to be liberal in politics but I’m really apathetic when it comes to action.

“I don’t understand my own sex drives. A few years ago I had both lesbian and heterosexual experiences. Now I don’t have sexual relations at all, not even temptations. I have often wanted to try drugs, marijuana especially, but I don’t seem to have the courage to try it. My highly moral superego tells me it is not worth it.

“There is nothing distinguishing about me. I read a lot, spend a lot of time just thinking—alone. I wish I could teach in a junior college somewhere. I wanted to, but I felt I wouldn’t be any good in the classroom.”

Physical description: Charleen is tall and thin. She has short red hair. She dresses neatly but in very bright colors and clashing combinations.

Personal concern: Charleen complains that she cannot talk well with others. She reports that her mind wanders and that she cannot concentrate. She complains of loneliness and boredom and has no motivation to take an active part in anything. She was hospitalized briefly five years ago due to depression and a suicide attempt.

KAREN. Caucasian, female, age 23; works part time as a clerk in an adult bookstore near a college campus; takes classes occasionally.

“So I was born Jewish, but I could care less. My parents think I’m worthless, but I think they are part of the establishment that is wrecking this country, so we don’t see each other much. They support me as long as I am a good, husband-hunting little girl, but when I want to go my own way, they argue with me.

“I like sex a lot. I have sex with my boyfriend and with lots of other guys, too. So what? I’ve been using drugs for quite a while. Maybe if we all did drugs together we could get the establishment going right. I really don’t know what to do with my life. I may not live to be thirty-five.”

Physical description: Karen is “ordinary” looking. She dresses with studied slovenliness. She is a bit heavy and big-busted; her hair is relatively unkempt. She rarely smiles. She typically wears tight jeans and loose tops.

Personal concern: Karen feels that other females resent her. She has no female friends. She reports that she sleeps with her boss and the other clerks, as well as with the man she is living with and his friends. Karen says she wants someone to help her become more persuasive because she feels a “call” to sell the world on using drugs to find “perfect peace.”
**ROGER.** Caucasian, male, age 33; engineer; unmarried; reports memberships in religious and conservative political organizations.

“I want to work for a large corporation and help participate in the building of our country’s economy. I want to be a good person and to be married. I think men and women should be virgins when they marry because that is what God wants. If people in our country would only become more religious, we could end poverty and drug use and bad movies and other things. I work as hard as I can so I can be a true witness of Christ.”

**Physical description:** Roger is about 6 feet tall, slim, with pale brown hair and blue eyes. He has some acne scars. He wears glasses, carries a calculator at his belt, and wears his hair closely cropped.

**Personal concern:** Roger reports that he does not have many friends. He spends much of his recreation time alone, at films, lectures, and concerts. He reports that people in his apartment complex do not like to talk to him. He talks a lot about his religion and what it means to him. He thinks that the people who are avoiding him are doing so because they are uninterested in religion. He says that he grew up as an only child, and he wonders a lot about his impact on other people. He is concerned that he may be past the “marrying age.”

**--------------------------------------------**

**OLIMA X.** African-American, female, age 29; operator of an African-American machine-repair shop; claims Muslim religion; one year of college.

“I dropped out of college because it was a white man’s institution. There is no place for a woman and no place for African-Americans. I became a Muslim because there is nothing in Christianity for African-Americans. It’s time we got our own religion going. Jesus was an African-American and that is why the Jews killed him. I want to help my people be themselves.

“I’m not talking to you about sex or drugs. You whites think all we African-Americans want is sex and drugs. You want to be an anthropologist, become one of us and live with us, and then you’ll know how we live.”

**Physical description:** Olima is short, stout, and very dark and wears a high Afro hairdo and Afro-style clothing. She wears a medallion around her neck and fingers it constantly.

**Personal concern:** Olima makes it clear that she trusts only African-Americans. She demands an African-American group leader and says that she will not work with anyone else. She reports that she feels she needs to learn how to control her hostilities so she can be more effective in “bringing the revolution.” Olima says she knows she turns some people off but that she is willing to sacrifice close relationships if that is what it takes to produce social change. She reports some insomnia and worry over her worth as a person.
STAN. Caucasian, male, age 24; plays on the taxi squad for a professional football team and works as a part-time bartender; no religion.

“As far as politics go, I think we needed somebody in our country to stop the march of communism.

“I like sex. Sex is what women think about when I’m around. I never stayed with a woman after she didn’t satisfy me sexually any more. There isn’t a woman I couldn’t satisfy. Don’t ask me about homosexual stuff—they really bug me.

“I’m going to make the football team one of these days. If I don’t make it this season maybe I’ll move to Canada. I never finished my college degree. I must have gone to seven different schools—those academic types don’t know about real life. So I’ll need to make money playing professional ball to open a bar.”

Physical description: Stan is 6 feet, 4 inches tall, weighs 244 pounds. He looks like the lineman that he is.

Personal concern: Stan expresses uneasiness about the way people respond to him. He thinks he is losing his friends. He is bothered about his legal difficulties—six arrests in the past two years for the “minor” offenses of passing bad checks and possession of marijuana. He is not interested in his relationships with women because he sees them only as sexual objects, but he is concerned that his male friends regard him as “an animal” and are not aware of how sensitive he really is. He was in counseling several years ago, but says, “It didn’t work out. I’m smarter than most of those guys.”

MURRAY. Caucasian, male, age 26; second-year law student.

“I think Jews are smarter than most people and I’m going to hang in there with my people. My political beliefs are clear and definite. We should not get involved with the problems of foreign countries. We have real problems at home. The African-Americans are pushing too hard. I think the secretary of state has the real brains in this country.

“I like women. I go to bed with a lot of them. If they want to sleep with me, I do. I got a girl pregnant once but she got an abortion. I think I’m lucky that it only happened once.

“I’m really ambitious. I’m not exactly first in my class at law school but I’m going to be successful, get a job with a big company, get stock options, then go off on my own.”

Physical description: Murray is tall, dark, and handsome. He dresses like an old-time matinee idol and speaks in a deep, rich voice.

Personal concern: Murray is pleasant and amusing. He wants to find out how to better himself as a leader and wonders why no one is following him. He makes heavy verbal attacks on people who disagree with him. He uses his fluency to take charge of most social situations. It is hard for him to stop talking.
WILL. Caucasian, male, age 30; B.S. and M.S. in biochemistry; employed as director of an experimental lab by a research and development firm; married, no children; wife employed.

“`I’m not sure about religion. I don’t think about it much. I have never been interested in politics. I play classical guitar and I hunt and fish. I like to be alone.

“My wife has recently been complaining about our marriage. I am not too interested in sex. I may have some homosexual tendencies but I don’t see that as a problem—it’s a choice I can make. I don’t want any kids. My wife complains that we have few friends. I don’t think we need more than two or three close friends.”

Physical description: Will is 5 feet, 10 inches tall, weighs about 174 pounds. He has a neatly trimmed beard and moustache, dresses conservatively (somber suit, necktie), and projects a very neat and precise image.

Personal concern: Will is concerned about his “poor relations with others.” He displays irritability in his dealings with women. His wife has complained about her inability to talk with him without incurring his anger. He says that he can dissociate from himself and watch himself behave, but when he “re-enters” himself, he becomes very angry with the people who happen to be around. He would like to learn the reasons behind his anger and some ways to control it. Right now he prefers to be with his superiors in the company, because their position prevents him from getting angry with them.

LEN. African-American, male, age 45; high-school social-studies teacher; married, no children; member of the Protestant Episcopal Church.

“I still go to church, but it doesn’t mean as much to me as it once did. Some politicians are opportunists. I try to teach my students to look at people as I do.

“I think my relationship with my wife is good. We have a good sexual relationship. She works hard to keep our home looking nice. I don’t want her to work. I want to be the provider in my house. I hope some day to go back to school to get a principal’s credential. I surely don’t want to teach in an inner-city school, though.”

Physical description: Len is 6 feet tall, weighs about 200 pounds. He has a light brown complexion. His hair is closely cropped; he has a thin moustache and wears glasses. He dresses conservatively.

Personal concern: Len complains that he is lonely. He feels that his refusal to become involved in African-American political causes has cost him a lot of friends. Most of his male friends have not married, and he feels that his marriage has also been an alienating force. He does not associate much with his colleagues because he is fearful that they see him only as a “token” African-American. He feels that his wife may be becoming bored with him, and he wants to learn how to cultivate friendships. Len says he is convinced that his “African-American experience” is as valid as those with a ghetto background. He reports that he feels “pretty satisfied—maybe too much so.”
IVAN. Caucasian, male, age 26; married, one child (boy, 6 months); owns and operates a farm near a large city.

“I believe in the fellowship of the church and the sacred nature of the land. The farm is not doing well, but as I go to truck-garden crops, it will do better. My wife cooks and cans a lot, and we are living an old-fashioned life. I think I would like to expand the farm so I can raise beef cattle with the garden crops.

“A year ago, I had a brief affair and I feel pretty guilty about it. It happened only once, with a girl I didn’t even know, and it has left me depressed and unhappy. Sometimes I get real suspicious, like someone is going to tell my wife about the affair. It would really break her heart if she knew.”

**Physical description:** Ivan is over 6 feet tall and is well proportioned. He wears short hair and dresses in open-collar shirts and well-laundered jeans.

**Personal concern:** Ivan is worried about his daydreaming and sexual fantasies, and he feels that this is interfering with his relationship with his wife. He has become impotent since his affair a year ago. Ivan reports that he was always awkward with women and that his wife was the only woman he had ever dated. Ivan says that he feels he has missed out on a lot by not dating other women and he is beginning to feel uneasy about his whole life style.

LOIS. Caucasian, female, age 37; married (to a stockbroker), two children; unemployed; graduate degree in social work.

“I enjoyed working after graduation but I began to worry about some of the parts of town I was working in and I couldn’t handle some of the sexist remarks. I met my husband after I had been working one year and I loved him, so I decided it was time to settle down.

“I am in a lot of activities. I am involved in the Junior League and I also work for a local daycare center. We live in a suburb; I go to most of the council meetings. I am running for Democratic committee woman this year.

“My husband and I socialize a lot, mostly with people from his work or from the club. Most of them are older than we are but they are all potential customers. And we see our families a lot. They live close by.”

**Physical description:** Lois is short and chunky. She has thick, long, black hair and looks more like a college freshman than a mother of two. She is energetic; her voice is enthusiastic, though sometimes whiny.

**Personal concern:** Lois has been complaining of boredom. She has been reading a lot of feminist literature and has been wondering lately if she was wise to give up her social-work job. She is most concerned about developing relationships with women her own age.
NANCY. Caucasian, female, age 26; librarian for the local medical center; currently working part time on an advanced library degree.

“I have a lot of conflict with my family. My parents are very concerned because I am not married. I am not interested in marriage. I have never been interested in men. There is nothing peculiar about me, I simply prefer the company of women. I have no sex life. I do not smoke or drink and have never used drugs. I have no deep political or religious commitments. I love art, music, and particularly theater, and I want the freedom to have as much of that as I like.

“I am not concerned about liberation propaganda but I do want the freedom to run my own life. Mostly, I want to be left alone. I have a few good friends and I am not terribly interested in meeting any more people.”

Physical description: Nancy is of medium height and build and wears plain almost austere clothing. She is not unattractive, but she studiously avoids accentuating any female characteristics in her dress.

Personal concern: Nancy wants help in dealing with males, particularly on her job. She feels that men are continually making sexual advances at her. She takes elaborate precautions in her personal life, keeps a triple lock on her apartment door, and does not move about at night unless in the company of two or three other women. She wants to talk with someone about her fears.

ELLEN. Caucasian, female, age 19; liberal arts major at State University; has a B–average.

“I’ve been in a lot of demonstrations for human rights. I enjoy the excitement and the feeling that I am doing something that matters.

“I easily become sexually excited and often find new and exciting partners. I’ve been on the pill for years and I don’t think there is any evil in making love.

“I want to get a helping job where I can be of use to people in trouble and also have time to write poetry that describes my view of the world. I want to be free to be me and to love.”

Physical description: Ellen is short, blonde, and somewhat heavy. She wears loose clothing and sandals. Her clothing is usually covered with slogan-bearing buttons. Her hair is long and unkempt.

Personal concern: Friends have reported that Ellen has been excessively frank with them, revealing the most intimate details of her life in an unsolicited way. She tries to elicit the same information from others. She began to display these high-disclosure tendencies six months ago, after an encounter weekend sponsored by a local church. A roommate whom she respects has urged her to get into a group, but Ellen does not think she has a problem.
GROWTH GROUP VALUES:
A CLARIFICATION ACTIVITY

Goals
- To clarify one’s own value system.
- To explore values held in common within a group.
- To study differences existing between groups.
- To begin to remove stereotypes held by members of different groups.

Group Size
Eight to twelve participants.

Time Required
Approximately one and one-half hours.

Materials
- A copy of the Growth Group Values Work Sheet for each participant.
- Paper and a pencil for each participant.
- Newsprint, a felt-tipped marker, and masking tape.

Physical Setting
A room large enough to permit subgroups to meet without interrupting one another.

Process
1. The facilitator distributes paper and pencils and directs participants to write down a group roster. The order of names is to be determined on the basis of degree of participation as perceived by the individual participant. The top name is the person perceived to be most active, and the bottom name, the participant whom he or she sees as least active. This ranking is carried out independently.
2. After all have finished the ranking procedure, each person in turn reads his or her list, while the others record the rankings that they receive.
3. The facilitator solicits each participant’s reaction to the feedback which he or she has received on his or her level of participation.

4. The facilitator then instructs the group to reach consensus (substantial agreement) on a composite rank-ordering of its members with regard to participation. (The facilitator should carefully note the different levels of participation during this problem-solving phase.)

5. The facilitator leads a discussion of the consensus seeking, helping members to validate the result by examining individual levels of participation during the consensus-seeking phase.

6. Copies of the Growth Group Values Work Sheet are distributed, and participants are instructed to complete the task independently. (Approximately ten minutes.)

7. When all have completed the work sheet, the facilitator forms three subgroups on the basis of the composite participation rank-order (top third, middle third, bottom third).

8. Subgroups are asked to discover which values, as indicated on their work sheets, are most commonly accepted and rejected among themselves. Then they discuss the implications of this in terms of their personal growth needs and their participation in the larger group’s activities. (Approximately twenty minutes.)

9. Each subgroup is asked to select a representative to present the findings to the total group. A brief summary should be rehearsed within the subgroup.

10. The total group is reassembled, and summaries are given by the three representatives. The facilitator tallies on newsprint those values most often accepted and rejected by each of the three subgroups. He or she leads a discussion of the results, focusing on the relationship between value systems and participation. The group is encouraged to help members to commit themselves to experimenting with new behaviors that may contribute to the accomplishment of their personal growth goals.

**Variations**

- The values work sheets can be completed before the participant information is generated.

- Instead of the ranking procedure outlined above, the facilitator can direct a nonverbal lineup of members on participation.

- The ranking criterion can be varied. Participants can give each other feedback on openness, risk taking, helpfulness, dogmatism, etc.

- The ranking can be changed to a rating scale, such as a five-point scale.
The values work sheet can be created in the group setting by asking participants to write down what they believe to be the two or three predominant values that have emerged so far in the life of the group. These can be posted.

The instructions to the values work sheet can be modified to include self-ratings (and one’s rating of the group) on endorsement of the various values.
GROWTH WITH GROUP VALUES WORK SHEET

Directions: Place a check mark (✓) in front of those values that correspond to your own and place an “X” in front of those that you personally reject. Then rank-order the three values which you hold most strongly by placing a “1” next to your highest value, a “2” next to your second most strongly held value, and a “3” next to your third value. Follow the same procedure for the three which you reject most strongly: Write a “1” next to the value you reject most, etc.

It is valuable to be:

_____ Active  _____ Honest  _____ Tolerant
_____ Explorative  _____ Supportive  _____ Creative
_____ Sensitive  _____ Careful  _____ Productive
_____ Ambitious  _____ Influential  _____ Trusting
_____ Good  _____ Sure  _____ Critical
_____ Spontaneous  _____ Competitive  _____ Right
_____ Aware  _____ Loyal  _____ Unique
_____ Helpful  _____ Thoughtful  _____ Different
_____ Superior  _____ Considerate  _____ Risky
_____ Better  _____ Open  _____ Warm
THE IN-GROUP: DYNAMICS OF EXCLUSION

Goals

- To allow participants consciously to experience excluding others and being excluded.
- To confront the feelings that exclusion generates.
- To examine the processes by which social identity is conferred by the excluding group and accepted by the excluded member.

Group Size

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

Time Required

Approximately one-and-a-half hours.

Materials

- Refreshments, such as cold drinks and snacks.

Physical Setting

A room large enough so that subgroups can work without disturbing one another.

Process

1. The facilitator forms subgroups of five or six participants each and asks the subgroups to be seated on the floor, leaving some distance between subgroups.
2. The facilitator directs each subgroup to exclude some member based on criteria consensually devised by the subgroup. The subgroups are told that they have twenty minutes to perform this task. When each excluded member has been selected, he or she is sent to a predetermined place in the room.
3. After each subgroup has excluded a member and the excluded participants are seated in the special place provided for them, the facilitator tells everyone except those who were excluded to take a fifteen-minute refreshment break. The facilitator instructs those taking a break not to communicate with or include, in any way, the excluded members during this time.
4. Following the refreshment break, the facilitator asks the subgroups to reassemble and quickly choose a spokesperson. Excluded members may not rejoin their subgroups at this time. The facilitator then asks the excluded participants to locate in the center of the room and the non-excluded subgroups to form around these members in clusters so that each subgroup remains intact.

5. The facilitator asks the excluded participants each to tell why they were excluded from their subgroups, whether they felt that the exclusion was justified, how they feel about the subgroup that excluded them, and how they feel about the other excluded members.

6. After each excluded participant has spoken, the facilitator asks the spokesperson from each excluding subgroup to tell what that subgroup’s criteria were for excluding and why they felt that the excluded member met the criteria.

7. When each spokesperson has finished, the original subgroups are reassembled, including excluded members. Their task is to react to the content of the previous phases.

8. The facilitator then asks the participants to form one large group. He or she presents a lecturette on the dynamics of exclusion, emphasizing aspects of social identity, characteristics of interactions between “stigmatized” persons and “normals,” and characteristics of interactions among “stigmatized” persons. Following the lecturette, the total group is engaged in processing the experience in terms of the theory input.

**Variations**

- A process observer may be assigned to the subgroup of excluded participants to make notes on the extent to which they develop cohesion. The observer might be sensitized to the cliché, “Misery loves company.”

- Excluded members can be designated by some object, such as hats, arm bands, special name tags. They may be asked to retain this designation throughout the continuing process of group life to ascertain if the excluding dynamics persist beyond the original experience.

- Activities other than a refreshment break can be planned, such as playing energetic games or watching a movie in a different room.

- In step 4 of the process, the spokespersons may assemble in the center rather than the members of the excluded subgroup. The excluded members could be told to wait to the side until the spokespersons complete their discussion.
After step 4 the subgroups may be reassembled, with excluded members outside their circles. The excluded members then attempt to break into these circles to reinclude themselves. As soon as each excluded member has penetrated the circle, that subgroup processes the activity.
LIFELINE: A VALUE-CLARIFICATION ACTIVITY

Goals

- To increase awareness of social influences on the formation of attitudes, beliefs, values, and perceptions.
- To examine personal development and growth in the context of political history, social movements, and popular culture.
- To share differing values and orientations.

Group Size

Several subgroups of four to six members each.

Time Required

One and one-half hours.

Materials

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

Physical Setting

A room large enough to allow the subgroups to work without interfering with one another.

Process

1. The facilitator explains the goals of the activity and provides a brief orientation to the topic of the importance of social influences on the formation of values, beliefs, attitudes, and perceptions. The following ideas may be explored:
   - People seem to attach different degrees of importance and significance to events and eras, related to whether they experienced those times directly or think of them as part of history.
One’s current personal values, beliefs, attitudes, and perceptions result in part from the dominant social and economic conditions existing during the formative years in one’s development.

Identical events have different meanings and different impact for different people.

Events, past and present, such as World War II, introduction of the birth-control pill, the war in Vietnam, the Israeli-Arab conflict, the changes in South Africa and the U.S.S.R., and so on, play a part in shaping the views and morals of all persons in a given era.

(Fifteen minutes.)

2. Each participant receives a copy of the Lifeline Work Sheet and a pencil. The facilitator gives instructions for completing the work sheet:

- In the first column marked “Seven-Year Period,” participants enter the year of their birth and the year in which they were age seven (e.g., 1950–1957). Below that, they enter the year that they reached the age of eight and the year that they reached the age fourteen (e.g., 1958–1964). They continue to fill in the dates for each seven-year period of their lives. (Fifteen minutes.)

- In the “Social Environment” column, participants enter events that were significant for them during the designated years. Participants may wish to include items such as political events, wars, technological advances, popular music, movies, books, sports events, and so on.

- In the “Personal Life” column, participants list important events in their own lives and in the lives of persons close to them during the designated years. Examples include births, deaths, marriages, divorces, college, job changes, crises, travel, relationships accomplishments, and the like.

3. The facilitator asks the participants to form groups of four to six members each to share information on their Lifeline Work Sheets. (The exchanges are most productive when each group includes persons of varied ages.) The participants are instructed to share information about:

- Similarities and differences in their experiences and their significance.

- Ways in which public events were experienced. An example might be the impact of government scandals on the members’ faith in the political system.

- How differences in backgrounds are seen as contributing to differences in value perceptions, etc.

(Twenty minutes.)

4. The facilitator then leads a discussion of the activity with the total group. The facilitator elicits a sampling of the variety of experiences present in the group, such as public events that have special meaning for group members, differences in experiences among participants in various age groups, and learnings about the
ways in which differences in experiences contribute to conflicts and misunderstandings based on differing values, perceptions, and attitudes. (Twenty minutes.)

5. The facilitator summarizes points made during the discussion and helps the participants to formulate generalizations about the impact of social issues on the formation of personal attitudes. (Ten minutes.)

6. The participants are instructed to record their thoughts and the implications of the learnings to back-home situations. (Ten minutes.)

Variations

■ The entire group can brainstorm events to be listed in the “Social Environment” column.

■ Small groups can be formed according to a criterion such as sex, race, organization, or other salient aspects. The facilitator can decide in advance which criterion to use, or the total group can decide on a meaningful way to divide itself.

■ The total group can construct the lifeline of a “typical” group member, either before or after discussing individual lifelines.

■ Particular members of the group—such as the oldest and the youngest—can share their responses in a group-on-group arrangement.

■ Participants can include on their work sheets the names of role models or “heroes” who were important to them at various ages.

Submitted by Spencer H. Wyant.
<table>
<thead>
<tr>
<th>Age</th>
<th>Seven-Year Period</th>
<th>Social Environment</th>
<th>Personal Life</th>
</tr>
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<tbody>
<tr>
<td>Birth to 7</td>
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<td>64 to 70</td>
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</table>
SHERLOCK: AN INFERENCE ACTIVITY

Goals

- To increase awareness of how prejudices, assumptions, and self-concepts influence perceptions and decisions.
- To explore the relationship between observation, knowledge, and inference.
- To help participants become aware of their personal preconceptions and biases.

Group Size

Unlimited.

Time Required

Approximately one and one-half hours.

Materials

- One copy of the Sherlock Process Sheet for each participant.
- One copy of the Sherlock Room Description Sheet and the Sherlock Room Diagram for each participant.
- One copy of the Sherlock Inference Sheets I, II, and III for each participant.
- Blank paper and a pencil for each participant.
- Newsprint and a felt-tipped marker.

Physical Setting

A room with chairs and writing surfaces for the participants.

Process

1. The facilitator introduces the activity by distributing the Sherlock Process Sheet to the participants and reviewing it with them.
2. The facilitator then gives each participant a Sherlock Room Description Sheet, a Sherlock Room Diagram, one copy of the Sherlock Inference Sheets I, II, and III, a blank piece of paper, and a pencil. He or she tells the participants to read the room description and study the diagram carefully and then to complete the
Sherlock Inference Sheets in sequence by following the instructions provided. The facilitator allows thirty minutes for participants to complete these tasks.

3. While participants are working, the facilitator is available to answer questions. He or she may advise participants periodically of the time remaining.

4. The facilitator divides the participants into subgroups of five or six members each and directs them to compare their observations and inferences. (Twenty minutes.)

5. The entire group is reassembled, and the facilitator initiates a discussion in one or more of the following ways:
   - Individuals are selected to summarize their profiles for the group.
   - Each participant is called on to indicate a major observation and inference, while the facilitator lists these on newsprint.
   - Each participant gives a one-word or one-sentence description of the president, and these are listed on newsprint.
   Consistencies and inconsistencies are noted and discussed.

6. The facilitator leads the group in a discussion of the learnings gained from the experience. The following discussion points may be included:
   - Whether we must know to see or see to know.
   - How our prejudices, assumptions, and self-concepts affect our observations and decisions.
   - The impressions we can gain about a person we have never met by the nature of his or her surroundings.
   - The methods we use to integrate inconsistencies in our observations of others.
   - The major influence minor factors can have on us because of preconceptions.
   - How we sense the “whole” from observing parts and how we sense the parts from knowing the whole.
   - The observation/knowledge/inference relationship.
   - The difficulty of attaining objectivity in our perceptions of and relationships with others.

   The facilitator elicits comments from the participants on personal perceptions and biases they have discovered in themselves as a result of the experience.

**Variations**

- The participants can be instructed to complete the Sherlock Inference Sheets in pairs.
- In step 4, subgroups can be instructed to produce a composite profile of the president of the company.
- The room description can be rewritten to suit the participants.
- The room description can be shortened.
- The facilitator can project a photo slide of an actual room instead of passing out a diagram.

Based on material submitted by Rick Roskin.
Most people filter their observations of the world through their own self-concepts, biases, prejudices, and knowledge gained from personal experiences. In order to make accurate inferences, we need to understand ourselves as well as the process of relating observation, knowledge, and our “fits of intuition” or inferences based on the first two elements. A.G. Athos and R.E. Coffey, in *Behavior in Organizations: A Multidimensional View* (Englewood Cliffs, New Jersey: Prentice-Hall, 1968), discuss this relationship, which they call “the Sherlock process”:

In order to help you experience the process of sensing the entirety of organizations, we would like you to play Sherlock Holmes with us. As you know, Conan Doyle’s masterful detective’s genius at observing and reasoning enabled him to solve many baffling mysteries . . . like Sherlock, we will pay careful attention to the process of relating (1) observation, (2) knowledge, and (3) induction and deduction (inference). By observation, we mean what you see; by knowledge, what meanings, information, and facts you have available to draw upon; by deduction, that mental process by which you reason from the general to the specific (All human beings breathe; this man is a living being; therefore this man breathes); and by induction, the mental process of reasoning from the specific to the general. (Every dog I have ever seen wags its tail when happy; therefore all dogs wag their tails when happy.)\(^1\)

\(^1\) Reprinted by permission of Prentice-Hall, Inc., Englewood Cliffs, New Jersey
SHERLOCK ROOM DESCRIPTION SHEET

You have just arrived at the ABC company for a job interview. This job sounds like just what you have been looking for; your title would be executive assistant. You would be working directly for the president of the company, who has requested an interview with you. You arrived on time and were met by the president’s secretary, who apologized and said that there would be a delay. The president was called unexpectedly into an important conference and will be there for at least fifteen minutes more. In the meantime, the secretary has informed you that you are welcome to wait in the president’s private office.

You enter the private office. You know that you will be alone here for at least fifteen minutes. You look around the room, naturally curious about the person you may be working for . . .

The president’s office is carpeted in blending colors of gray, blue, and green. You sit in one of the two blue club chairs to the left of the doorway. Between the chairs is a low wooden table on which there is an empty glass ashtray. Next to the ashtray are two books of matches; one is from a local night club and the other is from a local restaurant. On the wall behind you is a picture of an old sailing ship in blues and browns. A rubber plant set in a gray pot sits against the side wall next to the other chair.

Across from where you are sitting is a large wooden desk, with a gray leather desk chair. A framed advertisement for the company hangs on the wall behind the desk, and below that sits a closed briefcase. The gray wastebasket next to the wall by the desk chair is full of papers.

You can see most of the objects on the desk. A matching pen-and-pencil stand and a letter opener sit at the front of the desk. To one side of them is a calculator, and next to that is a brass desk lamp. In front of the lamp is a double metal photograph frame with photographs in it. One is of an attractive woman in her thirties with a young boy about eight years old. The other photograph is of a Dalmatian dog in a grassy field. In front of the frame is a stack of green file folders. On the desk in front of the desk chair are a few sheets of paper and a felt-tipped pen.

On the other side of the desk is a blue coffee mug. In front of it are a leather tabbed book and a legal-sized yellow pad. The book looks as if it is either an address book or an appointment calendar. Beside the yellow pad lies a pile of unopened mail—envelopes of many sizes. And partially on top of the pile and in back of it are half-folded newspapers: the Wall Street Journal and the New York Times.

Behind the desk and to one side is a credenza on which seven books are lined up. They are Roget’s Thesaurus, the Random House Webster’s Dictionary, Basic Principles of Management, Marketing for Today, Managing Diversity, You Are What You Eat, and the last year’s World Almanac. On the far end of the credenza sits a bronze statue; it appears to be of a man sitting with his legs folded in a yoga position, but it is slightly abstract. In the corner next to the credenza is a philodendron sitting in a blue pot.
There is a window on the far wall, and you get up and go over to look out. Directly in front of the window is a sofa covered in a gray, blue, red, and green print. Two fabric throw pillows in blue and gray lie against the arms of the sofa. The draperies at the window behind the sofa are a light gray woven material with a blue stripe. The view from the window is pleasant: a few tidy shops bordering a small park.

Your gaze turns to the square wooden table next to the sofa. Magazines are scattered in front of a blue ceramic lamp with a white shade. The magazines are varied: two recent editions of Time, and one copy each of Sports Illustrated, The New Yorker, and GQ. Next to the table is the philodendron.

As you turn to walk back to your chair, you notice that the papers on the desk in front of the chair are your résumé and that your statement of your sex has been circled with a felt-tipped pen. Because the president may return at any moment, you sit in the blue chair to wait.
SHERLOCK ROOM DIAGRAM
SHERLOCK INFERENCE SHEET I

Read the Sherlock Room Description Sheet and study the room diagram carefully. Then complete the Sherlock Inference Sheet I as follows:

1. In the left-hand column (Observation) note data from your reading that you think are important clues about the kind of person who occupies the room.
2. In the middle column (Knowledge) note any experiences that you may have had that influence your observation.
3. In the right-hand column (Inference) note whatever conclusions you reach as a result of your observations.

<table>
<thead>
<tr>
<th>OBSERVATION</th>
<th>KNOWLEDGE</th>
<th>INFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raw Data</td>
<td>Experiences that Influence Your Observation</td>
<td>Resultant Perception</td>
</tr>
</tbody>
</table>
SHERLOCK INFERENCE SHEET II

Most inferences we make about a situation seem to tie together, to make sense. However, if we examine them carefully, there are often some that do not seem to “fit the picture.” In forming conclusions, it is necessary to identify these aspects. They may indicate that the situation is not as obvious as it seems or that we are on the wrong track, or they may merely be inconsistencies—some of which may be explained later and some of which just happen to exist.

On this sheet, list the consistent inferences you have made on one line and the inconsistent ones on the second line.

CONSISTENT

INCONSISTENT
SHERLOCK INFERENCE SHEET III

Using your Sherlock Inference Sheets I and II as bases, write a profile or analysis of the president of the company.

Briefly answer the following questions:

1. Would you accept the job if it were offered to you?

2. How confident are you that you would or would not enjoy working for this person?

3. What do you think would be your degree of satisfaction with this job?

4. How do you think you would be treated by your boss? What type of relationship would you have with the president? (Would it be formal or informal, cold and distant or friendly; would this person be a colleague, a parent figure, or an authority figure?) How would your boss view you?
TRADITIONAL VALUES: INTERGROUP CONFRONTATION

Goals

- To clarify one’s own value system.
- To explore values held in common within a group.
- To study differences existing between groups.
- To begin to remove stereotypes held by members of different groups.

Group Size

Unlimited. There should be two identifiable subgroups whose values might be expected to differ, such as males and females, older and younger, staff and management, etc.

Time Required

Approximately one and a half hours.

Materials

- Two copies of the Traditional Values Work Sheet for each participant.
- Newsprint, felt-tipped markers, and masking tape.
- A pencil for each participant.

Physical Setting

Room with movable chairs, large enough to stage a multiple role play.

Process

1. Participants are instructed to complete the Traditional Values Work Sheet independently, without any discussion with others. They are asked to sit quietly and to reflect on their values while others complete the task.

2. Subgroups are formed that are expected to differ from each other. Each subgroup is given a felt-tipped marker and newsprint, on which one volunteer records the commonly rejected values of members of that subgroup. (These subgroups should consist of no more than twelve members each. Several subgroups of the
same “type” may be formed to ensure that adequate air time is provided for each member to be included.) Thirty minutes is allowed for this phase.

3. Participants are given work sheets again and asked to complete them, but this time to try to do it as if they were a member of the other subgroup. They are, in effect, trying to predict what the hypothetical “average” person in the other subgroup would and would not hold valuable. This is done independently.

4. Subgroups receive additional newsprint and are asked to find out what the most common predictions of the members are.

5. The two sets of posters are placed on the walls, and everyone is asked to read them all without discussion.

6. Subgroups reassemble to react to what was predicted about them and to the accuracy of their prediction.

7. Each subgroup is asked to select one of its members to participate in a role play and to think of a situation in which value differences might arise that could be acted out.

8. The facilitator solicits suggestions from the subgroups on a role-play situation to be staged in front of the room. He or she gives the subgroups five minutes to coach their representatives who will be playing the role of a member of the opposite subgroup.

9. The role play is staged. Participants are asked to watch for behaviors that denote stereotyping.

10. The facilitator leads a discussion of the entire activity, soliciting both personal statements (what I learned about me and about the other subgroup) and process statements (what I learned about stereotyping). Subgroups may be asked to reassemble to reassess their tendency to make “should” statements about the other subgroup.
TRADITIONAL VALUES WORK SHEET

Instructions: Place a check (✓) in front of those values which correspond to your own, and place an “X” in front of those which you personally reject. Then go back and rank-order the three values which you hold most strongly, by placing the number 1 beside your preeminent value, number 2 by the second most strongly held, etc. Rank-order the three which you reject most strongly in a similar way: Place “1” beside the value you reject most strongly, etc.

It is valuable to:

___ Get ahead. ___ Know your heritage.
___ Help others. ___ Pursue happiness.
___ Be honest. ___ Build things.
___ Be tolerant. ___ Accrue goods and wealth.
___ Participate in government. ___ Save time.
___ Explore. ___ Become educated.
___ Work hard. ___ Find a better way.
___ Win. ___ Be religious.
___ Be clean. ___ Be proud of your city, state, section.
___ Look out for yourself. ___ Know the right people.
___ Honor your parents. ___ Adjust to the prevailing social norms.
___ Obey the law. ___ Live in the right places.
___ Be loyal to your country. ___ To stand up for what you think is right.
___ Influence other countries to become democratic. ___ Be productive.
___ Live. ___ Be partisan.
___ Be free.
LIFE RAFT: EXPERIENCING VALUES

Goals

- To offer the participants an opportunity to examine and experience their values in a dramatic way.
- To help the participants to identify the feelings that accompany these values.
- To encourage the participants to explore their feelings of self-worth in the context of comparing their worth with that of others.
- To increase the participants’ awareness of how values influence group decision making.

Group Size

Twelve to sixteen participants. Ten participants are involved in the decision-making task, and the remaining participants serve as observers.

Time Required

One and one-half to two hours.

Materials

- A copy of the Life Raft Observer Sheet for each observer.
- A pencil for each observer.
- A clipboard or other portable writing surface for each observer.
- Masking tape.
- A mechanical alarm clock that ticks loudly.

Physical Setting

A room whose furniture is easily movable. Prior to conducting the activity, the facilitator uses masking tape to construct the outline of a life raft (see Figure 1) in the middle of the floor. The outline should be constructed in such a way that ten participants can sit “in” the imaginary life raft in proximity, as they would in a real one.
Process

1. The facilitator announces the goals of the activity.
2. Ten of the participants are asked to sit on the floor in the life-raft configuration. The facilitator explains that the remaining participants will be observing the upcoming activity and tells these participants to sit on the floor around those in the life raft.
3. The facilitator sets the scene and gives instructions to the participants in the life raft:

   “Imagine that you have been on an Atlantic cruise. A serious storm developed, and your cruise ship was struck by lightning and is now sinking. Your group was the last one evacuated, and all life boats were gone by that time. Consequently, the ten of you were put on the only remaining source of transportation, a small rubber life raft. Your major problem now is that the raft has room and food enough for only nine people. One person must be sacrificed in order to save the others, and you must decide who that one person will be. Each of you is to ‘plead your case’ to the others, arguing why you should live, based on your own personal life; then the group is to decide by consensus who must go overboard. This means that there is to be no voting and that all of you must agree to the decision. You will have thirty minutes to make your decision. At the end of that time, the life raft will sink if there are still ten people in it. I will let you know when to begin.”
The facilitator elicits and answers questions about the task, puts the alarm clock near the participants so that they can hear it tick, and sets the alarm to go off in thirty minutes. The observers are given copies of the observer sheet, pencils, and clipboards or other portable writing surfaces and are asked to follow the instructions on the sheet. Then the participants in the life raft are told to begin. At intervals during the decision-making process, the facilitator announces the time remaining.

4. When the alarm sounds, the facilitator tells the participants in the life raft to stop working and then leads the group in processing the feelings that emerged. The following questions are helpful:
   - What were your reactions to “pleading your case”? How did you feel when talking? How did you feel about others’ responses to you?
   - What were your reactions as others were pleading their cases? How were you feeling about yourself in relation to them?
   - What kinds of judgments did you find yourself making in hearing the different cases?
   - How did you feel during the decision-making process? What is your satisfaction with the final decision?

(Fifteen to twenty minutes.)

5. The observers are instructed to share their observations. All observers give their responses to each question before the group proceeds to the next question. After each question has been addressed, the facilitator encourages the participants who were in the life raft to volunteer their reactions and comments. (Fifteen to twenty minutes.)

6. The facilitator instructs the participants to brainstorm the values implicit in the life-raft situation, records these values on newsprint, and asks the following questions:
   - What value assumptions were made by the people in the life raft?
   - What values were acted on?
   - What generalizations can you make about having to make important value decisions under pressure?
   - What did you learn about your values as a result of this activity?
   - In light of this experience, how do you value your own life and the lives of others? How do you value your worth?
   - How can you apply these learnings back home? What might you do differently as a result of this experience? What will the outcomes and benefits be?
Variations

- The role of the observers may be eliminated. (All participants may be asked to participate in the decision-making process, in which case the facilitator should amend the introductory comments in step 3 to reflect the different numbers and include the observers’ questions at the end of step 4.)

- The participants may be instructed to “sacrifice” more than one person.

- Additional topics that may be covered in the final discussion include the following: love and charity; cooperation, collaboration, and competition; theology and/or philosophy; the importance of clear communication, of avoiding judgments, and of dealing with facts; and power and influence.

- The participants may be given occupational roles (for example, doctor, teacher, carpenter, waiter, and so on).

- The person who is “sacrificed” may be told to leave the life-raft configuration when the decision is made. This variation adds to the drama of the situation.

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The editor has made extensive efforts to determine the origin of this classic activity but has been unable to determine the author. Pfeiffer and Company wishes to thank especially Howard Kirschenbaum and Sidney B. Simon for their help in trying to identify the author. Also, the editor acknowledges the contribution of Maury Smith, who included a version of this activity in his book *A Practical Guide to Value Clarification*, published by Pfeiffer and Company in 1977.
LIFE RAFT OBSERVER SHEET

Instructions: While the people in the life raft are discussing and attempting to reach a decision about who goes overboard, you are to listen and observe carefully and write answers to the following questions. Later you will be asked to share your observations with the total group.

1. What did you notice happening as people spoke for themselves? What kinds of reactions seemed to be occurring in the group? What factors seemed to be operating?

2. What dynamics occurred during the decision-making process? How would you describe the emotional tone? What forces seemed to be moving the group?

3. Who seemed to be influencing the group? How would you explain that influence?

4. What was the atmosphere or climate surrounding the final decision? How do you account for that?
RACE FROM OUTER SPACE: 
AN AWARENESS ACTIVITY

Goals

- To compare qualities and skills needed to lead a single racial group and those needed to lead a mixed racial group.
- To increase awareness of social values and how these may differ among people and groups.

Group Size

Three subgroups of four to five members each (preferably both male and female).

Time Required

One and one-half to two hours.

Materials

- Newsprint and felt-tipped markers for each subgroup and for the facilitator.
- Masking tape for each subgroup.

Physical Setting

A room large enough for three subgroups to meet privately, with a place to hang newsprint.

Process

1. The facilitator divides the participants into three subgroups of four to five members each (extra members become observers):
   - People from Alpha
   - People from Beta
   - People from Gamma
   The facilitator gives three sheets of newsprint, felt-tipped markers, and tape to each subgroup.
2. The facilitator explains that each subgroup is a race of creatures from one of three planets. On each planet all creatures are alike—they look alike, their religion and social class are alike; the only difference is that some are male and some are female. Each subgroup will have fifteen minutes to develop a profile of its race on newsprint by responding to the following items (the facilitator posts the guidelines and reads them aloud):

- Describe your physical appearance.
- Briefly describe your religion or spiritual/moral beliefs.
- Describe the physical environment in which you live.
- Describe the socioeconomic structure of your society.
- What is expected of females in your society?
- What is expected of males in your society?

3. At the end of fifteen minutes, each subgroup is directed to choose one of its race to present a profile report to the other subgroups. (Three minutes per subgroup.)

4. Following the three subgroups’ reports, the facilitator initiates a discussion of similarities and differences among the three races. (Ten minutes.)

5. Next, each race is given ten minutes to list the five most important personal qualities and the five most important skills needed to become a leader of that race. These characteristics are listed on newsprint by each subgroup.

6. The races compare their lists, and characteristics are tallied. For example:

<table>
<thead>
<tr>
<th>Qualities</th>
<th>A</th>
<th>B</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strong</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Brave</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>3. (etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills</th>
<th>A</th>
<th>B</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicates</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>2. Listens</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>3. (etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
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</tbody>
</table>

7. The facilitator explains that a war of the planets will destroy Alpha, Beta, and Gamma and that the races must take their possessions and leave to pioneer a new planet that is uninhabited, on which they can all live together. He or she redivides the participants into three subgroups with approximately equal numbers of people from Alpha, Beta, and Gamma in each subgroup. They are given ten minutes to get acquainted and then reiterate their similarities and differences.

8. The subgroup must then decide which qualities and skills on the tally sheets they must have available in order to lead this racially mixed subgroup. (One-half hour.)
9. Each subgroup reports on its discussion, then the facilitator leads a general discussion of leadership demands in the new situation and how these might differ from the previous situation. (Twenty minutes.)

**Variations**

- Two or three characteristics (step 2) can be provided for each subgroup by the facilitator.
- The male-female aspect can be eliminated to establish the races as unisex.
- Each subgroup can select a subgroup leader who best represents the posted qualities and skills, after step 8.
- Additional questions concerning education, politics, families, etc., can be added to the profile.

Submitted by Dorothy Goler Cash.
LEADERSHIP CHARACTERISTICS: EXAMINING VALUES IN PERSONNEL SELECTION

Goals

- To compare the results of individual decision-making and group decision-making.
- To explore the values underlying leadership characteristics.
- To examine the effects of value judgments on personnel selection.

Group Size

Between six and twelve participants. Several subgroups may be directed simultaneously. (Smaller subgroups tend to be more effective.)

Time Required

Approximately two hours.

Materials

- A copy of the Leadership Characteristics Work Sheet for each participant.
- A copy of the Leadership Characteristics Situation Description Sheet for each participant.
- A copy of the Leadership Characteristics Volunteers Description Sheet for each participant.
- Pencils for all participants.

Physical Setting

A room large enough for the subgroups to meet separately.

Process

1. The facilitator distributes a Leadership Characteristics Work Sheet to each participant. Participants are told that they have ten minutes to complete their individual rankings.
2. The facilitator collects the work sheets and explains that participants will next become engaged in a personnel selection task. Participants are divided into subgroups of six each.

3. When the subgroups have been located comfortably around the room, the facilitator distributes a copy of the Leadership Characteristics Situation Description Sheet and the Leadership Characteristics Volunteers Description Sheet to each participant. He or she tells participants that they have ten minutes to make their choices independently. Subgroups then have thirty minutes to choose five chairpersons from the volunteers.

4. Each subgroup shares its choices and rationale with the total group.

5. The facilitator leads a discussion of the experience with the total group, comparing judgments made on the basis of factual information and those made on values.

6. The facilitator redistributes to each participant that participant’s Leadership Characteristics Work Sheet. Each subgroup is then asked to reach a consensus-ranking.

7. In a final discussion, the facilitator focuses upon leadership characteristics exhibited during the entire experience.

Variations

- To determine the relative influence of individuals on subgroup outcomes, two scoring phases can be included. The selection-phase participants can be instructed to count how many of their private choices match the subgroup consensus. After the characteristics consensus-ranking, individuals can sum the differences between their ranks and the subgroup ranks (by making them all positive and adding them up). In the latter case, high scores would presumably indicate acquiescence and low scores would indicate high influence on the subgroup’s decision making.

- Instead of collecting and redistributing the ranking sheet, the facilitator can have the consensus-seeking phase precede the personnel-selection activity.

- The individual-ranking selection steps can be deleted.

- New subgroups can be formed for the consensus-ranking activity.

- Process observers can be assigned to subgroups. They can use the Leadership Characteristics Work Sheet on ranking as a guide in observing the leadership that emerges in the subgroup.

Submitted by Charles Kormanski.
**LEADERSHIP CHARACTERISTICS WORK SHEET**

NAME _________________________________________ SUBGROUP ____________

*Instructions:* Under the column marked “Individual Ranking,” you are to rank-order the twelve characteristics listed below. Place the number one (1) before the characteristic you feel is most important for a good leader, the number (2) before the second best, etc. The characteristic ranked twelfth will be least important. Later, your subgroup is to arrive at a consensus-ranking that each of you can agree with, at least partially. This ranking is noted under the column marked “Subgroup Ranking.”

<table>
<thead>
<tr>
<th>Individual Ranking</th>
<th>Subgroup Ranking</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>________ ________</td>
<td>A. Maintains an orderly meeting most of the time</td>
<td></td>
</tr>
<tr>
<td>________ ________</td>
<td>B. Is friendly and sociable.</td>
<td></td>
</tr>
<tr>
<td>________ ________</td>
<td>C. Has new and interesting ideas—is creative.</td>
<td></td>
</tr>
<tr>
<td>________ ________</td>
<td>D. Listens and tries to understand others.</td>
<td></td>
</tr>
<tr>
<td>________ ________</td>
<td>E. Is firm and decisive, not hesitant.</td>
<td></td>
</tr>
<tr>
<td>________ ________</td>
<td>F. Admits errors openly and easily.</td>
<td></td>
</tr>
<tr>
<td>________ ________</td>
<td>G. Makes sure everyone understands what is expected.</td>
<td></td>
</tr>
<tr>
<td>________ ________</td>
<td>H. Provides opportunities for subgroup members to aid in decision-making activities.</td>
<td></td>
</tr>
<tr>
<td>________ ________</td>
<td>I. Uses praise frequently and negative criticism sparingly.</td>
<td></td>
</tr>
<tr>
<td>________ ________</td>
<td>J. Is willing to compromise.</td>
<td></td>
</tr>
<tr>
<td>________ ________</td>
<td>K. Follows strictly accepted rules and procedures.</td>
<td></td>
</tr>
<tr>
<td>________ ________</td>
<td>L. Never expresses anger or dissatisfaction with others.</td>
<td></td>
</tr>
</tbody>
</table>

LEADERSHIP CHARACTERISTICS SITUATION DESCRIPTION SHEET

You are one of six coordinators who will plan a weekend activity program for your organization. The task of the group is to select five committee chairpersons for the event. Twelve people have volunteered.

The five committees and their functions are described below:

1. **Social Activities**—develop activities to bring together participants and guests with an emphasis on fun and enjoyment.
2. **Intellectual Activities**—stimulate an interest in learning and knowledge by having exhibits, demonstrations, discussions, etc., with an emphasis on discovery.
3. **Public Relations**—publicize information regarding the event as well as report on its progress and conclusion via the news media.
4. **Food and Housing**—prepare a menu, including refreshments, and provide for rooms and meals for invited guests.
5. **Finances**—plan a budget and distribute money, sell admission tickets, record expenditures, and prepare a financial report.

You must choose five chairpersons from the descriptions of volunteers provided on the Leadership Characteristics Volunteers Description Sheet.

<table>
<thead>
<tr>
<th>Committee</th>
<th>Chairperson Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Individual Choice</td>
</tr>
<tr>
<td>1. Social Activities</td>
<td></td>
</tr>
<tr>
<td>2. Intellectual Activities</td>
<td></td>
</tr>
<tr>
<td>3. Public Relations</td>
<td></td>
</tr>
<tr>
<td>4. Food and Housing</td>
<td></td>
</tr>
<tr>
<td>5. Finances</td>
<td></td>
</tr>
</tbody>
</table>
LEADERSHIP CHARACTERISTICS VOLUNTEERS
DESCRIPTION SHEET

Jim is an army veteran with combat experience in Vietnam. Although he is somewhat cold and impersonal, he is excellent at organizing and planning. This past term he was largely responsible for the success of a community “Blood Donor Day.”

Bob is an outstanding athlete and popular with women. Baseball has been his only activity the past few years. He is a perfectionist, however, and is easily frustrated when working with people.

Frank is a political activist. He seems to be continually involved in some cause or demonstration. He has proven leadership qualities and organized a successful supermarket boycott in the community.

Mary is a very attractive, popular woman who has participated in a number of beauty pageants. She has not been involved in any “task-oriented” activities except for helping to decorate the country club summer dance after being chosen queen.

Jerry is rather shy and withdrawn; his volunteering was a surprise. It is rumored that Jerry is seeing a psychiatrist on a weekly basis. The leadership position could be very therapeutic.

Marcia is quite outspoken and at times obnoxious. She usually volunteers for many activities, but she is rarely chosen. She is, however, a very diligent and persistent worker.

Joan did an excellent job in a leadership position for one of the political parties during the past elections. Her political views conflict with Frank’s, and they have frequent arguments. She is currently experiencing some marital difficulties, and there are rumors of a possible divorce.

Sue is active with a local dramatic club. She was co-chair of a community art show that was well received but sparsely attended. However, she and Mary are dating the same man and presently are not speaking to each other.

John is engaged in a few social organizations and does an adequate job. He is somewhat hypersensitive and prefers to do things himself instead of delegating. As a result, lateness is one of his consistent characteristics.

Adam had a major part in the establishment of a local service organization. He is outgoing and enjoys his social life. During the past year, however, he has been arrested twice on charges of disorderly conduct.

Margie is a pert, smiling individual, who is quite popular with men and never lacks a date. She is not very popular with her female coworkers.

Anne is already over-involved in activities, but she volunteered because she felt she was needed. She has done public relations work for past events and can do an excellent job if she can find enough time.
AIRSOPAC: CHOOSING A CEO

Goals
- To explore values in executive decision making.
- To allow the participants to study procedures used by groups to evaluate individual differences among highly qualified people.
- To examine the impact of individual values and attitudes on group decision making.

Group Size
Any number of subgroups of five to nine participants each.

Time Required
Two to two and one-half hours.

Materials
- A copy of the AIRSOPAC Information Sheet for each participant.
- A copy of the AIRSOPAC Discussion Sheet for each participant.
- Blank paper and a pencil for each spokesperson.
- A clipboard or other portable writing surface for each spokesperson.

Physical Setting
A room large enough so that the groups can work without disturbing one another. Chairs should be provided.

Process
1. The facilitator briefly discusses the goals of the activity and then forms subgroups of five to nine participants each.
2. Each participant is given a copy of the information sheet and is asked to read this handout. After all participants have finished reading, the facilitator elicits and answers questions about the task, clarifying that each subgroup is to act as a separate board of directors and emphasizing that the members must reach a
consensus regarding the CEO and an alternate. Then the subgroups are told that their time limit is forty-five minutes and are instructed to begin.

3. After forty-five minutes the facilitator asks the subgroups to stop their work, distributes copies of the discussion sheet, and asks the members of each subgroup to answer the questions on this sheet. Each subgroup is also instructed to select a spokesperson to record the subgroup’s answers and to report these answers later to the total group. Blank paper, a pencil, and a clipboard or other portable writing surface are given to each subgroup for the spokesperson’s use. (Thirty minutes.)

4. The total group is reconvened, and the spokespersons are asked to take turns reporting their subgroups’ answers.

5. The facilitator leads a concluding discussion.

Variations

- The facilitator may begin the activity with a lecturette on value clarification and/or consensus tasks.
- The candidate data may be revised to add or delete variables, or specific candidates may be added or deleted.
- The decision-making process may be emphasized more strongly.
- With subgroups of seven, the activity may be used as a role play in which each of the members not only serves on the board of directors but also assumes the role of one of the candidates.

Submitted by Thomas H. Patten, Jr.
AIRSOPAC INFORMATION SHEET

AIRSOPAC is a successful airline that was founded in the United States. Its 105 aircraft make 725 daily flights and serve ninety-eight cities and locales in California, Oregon, Washington, Hawaii, Micronesia, and Melanesia, including such exotic destinations as Tahiti, Tonga, and Fiji as well as Papua, New Guinea; Auckland, New Zealand; and Sydney, Australia. AIRSOPAC uses airports at three locations as “hubs”: Ontario, California (near Los Angeles); Honolulu; and American Samoa.

Over the next decade the airline plans to replace its present fleet of aircraft with new, fuel-efficient airplanes. This program will cost almost one billion dollars during the first phase of implementation.

The airline also plans to extend service in the next five years to Singapore, Kuala Lumpur, Jakarta, Manila, Shanghai, and Tokyo. The new aircraft to be ordered will make it technically possible to extend the service. However, a myriad of details concerning legal, financial, marketing, operational, political, and international issues must be thought through before the extension can become a reality. The satisfactory completion of this planning and its implementation are a challenging task for top management, particularly in an environment in which financing is difficult to obtain and competition for customers is fierce. The picture is further complicated by the existence of foreign-government-owned airlines that fly to various destinations that AIRSOPAC services or plans to service.

The chief executive officer (CEO) of AIRSOPAC retires in ninety days after thirty-five years with the company. A group of seven possible replacements from within the corporation has been identified by the board of directors. The issue of replacement has been studied for a long time, and now that all the important facts are at hand, a decision is imminent.

You are a member of the board of directors. The board’s immediate task is to choose the next CEO, who will have the title of president. The chairperson of the board at AIRSOPAC deals strictly with matters of long-range policy and relationships with the financial committee of the board of directors. Therefore, the CEO must be someone who can bring together the human and other resources of AIRSOPAC so that its mission for the future will be fulfilled. In the process of choosing the CEO, the board must also identify that person’s most likely replacement, who would serve as an interim president in the event that the CEO died suddenly or was temporarily incapacitated. The board members’ choices of a CEO and an alternate must be unanimous. Another important point to keep in mind is that the company has had a good record in equal-employment opportunity and affirmative action, although it has attained this record only through great effort on the part of top management.

Seven candidates are being considered for the position of CEO. These people, whose biographical sketches follow, are long-service managerial employees of the company. Each has the present rank of vice president of a division or a staff department. They are peers. All have had distinguished records of performance in recent years and successful overall careers to date.
1. Robert K. Andrews
Sixty-year-old white male. Career pattern is balanced among marketing, finance, operations, and high-level general management. B.A., University of California at Los Angeles. Married. Three grown children, one of whom is a leader in the San Francisco homosexual community. Recently bought a second home in Tucson. Health is excellent. Under consideration for a Cabinet position in Washington as Secretary of Commerce. Built and possesses a famous collection of Oriental postage stamps. Considered an outstanding, well-rounded manager with high leadership qualifications. Has no corporate enemies and much subordinate support. Keeps his political views to himself. Twenty-five years in the company.

2. Harold R. Bennett
Thirty-nine-year-old white male. Career as an aerospace engineer, a successful airline entrepreneur, and a general manager. B.S., Cornell; M.S., Massachusetts Institute of Technology. Divorced twice. Five children under fifteen years of age. Occasionally becomes extremely intoxicated off the job. Won the Congressional Medal of Honor in Vietnam. Active in the National Rifle Association and the Republican Party’s conservative wing. Founded and was CEO of a very financially successful interisland airline in Hawaii that was bought out by AIRSOPAC and absorbed in the late Eighties. Very popular and well-liked. Ten years in the company.

3. Franklin Cavender
Forty-two-year-old black male. Career as a financial and strategic planner with four years of exposure to operations at the Ontario “hub.” B.A., Fisk; M.B.A., Harvard Business School. Married. Two teenage daughters. Likes motorcycles. Has not had a health examination for five years, but has no apparent problems. Wife is a television newscaster with a national reputation. Considered a brilliant planner by all top managers, many of whom seek his counsel regularly. Would consider obtaining the CEO job to be the capstone of his career. Politically independent, but tends to take liberal positions. Eleven years in the company.

4. Joanne DeBernardo
Forty-four-year-old white female. Career as the corporate counsel. Also served as the head of the Federal Aviation Agency for three years while on leave from the company. B.A., Vassar; LL.B., Yale; LL.M. (in taxation), New York University. Married. One child at West Point. Second husband is a multimillionaire scion of an established, well-known West Coast family and is eight years her junior. Master at bridge. Health status is unknown. Appears to have a high energy level and jogs two miles daily. Has traveled to fifty-two countries. Speaks Japanese fluently. Dresses conservatively. Considered very innovative and likeable by employees at all levels. Conservative Democrat. Fifteen years in the company.
5. Edward J. Edgerton
Fifty-five-year-old white male. Career as the chief financial officer. Extensive experience in marketing. B.B.A., Northwestern; Ph.D. (in statistics), University of Chicago. Recently remarried widower. Five grown children and stepchildren. Completed psychoanalysis two years ago. Frequently testifies before Congress on the regulation of the airline industry. Ran for the United States House of Representatives six years ago as a Republican and lost a close race. Was born and brought up in the Philippines; family was interned there during World War II. Considered a serious but affable colleague and leader. In his spare time is writing a book entitled *The Economics and Politics of American Air Transportation*. Twenty-two years in the company.

6. John Arthur Fullmer
Forty-seven-year-old white male. Citizen of New Zealand. Career as an international general manager with a solid knowledge of operations in Hawaii, New Zealand, and Australia. B.A. with honors, Otago (New Zealand). Divorced. No plans to remarry and no children. Reports being in debt because of divorce. Likes traveling in the South Pacific and has toured every major island group. Pilots his own plane. Had a heart attack several years ago, but has recovered well and plays excellent tennis today. Considered by some to be a “crown prince” to the CEO job because of his business accomplishments in the Southern Hemisphere. Throughout his career has been highly regarded by superiors, peers, and subordinates, almost to the point that he is “bigger than life.” Plans to become an American citizen. Nineteen years in the company.

7. Ernest “Skip” Gehrig
Forty-nine-year-old white male. Career as a general manager with in-depth knowledge of operations at all “hubs.” Studied for three years in the famous P.P.E. (politics, philosophy, and economics) program at the London School of Economics. Six years later obtained a law degree by attending night school in Los Angeles, but never practiced law. Married to the daughter of the former president of Malaysia. Two grown children. Father was a co-founder of AIRSOPAC. Recovered alcoholic; has skin cancer but it is under control. Eight years ago was corporate vice president of personnel, but did not take the job seriously and performed poorly, considering the field inconsequential. Was removed from the job by the board and then resigned from the board, perhaps in retaliation. Has twice absented himself from the company (on unpaid leave) to travel and study the economic potential of tourism in Samoa, Tahiti, Tonga, and other Pacific islands. Knows well many cultures of the islands because of his extensive travels. A maverick Democrat. Well-liked. Dines occasionally at the White House with the President of the United States, who is a personal friend. Twenty-two years in the company.
AIRSOPAC DISCUSSION SHEET

1. Who was your final choice for CEO? for an alternate? What was your basic rationale for each of these choices?

2. What processes did you use to make your choices? For example, did you argue over personally preferred candidates? Did you vote? Did you use some type of rating system?

3. What specific elements of some candidates’ career patterns led to the elimination of those candidates? What specific elements of the company’s perceived needs led to the elimination of certain candidates?

4. Did any personal prejudices become obvious as you completed this activity?

5. To what extent did the candidates’ personal and idiosyncratic characteristics influence your decisions?

6. Which candidate would be the least desirable CEO? On what basis did you make this choice?
TINKER, TAILOR, SOLDIER, SAILOR: OCCUPATIONAL STEREOTYPES

Goals

- To increase awareness of occupational stereotypes and of how they impact interpersonal relationships.
- To allow participants to discuss their feelings about occupational stereotyping.

Group Size

Five to ten pairs.

Time Required

Approximately two hours. (More time is required if there are more than seven pairs.)

Materials

- One occupational name tag for each participant. Each tag should show a different occupational name. Names on the tags might include, for example, librarian, plumber, secretary, or taxi driver.
- For each participant, a set of 3" x 5" cards with different occupational names on each card. The number of cards in each set equals the number of participants, and the names on the cards correspond to the names on the occupational name tags.
- For each participant, an envelope large enough to hold a complete set of cards.
- Several sheets of 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 large enough to allow participants to move around freely. Movable chairs should be provided.
Process

1. The facilitator introduces the activity by saying that the participants will be investigating various occupations during the course of the activity.

2. Each participant is given a set of cards, an envelope, several sheets of writing paper, a pencil, and a portable writing surface.

3. The participants are asked to write on each card two words or phrases that they would use to describe a person in the occupation appearing on the card. (Five minutes.)

4. After all the participants have completed their task, the facilitator instructs each of them to choose the five occupations that represent the most interesting people. Each participant is then instructed to rank order these five cards to indicate an interest in meeting a person from each occupation and to write “1” on the card that represents the greatest interest and to appropriately assign “2,” “3,” “4,” and “5” to the other four cards. (Five minutes.)

5. The facilitator distributes the occupational name tags to the participants but is careful not to assign a tag that designates the participant’s real occupation. (If the facilitator does not know the participants’ occupations, the participants are instructed not to accept a tag that shows his or her real occupation.) Each participant is instructed to wear the name tag throughout the remainder of the process and to “assume” the occupation listed on the tag.

6. The participants are instructed to form pairs and to introduce themselves to their partners with their real names and their assumed occupations. (If there is an odd number of participants, one trio should be formed.)

7. After the introductions have been completed, participants are given the following instructions:
   - Locate the card that shows your partner’s assumed occupation and place it in your partner’s envelope without allowing him or her to see the handwritten description on the card.
   - Ask your partner two questions about his or her assumed occupation and take notes on the responses. Answer the two questions that your partner asks you.
   - Form a pair with another participant and continue the process until you have interviewed all the other participants.

   (Five minutes per pair interview.)

8. When the interviews have been completed, the participants are asked to arrange their chairs in a circle. They are asked to take a seat and review the cards they have collected. (Five minutes.)
9. The facilitator leads a discussion and makes notes on newsprint regarding the participants’ responses to the following questions. (As the sheets of newsprint are filled, they are posted so that the information will be in view during the entire discussion.)

- How many of you hold cards that indicate a person in your assumed occupation was among the five that generated the most interest?
- What words or phrases were used to describe those occupations?
- What words or phrases were used to describe the occupations that were not among the top five?
- What conclusions can be drawn about these choices?
- In what ways was your assumed occupation the object of occupational stereotyping (either positively or negatively)? How do you feel about this?

(Twenty minutes.)

10. After the discussion on stereotyping of the assumed occupations, the facilitator leads a discussion by asking the following questions regarding stereotyping of real occupations:

- When you have been stereotyped because of your real occupation, how have you felt? How were you treated?
- How have you ever engaged in occupational stereotyping? How did you relate to people in occupations that you stereotyped? What might be the reasons that people first began to engage in occupational stereotyping?
- If you could have chosen any occupation you desired, how would your stereotypical views have influenced your decision? How does your stereotyping of your own occupation affect your feelings about working?
- What do you conclude from these answers about the strength of occupational stereotyping?
- How might we overcome tendencies to stereotype occupations or the people in those occupations? What might we do differently in relating to people whose occupations we tend to stereotype?

(Thirty minutes.)

**Variations**

- Large groups can be divided into smaller subgroups, with each subgroup being assigned the same occupations.
- The participants can be asked to submit suggestions for occupations in advance, or they can choose their own assumed occupations and create occupational cards during the structured experience.
- A discussion can be added on stereotyping occupations in relation to gender.

Submitted by Mary Kirkpatrick Craig.
PEER PERCEPTIONS:
A FEEDBACK EXPERIENCE

Goals

- To let individual group members measure their similarity to one another.
- To study feeling reactions to being considered “different.”
- To help group members define the dimensions of human similarity and dissimilarity they believe are important.

Group Size
Eight to twelve members.

Time Required
Two to three hours.

Materials

- Copies of the Peer Perceptions Ranking Form for all participants.
- Copies of the Peer Perceptions Summary Form for all participants.
- Pencils.

Physical Setting
Participants should be seated comfortably for writing.

Process

1. The facilitator explains goals.
2. Participants make certain they know the first names of everyone.
3. The facilitator gives each participant the Peer Perceptions Ranking Form. The participants are instructed to rank order all participants, from the member they consider most similar to themselves to the member they consider least similar. Beside each name, they should list the characteristics that make that person similar to themselves.
4. Peer Perceptions Summary Forms are distributed. The names of the group members should be listed in the *same order* in both vertical and horizontal columns on *all* the forms.

5. Each participant explains how he or she ranked each of the other members and what influenced each decision. Members record every ranking on the Summary Form and keep this form as a reference. Each participant reacts to feedback he or she receives.

6. The facilitator leads a discussion of the data, emphasizing how people react to being seen as “different” and how group members’ values are expressed in the characteristics on which they focus.

**Variations**

- Participants can rank order each other on dimensions other than similarity. Examples: personal closeness, level of comfort, personal impact.
- After step 5, participants can be instructed to study their ranking forms to find recurring characteristics. These can be posted, to form the basis of a lecturette on projection and attribution.
- Participants can be directed to predict the ranks they will receive.
- The ranking data can be collated by clerical assistants while the group is involved in another activity, such as a meal break.

Submitted by John E. Jones.
<table>
<thead>
<tr>
<th>Your Ranking of Other Members</th>
<th>Characteristics That You Considered</th>
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# PEER PERCEPTIONS SUMMARY FORM

The table below allows group members to rank each other and record what others said about them.

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## What Others Said About Me:

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FOUR CULTURES: EXPLORING BEHAVIORAL EXPECTATIONS

Goals
- To explore the effects of cultural behaviors or traits on others.
- To experience cross-cultural encounters.
- To increase awareness of how cultural mannerisms and rituals are derived from cultural attitudes.

Group Size
Four subgroups of four to eight members each.

Time Required
Two and one-half hours.

Materials
- A copy of the Four Cultures Instruction Sheet for each participant.
- A pencil for each participant.
- A copy of the Four Cultures Traits Sheet, cut into four strips so that each strip contains a different Trait Description.
- A paper cup for each subgroup.
- A box or bag of raisins, peanuts, or small candy for each subgroup.
- A sheet of newsprint on which the following schedule of visits for the subgroups should be printed:

  Round 1: Subgroup 2 visits Subgroup 1 and Subgroup 4 visits Subgroup 3.
  Round 2: Subgroup 3 visits Subgroup 2 and Subgroup 1 visits Subgroup 4.
  Round 3: Subgroup 3 visits Subgroup 1 and Subgroup 4 visits Subgroup 2.

- Masking tape.
**Physical Setting**

A room large enough to provide each subgroup with privacy and with an area to entertain. Movable chairs should be provided for each subgroup. Separate rooms are ideal for the development and rehearsal stages.

**Process**

1. The facilitator introduces the activity as an opportunity to explore the effects of cultural behaviors or traits. The participants are divided into four subgroups, and the subgroups are assigned to different areas in the room or separate rooms, if available. (Five minutes.)

2. The facilitator distributes a copy of the Four Cultures Instruction Sheet and a pencil to each participant and one of the four Trait Descriptions from the Four Cultures Traits Sheet to each subgroup (a different description for each subgroup). The subgroups are directed to read their sheets quietly and to keep their information within their subgroups. (Five minutes.)

3. The facilitator tells the subgroups that they will have fifteen minutes in which to develop and rehearse their six cultural activities and then instructs them to begin. (Fifteen minutes.)

4. When the subgroups have developed their six activities or at the end of fifteen minutes, the facilitator calls time and gives each subgroup a paper cup full of raisins, peanuts, or small candy. The facilitator says that this food will be the refreshments that each subgroup will have available to offer to visitors. The facilitator then posts the schedule of visits and directs the subgroups to take two minutes to prepare themselves for the first visit. (Five minutes.)

5. The facilitator announces the beginning of round 1, and the subgroups conduct their first visits according to the posted schedule. (Fifteen minutes.)

6. At the end of ten minutes, the facilitator suggests that the visitors begin their farewells. At the end of fifteen minutes, the facilitator calls time and directs the members of each subgroup to return to their area and to discuss their reactions to the activity among themselves. During this time, the facilitator refills the subgroups’ paper cups. (Five minutes.)

7. The facilitator conducts rounds 2 and 3 in the same manner as round 1, allowing a few minutes for subgroup discussion and refilling the cups at the completion of each round. (Forty minutes.)

8. When the subgroups’ discussions of round 3 have been completed, the facilitator announces that the visiting subgroups are to “go native”—that is, adopt the mannerisms and customs of the subgroups they are visiting—during round 4. The facilitator then announces the schedule for round 4.
Select one of the following:
Subgroup 2 visits Subgroup 3 and Subgroup 4 visits Subgroup 1 OR
Subgroup 1 visits Subgroup 2 and Subgroup 3 visits Subgroup 4 OR
Subgroup 1 visits Subgroup 3 and Subgroup 2 visits Subgroup 4.
Round 4 and the subgroups’ discussions of it are then conducted. (Twenty minutes.)

9. The entire group is assembled, and the facilitator leads a discussion of reactions to and perceptions resulting from the activity. The following items may be included:

- What were common themes in the subgroups’ discussions following each round?
- How did it feel to play the role of a member of another culture?
- What were some of the most difficult or negative aspects of dealing with members of another culture?
- What were some of the most enjoyable or positive aspects of dealing with members of another culture?
- How did it feel to attempt to “go native”? Which was more comfortable: the role your subgroup had been assigned or “going native”?
- What were the reactions of the host subgroups when the visitors attempted to “go native”?
- Which of the four cultures are most like your own? Which are like other cultures that the participants have experienced?
- What implications do the reactions described have for real life?
- What other things did the participants learn about cross-cultural interactions?
- What generalizations can be drawn from these insights and learnings?
- How can these be applied in real-life situations?
(Twenty minutes.)

Variations

- The visits can be conducted nonverbally.
- Following step 9, participants can be asked to volunteer ways in which they, as individuals, will change their behavior as a result of their learnings from the activity.
- The issue of leadership can be examined as part of the subgroups’ behaviors.
- Different cultures can be developed to accommodate more subgroups, and additional rituals (e.g., buying and selling or trading) can be added.
FOUR CULTURES INSTRUCTION SHEET

I. The following is a fairly natural sequence of welcoming visitors. Your subgroup is to create specific ways of expressing each activity below in accordance with the traits and characteristics that are distinctive of your subgroup. Be as verbal as you want to be and create as many gestures as you wish, but be careful that the way in which you express yourself reflects your cultural traits. (This is a subgroup activity.)

1. The equivalent of waving “Hello” as guests approach from a distance.
2. The equivalent of a close greeting, such as the custom of shaking hands.
3. The equivalent of inviting your guests to come in or to come with you.
4. The equivalent of inviting your guests to sit down (on a chair, the floor, etc.).
5. The equivalent of inviting your guests to partake of refreshments.
6. The equivalent of seeing your guests to the door and bidding them farewell.

Time will be allotted for you to develop and rehearse this sequence within your subgroup.

II. The second part of this activity will be to act out your roles by conducting visits with other subgroups.

If you are the Host subgroup: Demonstrate your traits and act out your host activities as you have designed and rehearsed them.

If you are the Visitor subgroup: Maintain the traits and attitudes that are characteristic of your subgroup, but allow your hosts to treat you according to the dictates of their own culture.
FOUR CULTURES TRAITS SHEET

Trait Description

You are Subgroup 1.

You are a lordly, martial, highly regimented people with a sense of superiority that shows in your gestures and speech. You like organization and you like things to be in their proper places.

When guests arrive, you take charge and, although you treat them well, you insist that they do things your way.

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Trait Description

You are Subgroup 2.

You are a gentle, meek, submissive people with much grace and movement in your gestures.

When guests arrive, you put them in a superior position and are apologetic in the way you treat them.
Trait Description

You are Subgroup 3.

You are a very warm, friendly, expressive people with gestures that demonstrate your warmth and friendliness. When guests arrive, you are open and free in the way you treat them, and you try hard to please.

Trait Description

You are Subgroup 4.

You have a very calm, relaxed outlook on life—one that borders on being lackadaisical. You are unhurried in what you do. When guests arrive, you acknowledge their presence and do get around to serving them, but hurry is abhorrent to you.
ZENOLAND: MANAGING CULTURE CLASH

Goals

- To encourage the participants to consider the impact of cultural diversity on interactions among people.
- To foster the participants’ awareness of and sensitivity to cultural attitudes and behaviors that are different from their own.
- To provide an opportunity for the participants to practice communicating and problem solving in a culturally diverse setting.

Group Size

Four subgroups of five to seven participants each.

Time Required

Approximately two hours and forty-five minutes.

Materials

- A copy of the Zenoland Situation Sheet for each participant.
- A copy of Zenoland Role Sheet A: The International Aid Team for each participant assigned to that team.
- A copy of Zenoland Role Sheet B: The Province Chief and Staff for each participant assigned to that team.
- A copy of Zenoland Role Sheet C: The All-Seasons Team and the Minister of the Interior for each participant assigned to that team.
- A copy of Zenoland Role Sheet D: The Press Team for each participant assigned to that team.
- A copy of the Zenoland Observer Sheet for each observer. (All but five participants observe the representatives’ meeting that takes place during step 7.)
- Five name tags completed as follows:
  - One labeled “International Aid Leader”;
  - One labeled “Province Chief”;

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- One labeled “Minister of the Interior”;
- One labeled “All-Seasons Vice President”; and
- One labeled “Senior Correspondent.”
- Several sheets of blank paper and a pencil for each participant.

**Physical Setting**

A large room that allows the subgroups to conduct separate meetings without disturbing one another. Movable chairs must be provided. It is preferable to have a movable table for each subgroup; if tables are not available, the facilitator should provide a clipboard or other portable writing surface for each participant.

After the participants have finished their subgroup work, the tables must be moved aside and the chairs placed in a group-on-group configuration. The five subgroup representatives sit in the inner circle, with the remaining participants seated in the outer circle so that they can observe the interactions of the role players during the meeting.

**Process**

1. The facilitator announces that the participants are about to participate in a role play that will point out the complexity of issues connected with cultural diversity in a group.
2. The participants are assembled into four subgroups of five to seven members each. One subgroup is designated A, one is designated B, one C, and one D.
3. Each participant is given a copy of the Zenoland Situation Sheet and is asked to read this handout. (Five minutes.)
4. Materials are distributed to the subgroups:
   - Subgroup A receives enough copies of role sheet A to accommodate all members, blank paper and pencils for all members, and the name tag labeled “International Aid Leader.”
   - Subgroup B receives role sheet B, blank paper and pencils, and the name tag labeled “Province Chief.”
   - Subgroup C receives role sheet C, blank paper and pencils, and the name tags labeled “All-Seasons Vice President” and “Minister of the Interior.”
   - Subgroup D receives role sheet D, blank paper and pencils, and the name tag labeled “Senior Correspondent.”
5. The facilitator asks the subgroups to read their role sheets, to assign the representatives’ roles as indicated on those sheets, and to give the name tags to the representatives to wear throughout the activity. (Ten minutes.)

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1 A group-on-group configuration consists of two groups of participants: One group forms a circle and actively participates in an activity; the other group forms a circle around the first group and observes the first group’s activity.
6. The facilitator announces that the subgroups have one hour to plan for the representatives’ meeting discussed in their role sheets, emphasizes the importance of maintaining roles, and then asks the subgroups to begin. While the subgroups work, the facilitator periodically apprises the participants of the remaining time and consults with the subgroups if asked.

7. After one hour the facilitator calls time and instructs the participants to rearrange the furniture for the representatives’ meeting. Each observer (every participant who does not play a role in the meeting) is given a copy of the observer sheet and is asked to follow the instructions on the sheet. The facilitator announces that the meeting participants have forty-five minutes to meet their objective and then asks the minister of the interior to begin the meeting.

8. After forty-five minutes the facilitator stops the role play and leads a discussion based on the observers’ observations and the meeting participants’ reactions. (Fifteen minutes.)

9. The facilitator asks the following concluding questions:
   - What was it like to interact with people from different cultures?
   - What have you learned about cultural diversity among members of a group?
   - What experiences have you had in interacting with coworkers from cultures that are different from your own? What happens when we expect a person from a different culture to behave as we do? What happens when we attempt to understand the behavior of culturally different coworkers in terms of their cultures instead of our own?
   - It is predicted that the work force will become increasingly diverse in the years to come. As a result, what changes can we expect in organizations?
   - What are the disadvantages of a culturally diverse work environment? What are the advantages?
   - How might a more diverse work force affect you personally? What can you do to foster positive relationships at work with people from cultures that are different from your own?

Variations

- The facilitator may assign participants to subgroups in order to ensure some degree of diversity (in gender, culture, regional background, or other elements) within subgroups. If this option is chosen, the facilitator may wish to ask one member of each subgroup to observe the subgroup’s process, answer work sheet questions about the subgroup’s treatment of its own cultural diversity, and report observations to the subgroup before the conclusion of the planning session. The following questions, adapted from those in the observer sheet, may be used on the work sheet:
How would you describe the members’ awareness of the cultural diversity within the subgroup?

How does that level of awareness affect the members’ problem-solving ability?

How does it affect their communication patterns?

What effect does it have on their decision making?

Subsequently, each subgroup can incorporate the observer’s feedback into final preparations for the representatives’ meeting.

Prior to conducting the activity, the facilitator may ask individual participants to research specific cultures and then to incorporate their research into their roles during the activity. For example, a participant assigned to the International Aid Team may be asked to research American feminism and subsequently to play the role of an American feminist.

If there are more participants than can be accommodated by the four subgroups, the facilitator may devise another role sheet for a fifth subgroup consisting of the president of Zenoland and his or her cabinet. The goal of the fifth subgroup might be to unify the different factions represented in the meeting and to further the economic development of Zenoland. Also, the president might be from a different province, where the religious influence is not a factor. (The president would participate in the representatives’ meeting.)
ZENOLAND SITUATION SHEET

Zenoland, a small country bordered on the south and east by the Green Sea, is experiencing economic problems. The three main industries—raising livestock, fishing, and copper mining—are not able to support the country adequately. Therefore, the government is beginning to promote tourism. Although the whole country boasts marvelous scenery, the area along the Green Sea is being most heavily promoted because its climate is so desirable and its beaches are spectacularly beautiful.

Three months ago the southern part of Zenoland experienced a severe earthquake. An agency known as International Aid dispatched a team of medical personnel, social workers, construction engineers, and other technicians to assist. The team is stationed in the province of Isol by the Green Sea, where the greatest damage occurred. The team members’ help has proved so valuable that two weeks ago the province chief of Isol asked them to stay an extra six months to assist in stabilizing the area.

The people of Isol, unlike Zenolanders from some of the other provinces, live by very strict religious rules. In accordance with these rules, men’s and women’s activities are segregated and women’s activities are extremely limited. For example, the women of Isol rarely enter the Green Sea, and when they do they are fully clothed and accompanied by other women.

Last week Miss Bach, a Canadian nurse from the International Aid team, went swimming alone at the Green Sea in Isol. When she arrived at the beach, she removed her clothing, revealing a two-piece bathing suit. Some young fishermen were repairing nets nearby and began to shout in the native language of Zenoland. When she walked to the water’s edge, they came closer and began to throw rocks at her. She ran into the sea and they followed her, repeatedly striking her with their fists. She nearly drowned in the surf before she was rescued and revived by tourists who saw what was happening from a bus and stopped to help.

Isol is in an uproar over this incident: The members of the International Aid team are upset; many local people are demanding that the team leave the country; and visiting foreign journalists are clamoring for further information. Meanwhile, Isol still needs help in its rebuilding efforts. The president of Zenoland has asked the minister of the interior to convene a meeting today to determine what to do to resolve the situation. The participants in the meeting will be the minister of the interior; the province chief of Isol; the vice president of All-Seasons, Inc., a development company that plans to build a resort here in Isol, on the Green Sea; the senior correspondent from the group of visiting foreign journalists; and the leader of the International Aid team. The president has said that by the end of the meeting the participants must arrive at a consensus decision about what to do to resolve the situation.
ZENOLAND ROLE SHEET A:
THE INTERNATIONAL AID TEAM

Note: One team member must assume the role of the team leader.

You are a member of the team sent by International Aid to help the people of Isol after the earthquake. During your stay you have come to love Isol; the people are warm and courageous, and the climate and scenery are wonderful. After living through the initial horror of the earthquake, all of you were looking forward to the next six months—until the attack on Miss Bach.

Miss Bach took a day’s leave to swim at the Green Sea. As she related, the incident happened after she removed her skirt and blouse, revealing her two-piece bathing suit. Suddenly the fishermen nearby began to shout. Miss Bach does not understand the native language of Zenoland; after gazing at them a moment and being unable to figure out what was the matter, she lay down her towel and her book and started walking toward the water. At that point some of the fishermen ran toward her. Initially she thought they might be warning her of danger—perhaps a shark—but then they began to throw rocks at her. She panicked and ran into the sea, but they followed her and continued their attack with their fists. Finally she was rescued by tourists who were riding by the area in a bus and demanded that the bus driver stop so that they could help. A number of the tourists chased the fishermen away while others revived Miss Bach. Subsequently, the tourists returned Miss Bach to the team quarters, where she has been recuperating ever since. The driver of the tour bus, who speaks the native language, told you and the other members of your team what one of the fishermen had said: that the nurse was evil; that she had no clothing and was a temptress sent by the devil; that she must not be allowed to continue to minister to any sick or injured people of Zenoland; and that if she continued to live in the team quarters, then all who lived there must also be devils.

You and the other team members are very upset. Your idyllic life at Isol has become a nightmare. A number of native people raise their fists and shout as they pass your quarters; others are avoiding you. You have heard that some are suggesting it is time for the team to go home, despite the fact that there is still much work to be done.

Later your leader will be attending the meeting to determine what should be done about this situation. The other members of your team have been invited to attend the meeting, but they will not be allowed to participate. Now your team must come up with two solutions—a first choice and an alternative—that your leader can present during the upcoming meeting. When devising solutions, remember your objectives: (1) to convince the other meeting participants to allow your team to continue its much-needed work and (2) to ensure the team members’ safety for the rest of their time in Isol.
ZENOLAND ROLE SHEET B:
THE PROVINCE CHIEF AND STAFF

Note: One team member must assume the role of the province chief.

Your team consists of the province chief of Isol and the chief’s staff. All of you are active in running the province. Today there will be a meeting to determine what should be done about the unfortunate situation involving the young nurse from the International Aid team. Although your entire team has been invited to attend, only the province chief will participate.

You know that the fishermen accused of attacking the nurse are good, religious young men. You and the other team members have reviewed their written reports, stating that the fishermen had never seen such a display of immodesty as the one the nurse engaged in. Clearly, she provoked them. Several of the fishermen returned to the site later and demonstrated against “the devils”—the young nurse and her colleagues. Isol is in an uproar. Many native people are demanding that the team from International Aid leave and that fences be put up to keep foreigners away from the beaches.

Another dimension of this problem is that the minister of the interior is working with the vice president of All-Seasons to develop Isol into a resort area. You were always uneasy about the proposed resort. Now you are convinced that morals in Isol will deteriorate if a resort is built. Surely other foreigners will behave as badly as the nurse did. Also, Zenolanders from other provinces do not share Isol’s morals and want to have this incident highlighted further in the media. Therefore, you were distressed when you learned that the senior correspondent from a group of foreign journalists will be attending the upcoming meeting.

You cannot understand why the nurse would have done what she did. Everyone knows that a woman should not go into the sea unless she is fully clothed and in the company of other women. In fact, very few Zenolanders—men or women—swim in the sea. Primarily the local people use the sea for fishing or medicinal purposes. (It is said that some aches and skin disorders can be alleviated with sea water.)

Before this incident the team members from International Aid had been so helpful that the province chief asked them to stay for an extra six months. Now, however, you are beginning to wonder about the wisdom of that decision. If the team stays, its presence may do more harm than good.

Now your team must come up with two solutions—a first choice and an alternative—that the province chief can present during the upcoming meeting. When devising solutions, remember your objectives: (1) to convince the other meeting participants that the resort must not be built, (2) to keep the foreign journalists from writing about the incident, and (3) to ensure the continuance of earthquake relief in some form.
ZENOLAND ROLE SHEET C:
THE ALL-SEASONS TEAM AND THE MINISTER OF THE INTERIOR

Note: One team member must assume the role of the minister of the interior, who will conduct the meeting discussed in the situation sheet; another must assume the role of the vice president.

The minister of the interior is entering into a venture-capital arrangement with All-Seasons, Inc., the development company that you and your fellow team members represent. Although it is based in Atlantic City, New Jersey, All-Seasons owns and operates profitable luxury resorts and casinos not only in Atlantic City but also at the Côte d’Azur, France; at Chiang Mai, Thailand; and along the Bosporus in Turkey. According to the terms of this arrangement, All-Seasons will open a resort and casino here in the province of Isol, on the Green Sea. Research of the area indicates that its warm waters, lush vegetation, and beautiful beaches will lure tourists from all over the world.

You and your fellow team members are in the process of finalizing the plans for the resort. But a message yesterday from Mr. Xerxes, publisher of *The Zenoland Times*, the local newspaper, warned that the attack on the nurse from the International Aid team may have jeopardized the resort project. Unfortunately, the research on Isol did not reveal the strict religious rules and social customs that are now coming to light. (Even the minister of the interior, who is from another province characterized by a vastly different life style, did not understand how fervently the people of Isol feel about their customs.) If the local fishermen are this upset about one woman in a two-piece bathing suit, how will they react when the beaches are covered with female tourists, similarly clad? And how will they feel about the casino?

On a positive note, the senior press correspondent is a friend of the minister of the interior, so this person may prove to be an ally during the upcoming meeting. You are anxious to protect All-Seasons’ investment in the proposed resort. The resort could be an economic boon not only to All-Seasons but also to the minister and to Zenoland itself.

Now your team must come up with two viable solutions—a first choice and an alternative—that the minister of the interior and the All-Seasons vice president can present during the upcoming meeting. (The other members of your team have been invited to attend, but they will not be allowed to participate.) When devising solutions, remember your objectives: (1) to convince the other meeting participants that the resort and casino should be built and (2) to find some way to protect the resort’s guests from being persecuted by the people of Isol.
ZENOLAND ROLE SHEET D:
The PRESS TEAM

Note: One team member must assume the role of the senior correspondent.

As members of the international press, you and the other members of your team have been invited to Zenoland by the Zenoland Development Council, a division of the Ministry of the Interior, to meet important people in the government and to tour several sites that are being considered for development for various industries, including tourism. Your original itinerary for today included the site of a proposed resort to be built here in Isol, on the Green Sea, by All-Seasons, Inc., an Atlantic City-based development company.

At a local coffee shop last night, you and your fellow journalists heard the story of the attack on the nurse. All of you are anxious to interview those involved and to file stories. You also heard that today there will be a meeting to determine what should be done about this situation. Late last night you and your fellow journalists requested that your team’s senior correspondent, who enjoys a long-standing friendship with the minister of the interior, be allowed to participate in the meeting. Shortly thereafter your request was granted.

If it were not for this friendship, the senior correspondent’s participation would never have been approved. The correspondent had to agree that the meeting would be “off the record” and that the minister of the interior could review the resultant news story before publication. Clearly, this entire situation is extremely delicate and must be handled with great finesse on the part of the correspondent. It is important to get a good, accurate story without antagonizing the minister of the interior.

You and your fellow journalists are getting together before the meeting to decide (1) what information and clarification of the situation you need in order to write about the incident and its implications and (2) how the senior correspondent should behave during the meeting to increase the likelihood of getting a good story.
ZENOLAND OBSERVER SHEET

Instructions: Your task is to observe the meeting attended by the minister of the interior, the province chief of Isol, the vice president of All-Seasons, the senior correspondent, and the leader of the International Aid team. As you observe, think about and/or jot down answers to the following questions. Later your facilitator will invite you and the other observers to share observations with the total group.

1. How would you describe the level of awareness of cultural diversity among the meeting participants?

2. What impact does that level of awareness have on their problem-solving ability? on their communication patterns? on their decision making?

3. How are the representatives acknowledging and accommodating cultural differences? How are they working to transcend those differences and to find a mutually beneficial solution?

4. What are the representatives doing that interferes with finding a mutually beneficial solution? (What seems to be getting in the way?)
FIRST IMPRESSIONS: EXAMINING ASSUMPTIONS

Goals

- To develop the participants’ awareness of the ways in which they judge people and the ways in which others might judge them.
- To help the participants to see how their judgments about people cause them to make discriminatory decisions.
- To offer the participants an opportunity to discuss the implications of their first impressions and the judgments they make.

Group Size

A minimum of ten participants to ensure a variety of different responses; a maximum of thirty participants so that everyone has a chance to participate in the discussion.

Time Required

One hour and ten minutes to one and one-half hours.

Materials

- A copy of First Impressions Form A for each participant.
- A copy of First Impressions Form B for each participant.
- A pencil and a portable writing surface for each participant.
- A newsprint flip chart and a felt-tipped marker.
- Masking tape for posting newsprint.

Physical Setting

Any room in which the participants can be seated comfortably. It is preferable, but not essential, to seat the participants in a circle so that they can see one another.

Process

1. The participants are given copies of First Impressions Form A, portable writing surfaces, and pencils and are asked to read the instructions and to complete the
form accordingly. The facilitator emphasizes that they should not spend a lot of time thinking about their responses and clarifies that the forms will not be collected. (Five minutes.)

2. After everyone has completed Form A, the facilitator distributes copies of Form B and again asks the participants to read the instructions and to complete the form. Again, the participants are told that the forms will not be collected. (Five minutes.)

3. The participants are asked to look through both completed forms and to note which items they rated as “1.” The facilitator writes the numbers of the instrument items on newsprint (1, 2, 3a, 3b, 3c, 3d, 4a, 4b, and so on) and asks for a show of hands indicating which items were rated as “1.” (If there are very few or no “1” votes, the facilitator should complete the same process for items rated as “2.”) The number of “1” responses for each item is recorded, and then the facilitator asks the following questions about a few of the items that received a large number of “1” votes:
   - What is it about this characteristic/behavior that bothers you so much?
   - Where/how did you learn to regard the characteristic/behavior negatively?
   - How is this characteristic/behavior a valid consideration in assessing a person’s qualifications for employment?
   - What are some different or opposing thoughts about this characteristic/behavior? If you rated this item as “3,” “4,” or “5,” how do you react to what people have been saying?
   (Fifteen to twenty minutes.)

4. The participants are asked to look through both completed forms and note which items they rated as “5.” The facilitator writes the numbers of the instrument items on a new sheet of newsprint and asks for a show of hands indicating which items were rated as “5.” (If there are very few or no “5” votes, the facilitator should complete the same process for items rated as “4.”) After recording the number of “5” responses for each item, the facilitator asks the following questions about a few of the items that received a large number of “5” votes:
   - What is it about this characteristic/behavior that you like so much?
   - Where/how did you learn to regard the characteristic/behavior positively?
   - How is this characteristic/behavior a valid consideration in assessing a person’s qualifications for employment?
   - What are some different or opposing thoughts about this characteristic/behavior? If you rated this item as “1,” “2,” or “3,” how do you react to what people have been saying?
   (Fifteen to twenty minutes.)
5. The facilitator asks the participants to look through both forms for items on which they rated the male and the female differently, calls for a show of hands, and lists these items and their corresponding numbers of votes on another sheet of newsprint. Then the participants are asked the following questions about each of these items:

- Why would a man and a woman be judged differently on this characteristic/behavior? Why should they be?
- How do the female participants feel about this difference in judgment? How do the male participants feel?

(Ten minutes.)

6. The facilitator elicits reactions to the activity and then asks questions such as these:

- How might your responses to this activity be different from the actual judgments you make when you meet someone?
- How do you feel knowing that someone may judge you in the same ways based on a first impression?
- How are the judgments you made related to discrimination based on race, ethnicity, or sex? How do you feel about those judgments? What do they tell you about yourself? What do they tell you about what you expect of people in your own work environment?
- What have you learned about the first impressions of others?
- How do first impressions help us in our daily lives? How do they hinder us?
- How might this experience impact you the next time you meet someone? How might you view that person differently? What might you say or do differently?

(Twenty to thirty minutes.)

7. Before concluding the activity, the facilitator congratulates the participants on the risks that they took in participating actively.

Variations

- The items on the forms may be made more relevant to the specific group involved.
- The situation presented in the forms may be changed from a professional to a social one. Or the activity may make use of one professional situation and one social situation, with the differences examined afterward.
- The facilitator may conclude the activity with role plays of positive first impressions, based on what the participants have learned.
- The activity may be concluded with the construction of a list of “dos and don’ts” for meeting people or creating first impressions.

Submitted by Steven E. Aufrecht.
**FIRST IMPRESSIONS FORM A**

*Instructions:* Assume that you are meeting a male friend of a friend for lunch. This person is looking for a job and wants to talk with you about your own place of work. Following is a list of various characteristics and behaviors. Think about the impression that your lunch companion would make on you if he displayed each of the characteristics or behaviors listed. Then rate the impression produced by each characteristic or behavior by circling the appropriate number on the 1-to-5-scale that follows, where 1 = extremely negative, 3 = neutral, and 5 = extremely positive. Indicate what your actual response would be, not what you think would be the politically correct response.

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<thead>
<tr>
<th>Characteristic or Behavior</th>
<th>Extremely Negative</th>
<th>Neutral</th>
<th>Extremely Positive</th>
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<tbody>
<tr>
<td>1. Is five minutes early</td>
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<td>2. Is ten minutes late</td>
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**FIRST IMPRESSIONS FORM B**

*Instructions*: Assume that you are meeting a *female* friend of a friend for lunch. This person is looking for a job and wants to talk with you about your own place of work. Following is a list of various characteristics and behaviors. Think about the impression that your lunch companion would make on you if she displayed each of the characteristics or behaviors listed. Then rate the impression produced by each characteristic or behavior by circling the appropriate number on the 1-to-5-scale that follows, where 1 = extremely negative, 3 = neutral, and 5 = extremely positive. Indicate what your *actual response* would be, not what you think would be the politically correct response.

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<td>20. Makes a few off-color remarks during lunch</td>
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PAROLE BOARD: EXPLORING INDIVIDUAL AND GROUP VALUES

Goals

- To provide participants with an opportunity to explore their values concerning characteristics of individuals.
- To explore how individual values affect individual and group decisions.
- To explore the impact of group values on decision making.

Group Size

Twelve to twenty-four participants (three subgroups of three to six members each, plus one or two additional participants per subgroup who serve as observers).

Time Required

One hour and forty-five minutes to two hours.

Materials

- A copy of the Parole Board Candidates Sheet for each participant.
- A copy of the Parole Board C Background Sheet for each member and each observer of Parole Board C.
- A copy of the Parole Board L Background Sheet for each member and each observer of Parole Board L.
- A copy of the Parole Board M Background Sheet for each member and each observer of Parole Board M.
- A copy of the Parole Board Observer Sheet 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.
- Masking tape for posting newsprint.
**Physical Setting**

A room with movable chairs and sufficient space to accommodate the meetings of the three subgroups without any subgroup’s disturbing the others. It is preferable to have a large room for the total group and three separate rooms in which the subgroups can meet.

**Process**

1. The participants are requested to form two subgroups, based on whether they typically consider themselves to be “liberal” or “conservative.” They are asked to make this decision quickly and not to spend too much time worrying about labels. The facilitator then forms three subgroups of approximately equal size, one of “conservative” members, one of “liberal” members, and the last of a mixture of liberal and conservative (or those who could not decide). In the case of a group in which nearly all participants label themselves the same way, the facilitator may ask some members to role play a different tendency. Depending on the total number of participants, one or two members of each subgroup may be designated as observers. (Five minutes.)

2. Each subgroup is told that it is an official board of inquiry for a correctional facility. The subgroup is serving as a “parole board” to determine which prisoners should be let out of the facility early, before serving their full terms of imprisonment. Participants are encouraged to enter into the spirit of the activity (especially if they are in a subgroup that does not reflect their real tendencies) and not question the factual validity of the information provided. Each participant is given a copy of the Parole Board Candidates Sheet. In addition, each member and observer of the liberal subgroup receives a copy of the Parole Board L Background Sheet, each member and observer of the conservative subgroup receives a copy of the Parole Board C Background Sheet, and each member and observer of the “mixed” subgroup receives a copy of the Parole Board M Background Sheet. In addition, each observer is given a copy of the observer sheet, a pencil, and a clipboard or other portable writing surface. Time is allowed for the participants to read the sheets. (Fifteen minutes.)

3. The facilitator announces that it is time for the parole boards to meet and directs each one to a separate area of the room (or to a separate meeting room). The subgroup members are told that they will have forty-five minutes in which to determine their individual choices and to discuss the candidates with the other subgroup members and reach consensus on which ones will be granted parole. Observers are instructed to record observations on their copies of the observer sheet. The subgroups are told to return to the primary meeting space at the end of the allotted time. (Five minutes.)
4. The subgroups conduct their meetings simultaneously. After ten minutes, the facilitator suggests that the participants conclude their individual decision making and move on to the consensus phase of the activity. He or she also notifies the participants when they have ten minutes left, when they have five minutes left, and then calls time. (Forty-five minutes.)

5. When the total group has reconvened, each “parole board” is asked to announce its decisions: the names of the three candidates that it nominated for parole and any special conditions of parole for each of the three. The facilitator writes each subgroup’s decisions on newsprint. (Ten to fifteen minutes.)

6. The facilitator asks the participants to try to step out of their advocacy positions and to try to put their focus on what happens in a group when its members must reach consensus on a serious issue. The facilitator then initiates a discussion of the activity, keeping the focus on learning themes generated by the activity, not on the “rightness” or “wrongness” of any subgroup’s decisions. After the participants respond to each of the following questions, observers are asked to report their recorded observations.
   - How did you feel about the responsibility of determining the fate of the six candidates? If some members felt differently from others, why do you think this happened?
   - What values seemed to be operating within each subgroup? How did the subgroup’s values differ from one another?
   - What processes did you use in your subgroups to guide your discussions and reach your conclusions? How did these processes typify the values each subgroup represented?
   - How did the fact that subgroup members’ values were similar or different affect the decision-making process?
   - Did any one subgroup fail to nominate three candidates for parole? If so, what happened during that subgroup’s deliberations that prevented a decision? (Fifteen to twenty minutes.)

7. The facilitator leads a concluding discussion based on these questions:
   - What did you learn from this experience about how personal values affect individual and group decision making?
   - How can these learnings be applied to future decision-making situations, both individual and group? (Five to ten minutes.)
Variations

- Three subgroups can be formed, with each being given the task of designing a new correctional facility (prison). Each subgroup is to generate a description of the physical facility, staffing needs, equipment needs, and a list of training programs for employees. On the role sheets, one of the subgroups is designated “liberal,” one “conservative,” and one “mixed,” but the subgroups are not told that they have been given different orientations. The results of each subgroup’s planning session are depicted on newsprint and posted, so that differences in design, staffing, equipment, and training are apparent. Processing includes the differences in the results, how the subgroup’s orientation affected its process and its results, each subgroup’s significant issues, and learnings and applications.

- The activity in the previous variation can be amended as follows: At the beginning of the activity, the facilitator verbally and graphically presents a model of organizational subsystems (for example, Jones’ “Organizational-Universe Model”). Time is allowed for questions and clarification. (The first learning goal then becomes “To present a model of organizations and their subsystems.”) The subgroup’s tasks include descriptions of organizational structure, unit tasks, authority, work flow, and special rules and regulations.

- With smaller groups, just the liberal and conservative designations can be used to highlight potential contrasts.

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Submitted by Arlette C. Ballew, based on variations submitted by Charles A. Beitz, Jr.
Parole Board C Background Sheet

In this location, people who have been convicted of serious crimes typically are sent to a correctional facility (prison) for periods of time ranging from five years to life. However, not all prisoners remain imprisoned for the full length of their terms; some, whose conduct while imprisoned has been good and who are believed to be capable of being rehabilitated, are released early or “paroled.”

A paroled person must meet certain conditions in order to remain at liberty outside the correctional facility. These conditions relate to conduct, use of addictive substances, employment, housing, area in which the person may travel, and so on. In addition, a person who is “on parole” must report once each month to a “parole officer,” who monitors the person’s conduct, employment, housing, associates, and so on. If the parole officer determines that the person has exceeded the conditions of his or her parole, that person is apprehended and returned to a correctional facility.

You are a member of a parole board, a group that meets at regular intervals of time to determine which, if any, of the prisoners who have been incarcerated long enough to be eligible for parole will, in fact, be released before completing their full terms of imprisonment.

Obviously, you do not want to recommend anyone for parole who may engage in criminal behavior or in any way be a menace to society when he or she is released. Also, you do not want to increase the strain on the already-overloaded parole officers by assigning people to them who are apt to violate their conditions of parole.

On the other hand, the correctional facilities all over the country are overfilled, and the parole system is a way of releasing the prisoners who may be able to lead normal, productive lives while keeping the more dangerous ones “locked up.”

Six prisoners currently are eligible—and have been recommended by the prison authorities—for possible parole. Your task is to nominate three candidates for parole; then your subgroup must reach consensus on which three of these six candidates will be released on parole. You may nominate only three people.

Keep the following guidelines in mind as you try to reach consensus:

1. Avoid arguing for your individual judgments. Approach the task on the basis of logic.
2. Avoid changing your mind simply to reach agreement and to avoid conflict, but support solutions with which you are able to agree to some extent.
3. Avoid “conflict-reducing” techniques such as majority vote, averaging, or trading in reaching your decision.
4. View differences of opinion as a help rather than a hindrance in decision making.

The parole board on which you serve is “conservative.”

You will have forty-five minutes to complete these tasks.
PAROLE BOARD L BACKGROUND SHEET

In this location, people who have been convicted of serious crimes typically are sent to a correctional facility (prison) for periods of time ranging from five years to life. However, not all prisoners remain imprisoned for the full length of their terms; some, whose conduct while imprisoned has been good and who are believed to be capable of being rehabilitated, are released early, or “paroled.”

A paroled person must meet certain conditions in order to remain at liberty outside the correctional facility. These conditions relate to conduct, use of addictive substances, employment, housing, area in which the person may travel, and so on. In addition, a person who is “on parole” must report once each month to a “parole officer,” who monitors the person’s conduct, employment, housing, associates, and so on. If the parole officer determines that the person has exceeded the conditions of his or her parole, that person is apprehended and returned to a correctional facility.

You are a member of a parole board, a group that meets at regular intervals of time to determine which, if any, of the prisoners who have been incarcerated long enough to be eligible for parole will, in fact, be released before completing their full terms of imprisonment.

Obviously, you do not want to recommend anyone for parole who may engage in criminal behavior or in any way be a menace to society when he or she is released. Also, you do not want to increase the strain on the already-overloaded parole officers by assigning people to them who are apt to violate their conditions of parole.

On the other hand, the correctional facilities all over the country are overfilled, and the parole system is a way of releasing the prisoners who may be able to lead normal, productive lives while keeping the more dangerous ones “locked up.”

Six prisoners currently are eligible—and have been recommended by the prison authorities—for possible parole. Your task is to nominate three candidates for parole; then your subgroup must reach consensus on which three of these six candidates will be released on parole. You may nominate only three people.

Keep the following guidelines in mind as you try to reach consensus:

1. Avoid arguing for your individual judgments. Approach the task on the basis of logic.
2. Avoid changing your mind simply to reach agreement and to avoid conflict, but support solutions with which you are able to agree to some extent.
3. Avoid “conflict-reducing” techniques such as majority vote, averaging, or trading in reaching your decision.
4. View differences of opinion as a help rather than a hindrance in decision making.

The parole board on which you serve is “liberal.”

You will have forty-five minutes to complete these tasks.
PAROLE BOARD BACKGROUND SHEET

In this location, people who have been convicted of serious crimes typically are sent to a correctional facility (prison) for periods of time ranging from five years to life. However, not all prisoners remain imprisoned for the full length of their terms; some, whose conduct while imprisoned has been good and who are believed to be capable of being rehabilitated, are released early, or “paroled.”

A paroled person must meet certain conditions in order to remain at liberty outside the correctional facility. These conditions relate to conduct, use of addictive substances, employment, housing, area in which the person may travel, and so on. In addition, a person who is “on parole” must report once each month to a “parole officer,” who monitors the person’s conduct, employment, housing, associates, and so on. If the parole officer determines that the person has exceeded the conditions of his or her parole, that person is apprehended and returned to a correctional facility.

You are a member of a parole board, a group that meets at regular intervals of time to determine which, if any, of the prisoners who have been incarcerated long enough to be eligible for parole will, in fact, be released before completing their full terms of imprisonment.

Obviously, you do not want to recommend anyone for parole who may engage in criminal behavior or in any way be a menace to society when he or she is released. Also, you do not want to increase the strain on the already-overloaded parole officers by assigning people to them who are apt to violate their conditions of parole.

On the other hand, the correctional facilities all over the country are overfilled, and the parole system is a way of releasing the prisoners who may be able to lead normal, productive lives while keeping the more dangerous ones “locked up.”

Six prisoners currently are eligible—and have been recommended by the prison authorities—for possible parole. Your task is to nominate three candidates for parole; then your subgroup must reach consensus on which three of these six candidates will be released on parole. You may nominate only three people.

Keep the following guidelines in mind as you try to reach consensus:

1. Avoid arguing for your individual judgments. Approach the task on the basis of logic.
2. Avoid changing your mind simply to reach agreement and to avoid conflict, but support solutions with which you are able to agree to some extent.
3. Avoid “conflict-reducing” techniques such as majority vote, averaging, or trading in reaching your decision.
4. View differences of opinion as a help rather than a hindrance in decision making.

The parole board on which you serve contains some members who regard themselves as liberal, some who tend to be conservative, and some whom you have not been able to label.

You will have forty-five minutes to complete these tasks.
PAROLE BOARD CANDIDATES SHEET

The following prisoners have served the required amount of time and have met the prison criteria to be eligible for parole. The task of your group is to approve three of the candidates for parole and specify any special conditions of parole for each of the three selected. It is suggested that you read the following descriptions individually, make your own individual choices, and then discuss the issues in your subgroup.

Candidates

James Johnson, age 28. Johnson was convicted on two counts of armed robbery. On both occasions, he entered a small food store and forced the cashier (at gunpoint) to give him money from the cash register. He did not fire the gun on either occasion. He has served ten years of a fifteen-year prison term.

Johnson was eighteen years old at the time he committed both offenses. He comes from a poor, lower-class family that was abandoned by the father. He dropped out of high school at the age of sixteen. Although he did not join an organized street gang, he kept company with several gang members as well as with other high school dropouts (several of whom had been convicted of misdemeanors).

Johnson was surly and uncommunicative for the first three years of his prison term. Then he began to work in the prison library and, with the encouragement of the librarian, joined a program to learn how to read. He began to show an interest in reading and learning and, in his fifth year in prison, passed an examination that qualified him for a high school equivalency degree. Since that time, he has continued his education, with the guidance of the prison counselors. He hopes to enroll in a community college, to work part-time, to receive a degree, and to pursue a career as a medical technician.

Johnson blames his previous conduct on his family background and lack of role model. He says that he now has developed better values and has realistic goals and a sense of direction, which were lacking in his youth.

Norman Jennings, age 40. Jennings is an accountant who was convicted of embezzling $10,000 from his employer. He has served three years of a five-year sentence.

Jennings is from a middle-class background. He received a college degree in accounting. At the time of his offense, he was thirty-seven years old, a bachelor who lived alone. He was described by his associates as “quiet,” “shy,” and “not very sociable.” Six months prior to the discovery of his embezzlement, he met a thirty-year-old woman in a restaurant near his home. They began to see each other regularly, and Jennings believed that he was “in love” for the first time.

At his trial, Jennings said that the woman asked him to steal the money to provide “for their life together.” Unfortunately, she left town soon after his arrest, so could not be questioned about her part in the affair. The fact that the police were unable to locate her, although it is known that she was seen and in good health just after Jennings was
Jennings says that he has learned his lesson. While in prison, he studied advanced accounting and kept informed of new accounting procedures. He expects to be able to pass the examination to become a certified public accountant when he is released. He believes that his chances of employment are good, once he has had an opportunity to explain himself.

Frederick Upjohn, Jr., age 38. Upjohn was convicted of selling cocaine and has served ten years of a fifteen-year sentence.

The only son of a wealthy entrepreneur, Upjohn holds a university degree in music education. Following his graduation, he became a member of a rock-music band, which made several successful recordings and became quite popular. Upjohn received critical acclaim for his talent and had many fans. During seven years of touring worldwide with the band, Upjohn experimented with drugs and eventually became addicted to cocaine. He was arrested for selling cocaine to an undercover agent who was posing as a recording-studio technician. He was twenty-eight years old at the time.

While Upjohn was incarcerated, his father passed away, leaving him with a substantial private income.

Upjohn says that now that he is drug free, he has no intention of becoming involved with drugs again. He intends to resume his career as a musician.

Lucille DuBois, age 38. DuBois was convicted of soliciting for prostitution, which is a felony in this location. This is her second conviction. She previously served a full, five-year prison term as the result of a similar conviction. She has served five years of an eight-year term for the most recent offense.

DuBois is from an upper-middle-class family. When she was eight years old, her father (a successful professional man) was convicted of sexually abusing her and sent to prison. The mother subsequently suffered a series of nervous breakdowns; when the mother was unable to care for them, DuBois and her brother were taken in by a series of aunts and uncles. DuBois ran away from home at the age of sixteen and apparently drifted into prostitution as the only way she could find to support herself. From the age of twenty-one to the time of her first conviction (at age twenty-four), she often worked as a waitress, returning to prostitution when she was out of work.

A relative who owns a successful restaurant has offered DuBois a job as a waitress on her release from prison. If she is paroled, she plans to accept this offer. She says that she is “too old” to return to her former life, and believes that she can work her way up in the family business.

Emilia Cumo, age 55. Cumo has served twenty years of a thirty-year sentence for manslaughter. She was convicted of administering an overdose of medication to her mother.

At the time of her conviction, Cumo was thirty-five years old and unmarried. She had lived with her widowed mother for her entire life. Her mother, who was sixty-nine
years old at the time of her death, had suffered from Alzheimer’s Disease for the previous six years.

At Cumo’s trial, the prosecution portrayed her as a scheming woman who had tired of the responsibility of caring for her parent and who wished to live without responsibility on her mother’s money.

The defense maintained that Cumo’s mother had previously begged her to “help her to die” if and when she became so incapacitated that she would be an embarrassment to herself. In the last eighteen months of her life, the mother’s condition had deteriorated so that she did not know who or where she was, did not recognize anyone, and was frequently confused and distraught. The defense pointed out that although Cumo had agreed to her mother’s request to ease the mother’s mind, she had not acted on her promise for a year and a half while she agonized over the moral consequences of taking a human life versus not keeping her promise and allowing her mother to suffer.

Cumo’s brother and sister, both married, are divided in their view of her actions. The brother calls Cumo a “cold-blooded murderess.” The sister supports Cumo, maintaining that their mother’s life was a “living hell.” She has invited Cumo to live with her family if Cumo is released on parole.

*Jacob Knowles, age 46.* Knowles has served eleven years of a twenty-year sentence for vehicular manslaughter. He was convicted of killing a twelve-year-old girl while driving under the influence of alcohol.

Prior to his conviction, Knowles had been cited repeatedly for driving while drunk, and his license had been suspended. When he was arrested at the scene of the girl’s death, he had been driving without a license or insurance coverage.

Knowles had been employed as a sales manager for a nationwide building-parts firm but had lost his job six months prior to his conviction for showing up at work while drunk.

While in prison, Knowles entered an Alcoholics Anonymous group. He is a vehement spokesperson for the benefits of such programs in helping addicted people to recover. He says that prison “saved my life even though it was too late to save the little girl’s.”

If released on parole, Knowles hopes to find a job as a counselor in a program for alcohol and drug abusers.
PAROLE BOARD OBSERVER SHEET

*Instructions:* Use the following questions to guide your observations of the interactions within your subgroup, writing answers in the spaces provided. You will be asked to share these observations as part of the concluding discussions.

1. What discussion took place regarding the subgroup’s responsibilities? What individual differences were evident in terms of accepting these responsibilities?

2. What values were articulated within the subgroup? (Focus on values that might be labeled “liberal” or “conservative.”)

3. How did the subgroup reach its conclusions? Did the processes reflect the values that the subgroup members were espousing?

4. How did similarities or differences in individual values affect the discussion and the decisions?

5. Did your subgroup complete the task? If not, what behaviors prevented completion?
FOURTEEN DIMENSIONS OF DIVERSITY: UNDERSTANDING AND APPRECIATING DIFFERENCES IN THE WORK PLACE

Goals

- To help participants understand that diversity is multidimensional and applies to everyone.
- To assist participants in exploring which of the dimensions of diversity have special relevance to their own identities.
- To stimulate appreciation of the value of diversity in the workplace.

Group Size

Fifteen to thirty participants in groups of approximately five members each.

Time Required

One hour and ten minutes to one and one-half hours.

Materials

- A copy of the Dimensions of Diversity Diagram for each participant.
- A copy of the Dimensions of Diversity Work Sheet for each participant.
- A pencil for each participant.
- An overhead transparency or a flip chart drawing of the Dimensions of Diversity Diagram.¹
- An overhead projector (if a transparency is used).

Physical Setting

A room large enough for subgroups to work without disturbing one another. A writing surface and movable chair should be provided for each participant.

Process

1. The facilitator begins by showing an overhead transparency or flip chart drawing of the Dimensions of Diversity Diagram and gives a copy of the Dimensions of Diversity Diagram and a pencil to each participant. The following explanatory comments are made:

- Diversity is a multidimensional phenomenon. Its dimensions represent major aspects of people’s backgrounds and identities, which make them similar to and different from one another. In the workplace, diversity refers not only to race and gender but to many other significant characteristics as well. These different dimensions represent an array of contributions that people can make because of their various outlooks and differences.

- Each person is a complex mix of many dimensions. We all have other characteristics that are not in this diagram, but the ones that do appear in the diagram are some of the most fundamental aspects of who we are and how we experience the world.

- The six dimensions in the center circle are called “primary” because they are central aspects of our identities and greatly impact our values and perceptions. Some of them are present at birth, and some have a significant impact on how we are socialized as children. Also, other people frequently respond to or make judgments about us based on their assumptions regarding “who we are” in terms of these dimensions. Most of the major “isms” are based on the elements in the center: racism, sexism, ageism, etc.

- The dimensions in the outer circle are called “secondary” because they are characteristics that we can modify and because their presence or absence does not usually change our core identities. However, for some people, certain dimensions in the outer ring exert a fundamental influence on their identities and world views (e.g., their incomes, religious beliefs, and military experiences).

- The diversity dimensions are significant in an organizational context. For example, consider how the work expectations and priorities of a twenty-three-year-old, first-time employee might compare to those of a fifty-five-year-old employee who has worked for the organization for eighteen years. Or consider the work-related goals and experiences of a recent immigrant to the United States who speaks English as a second language and has worked in several countries, compared to those of a native-English speaker who has not worked or traveled outside the United States.

- Because people all are unique, each of us could draw a personal diversity diagram showing which of these fourteen dimensions are especially relevant to his or her core identity at this time in life. For one person, his or her gender or race might be very significant; to another person, such factors may be less
important than sexual orientation or physical characteristics. For some people, characteristics on the outer circle of the diagram might be central to their identities today. Respecting differences means recognizing that the individual coworkers, customers, and clients with whom we interact will have different perceptions, values, concerns, and life experiences based on the various dimensions of diversity that have been salient in their lives.

(Ten minutes.)

2. The participants are formed into subgroups of approximately five members each, with each subgroup representing as much gender, race, culture, and age diversity as possible.

3. The facilitator announces the goals of the activity and hands out a Dimensions of Diversity Work Sheet to each participant. The facilitator briefly reviews the three questions on the work sheet. (Option: To establish an atmosphere of openness, the facilitator may give brief examples of how he or she would personally answer one or two of the questions.) The participants are told that they will have ten minutes in which to fill out the work sheets individually. [Note to the facilitator: Be sure to be familiar with the fourteen dimensions and be prepared to answer questions that might arise, such as how race and ethnicity overlap or how generational differences can shape people’s perceptions.] (Fifteen minutes.)

4. When all participants have finished filling out the work sheet, the members of each subgroup are invited to report their answers to their subgroup. One person in the subgroup gives his or her answer to question 1, another person gives his or her answer to question 1, and so on, until all group members have explained their answers to all work sheet questions. Before the participants start their reporting, the facilitator provides the following suggestions:

- There are no right or wrong answers; each person will have unique responses to the questions.
- When you share your answers, please explain the reason that you said what you did.

(Thirty to forty-five minutes.)

5. The facilitator calls time and reassembles the total group. Some of the following questions can be used to elicit the participants’ reactions to the experience:

- Was it easy or difficult for you to select the three most important aspects of your core identity? What made it easy? What made it difficult?
- How did some of you respond to the first question? Which three dimensions did you identify as part of your core identity?
- How many of you found that some dimensions of diversity are more (or less) salient to you now than they were ten years ago? Why was this?
What did some of you list as special contributions you bring to the workplace because of your diversity? What have you come to appreciate about the special contributions of others?

What have you learned about diversity? What have you learned about diversity in the workplace?

How might you apply the understanding you gained about diversity at work? (Fifteen to twenty minutes.)

**Variations**

- In Step 1, examples relevant to the organization’s employee-diversity or customer-diversity mix may be used to illustrate the organizational significance of the diversity dimensions.
- In Step 1, the material may be presented as an interactive lecturette by asking the group a few questions. For instance, before explaining the primary/secondary distinction, the facilitator may ask participants what the six elements in the center have in common or why they might be considered “primary.”
- If the group consists of people who work together (an intact work group or committee), the activity may be used to help members move to greater trust and a deeper appreciation of their differences. For such a group, questions such as the following may be added to the work sheet or used in the debriefing:
  - What dimensions of your own diversity do you think others at work (peers, clients, customers) see first when they interact with you? Why is this?
  - What aspects of your own diversity do you wish your coworkers understood better? Why are they important to you?
  - What diversity dimensions or aspects of yourself do you express most fully (authentically) at work? What aspects are not fully expressed or are masked?

**REFERENCE**


Submitted by Sunny Bradford, Ph.D.
Primary Dimensions of Diversity

The primary dimensions of diversity are those basic characteristics that are inborn and/or that greatly affect how you are socialized. These dimensions shape your self-image, your world view, and how others perceive you. At the core of your identity and life experience, they continue to exert powerful impacts throughout your life.

**Age:** the number of years you have been alive and the generation in which you were born.

**Race:** the biological groupings within humankind, representing superficial physical differences, such as eye form and skin color. Race accounts for .012 percent difference in a person’s genetic heredity.

**Ethnicity:** identification with a cultural group that has shared traditions and heritage, including national origin, language, religion, food, customs, and so on. Some people identify strongly with these cultural roots; others do not.

**Gender:** biological sex as determined by XX (female) or XY (male) chromosomes.

**Physical Abilities/Qualities:** a variety of characteristics, including body type, physical size, facial features, specific abilities or disabilities, visible and invisible physical and mental talents or limitations.

**Sexual/Affectional Orientation:** feelings of sexual attraction toward members of the same or opposite gender, such as heterosexual, gay/lesbian, or bisexual.

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Secondary Dimensions of Diversity

The secondary dimensions of diversity are those characteristics that you acquire and can modify throughout your life. Factors such as income, religion, and geographic location may exert a significant impact in childhood, but most of the others are less salient than the core dimensions. However, all of these characteristics add another layer to your self-definition and can profoundly shape your experiences.

**Education:** the formal and informal teachings to which you have been exposed and the training you have received.

**Work Background:** the employment and volunteer positions you have held and the array of organizations for which you have worked.

**Income:** the economic conditions in which you grew up and your current economic status.

**Marital Status:** your situation as a never-married, married, widowed, or divorced person.

**Military Experience:** service in one or more branches of the military.

**Religious Beliefs:** fundamental teachings you have received about deities and your internalized experiences from formal or informal religious practices.

**Geographic Location:** the location(s) in which you were raised or spent a significant part of your life, including types of communities, urban areas versus rural areas, and so on.

**Parental Status:** having or not having children and the circumstances in which you raise your children (single parenting, two-adult parenting, and so on).
FOURTEEN DIMENSIONS OF DIVERSITY WORK SHEET

Review the Dimensions of Diversity Diagram. Then fill out the blank diagram above by responding to the following:

1. Which dimensions of diversity are part of your core identity? In other words, which of the fourteen dimensions belong in your inner circle? Place the three most central aspects on the top row of the inner circle above. Why are these three dimensions especially important aspects of your identity?
2. For many people, aspects of identity change over the years. Would you have selected the same three dimensions ten years ago? If not, what has changed?

3. Now think of yourself at work. What are two or three special contributions that you bring to the workplace because of your own diversity? Think in terms of any of the fourteen dimensions of diversity.
ADOPTION: EXAMINING PERSONAL VALUES AND GROUP CONSENSUS

Goals

- To provide participants with a chance to work toward consensus.
- To offer participants an opportunity to examine how their personal values affect their decisions.
- To offer participants an opportunity to experience the effects of individual values on group decision making.

Group Size

Two to six subgroups of five to seven members each.

Time Required

Approximately one and one-half hours.

Materials

- A copy of the Adoption Task Sheet for each participant.
- A pencil for each participant.

Physical Setting

A room large enough so that each subgroup can work without disturbing the others. Movable chairs should be provided for the participants. Portable writing surfaces are helpful but not essential.

Process

1. The facilitator explains the goals of the activity.
2. Each participant is given a copy of the Adoption Task Sheet and a pencil and is asked to read the first section of the handout, entitled “Instructions.” After the participants have read this section, the facilitator elicits and answers questions about the task. (Five minutes.)
3. Each participant is instructed to work alone to rank order the prospective parents and to write his or her selections in the portion of the task sheet labeled “Personal Choices.” (Fifteen minutes.)
4. The facilitator asks the participants to form subgroups. The members of each subgroup are instructed to discuss the rank ordering of the prospective parents, to work toward consensus, and to write the subgroup’s selections in the portion of the task sheet labeled “Subgroup Choices.” The facilitator emphasizes that consensus does not mean that every member agrees with the order, but that all members consent to the order and no member objects to it. (Forty-five minutes.)

5. After forty-five minutes the facilitator reconvenes the total group and asks the following questions:

- Who was your subgroup’s first choice? What was your rationale for that choice?
- Which person or people turned out to be the least desirable? On what basis did your subgroup make that choice?
- How did your subgroup reach consensus? What was easy about reaching consensus? What was difficult about it?
- How do you feel about the outcome?
- What did you learn about how your personal values affect your personal decisions? What did you learn about how individual values affect group decision making?
- When you return to your organizational environment, how can you use what you learned?

(Twenty minutes.)

Variations

- If the participants have learned a particular method for reaching consensus, they may practice that method by using this case study. Then they may review how helpful or successful the method was.

- If the facilitator is leading a discussion about certain group values, this activity may be used as a springboard to the discussion. The case study may be adjusted to the issues that the facilitator is raising.

- The case study may be adapted to highlight cross-cultural differences by creating subgroups along cultural lines. For example, if the total group includes citizens of both the U.S. and Japan, one subgroup may consist of only citizens of the U.S.; one subgroup, only citizens of Japan; and another subgroup, citizens of both. A discussion could then ensue about different cultural values and the challenges and benefits of cross-cultural team membership.

Submitted by Morley Segal and Cynthia Franklin.
ADOPTION TASK SHEET

Instructions

Assume that there are not nearly as many infants available for adoption as there are people trying to adopt them. Therefore, decisions must be made regarding which of the prospective parents will adopt an infant. You are a member of a committee that will choose from those applying to adopt a Caucasian male infant. All applicants live in the same large city.

Your first task is to read the descriptions under the heading “The Choices” on this handout. Without consulting anyone, rank order the prospective parent(s) from 1 (the most desirable) to 7 (the least desirable) and write the appropriate numbers in the blanks provided under “Personal Choices.” Use your own value system for making your decisions.

After all participants complete the first task, your facilitator will announce that it is time to assemble into subgroups. Your second task takes place in your subgroup, where you and your fellow subgroup members will be asked to discuss and eventually reach consensus on the rank ordering of prospective parents. You are not expected to abandon your own values and priorities, but be open to reason and argument if other members show you that your values can be served with another choice.

Reaching a subgroup decision by consensus does not mean that every member agrees with the rank order, but that all members consent to that order and no member objects to it. Do not use majority rule or “horse trading.” When you have reached consensus, write the appropriate numbers in the blanks provided under “Subgroup Choices.”

If no consensus can be reached, there will be a six-month delay before another decision can be made. During that time, the child would remain in the orphanage.

The Choices

Read the following descriptions of prospective parents. Then rank order your personal choices, on a scale from 1 to 7 (1 = most desirable, 7 = least desirable), by writing numbers in the blanks in the left column. When you are working with your fellow subgroup members, write the subgroup choices in the blanks in the right column.
Personal Choices

______Ralph and Joanne
______Laura and Josh
______Jonathan and Elaine
______Charley
______Jeffrey and Allison
______Cynthia and Frank
______Helen and Glenda

Subgroup Choices

______Ralph and Joanne
______Laura and Josh
______Jonathan and Elaine
______Charley
______Jeffrey and Allison
______Cynthia and Frank
______Helen and Glenda

Ralph and Joanne

Age and Occupation: Ralph, age twenty-four, is a foreman on an assembly line in a local manufacturing plant. He spent two years at a community college and is considering a training program for computer programmers. Joanne, age twenty-three, is a high-school graduate. She also received training as a beautician and is a hairdresser at a large beauty salon.

Stability of Family and Marriage: Ralph and Joanne were high-school sweethearts and their marriage is stable. They maintain close relations with both sets of parents, who already have a number of grandchildren and are eager for more.

Health: Both are in good health, although Ralph is slightly overweight. He was a high-school football star, and he still participates with some of his former teammates in informal games on Saturday afternoons. Joanne does not have a regular form of exercise, but she recently bought an exercise videotape and plans to follow it.

Commitment to Childcare: Joanne intends to stay home with the child until he enters kindergarten. Then she will take a part-time job, which she believes will be easy to find in her field.

Educational Opportunities: The child would attend a public school, where the average class size is twenty-six. Ralph and Joanne live in a declining neighborhood, and the school in this district has had increasing incidents of violence. They plan to move to a more prosperous neighborhood before the child enters school, but at present they cannot afford to. They plan to save for the child’s higher education, which would be his choice of college, trade school, or another type of training.

Racial Background and Additional Information: Both are Caucasian. During their four years of marriage, Joanne has been unable to become pregnant.
Laura and Josh

Age and Occupation: Both are college graduates and work in social-change jobs. Josh, age thirty-eight, is a community organizer. Laura, age thirty-seven, works with Salvadoran refugees. In these occupations, both are able to express their liberal political beliefs.

Stability of Family and Marriage: Josh and Laura are not married but participated in a commitment ceremony and signed a legal agreement to protect the rights of any children whom they might adopt. They are committed to each other but made the choice not to marry out of a sense of solidarity with gay and lesbian couples, who are denied legal marriage. Both sets of parents are divorced and are excited at the prospect of having another grandchild.

Health: Both are in good health and jog almost daily.

Commitment to Childcare: Both plan to work part-time until the child is old enough for preschool, so that they can share parenting responsibilities. Their employers have agreed to a reduction in hours if they adopt the child.

Educational Opportunities: The child would attend a public school with an average class size of twenty-six. After his high-school graduation, they plan for their child to join them in social work for a year before entering the state university.

Racial Background and Additional Information: Josh and Laura, both Caucasian, have already adopted two children. Both the Vietnamese boy and the Salvadoran girl, who has a disfigured hand, were six years old when they were adopted. Now the boy is twelve; the girl, ten. Josh and Laura are looking forward to parenting an infant.

Jonathan and Elaine

Age and Occupation: Jonathan, age fifty-seven, is the CEO of a fast-growing film distributorship. Most of these movies are off-beat comedies, but some are classified as “soft porn.” Elaine, age thirty-two, is a consultant with an international accounting firm. Already, despite her relative youth, she is a junior partner in the business. Both are earning excellent salaries.

Stability of Family and Marriage: The marriage is stable. Their parents live in other states and visit the couple once or twice a year.

Health: Both seem to be in good health. Elaine quit smoking three years ago. Jonathan is still a heavy smoker. He has tried many times to quit and once was successful for a year. He has promised Elaine to quit permanently when they adopt a child.

Commitment to Childcare: The couple plans for a young woman from France to live in their house and help care for the child. Elaine and Jonathan plan to continue with their full-time careers.
Educational Opportunities: The child will ride a school bus across town to a Lutheran school, where the average class size is fourteen. Graduates from this school tend to be accepted by the top colleges in the nation.

Racial Background and Additional Information: Jonathan is Caucasian; Elaine was born in the United States of a Caucasian father and an Asian mother. Elaine and Jonathan do not have any children. Elaine believes that many of the problems she encountered as a child were related to her mixed race. She is unwilling to make her child face those problems and wants to adopt a Caucasian.

Charley

Age and Occupation: Charley is the CEO of a large corporation, which he founded. His personal assets are worth several million dollars. He spends long hours on the job. He is fifty-two years old.

Stability of Family and Marriage: After twenty-one years of marriage Charley’s wife and his only child, a son, were killed in an automobile crash. He has no heir to his fortune.

Health: Charley manages his high-blood pressure through medication. He plays golf on rare occasions, uses the treadmill in his office for a few minutes about twice a week, and goes to his athletic club for a workout and massage every month or so. He has a thorough physical examination every year, when his doctor reminds him to lose twenty pounds before his weight becomes a problem.

Commitment to Childcare: Charley is determined to give an adopted child every advantage possible. Although Charley has little leisure time, his outings with his son would be “quality” time. He would make sure that the people he hired to care for the child would train and discipline the child with love. He wants a well-behaved son who will enjoy and appreciate the extravagance of an indulgent father.

Educational Opportunities: In addition to attending a private school, the child would have tutors for academic subjects and private teachers and coaches for extracurricular activities, such as music and sports. When business would require Charley to go out of the country, he would not hesitate to take his son out of school to accompany him on the trip. A tutor and maid would also travel with them. Charley plans for his son to attend an Ivy League college and take over his business.

Racial Background and Additional Information: Charley has a dark-olive complexion, black hair, and dark-brown eyes. He claims to be Caucasian but was adopted at birth and has no record of his biological parents. Charley’s entire fortune would be inherited by his son.
Jeffrey and Allison

Age and Occupation: Jeffrey, age thirty-five, is a lawyer in a large firm and expects to be made a partner soon. Allison, age thirty-nine, has a master’s degree in broadcasting and is a successful producer of television commercials.

Stability of Family and Marriage: Two years ago Jeffrey and Allison separated briefly and are now seeing a marriage counselor, who believes they are working hard on their relationship. Both Jeffrey and Allison have friendly relationships with their working-class parents but never include the parents in social activities with their friends.

Health: Both appear to be in excellent health. They ski and play tennis, and Jeffrey windsurfs. Conventional medical records are not available, because both are actively involved in programs of alternative medicine and natural healing.

Commitment to Childcare: Allison plans to work as a part-time, freelance consultant from her home after they adopt a child. The couple will hire a full-time housekeeper, but Allison will be the primary caretaker of the child.

Educational Opportunities: They have already made inquiries about enrolling the child in a private school that has an average class size of twelve. They plan for the child to attend a top-rated private college and will encourage him to study for an advanced degree.

Racial Background and Additional Information: Both Jeffrey and Allison are Caucasian. They have been unsuccessful in having a child of their own.

Cynthia and Frank

Age and Occupation: Thirty-year-old Cynthia has a Ph.D. in clinical psychology with a specialization in the treatment of alcohol abuse. She works thirty-five hours per week. Frank, age twenty-eight, is a first-year medical resident and works sixty or more hours per week. He plans to specialize in chest surgery and seems to have a promising future.

Stability of Family and Marriage: Their three-year marriage is stable. Contact with both sets of parents is limited, however, because of their ongoing opposition to the marriage. Cynthia’s father has advanced liver disease as a result of lifelong alcohol abuse.

Health: Their health is good. Exercise is generally limited to their half-hour-a-day, aerobic-exercise program, which they rigorously follow. Cynthia is a self-admitted alcoholic (from age eighteen to twenty-six), but she faithfully attends AA meetings and has been sober for four years.

Commitment to Childcare: Cynthia states she will put her career on hold, stay home with the child for the first five years, and then return to a part-time job.

Educational Opportunities: The child would attend public school with an average class size of twenty-six. Although Cynthia and Frank would want their child to go to college, they have not thought through any specifics.
**Racial Background and Additional Information:** Frank is African-American and Cynthia is Caucasian. They have no children but are eager to have several. Cynthia has had two miscarriages, and her doctor has advised her not to become pregnant again.

**Helen and Glenda**

**Age and Occupation:** Helen, age thirty-six, is a sixth-grade teacher. Glenda, age twenty-seven, is an accountant.

**Stability of Family and Marriage:** Helen was married for two years. She wanted children very much, and her husband refused to father a child. This disagreement was only one of many problems before the divorce. The laws of their state did not permit Helen and Glenda to marry each other, but they participated in a commitment ceremony and signed a legal agreement to protect the rights of any child they might adopt. Glenda’s parents have accepted the relationship and are looking forward to a grandchild. Helen’s parents have not accepted the relationship, but Helen is sure they will be delighted with a grandchild.

**Health:** Both are in excellent health. They are avid hikers and campers. Helen was a competitive swimmer and still swims regularly. Glenda plays tennis. Both stress how they will expose the child to outdoor life.

**Commitment to Childcare:** Glenda has a small trust that would allow both women to hold part-time jobs and share parenting.

**Educational Opportunities:** The child would attend a small, progressive, alternative school with an average class size of twelve. They hope they will be able to send him to a private college.

**Racial Background and Additional Information:** Both are Caucasian. They want to adopt both a boy and a girl. They prefer that the boy be the older child.
GLOBALIZATION: UNDERSTANDING AND MANAGING INTERDEPENDENCE

Goals

- To increase participants’ understanding of the paradigm of globalization and the potential ramifications of this paradigm.
- To offer participants an opportunity to reflect on and discuss (1) the five major facets of life that are affected by globalization and (2) how those facets interact.
- To assist participants in determining (1) ideas for creating new perspectives based on globalization, (2) values represented in those ideas, and (3) behaviors based on the ideas and values that will benefit themselves as well as others with diverse backgrounds.

Group Size

Five groups of five members each. One or more groups may have six members if necessary.

Time Required

Two hours and thirty-five to forty-five minutes.

Materials

- A copy of the Globalization Background Sheet for each participant.
- A different Globalization Work Sheet for the members of each group: sheet A for the Cultural/Societal Group, B for the Economic Group, C for the Political Group, D for the Technological Group, and E for the Environmental Group.
- A copy of the Globalization Presentation Sheet for each participant.
- A copy of the Globalization Perspective Sheet for each participant.
- A newsprint sheet prepared in advance with the following information:

Before conducting this activity, the facilitator is strongly advised to read Managing Globalization in the Age of Interdependence by G.C. Lodge, 1995, San Francisco, CA: Jossey-Bass. This book, which is part of the Warren Bennis Executive Briefing Series, is designed to be read in two hours.
Facets of Life Affected by Globalization

1. Cultural/Societal
2. Economic
3. Political
4. Technological
5. Environmental

- Name tags for all participants: a tag marked “Cultural/Societal” for each member of the Cultural/Societal Group, a tag marked “Economic” for each member of the Economic Group, and so on.
- 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 a felt-tipped marker for each group.
- Masking tape for each group and for the facilitator.

Physical Setting
A room large enough for the groups to work without disturbing one another. Movable chairs should be provided, and plenty of wall space must be available for posting newsprint.

Process
1. The facilitator introduces the activity by announcing its goals.
2. The facilitator distributes copies of the Globalization Background Sheet and asks the participants to read it. (Five minutes.)
3. After the participants have finished reading, the facilitator leads a discussion about the handout, highlighting main points and answering questions. (Ten minutes.)
4. The facilitator posts the newsprint sheet that was prepared in advance and explains that a separate group will work with each of the five facets of life affected by globalization. Then the participants are assembled into five groups: “Cultural/Societal,” “Economic,” “Political,” “Technological,” and “Environmental.” Name tags matching these group names are distributed. Each group is sent to a separate area of the room, with as much space between groups as possible. (Five minutes.)
5. Copies of Globalization Work Sheet A are given to the Cultural/Societal Group, B to the Economic Group, C to the Political Group, D to the Technological Group, and E to the Environmental Group. The facilitator also distributes paper, pencils, and clipboards or other portable writing surfaces and gives each group a newsprint flip chart and a felt-tipped marker. The members of each group are asked to brainstorm responses for each column on their work sheet. They are also asked to choose a leader and a recorder. The leader’s job is to keep the group on track and to monitor time. The recorder’s job is to write the members’ responses on newsprint, reproducing the three-column structure from the work sheet; after each newsprint sheet is filled, it is posted in the group’s assigned area. (Thirty minutes.)

6. The facilitator distributes copies of the Globalization Presentation Sheet and asks each group to follow the instructions on the handout to prepare a three-minute presentation on the information generated during brainstorming. While the groups are working on their presentations, the facilitator remains available to answer questions. (Twenty minutes.)

7. The total group is reconvened. The facilitator asks the presenters to take turns giving their presentations. Each group’s newsprint list is posted and is kept in view until Step 11. (Fifteen minutes.)

8. The facilitator instructs the participants to form different groups of five members each, with each member representing a different facet of life affected by globalization (one member with a “Cultural/Societal” name tag, one with an “Economic” name tag, one with a “Political” name tag, and so on). Note: If some of the previous groups had six members, then some of the new groups may also have six members, with two people representing one of the facets.

9. The facilitator distributes copies of the Globalization Perspective Sheet and reviews the instructions with the participants, ensuring that they understand the task. Then they are told to begin. (Ten minutes.)

10. The facilitator explains that in each group the members are to take turns sharing their ideas, values, and behaviors; after each member has reported, the group is to discuss the content briefly. The facilitator asks each group to choose a leader and a recorder for this step. The leader’s responsibilities are to keep the group on track, to monitor time, and to deliver a three-minute presentation on the content of the sharing and discussion to the total group. The recorder’s responsibility is to write the members’ ideas, values, and behaviors on newsprint, which the leader will use in his or her presentation. (Twenty to thirty minutes.)

11. The facilitator reconvenes the total group and removes the accumulated newsprint sheets from the walls. The individual leaders are instructed to take turns posting the newsprint information from the previous step and presenting information. If there is enough wall space, all newsprint from all groups remains posted. (Twenty minutes.)
12. The facilitator leads a concluding discussion based on these questions:

- How did you feel about globalization before you participated in this activity? How do you feel about it now?
- What did you learn about the interaction of the five facets of life that are affected by globalization?
- What did you learn about the potential ramifications of globalization? What conflicts have arisen or might arise as a result of globalization?
- What would happen if you began to behave in a manner consistent with a new perspective based on globalization? What would happen if others did the same?
- How can you adopt some of the suggested ideas, values, and behaviors at work? In your own home? In your community? What support could you depend on? What barriers might you face? How could you strengthen the support and overcome the barriers? What is the first step you will take?
- How might your efforts at work and in your community benefit people in other areas? What could be done to spread that benefit?

(Twenty minutes.)

Variation

- Another phase may be added by having the total group brainstorm the characteristics of a system (for example, an organization) based on the perspective, values, and behaviors associated with globalization.
GLOBALIZATION BACKGROUND SHEET

Globalization is the process whereby the world’s people are becoming increasingly interconnected in all facets of their lives—cultural, economic, political, technological, and environmental. A major contributor to globalization is the ever-increasing flow of information, money, and goods through multinational corporations. Other contributors are exploding consumer desires, especially in the rapidly growing countries of Asia, and ingenious corporate managers, who are driven by a variety of urges—to serve their communities or their shareholders, to gain wealth and power, or simply to exercise their skills and talents.

Although this activity has positive results for many, for others it brings a world of unwelcome surprises. For example, globalization threatens the world’s fragile ecosystem and adds to the confusion brought about by the political disintegration following the end of the Cold War. Globalization is also upsetting old ways of life and challenging cultures, religions, and systems of belief.

In addition, globalization is accentuating diversity. Imagine the world to be a global village of 1,000 inhabitants. Today, 564 of them would be Asian, 210 Europeans, 86 Africans, 80 South Americans, and 60 North Americans. By the year 2020, Africans will outnumber Europeans 185 to 107, and Asians, with 577 people, will continue to be the clear majority.

The people in the global village will represent a multitude of ways of thinking about ultimate reality and the community. Many religions will be represented: Christianity, Hinduism, Buddhism, Animism, Judaism, and others. Fortune will discriminate among people, leaving only 60 in control of half of the income, while 500 are hungry.

There is no consensus about the purposes that globalization serves and the direction it should take. It proceeds, therefore, in limbo; as it intensifies, it highlights conflicts about its effects and priorities. These conflicts arise from different systems for interpreting values. The dilemma is to determine whether there is some overarching value system within which a consensus seems possible.

Whether globalization is ultimately a positive force in the world will depend on how it is controlled. We must learn to manage the tensions that it creates.

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GLOBILIZATION WORK SHEET A: CULTURAL/SOCIETAL GROUP

<table>
<thead>
<tr>
<th>Forces</th>
<th>Assumptions</th>
<th>Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are some positive and negative cultural/societal forces?</td>
<td>What assumptions lead us to one-way thinking about cultural/societal forces?</td>
<td>What new cultural/societal choices benefit people with diverse backgrounds?</td>
</tr>
</tbody>
</table>
# GLOBILIZATION WORK SHEET B: ECONOMIC GROUP

<table>
<thead>
<tr>
<th>Forces</th>
<th>Assumptions</th>
<th>Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are some positive and negative economic forces?</td>
<td>What assumptions lead us to one-way thinking about economic forces?</td>
<td>What new economic choices benefit people with diverse backgrounds?</td>
</tr>
</tbody>
</table>
### GLOBILIZATION WORK SHEET C: POLITICAL GROUP

<table>
<thead>
<tr>
<th>Forces</th>
<th>Assumptions</th>
<th>Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are some positive and negative political forces?</td>
<td>What assumptions lead us to one-way thinking about political forces?</td>
<td>What new political choices benefit people with diverse backgrounds?</td>
</tr>
</tbody>
</table>
GLOBILIZATION WORK SHEET D: TECHNOLOGICAL GROUP

<table>
<thead>
<tr>
<th>Forces</th>
<th>Assumptions</th>
<th>Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are some positive and negative technological forces?</td>
<td>What assumptions lead us to one-way thinking about technological forces?</td>
<td>What new technological choices benefit people with diverse backgrounds?</td>
</tr>
<tr>
<td><strong>Forces</strong></td>
<td><strong>Assumptions</strong></td>
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<tr>
<td>What are some positive and negative environmental forces?</td>
<td>What assumptions lead us to one-way thinking about environmental forces?</td>
<td>What new environmental choices benefit people with diverse backgrounds?</td>
</tr>
</tbody>
</table>
GLOBALIZATION PRESENTATION SHEET

*Instructions:* Using the data generated in your group, develop a three-minute presentation that explains the main idea behind the data. (If you discover that you have more than one main idea, choose one to be the focus of the presentation.) Select one member to be the presenter.

*Structure of Presentation*

The suggested structure for your presentation is as follows:

1. *Opening:* Tell the participants your main idea.
2. *Body:* Present three to five points in support of your main idea.
3. *Conclusion:* Summarize your presentation and briefly rephrase your main idea.
GLOBALIZATION PERSPECTIVE SHEET

Instructions: In the spaces that follow, write down (1) one idea about how you could form a new perspective for yourself based on globalization, (2) one or two values represented in that idea, and (3) two behaviors consistent with the idea and value(s). The idea, value(s), and behaviors should be:

- Ones that are based on your first group’s newsprint list;
- Ones that you are able and willing to adopt; and
- Ones that will benefit yourself as well as others with diverse backgrounds.

Idea

Value(s)

Behaviors
GENERATIONAL PYRAMIDS: COMMUNICATING BY ASSUMPTION

Goals

■ To offer participants an opportunity to examine how perceived differences in values affect the ways in which people work and communicate with one another.

■ To encourage participants to explore how their assumptions about people from different generational groups affect their interactions with those people.

Group Size

Three to six subgroups of four or five participants each.

Time Required

Approximately one and one-half to two hours.

Materials

■ Two computer labels or stick-on name tags for each participant: One label bears the name of the participant’s assigned generational group (Baby Boomers, Generation Xers, or the Nintendo Generation); the other label bears an assumption that people are to make about the participant. Using the Generational Pyramids Assumption and Belief Sheet, the facilitator prepares these labels ahead of time.

■ A 3" x 5" index card for each participant, listing a specific belief associated with the participant’s assigned generational group. Using the Generational Pyramids Assumption and Belief Sheet, the facilitator prepares the cards in advance.

■ A bag containing ten to fifteen different objects for each group. Examples of objects are a compact disc, a Pop-Tart® box, a Pepsi® can, a computer disk, a can of Play-Doh®, a small stuffed animal, a small bible, play money, a rock, a small bandage, a surgical mask and/or gloves, political bumper stickers, a peace symbol, and a balloon.

■ A newsprint flip chart and several felt-tipped markers in different colors for each group.

■ Masking tape for each group.

■ One copy of the Generational Pyramids Theory Sheet (used by the facilitator to prepare a lecturette).
Physical Setting
A room with a table and chairs for each group. The tables should be separated with as much space as possible so that the groups do not disturb one another.

Process

1. The facilitator explains the goals of the activity and then delivers a lecturette based on the Generational Pyramids Theory Sheet. (Ten to fifteen minutes.)

2. The participants are divided into three groups. The first group is assigned to be “Baby Boomers”; the second group, “Generation Xers”; and the third, “the Nintendo Generation.” Each participant is given one label, bearing the assigned group name, and is asked to place it on his or her front; at the same time, the facilitator places a second label, bearing an assumption that people are to make about the participant (based on the group designation), on his or her back. The facilitator explains that while working on the upcoming task, each group’s members should treat one another according to the labels worn on the back. (Five minutes.)

3. Within each group, each member is given a 3" x 5" index card denoting a specific belief held by the assigned generational group. The facilitator explains that during the upcoming task, each member is to play the role of the assigned generational group and to act according to the belief, but not to reveal that belief. Several minutes are allowed for the members of each group to read the labels on one another’s backs and to acquaint themselves with the assumptions they should make about one another. (Five minutes.)

4. The facilitator gives each group a bag of items, a newsprint flip chart, several felt-tipped markers in different colors, and masking tape. The facilitator explains that each group will have thirty minutes to do the following:
   - By group consensus, select eight items from those in the bag;
   - By group consensus, rank the items from one to eight, according to value; and
   - Using any or all of the items and materials, construct a “pyramid of values.”
   The groups are told that they are free to define what their pyramids look like and that later each group will be choosing a spokesperson to explain the pyramid to the total group. (Five minutes.)

5. Before beginning the group task, the facilitator reminds the participants of the important points to keep in mind:
   - They are to treat others as though the assumptions on the others’ backs are true; and
   - They are to act out the beliefs on their own index cards.
Then the groups are told to begin. Periodically the facilitator informs them of the remaining time. (Thirty minutes.)

6. After thirty minutes the facilitator stops the task work and announces that the groups have five minutes in which to select their spokespersons and to reach agreement on the explanations of their pyramids. (Five minutes.)

7. The spokespersons are invited to take turns explaining their groups’ pyramids. (Ten to fifteen minutes.)

8. The participants are told to look at the assumptions on the labels on their backs. Within each group the members spend ten minutes sharing their perceptions of how they were treated, the beliefs they acted out (from their 3” x 5” cards), and any personal feelings concerning the stereotypes that people have about their own (not their assigned) generational groups. (Ten minutes.)

9. The entire group is reassembled, and the facilitator leads a concluding discussion based on questions such as these:

- How do you think your assigned assumption affected the way others treated you?
- How did you feel about the belief you were given? How did you act out that belief? How did your behavior in connection with that belief affect your interactions with others?
- How would you describe the way in which the members of your group worked together to complete the task?
- How was this activity true to life? What have you learned about generational stereotypes? Which of these stereotypes have you experienced?
- What other generational stereotypes can you think of? How do these stereotypes affect the way you treat people?
- What can you do to improve communication between generations?

(Fifteen to twenty minutes.)

**Variations**

- Rather than age groupings, the basis of the activity may be work groups, with the emphasis on building understanding within an organization. Assumptions about different work roles and realistic beliefs about jobs may be assigned.
- The activity may be based on ethnic groupings and used to teach diversity awareness.
- Other generational groups may be incorporated into the activity, according to the ages of the participants.
The activity may be changed by using construction materials that represent or relate to the participants’ specific values.

The facilitator may preassign values to specific objects (for example, a globe signifies environmental concerns or a bandage signifies healthcare issues).
**GENERATIONAL PYRAMIDS**  
**ASSUMPTION AND BELIEF SHEET**

<table>
<thead>
<tr>
<th>ASSIGNED GENERATIONAL GROUP (label on front)</th>
<th>ASSUMPTIONS (label on back)</th>
<th>BELIEFS (3” x 5” card)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baby Boomers</td>
<td>Ex-hippie</td>
<td>If I don’t like something, I boycott it; social action is important.</td>
</tr>
<tr>
<td></td>
<td>War protester turned right-wing conservative</td>
<td>People under 30 can’t be trusted.</td>
</tr>
<tr>
<td></td>
<td>Doesn’t trust anyone under 30</td>
<td>I should be put on a pedestal; that’s where I’ve always been.</td>
</tr>
<tr>
<td></td>
<td>Thinks society revolves around him/her</td>
<td>I am tolerant of diversity and comfortable with change.</td>
</tr>
<tr>
<td></td>
<td>DINK: Double income, no kids (out for self)</td>
<td>The world was better in the 60s.</td>
</tr>
<tr>
<td>Generation Xers</td>
<td>Lazy/Slacker</td>
<td>People see me as a child, and I resent it.</td>
</tr>
<tr>
<td></td>
<td>MTV junkie</td>
<td>I have to deal with a confusing world that I didn’t create.</td>
</tr>
<tr>
<td></td>
<td>Avoids responsibility and commitment</td>
<td>I feel indifferent to things that seem to matter to others.</td>
</tr>
<tr>
<td></td>
<td>Decisions are shaped by media/pop culture</td>
<td>I like to have a variety of experiences without responsibility.</td>
</tr>
<tr>
<td></td>
<td>Ambivalent, confused</td>
<td>I rebel against the molds that society pushes me into.</td>
</tr>
<tr>
<td>Nintendo Generation</td>
<td>No attention span</td>
<td>If it’s not fun, it’s not worth doing.</td>
</tr>
<tr>
<td></td>
<td>Techno-Wizard</td>
<td>Only I know what’s good for me.</td>
</tr>
<tr>
<td></td>
<td>Undisciplined; comes from broken home</td>
<td>Technology is what makes the world better.</td>
</tr>
<tr>
<td></td>
<td>Little respect for authority; self-centered</td>
<td>I can state my opinion at the expense of anyone.</td>
</tr>
<tr>
<td></td>
<td>Beavis &amp; Butthead are role models</td>
<td>The world is violent, and it scares me.</td>
</tr>
</tbody>
</table>
We all see the world from different perspectives—through different filters. These filters are the result of many variables, such as upbringing, experiences, genes, culture, gender, and the history of our time. They help us to make sense of our world, evaluate situations, and attach meaning to things.

Another important factor that shapes people’s perspectives is the influences that their social histories—their “generations”—have on them. Table 1 defines today’s generations (Howe & Strauss, 1993).

### Table 1. Definitions of Today’s Generations

<table>
<thead>
<tr>
<th>Generation’s Name</th>
<th>Years of Birth</th>
<th>Age in 1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>G.I. Generation</td>
<td>1901-1924</td>
<td>73-96</td>
</tr>
<tr>
<td>Silent Generation</td>
<td>1925-1942</td>
<td>55-72</td>
</tr>
<tr>
<td>Baby Boomers</td>
<td>1943-1960</td>
<td>37-54</td>
</tr>
<tr>
<td>Nintendo/Millennial Generation</td>
<td>1982-2002</td>
<td>15 and younger</td>
</tr>
</tbody>
</table>

Members of the same generation share a social history and define themselves in relation to one another through cultural values, beliefs, and symbols that become a distinctive “historical-social” consciousness. This occurs in late adolescence and early adulthood—the formative years for the shaping of a distinct outlook (Mannheim, 1952).

Defining people in terms of generations began in the Twentieth Century. In the United States in the 1920s, an interest arose in identifying specific values by time span. From the 1920s on, there was a rise in “generational tribalism”:

1. First came an awareness of accelerated change and a sense of “progress” brought on by the end of World War I.
2. Next came an awareness of nostalgia and a desire to retrieve lost innocence.
3. Then came a fascination with decades, for example, the Roaring Twenties or the Fabulous Forties.
4. Finally there arose the concept of “generational wars,” in which each generation tends to view the world from its own perspective, thus setting itself off from those ahead and those following (Guiness, 1994).
Defining oneself by generation creates a solidarity of identity, but it can also build barriers between generations. The following paragraphs present some of the descriptions of the three youngest generational groups that exist today.

**Baby Boomers: Birth Years 1943-1960**

Baby Boomers (also known as the Pepsi®. Rock, Love, Now, or Me Generation) grew up in an era characterized by the affluence following World War II and by the threat posed by the Cold War. The term “teenager” was coined in the 1950s, and the Boomers were the first group of teens to be exploited and idolized by the media. Landon Jones (cited in Roof, 1993), author of a landmark book on Baby Boomers, points out:

> They were the first generation of children to be isolated by Madison Avenue as an identifiable market. That is the appropriate word: isolated. Marketing and especially television isolated their needs and wants from those of their parents . . . . The dictatorship of the new . . . was integral to the baby boom experience. (p. 4)

Society put the Baby Boomers on a pedestal, and Boomers are still fighting to stay there. With more than 76 million members (one-third of the present U.S. population), they are the largest generation in the history of the U.S.

The Boomers were influenced by various social and political events. The Vietnam War and Watergate contributed to their diminished trust in leaders. They found their voice through protest; they became activists both against the war and in support of issues such as civil rights and the Equal Rights Amendment. The music of the Beatles, Bob Dylan, and Woodstock affected much of their sentiment. Many of the events and changes that Boomers helped to usher in were blatant, even violent.

However, the silent revolution that took place in values was also significant and contributed to what many feel is the shift in values expressed in following generations. Political scientist Ronald Inglehart (1971) states that during times of prosperity, values tend to shift in the direction of greater concern for individuality, the quality of life, and intellectual and spiritual development. Accordingly, trends in the late 1960s highlighted three core values for the Boomer generation: tolerance, a belief in self, and the belief that strength comes from within (Roof, 1993).

At the end of the 1960s, the Boomers mellowed; there was less protesting, more attraction to the materialism they once abhorred, and a strengthening of their “me-ism.” This change in attitude set the stage for the next generation.

**Generation X: Birth Years 1961-1981**

Generation Xers (also known as the 13th Generation or the Baby Busters) have been described as indifferent to practically everything that is interesting, infuriating, exhilarating, or amusing (Cohen, 1993). Although some of them have bought into the idea, promulgated by the media, that a lowered attention span is normal for them, others are repulsed by the media’s “juvenilization” of them and are resisting or even fighting this image.
The depiction of Generation Xers is often gloomy. In a report entitled “The Ethics of America’s Youth,” the Josephson Institute for the Advancement of Ethics (cited in Howe & Strauss, 1993) wrote, “An unprecedented proportion of today’s youth lack commitment to core moral values like honesty, personal responsibility, respect for others and civic duty.”

Whether the Xers have sold out to the belief that idealism is dead or are fighting the hopelessness they see as being foisted on them, their voices are punctuated by confusion and frustration. In the book Twentysomething, Steven Gibb (1991) writes, “We were sired by tradition, nursed on experimentation and raised by ambiguity. Ambivalence is second nature to the twentysomething generation.” Donatell Arpaia, a student from Fairfield University, says, “Who are we to look to? Every generation is supposed to have role models. Where are ours? Madonna? Michael Jackson? People wonder why we are so confused, wouldn’t you be?” (Howe & Strauss, 1993).

Several other factors (cited in Howe & Strauss, 1993) have influenced the Xers as well:

1. From 1960 to 1986, parental time spent with children dropped by ten to twelve hours per week, representing a change of about 40 percent. ¹
2. In 1990, 76 percent of mothers of six- to seventeen-year-olds worked outside the home. ²
3. In 1988, only 50.9 percent of children lived with both of their birth parents. ³

In comparison to their predecessors, Generation Xers have been referred to as “the postponed generation.” Statistics indicate that they are finishing college later, marrying later, having children later, and entering the job market later than their parents. As Nancy Smith, art director for the Washington Post, says, “They are growing up yet still children, seeking experience without responsibility” (Anderson, 1995).

The Nintendo Generation: Birth Years 1982-2002

The Nintendo Generation (also called the Millennial Generation or the Ritalin Generation) was born into a world of microwaves and VCRs. Technology has shaped the children in this generation and will continue to do so. Some observers believe that technology may be shaping them for a life fixated on nothing, due to their limited attention spans.

Louv (1990) points out that the Nintendo Generation is unique:

Today’s children are living a childhood of firsts. They are the first day-care generation; the first truly multicultural generation; the first generation to grow up in . . . an environment defined by computers and new forms of television; the first post-sexual-revolution generation; the first generation for which nature is more abstraction than reality; the first

¹Information from David Eggebeen, Peter Kohlenberg, and Victor Fuchs, demographers.
³Information from the U.S. Public Health Service.
generation to grow up in new kinds of dispersed, deconcentrated cities—not quite urban, rural, or suburban. (p. 4)

The members of this generation face snowballing trends that will affect their perspective:

1. By 2020, 20 percent of the U.S. population will be non-English speaking (Carlson & Goldman, 1991).

2. By 2000, the multi-problem child (e.g., language barrier, no father in the home, working mother, drug habit on the part of child or parent, and criminal activity) will require society’s attention and efforts. These problems, rather than physical barriers, will define the new handicapped child (Carlson & Goldman, 1991).

3. According to the National Academy of Sciences, Institute of Medicine, 12 to 22 percent of children suffer from mental or emotional disorders such as depression, hyperactivity, chronic drug use, and anorexia (Louv, 1990).

The change in the traditional family is having a significant impact on the Nintendo Generation. A junior high school student is quoted as saying:

I think the family still exists as more of an—outline. There might be two people and they might be married or live together and they might have a child and maybe they get divorced . . . and the unit will look about the same, but the people behave more like separate entities, especially the children . . . . It seems more empty—more people out for themselves mostly.” (Louv, 1990)

Furthermore, cartoon characters such as Bart Simpson and Beavis & Butthead are the role models of the Nintendo Generation. The message these characters convey is that nothing is offensive; stating an opinion is the right of everyone at the expense of anyone. As Charles Young wrote in Rolling Stone (cited in Rushkoff, 1994) about Beavis & Butthead: “Because they are stupid, they are free. Because they are free, we will make them rich. Beavis & Butthead are America’s inner teenager.”

REFERENCES AND SUGGESTED READINGS


AFFIRMATIONS: POSITIVE SELF-TALK

Goal

- To understand the nature and purpose of affirmations.
- To offer members of an ongoing work group the opportunity to practice developing and using affirmations.

Group Size

All members of an ongoing work group.

Time Required

Approximately one hour.

Materials

- One copy of the Affirmations Action Plan for each participant.
- Blank paper and a pencil for each participant.
- A clipboard or other portable writing surface for each participant.
- A newsprint sheet prepared in advance with the following affirmation guidelines:
  Effective affirmations:
  - Begin with “I, (name);”
  - Use the present tense;
  - Use positive, active verbs;
- Are phrased as if the desired results were already present.
- Several sheets of newsprint and a felt-tipped marker for each pair.
- Masking tape for posting newsprint.

Physical Setting

A room large enough for pairs to work without disturbing others, with plenty of wall space for posting newsprint.
Process

1. The facilitator introduces the activity with the following introduction:

   “An affirmation is a positive thought that you deliberately choose to put into your consciousness. You might know affirmations as positive thinking or positive self-talk. An affirmation works in the following way: what you believe influences your emotions, which influence your actions, which then affect your life. Negative thoughts and beliefs lead to negative results; positive thoughts and beliefs lead to positive results.

   “Affirmations are reminders to ourselves that although we may not have control over the people, situations, and events in our lives, we do have control over our reactions to such things. We can choose our attitudes, our actions, and how we choose to think about stressors in our lives.”

   (Five minutes.)

2. The facilitator posts the newsprint sheet of affirmation guidelines and reviews the guidelines with the participants. (Five minutes.)

3. The participants are instructed to choose partners for the next part of the activity. For teams with an odd number of members, one trio may be formed. Each participant is given a copy of the Affirmations Action Plan, several sheets of blank paper, a pencil, and a clipboard or other portable writing surface. The facilitator reviews the instructions with the participants and answers questions as needed. The participants are asked to work with their partners to complete a team action plan and to reproduce the action plan on a sheet of newsprint. (Twenty minutes.)

4. The facilitator calls time, reconvenes the total group, and asks participants to take turns presenting their action plans to the team. Each action plan is posted so that it is visible to all participants. (Fifteen minutes.)

5. The facilitator leads a discussion of the action plans based on the following questions:

   - What are you thinking or feeling about affirmations now?
   - What themes do the action plans have in common? How do they differ?
   - What have you learned about affirmations? What generalizations can you make about affirmations?
   - How can the team as a whole best use affirmations when it is under stress?
   - In what ways can you use affirmations in situations outside of work?

   (Fifteen minutes.)
Variations

- After step 4, participants may be given the opportunity to write an individual action plan.
- After step 5, the team can reach consensus on a major theme and create a team affirmation.
- The affirmation sentence stem can be changed to something more appropriate for the particular team. For example, one of the following sentence stems could be used:
  - When the team has a new project, I ____________________________ .
  - When team members disagree, I ____________________________ .
  - When the team goal is unclear, I ____________________________ .

Submitted by Marian K. Prokop.
AFFIRMATIONS ACTION PLAN

1. Discuss the following sentence stem with your partner and complete the sentence with a phrase acceptable to both you and your partner:

   I feel stressed when ________________________________________________
   __________________________________________________________________

2. Rephrase that sentence as an affirmative goal statement. For example, if your sentence reads “I feel stressed when I do not have the resources I need to complete my job tasks effectively,” you might rephrase that as a goal as follows: “I ask for the resources I need in order to complete my job tasks effectively.” Remember to phrase your goal in the first person as if it were already accomplished.

   Goal Statement: ____________________________________________________
   __________________________________________________________________

3. Write at least ten positive results that will come from achieving this goal:
   a. ______________________________________________________________
   b. ______________________________________________________________
   c. ______________________________________________________________
   d. ______________________________________________________________
   e. ______________________________________________________________
   f. ______________________________________________________________
   g. ______________________________________________________________
   h. ______________________________________________________________
   i. ______________________________________________________________
   j. ______________________________________________________________

4. Use your affirmation to write action steps that you personally can take. For example, for the sample goal listed previously, an action step would be, “I make a list of the
resources I need to do my job effectively.” Write as many action steps as you need to achieve your goal.

a. ______________________________________________________________

b. ______________________________________________________________

c. ______________________________________________________________

d. ______________________________________________________________

e. ______________________________________________________________

5. Write the following statement at the end of your action steps:

“I am willing to take the action steps needed to accomplish my goals and I release myself from responsibility for circumstances that I cannot control.”

6. Copy your action plan on a newsprint sheet (or sheets). When the facilitator calls time, you will post the newsprint sheet(s) and present your action plan to the rest of your team.
CAREER RENEWAL: A SELF-INVENTORY

Goals

- To introduce the concept of job renewal.
- To enable participants to examine their present jobs and to plan improvements.
- To enable participants to evaluate their present jobs in light of their stated career goals.

Group Size

Five to fifteen participants.

Time Required

Approximately one hour.

Materials

- A copy of the Career Renewal Work Sheet for each participant.
- A pencil for each participant.
- Newsprint and a felt-tipped marker.
- A writing surface for each participant.

Physical Setting

Any room in which subgroups can work without disturbing one another.

Process

1. The facilitator introduces the concept of job renewal as viewing one’s present job from the long-term perspective of one’s career goals and using strategic planning to effect improvements. The facilitator says that because the object is to make purposeful changes within the existing framework, the concept can be said to be analogous to the concept of “urban renewal.” Drawing parallels between a job or a career and an old house that needs to be repaired, the facilitator lists on newsprint the areas to be inspected. For example:


<table>
<thead>
<tr>
<th>House</th>
<th>Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energy consumption</td>
<td>Time management</td>
</tr>
<tr>
<td>Landscaping</td>
<td>Physical surroundings</td>
</tr>
</tbody>
</table>

(Five minutes.)

2. The facilitator asks the participants for other parallels between the two areas and lists these on the newsprint. (Five minutes.)

3. Each participant receives a copy of the Career Renewal Work Sheet and a pencil. The facilitator briefly summarizes how the work sheet is to be filled out and tells the participants to begin. (Three minutes.)

4. After eight minutes, the facilitator checks the participants’ progress and gives a time warning. After ten to fifteen minutes, the facilitator directs everyone to stop writing.

5. The participants are divided into subgroups of four or five members each and are directed to share their overall reactions to the experience thus far, as well as similarities and differences in their job analyses. (Ten minutes.)

6. The facilitator then reassembles the entire group and leads a discussion of the experience. The following questions may be included:
   - What seem to be the common problem areas in people’s jobs?
   - What areas of job renewal are within the job holder’s control? What areas are outside the control of the individual?
   - What types of improvements or changes seem to be required in the jobs of the subgroup members? How easy or difficult will it be to effect these changes?

(Fifteen minutes.)

**Variations**

- Participants can form pairs and make contracts with their partners about steps they intend to take to implement “back-home” changes in their jobs.
- If time is limited, only one of the three sheets may be used.
- Participants can write new job descriptions for themselves, based on what they have learned about job renewal.

Submitted by Karen J. Troy.
CAREER RENEWAL WORK SHEET

A. Analyze the good and the not-so-good aspects of your current job. List your most important responsibilities below. Then place a check mark in one of the boxes for each category to the right to indicate the degrees of challenge, accomplishment, and enjoyment that each responsibility gives you (L = Low; H = High).

<table>
<thead>
<tr>
<th>Most Important Responsibilities</th>
<th>Amount of Challenge</th>
<th>Feeling of Accomplishment</th>
<th>Level of Enjoyment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>L</td>
<td>H</td>
<td>L</td>
</tr>
<tr>
<td>1.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Briefly describe the aspects of your work listed below and check the degree of satisfaction that each one affords you.

<table>
<thead>
<tr>
<th>Level of Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

- Working Conditions:
- Relationships with Coworkers:
- Supervision Received:
- Having Clear Responsibilities
- Job Securities:
- The Kind of Work I Do (The Work Itself):
- Feeling of Personal Accomplishment:
<table>
<thead>
<tr>
<th>Level of Satisfaction</th>
<th>Low</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

### Opportunity for Growth:

### Compensation:

### Operating Style of Department:

### Recognition for Doing the Job Well:

### Other:

C. Following are some items that will help you to examine your job duties and how you experience them. Check the questions that you would like to address as part of your career-renewal project.

- ______ I am not aware of all the job duties required of me.
- ______ I need to better understand my job requirements and how to accomplish them.
- ______ I need to identify my key strengths and problem areas on the job.
- ______ How can I keep up with new developments in my field?
- ______ In my present job, are there skills required of me that I can improve?
- ______ In my present job, what new things can I do that will enhance my skills?
- ______ Are there new activities that I can do or skills that I can acquire that will further my approach toward achieving my overall career goal?

D. Review your responses to parts A, B, and C. Decide what aspect of your current job you most want to focus on as an object for renewal. Describe it in your own words.
WANTS BOMBARDMENT: A PSYCHOSYNTHESIS ACTIVITY

Goals

- To increase awareness of competing wants in one’s life situation.
- To attempt to prioritize and/or synthesize one’s wants.

Group Size

An unlimited number of subgroups of seven members each.

Time Required

Approximately one and one-half hours.

Materials

- Two sheets of paper and a pencil for each participant.

Physical Setting

A room large enough for the subgroups to engage in rather noisy interaction without disturbing one another. Participants should be able to sit comfortably on the floor.

Process

1. The facilitator briefly discusses the goals of the activity, explaining how needs and wants differ.
2. The facilitator distributes the paper and pencils and instructs the participants to “brainstorm” all their wants. Each participant is to list a large quantity of things, experiences, opportunities, etc., that he or she wants right now. The facilitator says that although participants may think that some wants are not “realistic,” they are not to censor their lists. (Five minutes.)
3. Each participant is told to select six particularly appealing wants from his or her list and to write them on a new piece of paper. Beside each of the six, participants are to write notes to themselves about how they are experiencing the want (how they think, feel, behave, etc., when they are wanting it). (Five minutes.)
4. The facilitator forms subgroups of seven members each by any convenient method. Subgroups are separated from one another and are seated in circles (preferably on the floor).

5. The facilitator explains the following sequence, which will be carried out for each of the seven members of each subgroup:
   - A member volunteers to be “it.”
   - “It” sits in the center of the circle; the other members close the circle around that person.
   - The person who is “it” assigns one want to each of the other members and explains some of the quality of that want from the notes he or she made on experiencing that want.
   - With his or her eyes closed, “it” is bombarded by the six wants: The others talk simultaneously as if they were the want, incorporating the quality of the want for that person, e.g., “I want to lose weight, I want to go on a diet, I want to reduce, I want to lose weight, I want to be slimmer, etc.” “I want to have more friends, I want to develop more friendships, I want to have more close friends, I want to be friends with more people, etc.”
   - The other members simply paraphrase the want repeatedly. The person being “it” can shift about so as to avoid any one want being spoken directly into the ear.
   - When “it” achieves a sense of insight or “closure,” he or she stops the process by raising his or her arms. “It” remains quiet, with his or her eyes closed, for a few seconds to crystallize his or her reactions to the bombardment. Then these reactions and insights are shared with the subgroup. (Two to three minutes.)
   - The subgroup briefly discusses possible action implications for “it.” The facilitator then answers any procedural questions.
   - (It is often helpful at this point for the facilitator to demonstrate the sequence, using his or her own wants.)

6. Subgroups go through the sequence seven times. The facilitator monitors the subgroups, responds to procedural questions, and makes suggestions to ensure that the wants compete “fairly” with each other within each subgroup.

7. The facilitator leads a discussion of the entire experience, drawing out contributions from individuals. The following open-ended sentences can serve as a guide for this sharing:
   - What I learned about my wants was . . .
   - What I relearned about my wants was . . .
   - What I am beginning to learn about my wants is . . .
   - What I am going to do about my wants is . . .
Variations

- Individuals who do not wish to participate can function as observers and/or as coaches in the process.
- Any individual can be permitted to repeat the sequence, with either different persons representing his or her wants or with different wants.
- In an ongoing group or a group with some history, “it” can provide feedback to the other members by explaining why he or she chose each of them to represent a particular want.

This activity is in general use in the practice of psychosynthesis; its origin is unknown. This version was written by John E. Jones.
WHAT’S IN IT FOR ME?:
CLARIFYING WORK VALUES

Goals

- To help the participants to determine what needs they seek to fulfill through their work.
- To help the participants to determine what needs are presently fulfilled through their work and how.
- To provide the participants with the opportunity to discuss ways to improve the match between what they seek and what they get from their work.

Group Size

Ten to thirty participants.

Time Required

Approximately one and one-half hours.

Materials

- A copy of the What’s in It for Me? What I Want Discussion Sheet for each participant.
- A copy of the What’s in It for Me? What I Get Discussion Sheet for each participant.
- A clipboard or other portable writing surface for each participant.
- A pencil for each participant.
- Six signs, each listing one of these words: Accomplishment, Power, Recognition, Responsibility, Security, and Self-Expression.
- A copy of the What’s in It for Me? Theory Sheet for each participant.
- A newsprint flip chart and a felt-tipped marker.
- Masking tape for posting.
**Physical Setting**

A room large enough so that six subgroups can work without disturbing one another. The six signs referred to in the “Materials” section should be posted around the room. Movable chairs should be available.

**Process**

1. The facilitator introduces the goals of the activity and distributes copies of the What’s in It for Me? What I Want Discussion Sheet, pencils, and clipboards or other portable writing surfaces. The facilitator instructs the participants to work independently according to the instructions provided. (Ten minutes.)

2. After pointing out the six labeled stations, the facilitator directs each participant to move to the station that represents his or her top-ranked item and to form a subgroup with the other participants who selected that item. (Five minutes.)

3. Each subgroup member is instructed to share and discuss with one another their responses to the What I Want Discussion Sheet. (Fifteen minutes.)

4. The facilitator distributes copies of the What’s in It for Me? What I Get Discussion Sheet. The facilitator instructs the participants to work independently according to the instructions provided. (Ten minutes.)

5. Each participant is directed to move to the station that represents the top-ranked item on his or her What I Get Discussion Sheet and to form a new subgroup with the other participants who selected that item. (Five minutes.)

6. The participants are instructed to share and discuss their responses to the What I Get Discussion Sheet within their new subgroups. (Fifteen minutes.)

7. The facilitator gives each participant a copy of the What’s in It for Me? Theory Sheet and presents a lecturette/discussion about its contents. (Ten minutes.)

8. The participants are instructed to form pairs and to discuss the relationship between what they want and what they get, based on the following guidelines:
   - What is the degree of match between what you want and what you get? What are the benefits of the match? What are the disadvantages of any discrepancy between the two?
   - How can you obtain more of what you want? (Ten minutes.)

9. The facilitator reconvenes the total group and leads a discussion of the activity, focusing on the following questions:
   - What feelings did this activity evoke? How similar were your values to those of others in the subgroup? How similar were the needs that work meets? How did you react to the similarities? To the differences?
How have your perceptions of the match between the needs your work meets and the needs you want met changed as a result of this activity?

What kinds of gaps can you identify between the needs you seek to fulfill and those that are fulfilled in your work? What ways did you propose to obtain more of what you want?

What conclusions can you draw about the connection between need fulfillment and the motivation to work?

What insights can you take away from this experience that could be of help to your pursuit of satisfaction in your work? How might this affect your future behavior?

**Variations**

- The activity may be repeated for the second-ranked value if time permits.
- The lecturette/discussion of the theory (step 7) may be omitted.
WHAT’S IN IT FOR ME?
WHAT I WANT DISCUSSION SHEET

Instructions: The six items listed below represent needs that work can fulfill. Rank order these items according to which needs you want your job to fulfill. The need you want most to fulfill in your career should be ranked 1; the need you next most want to fulfill should be ranked 2; and so on until the need you want least is ranked 6. Work independently to create this ranking, and then answer the questions about your top-ranked item.

_____ Accomplishment
_____ Power
_____ Recognition
_____ Responsibility
_____ Security
_____ Self-Expression

Consider the item you ranked first. List examples of ways in which this need could be fulfilled in a job.

Why do you feel this need is the most important to fulfill in a job?

How is this need met in your present job? Or how do you think this need could be met in your present job?
WHAT’S IN IT FOR ME?
WHAT I GET DISCUSSION SHEET

Instructions: The six items listed below represent needs that work can fulfill. Rank order these items according to the needs that your current job fulfills. The need most fulfilled in your job should be ranked 1; the need fulfilled next most completely should be ranked 2; and so on until the need you feel is least fulfilled is ranked 6. Work independently to create this ranking, and then answer the questions about your top-ranked item.

_____ Accomplishment
_____ Power
_____ Recognition
_____ Responsibility
_____ Security
_____ Self-Expression

Consider the item you ranked first on this list. In what ways does your current job fulfill this need?

What would have to change in order for your current job to fulfill this need more effectively?
Motivation to Work

In general, work theorists agree that a connection exists between a worker’s reported perception of job satisfaction and the fulfillment of his or her needs. Abraham Maslow (1954) identified a pyramidal hierarchy (Figure 1) of human needs that demand attention. Thus, motivation would spring from the desire for something at a higher level than that which had already been attained. However, people will put aside higher-level desires if a lower-level need becomes threatened.

To learn more about what motivates people to work, Frederick Herzberg (1959) hypothesized and concluded that factors associated with positive attitudes about work would differ from factors associated with negative attitudes about work. Herzberg identified motivators as factors directly related to the job itself: achievement, recognition, the work itself, responsibility, and advancement. A job that provides some or all of these factors could help the job holder to fulfill his or her basic needs and thereby experience positive feelings about the job. Herzberg’s study labeled achievement, responsibility, the work itself, and advancement as a complex of factors
leading to a worker’s sense of personal growth and self-actualization, the highest-level need in Maslow’s hierarchy.

In contrast, Herzberg cited factors related to the situation in which a job is done as significant in bringing about dissatisfaction. When reversed, however, these factors rarely were found to be meaningful in bringing about positive job attitudes. He called these hygiene factors, comparable to factors of medical hygiene; although not curative by nature, they served to eliminate basic health problems. Working conditions, salary, supervision, fringe benefits, and job security are examples of Herzberg’s hygiene factors.

To solve problems of job dissatisfaction, Herzberg saw the need to restructure jobs as being “to increase to the maximum the ability of workers to achieve goals meaningfully related to the doing of the job” (1959, p. 132). In order for jobs to be made tolerable when they cannot undergo such restructuring, employers must offer hygiene items in such abundance as to make up for the absence of motivators.

John Hinrichs (1974) described the distinction between factors that satisfy and those that remove dissatisfaction. Hinrichs noted that job content factors (such as responsibility, use of skills, challenge, authority, and opportunities for growth) served to satisfy. Job context factors (such as salary, supervision, and working conditions) affected dissatisfaction. Progress in job context areas alone (for example, work facilities, fringe benefits, hours, or job security) could lead an employee to say, “This is a fine place to work,” but to add regretfully, “but I still don’t like my job.” Organizations that adjust job context factors and ignore job content factors often initiate what Hinrichs calls the negative counterpart of the success spiral, the winding down. Symptoms of deteriorating motivation appear, including poor quality output, high absenteeism, strikes, and turnover. Winding down leads to Hinrichs’ final state of turning off in which alienation takes place. Only through alteration of job content can motivation increase, enabling the employee to reverse the direction of dissatisfaction and to wind up.

Chris Argyris (1967) dismissed physiological needs for most employees as already adequately fulfilled and saw workers yearning for satisfaction of higher-level needs—what he called creativity and self-fulfillment. Because the United States has made such progress in meeting workers’ physiological and security needs, what is needed now to make work worthwhile is the alteration of job structures to provide for the satisfaction of higher-level needs. This restructuring of jobs is equally necessary for blue-collar and white-collar employees, for wage workers as well as for managers and executives.

Making work worthwhile is Argyris’ answer to the question of job dissatisfaction. Yet, when employers do not respond to workers’ needs by altering features of the work itself, workers seek means of defending themselves. Many workers withdraw as a means of adapting to their work. Withdrawal, limiting their involvement with their work, is for these employees a highly responsible, safe way of holding on to some shred of self-esteem. Such workers have the attitude “The plant will be here tomorrow. What are you trying to do—burn yourself out?” (Argyris, 1967, p. 65). But the greater a person’s withdrawal from work, Argyris believed, the shakier will be that person’s confidence.
and self-esteem. Echoing Herzberg, he saw such people then concentrating on thoughts of wages, fringe benefits, and working conditions, but finding that these lack the power of satisfaction and fulfillment.

Argyris’ concept of psychological energy may explain the routes to job satisfaction and dissatisfaction. Psychological energy is the energy observable in behavior but unexplained fully in physiological terms, such as that spurt of energy that a person who has worked long and hard all day feels when someone extends an unexpected invitation to a concert or game. Potential psychological energy is a function of the degree of self-esteem a person has, and actual psychological energy is a function of the degree to which the worker can experience psychological success. When workers find little or no self-esteem in their work, they experience neither satisfaction nor motivation. They find neither psychological success through their work nor psychological energy to keep pursuing success. There is for them no means of psychological energy renewal through their work. Either their job dissatisfaction continues; or, at best, if sufficient hygiene factors warrant it, job dissatisfaction goes away. Yet real satisfaction never follows. In such situations, some workers choose to leave their jobs. Many others also have no means of experiencing job satisfaction but feel no dissatisfaction because of adequate job context rewards. These workers, lacking sufficient motivation to perform at a higher level, may occupy a position of obsolescence, the term Hinrichs (1974) uses for “attrition in place.”

In essence, work theorists see job satisfaction as a result of fulfillment of workers’ higher-level needs, that is, self-esteem, autonomy, and self-actualization. Fulfillment of higher-level needs presupposes, according to Maslow (1954) and others, fulfillment of lower-level needs.

REFERENCES


WORK-NEEDS ASSESSMENT:
ACHIEVEMENT, AFFILIATION, AND POWER

Goals
- To develop the participants’ awareness of the individual needs that motivate people to behave in certain ways in the work place.
- To assist each participant in determining the needs that motivate him or her in the work place.

Group Size
Four to seven subgroups of four or five participants each.

Time Required
One and one-half hours.

Materials
- A copy of the Work-Needs Assessment Inventory for each participant.
- A copy of the Work-Needs Assessment Scoring Sheet for each participant.
- A copy of the Work-Needs Assessment Theory Sheet for each participant.
- A pencil for each participant.

Physical Setting
A room large enough so that the subgroups can work without disturbing one another. A writing surface and a chair should be provided for each participant.

Process
1. The goals of the activity are explained to the participants.
2. Each participant is given a copy of the Work-Needs Assessment Inventory and a pencil and is instructed to complete the inventory. (Fifteen minutes.)
3. Each participant is given a copy of the Work-Needs Assessment Scoring Sheet and is asked to complete the sheet to determine his or her score. The facilitator emphasizes that the scoring process is not intended to assign any participant to a
particular category, but rather to provide each participant with information about himself or herself and to gather data for the discussion that will follow. (Ten minutes.)

4. The facilitator distributes copies of the Work-Needs Assessment Theory Sheet and instructs each participant to read the sheet. After all participants have completed their reading, the facilitator elicits and answers questions about the content of the sheet, clarifying concepts as necessary. (Fifteen minutes.)

5. The participants are assembled into subgroups of four or five each. The facilitator explains that within each subgroup the members are to share and discuss their scores, their reactions to their scores, and the implications of these scores. (Thirty minutes.)

6. The facilitator leads a discussion about ways in which the participants may apply what they have learned to their future experiences in the work place. The following questions are asked:

- What were the highest-priority needs in your group?
- What does your highest-priority need suggest about the way your organization operates?
- How do your needs fit with those that govern your organization?
- What generalizations might you make about types of needs and organizational culture?
- What are some ways you could satisfy your needs more effectively?
- In what ways might you want to adjust the level of your needs? What might you accomplish by doing this? What is a first step that you might take?

**Variations**

- After step 5 the participants may be asked to return to their subgroups and to discuss how they would like to change their needs profiles and/or how they can more effectively meet their present needs.
- The inventory may be adapted to reflect the positions and/or the nature of work in which the participants are involved.
- The theory sheet may be distributed and discussed before the inventories are completed, and the participants may be asked to predict what their highest-priority needs will be.

Submitted by Patrick Doyle.
WORK-NEEDS ASSESSMENT INVENTORY

Instructions: Each of the following numbered items consists of three statements. For each separate item, rank each of the three statements according to how descriptive it is of your own feelings or opinions about work or of your behavior in a work environment. In the blanks provided to the right of the statements, write 1 for the statement that is most descriptive, 2 for the statement that is next most descriptive, and 3 for the statement that is least descriptive.

Some of the statements imply that you are presently a supervisor; if you are not a supervisor, evaluate these statements according to the way in which you believe you would feel, think, or behave if you were.

Rank

1. a. When solving a problem, I like to work by myself and be solely responsible for the solution. _______
   b. When solving a problem, I like to work as part of a team and find a team solution. _______
   c. When solving a problem, I like to work as part of a team, but only if I am in charge. _______

2. a. Managers should set challenging goals for their subordinates. _______
   b. Goals should be set through mutual agreement of team members. _______
   c. It is important to set goals that are within the average individual’s capacity to achieve. _______

3. a. My coworkers would describe me as a good listener. _______
   b. People describe me as fluent. _______
   c. I tend to focus my conversations at work on job-related matters. _______

4. a. I enjoy discussions that are directed toward problem solving. _______
   b. I sometimes take an opposing point of view in a discussion just as a matter of interest. _______
   c. I enjoy discussions that enable me to know my fellow workers better. _______
5. a. I enjoy being perceived as a team member. 
   b. Belonging to a specific team is not a priority with me. 
   c. I enjoy my individuality; being seen as a team member does not interest me.
6. a. I like to have feedback about how well I have worked with others as a team member. 
   b. I like to have specific feedback about how well I have done a job. 
   c. I am the best judge of how well I have done a job; raises and/or promotions are the feedback that is important to me.
7. a. The most important aspect of performance analysis is the setting of future goals for an employee. 
   b. The most important aspect of performance analysis is the planning of an employee’s future development. 
   c. The purpose of performance analysis is to isolate what an employee has done correctly and what mistakes he or she has made.
8. a. Conflict is a tool that can be used to arrive at the best possible solution to a problem. 
   b. Conflict can be very healthy; it keeps people on their toes. 
   c. Conflict should be controlled; teams whose members argue among themselves are seldom productive.
9. a. A factor of concern with any problem solution is its acceptability to the team that must implement it. 
   b. If I am convinced that a problem solution will work, I expect it to be implemented and I accept responsibility for the consequences. 
   c. If I find a problem solution that works, I want to implement it; prolonging discussion about it with team members is usually a waste of time.
10. a. If one of my subordinates does something incorrectly, I show him or her how to correct it.  
   b. If one of my subordinates does something incorrectly, I discuss the situation with him or her, and we agree to correct it.  
   c. If one of my subordinates does something incorrectly, I tell him or her to correct it.  

11. a. People should use mistakes as learning tools and thus improve themselves.  
   b. I make mistakes, but as long as I am right most of the time, I deserve my job.  
   c. I do not like being wrong; I do not make the same mistake twice.  

12. a. With hard work and the support of the right management, an individual can overcome most problems.  
   b. Hard work can overcome most problems.  
   c. A strong commitment can overcome most problems.  

13. a. I focus more on my personal relationships with my peers and my supervisor than I do on my relationships with my subordinates.  
   b. I spend time and effort developing and improving my personal relationships at work.  
   c. I develop personal relationships at work only when they help me to complete my work tasks.  

14. a. “Do not step on people on the way up; you may meet them on the way down.”  
   b. “Nothing succeeds like success.”  
   c. “Nobody remembers the name of the person who came in second in a race.”  

15. a. If I am right, I will win in the long run.  
   b. If I am strong in my convictions, I will win in the long run.  
   c. I try to be patient with people; doing so pays off in the long run.
16. a. Workers produce satisfactorily when their supervisors work alongside them. _______

   b. Workers’ productivity increases when they have input regarding their job tasks. _______

   c. Workers must be challenged to reach new heights of excellence. _______

17. a. I enjoy convincing my fellow team members to do things my way. _______

   b. As long as a decision is right, whether it was an individual decision or a team decision is not important. _______

   c. For any decision to become final, all members of the team that will implement it should find it acceptable. _______

18. a. I work well when I have a personal relationship with my supervisor. _______

   b. I work well in situations in which I am my own boss. _______

   c. I work well when I have deadlines to meet. _______
WORK-NEEDS ASSESSMENT SCORING SHEET

Instructions: Transfer your rankings from the inventory to this sheet. Then add the numbers in each vertical column and write the total in the blank provided. The column with the lowest total represents your first-priority need; the column with the next-lower total represents your second-priority need; and the column with the highest total represents your third-priority need.

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Total_______  Total _____  Total ______
WORK-NEEDS ASSESSMENT THEORY SHEET

The McClelland Model

Mc Clelland (1976), the leading researcher on self-concept, has studied human behavior for many years and has theorized that people are motivated by three basic needs: achievement, affiliation, and power. He has further asserted that although all of us possess all three needs we possess them in varying degrees; one person’s highest-priority need may be achievement, whereas another person’s may be affiliation or power. The following paragraphs present a brief description of each need and the ways in which a high degree of each translates into behavior in an organizational setting.

Achievement

People with a high need for achievement enjoy challenging work, but they also want to ensure that they will succeed; tasks that present so great a risk that success is improbable do not interest or motivate them. Consequently, they tend to set conservative goals.

Achievers plan ahead to avoid any serious problems in their undertakings, but the planning function itself is not a source of motivation for them. They enjoy tasks for which they are personally responsible for the outcomes and with which they can be closely associated with the resultant success. They are quite concerned with meeting appropriate deadlines and experience great anxiety about any project until it has been completed successfully. In addition, they require frequent reinforcement consisting of “hard” data such as sales figures, standards, and so forth.

Affiliation

People with a high need for affiliation direct their energies toward the establishment and maintenance of effective working relationships with others. It is the need for affiliation that prompts people to examine the “human” side of decisions that are made within organizations. When this need supersedes that for achievement or power, the concern for receiving approval from and being liked by peers, supervisors, and subordinates becomes a critical factor in decision making and implementation. Whereas achievers focus on deadlines and the objective aspects of decisions, people whose highest-priority need is affiliation focus on the interrelationships that exist among those who are to be affected by the implementation of decisions. As group members, they try to maintain harmony and mutual respect among members while the group undertakes its function or objective.

1 Adapted from D.C. McClelland, The Achieving Society, Irvington, 1976. Used with the permission of the publisher.
Power

“Power” in terms of McClelland’s model can be seen as the ability to overcome resistance in achieving an objective or goal (Pfeffer, 1986). People with a high need for power are usually quite fluent; because they enjoy arguing and confronting conflict, speaking skills are important to them. In an organizational setting, they tend to prefer autocratic decision making (“I make the decision, you implement it”), and they tend to see situations as win/lose (“I win, you lose”).

Those whose highest-priority need is power are frequently political realists who evaluate situations in light of their political implications and determine a course of action on the basis of the outcome of their evaluations. When combined with a low need for affiliation, a high need for power may lead an individual to consider people as means to an end, and the value of establishing and maintaining satisfactory relationships in the organization may be lost.

REFERENCES


CREATING IDEAL PERSONAL FUTURES:
USING THE SELF-FULFILLING PROPHECY

Goals

- To help the participants to develop awareness of the ways in which their nonconscious thought processes influence the results they achieve in life.
- To provide the participants with a technique for transforming inhibiting ways of thinking and behaving into ways of thinking and behaving that support the achievement of desired results.
- To help each participant to establish a sense of his or her purpose in life and to write a statement of this purpose.

Group Size

Optimally, a maximum of fifteen pairs. (For groups of more than thirty participants, it is advised that the group be split in two and that a second facilitator work with the second group.)

Time Required

Approximately one hour and fifty minutes.

Materials

- A copy of Creating Ideal Personal Futures: The Nature of Personal Premises for each participant.
- A copy of the Creating Ideal Personal Futures Work Sheet for each participant.
- A pencil and a clipboard or other portable writing surface for each participant.

Physical Setting

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

Process

1. The facilitator introduces the goals of the activity, emphasizing that the technique mentioned in the second goal is easy to learn and use and yet can have
a profound effect on the lives of those who try it. The facilitator also tells the participants that the activity was inspired by the work of Robert Fritz and Arnold Patent and mentions that the participants may want to read materials by these two people that further develop the concepts on which the activity is based.

2. Each participant receives a copy of Creating Ideal Personal Futures: The Nature of Personal Premises and is asked to read this handout. (Five minutes.)

3. The facilitator briefly reviews the handout content with the participants, offering personal illustrations and examples and eliciting and answering questions as necessary. (Fifteen minutes.)

4. Each participant receives a copy of the Creating Ideal Personal Futures Work Sheet, a pencil, and a clipboard or other portable writing surface. The facilitator asks the participants to read the instructions at the top of the work sheet, to list in box 1 a maximum of three ways in which they inhibit or block themselves occasionally from achieving the results they want in life, and then to write under each inhibiting behavior the belief that lies behind it. The facilitator offers the following examples:

1. Inhibiting behavior: I get impatient when others don’t do things my way.
   Underlying belief: Other people should do things my way.

2. Inhibiting behavior: I get depressed when I make mistakes.
   Underlying belief: I shouldn’t make mistakes.

(Five minutes.)

5. The facilitator asks the participants to complete box 2 by transforming each inhibiting behavior and belief listed in box 1 into an ideal resolution. The participants are told that each ideal resolution should be stated in positive, specific terms, and as if already true. The facilitator gives the following examples, which coordinate with the examples given in the previous step:

- I am calm and flexible when I work with other people (behavior); other people have a right to do things in their own ways (belief).
- I learn and grow from my mistakes (behavior); making mistakes is natural and educational (belief).

(Five minutes.)

6. The participants are asked to assemble into pairs; to share their transformed statements; and to help each other ensure that these statements are positive, specific, and worded as if already true. The facilitator also mentions that the participants may suggest other statements to each other if they wish. (Five minutes.)

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7. The total group is reassembled, and comments are elicited about how the pair work progressed during the previous step. Then the facilitator leads a discussion of ways to use the statements listed in box 2:

- As a daily affirmation, to be repeated several hundred times a day (while bathing, driving to work, and so forth) for two weeks in order to reprogram nonconscious premises. The facilitator emphasizes that one statement at a time should be practiced and that when changes are noted in the particular behavior and belief involved, a new affirmation can be used.

- As an “aspirin,” whenever the participants find that they are engaging in their inhibiting behaviors, to remind their subconscious minds of the choices that they are making. The facilitator states that when a blocking behavior or belief arises, each participant should tell himself or herself the truth about what is happening, affirm the preferred behavior and belief, and then carry on.

The facilitator also states this information from the personal premises handout: It is not necessary to believe that this process works; it is only necessary to act as if it works for a few months and to pay careful attention to the results. (Ten minutes.)

8. The facilitator leads a discussion about the importance of having a clear sense of personal purpose in life in order to make choices about career, relationships, and so forth, and in order to achieve clear, positive results from one’s efforts. (Five minutes.)

9. The participants are asked to focus their attention on box 3 on the work sheet. Each participant is instructed to identify, and list in this box two or three major assets (those personal attributes or qualities that have most often helped in achieving outstanding results and accomplishing goals). The facilitator offers the following examples: patience, an ability to synthesize diverse ideas, a visionary perspective. (Five minutes.)

10. The participants are asked to consider box 4 and to list two or three major ways in which they currently express their assets (in box 3) to others. The facilitator gives these examples: through writing, counseling, and engaging in supportive interactions. (Five minutes.)

11. The facilitator focuses the participants’ attention on box 5 and asks them to close their eyes for a few minutes and to imagine their individual worlds as absolutely ideal. The facilitator instructs the participants to imagine what they would do and how they would feel in their ideal worlds. After three minutes the participants are asked to open their eyes and to write the key elements of their ideal worlds in the box. (Five minutes.)

12. The participants are asked to consider box 6. Each participant is instructed to write a single statement of personal purpose by following the format printed in the top of the box and replacing the phrases in brackets with the appropriate
information. Each participant is also instructed to write an affirmation statement by following the format of the one that appears in about the middle of the box, again replacing the phrase in brackets with the appropriate information. (Five minutes.)

13. The participants are asked to reassemble into the same pairs, to share what they have written in box 6, and to help each other rephrase their purpose statements as necessary until each partner feels personally inspired by his or her statement. (Ten minutes.)

14. The facilitator reassembles the total group and elicits comments about how the pair work progressed in the previous step. The participants are invited to take turns reading their purpose statements to the entire group, and after each reading the group is encouraged to acknowledge the statement verbally. Then the facilitator asks the following questions:

- What were your experiences in completing this activity? Which boxes were easy to complete? Which were difficult?
- How is your purpose statement affected by the behaviors and beliefs you listed in box 1?
- What additional assets and ways of expressing them would you like to develop in order to achieve your purpose? How will you do this?
- What patterns did you notice in your thoughts, feelings, and behaviors? How do these patterns relate to your present career? How do they relate to the ideal world you envisioned?
- What can we say about the effects of thoughts and beliefs on our careers and our lives in general?
- What contract will you make with yourself about using your purpose statement and your affirmation statement after this session?

(Twenty minutes.)

15. The facilitator closes the activity by encouraging the participants to experiment further with transforming negative feelings and habits, to continue to develop their lives with a sense of purpose, and to continue reformulating their purpose statements as the circumstances of their lives change.

**Variations**

- During step 14 the participants may be assembled into groups of four to six to share their statements of personal purpose.
If the group is inexperienced in such activities, the facilitator may help the participants to process their thoughts and feelings immediately after completing each box on the work sheet.
CREATING IDEAL PERSONAL FUTURES:
THE NATURE OF PERSONAL PREMISES

We can use the term “personal premises” to include all of our cognitive processes, including our beliefs, assumptions, values, expectations, and general outlooks. Of course, we are not particularly conscious of many of these elements in our daily lives. This is why they are so significant: it is the operation of these premises on nonconscious levels that most strongly influences the degree to which we are able to realize the results that we want from our endeavors.

Self-Fulfilling, Self-Reinforcing, Self-Limiting

The well-known “self-fulfilling prophecy” suggests that whatever one holds in one’s mind (even subconsciously) tends to occur in one’s life. In other words, whatever we dwell on expands. If we dwell on problems, we find more problems; similarly, if we dwell on happiness, we find more happiness. These premises become self-reinforcing in that the more often one of them “comes true,” the more absolute it becomes in the subconscious, and the less subject it is to question. Premises become self-limiting as they become more absolute because they cause us to process experiences selectively in order to provide existing premises with support. Thus, for example, if we believe that we cannot lose weight or do not have time to exercise, we have created artificial limitations that block out certain possibilities. It is far more responsible to tell ourselves that we will not lose weight or make time to exercise, and this language is also a more accurate description of reality.

We also set ourselves up for frustration and disappointment by allowing “shoulds” to govern our lives: “My boss should always be fair with me” or “I should do all my work without mistakes.” These “shoulds” can lead to unrealistic expectations of ourselves or others and to dysfunctional behaviors. Beliefs leading to healthier reactions might be “I react maturely even when my boss is unfair” or “I am a competent person even though I am human and sometimes make mistakes.”

Why This Is So

A simple way to understand the way in which the subconscious, cognitive mind operates is to imagine that it is a kind of computer that takes every input quite literally. Whatever the “software” tells it to do, it does, and behavior is subtly affected. If we continue to believe as we have always believed, we will continue to act as we have always acted. Furthermore, if we continue to act as we have always acted, we will continue to get what we have always gotten. Another feature is that our subconscious minds say “yes” to every suggestion made to them by people we consider to be authorities and to every suggestion we make ourselves. Thus, the foundations of our personal premises are established by the repeated thematic messages we heard in childhood from parents, teachers, doctors, and so forth. We maintain these premises with our own inner
dialogues and, as adults, by associating with people who received similar programming in childhood.

**Changing the Programming**

We can change the subconscious “programming” that is continually affecting our behavior by choosing new, more desirable elements and suggesting them to ourselves often enough to accumulate enough new “yeses” to change the programming operation itself. It is important to note that we do not need to believe that this is so for it to work. Merely acting *as if* it is so for a month or two and paying close attention to subtle changes in what we are getting out of life can make the difference.

**On Personal Purpose**

Having a clear sense of one’s purpose in life is another key element to attaining the results that one most wants to attain. An individual who is aware of his or her purpose is better able to select goals and to focus efforts in areas that serve that purpose.
### Creating Ideal Personal Futures

**WORK SHEET**

1. How I stop myself from getting the results I want:
   - *Behaviors:*

   - *Beliefs:*

2. Transformed behaviors and beliefs (specific, outcome focused, positive, as if true):

3. My strongest assets in getting the results I want:

4. Ways I currently express these assets:

5. Elements of my ideal world:

6. My purpose in life is to use [my assets] through [the ways I express these assets], in order to foster [the elements of my ideal world].

   To help achieve my purpose, I affirm [my transformed beliefs and behaviors].

---

Boxes 1 and 2 are based on ideas developed in “Leader as Creator” (pp. 159-182) by R. Fritz, in *Transforming Leadership* by J.D. Adams, Ed., 1986, Alexandria, VA: Miles River Press. Boxes 3 through 6 are based on ideas developed in *You Can Have It All* by A. Patent, 1984, Sylva, NC: Celebration Publishing.
THE EGO-RADIUS MODEL: EVALUATING AND PLANNING LIFE SITUATIONS

Goals

- To assist each participant in clarifying and evaluating his or her present life situation and in planning the life situation desired in the future.
- To allow the participants to share their life situations with one another and to experience peer feedback as a part of the life-planning process.

Group Size

Any number of trios.

Time Required

Two hours.

Materials

- Several sheets of blank paper and a pencil for each participant.
- A newsprint flip chart and a felt-tipped marker.

Physical Setting

A room in which the trios can work without disturbing one another. Movable chairs and writing surfaces should be provided for the participants.

Process

1. The facilitator introduces the goals, states that the activity is based on Boshear’s “Ego-Radius Model,” and explains the model as follows:¹

   “Boshear’s ‘Ego-Radius Model’ provides a way to clarify and evaluate relationships, institutions, and concepts that are important in our lives. Once we have clarified and evaluated these factors, we can better plan our life goals in terms of the importance that we want these factors to hold in the future.

   “Boshear suggests that a person who wants to use this model for life evaluation and planning should begin by drawing a circle on a sheet of paper to represent himself or herself. The word ‘Self’ is written inside this circle. Then the

individual determines which factors are important in his or her life at the moment. These factors may include such things as family, job, money, health, friends, home, recognition, religion, country, and/or any others that are appropriate. A circle is drawn to represent each of these factors, and these circles are placed around the ‘Self’ circle in such a way that relationships among the factors and the self are indicated. For example, if the individual is intensely committed to his or her family, the circle representing family is drawn very close to the ‘Self’ circle. However, if recognition is a less important factor in the individual’s life at the moment, the circle representing this factor is drawn farther from the ‘Self’ circle. Relationships among various factors are indicated by clustering them within the same area, and factors that are in conflict are placed on opposite sides and far apart. As each circle representing a factor is drawn, that circle is labeled as to what it represents.”

As this use of the model is explained, the facilitator draws an example on a newsprint flip chart, using his or her own life situation as the basis for the drawing and explaining the resulting configuration of circles. A sample is illustrated below.

2. Each participant is given several sheets of blank paper and a pencil and is instructed to draw his or her own ego-radius model representing their present life situation. The facilitator remains available during this process to answer
questions and to provide assistance as necessary. (Ten minutes.)

3. The facilitator instructs each participant to label the drawing just completed with the words “Present Situation.” Then each participant is asked to draw another ego-radius model, this time illustrating the ideal situation that he or she would like to be experiencing in five years. The facilitator stipulates that additional factors should be considered and added where appropriate and that existing factors should be reassessed and adjusted or deleted as necessary. (Ten minutes.)

4. The facilitator instructs each participant to label the completed drawing from step 3 with the words “Ideal Situation in Five Years.” Each participant is then asked to draw still another ego-radius model, this time illustrating the situation that is likely to exist in five years if he or she does nothing to achieve the ideal. Again, the facilitator stipulates that factors should be altered, added, and/or deleted as necessary. (Ten minutes.)

5. Each participant is instructed to label the drawing completed in step 4 with the words “Situation in Five Years If No Action Is Taken.” Then the participants are asked to assemble into trios and to take turns sharing their three drawings with one another. The facilitator explains that the trio member whose turn it is at the moment is to show and explain each separate plan to the other two members. The other two members are to listen carefully; to ask any questions necessary to understand the drawings; and to help the member who is sharing to clarify relationships, values, and goals and to identify the steps required to realize the ideal situation. The member who is sharing is to take notes during the trio discussion for his or her own personal use. After answering any questions about this procedure, the facilitator instructs the trios to begin. (Fifty minutes.)

6. After the trios have completed their work, the facilitator reassembles the group for a discussion of the activity. The following questions are asked:

   - What thoughts and feelings did you experience while drawing your present situation? your ideal situation in five years? your situation in five years if no action is taken?
   - What were the similarities in drawings in your trio? What were the differences? How did each affect you? What did the ego-radius experience symbolize for you?
   - What did your experience teach you about evaluating your life situation and planning for the future? What can you generalize about life planning?
   - What are some steps that you are going to take to realize your ideal situation in five years? How are you going to support yourself in taking those steps? (Twenty minutes.)

7. The facilitator encourages each participant to keep his or her drawings and notes, to review them from time to time, to redo any or all of the three drawings as
necessary, and to alter as appropriate the steps required to achieve the ideal situation.

**Variations**

- In step 3 the time frame may be changed to either fewer or more years than five (for example, one year or ten years).
- After step 6 the participants may be asked to return to their trios to develop written action plans for realizing their ideal situations in five years.
- Each participant may be asked to draw an ego-radius model illustrating the present situation of the most influential person in his or her life. Subsequently, similarities and differences between each participant’s own present situation and that of the influential person are discussed.

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PIE IN THE SKY: 
EXPLORING LIFE VALUES

Goals

- To offer the participants an opportunity to examine their life and career values and aspirations.
- To provide the participants with the opportunity to examine their values.
- To help the participants to explore the degree of consistency between their expressed values and their actions.

Group Size

Up to ten trios.

Time Required

Approximately two hours.

Materials

- A copy of the Pie in the Sky Wish List for each participant.
- A copy of the Pie in the Sky Personal-Reflection Sheet for each participant.
- A copy of the Pie in the Sky Discussion Sheet for each participant.
- A pencil 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 large enough so that the trios can work without disturbing one another. Movable chairs should be available.
**Process**

1. The facilitator introduces the goals and presents the origin of the term “pie in the sky” by telling the following story:

   “In 1879, Joel Hagglund, an immigrant from Sweden, arrived at Ellis Island and Americanized his name to Joe Hellstrom. Still later, when he joined the Industrial Workers of the World—the IWW or ‘Wobblies,’ which was perhaps one of America’s most radical unions—he changed his name to Joe Hill.

   “He was a famous writer of IWW songs and was framed and executed in Utah in 1915 for a murder he never committed. Joe Hill’s last words were spoken as an ardent trade unionist: ‘Don’t mourn for me—organize!’ He wrote the following words to a very popular song that was sung at many IWW union meetings:

   ‘You will eat, bye and bye
   In that glorious land above the sky;
   Work and pray, live on hay
   You’ll get pie in the sky when you die.’

   “The IWW existed until the 1950s or 1960s in a small office in Chicago. Unimportant in labor affairs since the 1920s, the union finally faded away in obscurity. Labor-history buffs are probably the only people today for whom the name ‘Joe Hill’ and the words ‘pie in the sky’ have clear meaning.”

   (Ten minutes.)

2. Each participant is given a copy of the wish list, a pencil, and a clipboard or other portable writing surface. The facilitator instructs the participants to work independently to complete the wish list of changes. (Thirty minutes.)

3. The facilitator distributes the personal-reflection sheet and provides instructions similar to the following:

   “For the next part of the activity, you will again work independently. List the six items on your wish list to which you allocated the most money. Examine them in terms of how you currently spend your time, money, and energy. The results are for your personal use. The purpose is to offer you an opportunity to look at the things you value; how much of a ‘pie in the sky’ inheritance you are willing to invest in them; and how you currently invest your time, money, and energy.”

   (Fifteen minutes.)

4. The participants are asked to form trios and are given copies of the discussion sheet. Trio members are instructed to share with one another their wish lists and personal reflections. (Forty-five minutes.)

5. After forty-five minutes, the facilitator reconvenes the total group and leads a concluding discussion based on these questions:

   - What parts of the activity were particularly informative or surprising to you?
Did you find particular parts of the activity easier or more difficult than others?

- What were the similarities in your trio? What were the differences?
- How have your perceptions of your values changed as a result of this activity?
- How could what you have learned be of help to your pursuit of life and career goals and aspirations?

(Fifteen minutes.)

**Variations**

- The facilitator may begin the activity with a lecturette on career and life planning and/or on pie in the sky, introducing the issue of whether people should wait for “pie in the sky when they die” or take action today and expect the pie now.

- The allocation of money may be emphasized because it suggests the magnitude and salience of the items on the wish list. The inheritance could be reduced to one million dollars or one hundred thousand dollars if the participants have trouble dealing with ten million dollars.

- After step 5, the participants may choose one change that can be accomplished within the next six months and prepare an action plan for accomplishing it.

Submitted by Jule A. Patten and Thomas H. Patten, Jr.
PIE IN THE SKY WISH LIST

You have just been notified of a “pie in the sky” inheritance of ten million dollars. As a condition of receiving the money, however, you must submit a plan for how you want to spend it. Within the areas listed, generate wishes and wants and allocate an amount of money to indicate how important that wish or want is to you. Additionally, part of the requirement for receiving the inheritance is to indicate one personal-behavior change in each area chosen. Work independently to create your wish list.

1. Emotional

2. Environment

3. Family

4. Financial

5. Home
6. Mental

7. Physical

8. Professional

9. Social

10. Spiritual
PIE IN THE SKY
PERSONAL-REFLECTION SHEET

List the six items on your wish list to which you allocated the most money. Examine these six items in terms of how you currently spend your time, money, and energy. Indicate for each of the six items how much time per week you currently spend, how much actual money you have allocated (if money is necessary), and how much mental and emotional energy (if this is different from time) you devote to the item. The results are for your personal use. The purpose is to offer you an opportunity to look at the things you value; how much of a “pie in the sky” inheritance you are willing to invest in them; and how you currently invest your time, money, and energy. Consider the following questions:

- How do the six items on your list compare with what you would have expected to be your key values?

- How do these six items reflect the ways you currently allocate your time, money, and energy?
PIE IN THE SKY DISCUSSION SHEET

*Instructions:* These sentence stems can be used as guidelines for sharing and discussing your wish list.

1. The way I felt when I was creating my wish list was . . .

2. The way I feel now that I have looked at the consistency of my values and actions is . . .

3. Something else I am feeling is . . .

4. The areas that seem most important to me are . . .

5. What that tells me about my life right now is . . .

6. What that tells me about my values is . . .

7. What I want to do with that information is . . .
ROLES: UNDERSTANDING SOURCES OF STRESS

Goals
- To enable participants to explore the diverse roles they are expected to fill.
- To help participants to understand the characteristics of these roles.
- To illustrate the potential for stress caused by the different expectations of diverse roles.
- To provide an opportunity for the participants to develop solutions to their own role conflicts.

Group Size
Three to five subgroups of four members each.

Time Required
Approximately two hours.

Materials
- A copy of the Roles Work Sheet for each participant.
- A copy of the Roles Diversity Sheet for each participant.
- A copy of the Roles Characteristics Sheet for each participant.
- A copy of the Roles Conflict-Resolution Sheet for each participant.
- A pencil 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 to allow the subgroups to work without disturbing one another.
Process

1. The facilitator informs the participants that they will be involved in an examination of their various personal and professional roles and then explains the goals of the activity. The facilitator tells the participants that in the initial stages of the activity, they will work on their own and that in the latter stages, they will work in subgroups.

2. Each of the participants is given a copy of the Roles Work Sheet, the Roles Diversity Sheet, the Roles Characteristics Sheet, the Roles Conflict-Resolution Sheet, a pencil, and a clipboard or other portable writing surface.

3. The facilitator asks the participants to read the Roles Work Sheet. (Five minutes.)

4. The facilitator explains that each participant will be asked to identify a minimum of four roles that he or she fills and that these roles are to be entered into the spaces provided on the Roles Diversity Sheet. The facilitator instructs the participants to work individually on this task. (Five minutes.)

5. The participants are instructed to list several individual characteristics for each of the roles they have identified and to enter these in the spaces provided on the Roles Characteristics Sheet. (Fifteen minutes.)

6. The participants are then asked to consider (a) any listed characteristics that may be in conflict and (b) any potential solutions to reduce the conflict and to enter these in the spaces provided on the Roles Conflict-Resolution Sheet. (Fifteen minutes.)

7. The facilitator divides the participants into subgroups of three to five members each. Each member in turn shares one set of his or her characteristics that are in conflict and the possible solutions. Subgroup members discuss potential ways to reduce the stress caused by conflicts and provide feedback on the suggested solutions. (Forty minutes.)

8. The facilitator reassembles the large group and solicits reports from the subgroups about the various roles they considered and potential conflicts they associated with those roles. The facilitator lists salient examples on newsprint. (Fifteen minutes.)

9. The subgroups then report the techniques they suggested to help members reduce their role stress, and the facilitator lists these on newsprint. (Fifteen minutes.)

10. The facilitator concludes the activity by leading the group in a discussion of the following questions:

   - What appears to be the most common type of role stress or conflict? What does that imply about our home lives and our professional lives?
   - What seem to be the most effective methods of reducing role stress and conflict? To what other areas could these methods be applied?
How can you support yourself in using these methods to reduce role stress? What obstacles might you encounter? What are the benefits of adopting these methods? How might they change your life?

(Twenty minutes.)

Variations

- After step 10, participants can reassemble into their subgroups for contracting and action planning.
- The activity can be limited to work roles.

Submitted by Patrick Doyle.
ROLES WORK SHEET

Each of us is asked to fulfill various roles in our personal and professional lives. Each of these roles has individual characteristics that reflect its uniqueness. When the characteristics of a particular role are in conflict with our own self-images or in conflict with the characteristics of other roles we play, we tend to experience stress.

Reduction of this stress requires that we first recognize the causes of the stress. In order to do this, we must be able to identify the characteristics of our diverse roles. We also must be able to modify these characteristics in order to reduce the level of stress (we may never be able to eliminate it).

The following example illustrates this. Assume that you are a troubleshooter for a computer software company and are expected to travel on a moment’s notice to solve a client’s problems.

<table>
<thead>
<tr>
<th>Role</th>
<th>Spouse</th>
<th>Manager</th>
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<tbody>
<tr>
<td>Treasurer (for club members)</td>
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<td>Father (to children)</td>
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<td>Subordinate (to manager)</td>
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<td>Husband (to wife)</td>
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<td>Son (to parents)</td>
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<tr>
<td>Trouble-shooter (for client)</td>
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You probably have at least two roles, one as a family member and one as the company representative or as a subordinate in the organization. Thus, your family has expectations of you, and your manager has expectations of you. The characteristics of these two roles may include two apparently opposed sets of expectations.
This classic problem can be analyzed as follows:

<table>
<thead>
<tr>
<th>Time with Family Versus Travel for Company</th>
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<tbody>
<tr>
<td>My family feels that I am not participating enough in its activities.</td>
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</table>

Through group discussion, you may see a possible solution. For example, it may be suggested that the time spent with the family be involved in activities that are important to the family members and not treated as rest periods between road trips.

Other roles may present other conflicts, e.g., your role as a peer may pressure you to be critical of your boss, whereas your role as a subordinate may suggest that your boss expects loyalty.

During this activity, you may deal with any roles that you wish.
ROLES DIVERSITY SHEET

*Instructions*: Use this sheet to identify the various roles that you fill. Identify a minimum of four roles. Later you will select two that seem to be in conflict and list their characteristics on the next sheet.
**ROLES CHARACTERISTICS SHEET**

List the roles that you have identified, as follows: List the one that is *closest* to your self-image (the one in which you feel the *most* comfortable) first; list the rest in descending order, with the role that is *least* like your self-image (the one in which you are *least* comfortable) listed last. Then identify the most significant characteristics of each role.

<table>
<thead>
<tr>
<th>Roles</th>
<th>Characteristics</th>
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**ROLES CONFLICT-RESOLUTION SHEET**

Given the roles that you have listed previously, what characteristics are (or are likely to be) in conflict?

<table>
<thead>
<tr>
<th>Characteristics in Conflict</th>
<th></th>
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</table>

What are some potential ways to resolve these conflicts?

<table>
<thead>
<tr>
<th>Potential Resolutions</th>
<th></th>
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THE ZEY SUPPORTING CAST MODEL: 
EXAMINING PERSONAL SUPPORT NETWORKS

Goals

- To acquaint the participants with the characteristics of a supporting cast—the network of people who help a person to achieve his or her personal and professional goals.
- To offer the participants an opportunity to explore the roles that others play in their lives.
- To provide an opportunity for the participants to identify roles in their personal support networks that need to be filled or enhanced and to develop action plans to fill those needs.

Group Size

Up to ten trios. If the group does not divide evenly into trios, one or two groups of four may be formed.

Time Required

Approximately two hours.

Materials

- A copy of The Zey Supporting Cast Model Roles Sheet for each participant.
- A copy of The Zey Supporting Cast Model Tally Sheet for each participant.
- A copy of The Zey Supporting Cast Model Discussion Sheet for each participant.
- A copy of The Zey Supporting Cast Model Action-Planning Sheet for each participant.
- A pencil and 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 large enough so that the trios can work without disturbing one another. Movable chairs should be available.
Process

1. The facilitator tells the participants that this activity will offer them a way to examine their personal support networks and describes the goals of the activity. (Five minutes.)

2. Each of the participants is given a copy of The Zey Supporting Cast Model Roles Sheet, a copy of The Zey Supporting Cast Model Tally Sheet, a pencil, and a clipboard or other portable writing surface. The facilitator reviews the instructions and the role descriptions to ensure that the participants understand them before starting work. (Ten minutes.)

3. The participants are directed to work independently to complete The Zey Supporting Cast Model Roles Sheet and The Zey Supporting Cast Model Tally Sheet. (Twenty minutes.)

4. The facilitator directs the participants to form trios. The facilitator distributes copies of The Zey Supporting Cast Model Discussion Sheet and instructs the members of each subgroup to share with one another the results of identifying their individual supporting casts. (Thirty minutes.)

5. The facilitator distributes copies of The Zey Supporting Cast Model Action-Planning Sheet and instructs the participants to work on it individually. (Ten minutes.)

6. After the participants have had the opportunity to work individually on their action plans, the facilitator instructs them to confer with their trio partners and to elicit suggestions for action planning from one another. (Twenty minutes.)

7. The total group is reassembled. The facilitator leads a group discussion based on the following questions:
   - What discoveries did you make in reviewing your responses? How did these discoveries affect you?
   - How many different people fill roles in your life? Did you expect the number to be larger or smaller? Why?
   - What particular roles seem well-filled? What particular roles need support people? How do you account for that?
   - What needs do you see for finding additional people for your supporting cast? Why?
   - How easy or difficult will it be to effect the changes you want? What obstacles might you encounter? How can you ensure that you will take the steps that you have planned?
Variations

- After step 7 the participants may redo the activity focusing on the roles that they see themselves playing in others’ lives.
- The facilitator may suggest that the participants concentrate on supporting casts either for professional or for personal goals.
- Participants may make contracts with other members of their trios for following through on action planning.
THE ZEY SUPPORTING CAST MODEL ROLES SHEET

Instructions: Following are descriptions of twelve supporting-cast roles\(^1\) that others may play in your life. Read the descriptions and list the names of people who fill those roles for you. The same person’s name may be listed as filling more than one role. For some roles, you may be able to list multiple names; for other roles, you may not be able to list any names. Fill in The Zey Supporting Cast Model Roles Sheet as completely as possible.

1. Advisors bring information into your life, whether in personal or professional areas. They help you to establish personal priorities and to use informal networks to make progress toward your goals. In the space that follows, list the names of people in your life who give you information and progress reports about yourself:

2. Catalysts bring out the best in you. Their interactions with you enhance your creativity and energize you to accomplish more than you might accomplish alone. In the space that follows, list the names of people in your life who serve as sparkplugs for your thoughts and actions:

3. Celebrators cheer your successes with you. Celebrating reinforces your accomplishments and makes them more meaningful. In the space that follows, list the names of people in your life with whom you celebrate the good times:

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\(^1\) Reprinted by permission of The Putnam Publishing Group from WINNING WITH PEOPLE: Building Lifelong Professional and Personal Success Through the Supporting Cast Principle by Michael G. Zey, Ph.D. Copyright © 1990 by Michael G. Zey, Ph.D.
4. Cheerleaders support and nurture you when times are tough. They provide short-term encouragement to help you through a particular crisis. In the space that follows, list the names of people in your life to whom you turn for emotional strength:

![Cheerleader](image)

5. Constructive critics dare you to rethink your plans and to improve your ideas. Constructive critics also stimulate your creativity—as long as you can be open to new ways of looking at yourself. In the space that follows, list the names of people in your life who challenge your ideas and provide honest feedback:

![Question Mark](image)

6. Contacts represent your indirect links to success. They may not directly provide you with information or advice or leads, but they put you in contact with other people who can. In the space that follows, list the names of the people in your life who serve as contacts in your network:

![Hands Shaking](image)

7. Esteem builders help you to build a strong self-image. Because your success depends on what you think of yourself, esteem builders help you to believe that you can succeed and that you have a right to succeed. In the space that follows, list the names of people in your life who support and reinforce your self-image:

![Support](image)
8. *Financiers* offer advice on making money, borrowing it, investing it, and saving it. Financiers might be friends or acquaintances, or they might be professional individuals or institutions, such as investment counselors or banks. In the space that follows, list the names of the people in your life who help you to manage your money and your entrepreneurial ideas:

![Money Symbol]

9. *Public-relations* specialists advertise your accomplishments. They do “impression management” (Zey, 1990, p. 34), which is crucial to convincing others that you are accomplished and talented. In the space that follows, list the names of the people in your life who act on your behalf to spread the word about your abilities:

![Employee of the Year]

10. *Role models* may not even be people that you know personally. These are the people you want to emulate, the ones who model the values and behaviors that you want to live out in your life. In the space that follows, list the names of the people in your life whose successes you want to replicate:

![Role Models]

11. *Sponsors* are people who help you to get ahead in your career. Typically they hold positions of power and influence and can help you to get raises and promotions. In the space that follows, list the names of the people in your life who back you and help you to “move up the ladder”:

![Letter of Recommendation]
12. *Technical supporters* provide the kinds of services that are essential to everyday life. Such support might be in the form of a housekeeper, a day-care center, or a reliable repairperson—anyone whose work lets you get on with your career and life goals. In the space that follows, list the names of the people in your life who enable you to make the most of your time:

![Image of tools]

**REFERENCE**

THE ZEY SUPPORTING CAST MODEL TALLY SHEET

Instructions: List the people whose names appeared on The Zey Supporting Cast Model Roles Sheet. Next to each name put a check mark indicating the role or roles each person plays in your life. Total the check marks in each column and row. You will have two totals: the number of support people in each role and the number of roles each support person plays.

<table>
<thead>
<tr>
<th>Supporting Cast</th>
<th>Advisors</th>
<th>Catalysts</th>
<th>Cheerleaders</th>
<th>Constructive Critics</th>
<th>Contacts</th>
<th>Esteem Builders</th>
<th>Financiers</th>
<th>P.R. Specialists</th>
<th>Role Models</th>
<th>Sponsors</th>
<th>Technical Supporters</th>
<th>Totals</th>
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THE ZEY SUPPORTING CAST MODEL DISCUSSION SHEET

Instructions: Within your subgroup, share your reactions to completing The Zey Supporting Cast Model Roles Sheet. Use these sentence stems as guidelines.

1. The way I felt when I was completing The Zey Supporting Cast Model Roles Sheet was . . .

2. The way I feel now that I have looked at the roles that others fill and do not fill in my life is . . .

3. Something else I am feeling is . . .

4. The areas that seem most important to me to address are . . .

5. What I have learned about my support network is . . .
THE ZEY SUPPORTING CAST MODEL ACTION-PLANNING SHEET

Part I.

Instructions: Identify one or more roles in your supporting cast that you want to expand. Respond to the sentence stems that follow and share your reactions with your partners.

Role ________________________________________________________________

1. I would like more support in this role because . . .

2. In the past, this role was . . .

3. I give myself support in this role by . . .

4. People in my current support cast who could also fill this role are . . .

5. As I consider people I know or know of, some people who could fill this role are . . .

6. To find potential supporters, I could . . .
Role _____________________________________________________________________________

1. I would like more support in this role because . . .

2. In the past, this role was . . .

3. I give myself support in this role by . . .

4. People in my current support cast who could also fill this role are . . .

5. As I consider people I know or know of, some people who could fill this role are . . .

6. To find potential supporters, I could . . .
Role ________________________________________________________________

1. I would like more support in this role because . . .

2. In the past, this role was . . .

3. I give myself support in this role by . . .

4. People in my current support cast who could also fill this role are . . .

5. As I consider people I know or know of, some people who could fill this role are . . .

6. To find potential supporters, I could . . .
Part II.

Instructions: Reciprocity is an important part of building a supporting cast; strengthening your supporting cast depends in part on your willingness and your ability to function as part of someone else’s supporting cast. Respond to the sentence stems that follow and share your reactions with your partners.

1. The skills I have that would be valuable in another person’s supporting cast are . . .

2. I see myself as being good at filling the roles of . . .

3. I can find out what others want and need by . . .

4. I am willing to be part of someone’s supporting cast when . . .

5. As part of my growth, I plan to contribute to the growth of others by . . .
BANNERS: A VALUE-CLARIFICATION ACTIVITY

Goals
- To increase self-understanding and self-awareness of values, goals, and individual potential.
- To provide a forum for the public expression of personal values, potentials, and goal-achievement standards.
- To examine how life values, potential, and goal achievement affect decisions concerning personal needs and aspirations.

Group Size
Subgroups of five to seven members each.

Time Required
Two to three hours.

Materials
- A copy of the Banners Instruction Sheet for each participant.
- A blank sheet of paper and a pencil for each participant.
- Newsprint and a felt-tipped marker for each participant. (Additional colored markers are optional.)

Physical Setting
A quiet room in which participants can relax comfortably in chairs or on the floor; writing surfaces for all participants.

Process
1. The facilitator states that the activity will help participants to discover and clarify their goals, values, and potential for achieving their goals and realizing their values. He or she says that participants will examine these things for themselves and will then present them to the other group members in the form of a written and depicted announcement or “banner.” The facilitator cites how banners have
been used for centuries to symbolize or announce what a person or group stood for; e.g., a lion meant strength and courage, a cross meant defense of Christianity, a fleur-de-lis symbolized the royal family of France.

2. The facilitator gives each participant a blank sheet of paper and a pencil. The participants are instructed to find a comfortable place to sit in the room and to put the paper and pencil nearby.

3. The facilitator tells the participants to close their eyes, to relax, and to breathe deeply. He or she tells them to “walk around” inside of themselves for a few minutes.

4. The facilitator tells the participants to remain relaxed, with their eyes closed. The participants are told that most people have a great deal of potential and that our values and goals affect how we utilize our potential. The facilitator continues: “Our most obvious goals are often relatively short-range, material, self-aggrandizing goals—to make more money, send the children to college, buy a certain car, and so on. But these goals may lack a fundamental purpose that is greater than material objects or the temporal self. To become aware of higher or deeper goals, people must be aware of their major ‘life values.’ They must experience themselves fully and honestly. In this way, they can become aware of what really has meaning for them, who or what they really care about, what they really can do, and what they really want to do—in short, what they are. The facilitator tells the participants to reflect on their true purposes in life, their cherished values, their highest goals and aspirations. He or she then tells them, to analyze their weaknesses and their strengths, to reflect on their separateness from and relation to other people, and to notice the changes within themselves as they experience these things. (Fifteen minutes.)

5. The facilitator gives five-minute and two-minute warnings before announcing the end of the reflection period. He or she then tells the participants to write down their impressions about their values, goals, and potential. (Ten to fifteen minutes.)

6. The facilitator distributes copies of the Banners Instruction Sheet, newsprint, and felt-tipped markers. He or she goes over the information on the instruction sheet and tells the participants that they will have fifteen minutes in which to complete their banners.

7. When the banners are completed, participants are divided into subgroups of five to seven members each. They are then instructed to take turns “raising their banners,” i.e., explaining the symbols and statements on their banners to the other members of the subgroup. (One-half hour to forty-five minutes.)

8. Each subgroup discusses the themes in its members’ banners, developing generalizations about how values, goals, and potentials affect personal decisions. Each subgroup then reports its generalizations to the total group.
9. The facilitator directs the participants individually to study or reflect on the “action” implications of their heightened awareness of themselves.

**Variations**

- After “raising” their banners, members can post them for subgroup reference.
- Banners can be posted anonymously; the subgroup tries to match banners with individuals.
- Participants can be instructed to “wear” their banners and to circulate without talking, reading each other’s banners. They are then instructed to form subgroups with persons whose banners they were attracted to, to discuss and share.
- The generalizations developed in the subgroup can be made into a group (composite) banner. This would be particularly appropriate with an ongoing work group.
- The experience can be concluded with an “action-plan” step. Participants are told to make themselves comfortable again and to reflect for a few (five or ten) minutes on the implications for action that they derived from the experience. They are then directed to write down these implications on their banners as “action plans” (decisions to be made, steps to be taken). Finally, participants are instructed to form pairs; each participant is to discuss with his or her partner how to carry out his or her action plan and to make a contract with his or her partner. (One-half hour.)
BANNERS INSTRUCTION SHEET

The second phase of this experience is the design and creation of a banner depicting your values, goals, and potential. Draw your banner outline on newsprint and, following the key, use a word, short phrase, or symbol to describe yourself in the areas listed. You may want to refer to the impressions you wrote down following the reflection period to guide you in this activity.

Key

1, 2, 3, 4: Create four symbols (pictures) that represent your deepest, most cherished values in life. Do these in order of importance (1, 2, 3, 4). Use written statements (short phrases or words) to describe the following:

5. Who am I?
6. My happiest moment or experience or greatest achievement.
7. Three things I do well.
8. Three areas, traits, characteristics, or attitudes I want to improve.
9. Personal motto by which I (try to) live.
10. One thing I would like to have said of me if I died today.
11. Three things I would like to learn to do well.
12. Three accomplishments I want to realize during my lifetime.
13. Three things I would like to start doing now.
14. My three highest priority life goals.
DROPPING OUT: 
EXPLORING CHANGES IN LIFE STYLE

Goals

- To explore attitudes about the phenomenon of “dropping out,” i.e., making radical changes in one’s life style.
- To identify professional and personal constraints that could motivate a person to “drop out” in order to change his or her life style.

Group Size

Up to eight subgroups of three or four members each.

Time Required

Two and one-half to three hours.

Materials

- A copy of Dropping Out: A Princess’ Story for approximately three-fourths of the participants.
- A copy of Dropping Out: A Manager’s Story for approximately three-fourths of the participants.
- A copy of the Dropping Out Work Sheet for each participant.
- Blank paper and 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 for all of the subgroups to conduct discussions without distracting one another. Tables and chairs or other writing surfaces should be provided.

Process

1. The facilitator introduces the goals of the activity and writes the phrase “dropping out” on the newsprint flip chart. The facilitator then distributes blank
paper and a pencil to each participant and asks the participants to write down six thoughts about the subject—three positive and three negative. (Ten minutes.)

2. The facilitator tells the participants that they will discuss only their positive thoughts about dropping out for the next ten minutes. Salient points from this discussion are recorded on newsprint. (Ten minutes.)

3. The facilitator tells the participants that they will discuss only the negative aspects of dropping out for the next five minutes. The main points of this discussion also are recorded on newsprint. (Five minutes.)

4. The summaries of the positive and negative aspects of dropping out are posted, and the facilitator asks for a vote, by show of hands, to determine whether the participants consider dropping out generally to be a “good” thing or a “bad” thing. The facilitator counts the number of hands for each opinion and announces the result to the group. (Two minutes.)

5. The facilitator tells the participants that they have the choice of reading one of two stories, both of which deal with taking conscious action to change one’s life style. The facilitator asks which participants would prefer to read “A Princess’ Story” and which would prefer to read “A Manager’s Story,” while ensuring that no more than three-fourths of the participants select any one story.

6. The facilitator distributes a copy of one of the stories and a copy of the Dropping Out Work Sheet to each of the participants and directs the participants to spend the next thirty minutes reading their stories and writing the answers to the questions on the work sheet. (Thirty-five minutes.)

7. The facilitator divides the group into subgroups of three or four members each, with both stories represented in each subgroup if possible. The subgroup members are directed to compare their stories and the answers to their questions. (Twenty to thirty minutes.)

8. Subgroup members are then directed to discuss any personal thoughts they have had about dropping out of their present circumstances, either professional or personal, or their experiences if they actually have dropped out at any point in their lives. (Twenty minutes.)

9. The total group is reassembled, and the facilitator asks for summaries of (a) the subgroups’ answers to the questions on the work sheet and (b) the subgroup members’ discussions about dropping out. (Fifteen to thirty minutes.)

10. The facilitator asks for comments from the participants on the following topics:
  - Professional or personal constraints that could motivate a person to change his or her life style.

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1 Variations of these two stories appeared in An English Teacher’s Scrapbook, edited by Christopher Sion, Pilgrims Publications, Canterbury, England, 1983.
What changes in the participants’ life styles would look like if they were to be made and what the outcomes or results of those changes would be.

How the comments made in this discussion fit with the positive and negative thoughts and votes that were generated at the beginning of the activity.

Guidelines for making desirable changes in one’s life style.

(Thirty minutes.)

Variations

If there is limited time, steps 2, 3, 6, and 7 could be eliminated, and the participants could be instructed to share personal thoughts that were stimulated by the two stories and personal experiences germane to the subject of dropping out to effect changes in one’s life style.

After step 10, the participants could be instructed to form pairs (or to meet in their subgroups) and to plan personal action steps for improving their own lives.

Submitted by Michael R. Lavery.
DROPPING OUT: A PRINCESS’ STORY

It was the princess’ nineteenth birthday. The day began with the usual formal breakfast, served by the morning staff in the family dining room. Father read the newspaper. Mother kept an eye on the servants and on the princess’ younger brother, who had announced that he was not interested in going through this stupid ritual. The princess tried to decide whether this would be a good time to attempt to overcome her parents’ opposition to her joining her tutor’s anthropological dig. She decided to wait and speak to Father alone, in the hope that he would be less fearful for her safety than Mother—and more understanding of her ambitions. While the servants were cleaning, the princess fiddled with her diamond earrings and wondered what birthdays were like outside the palace. She really had no idea, but she suspected that they were more fun.

The princess was jolted out of her daydream by her mother’s voice. “Let’s see what you have received for your birthday, shall we?” A cluster of neatly wrapped packages stood on the shiny Chippendale sideboard. As the princess approached them, she could hear the sounds of clinking cutlery and muffled voices. The smell of frying bacon crept through a crack in the door. She stopped, half closed her eyes, and listened. Yes, she could hear the bacon sizzling. “That must be the staff’s breakfast,” thought the princess. As she turned to her gifts, she thought, “I wonder if the servants can choose what they have for breakfast.”

The princess’ gifts were what she had feared they would be: a sapphire ring, a set of silver-gilt salt cellars, a crystal vase, and enameled opera glasses. Nothing was said about the tent and equipment that she had requested. The princess examined her gifts mechanically and made suitable noises. Mother smiled benignly. Father made banal but appropriate comments. Then, suddenly, he put down his newspaper, glanced at Mother, and said, “Well, now that she’s nineteen, I think it’s time that we found her a suitable husband, don’t you?” That was when the princess decided to leave the palace.
It was the day before the manager’s forty-second birthday, during his twentieth year with the firm. He arrived at the office at 8:35 exactly. At 8:37, his coat and hat had been hung, the obligatory round of “good mornings” had been chanted, and he was seated in his upholstered leather swivel chair.

At 8:38, a whiff of Chanel No. 5 announced the arrival of Mary, who was clutching a beige folder bulging with already-opened and date-stamped correspondence. Mary was a great filter; she had sorted out all the irrelevant paperwork and only the meaty, difficult items remained.

The manager uttered an automatic “Thank you, Mary.” Mary turned briskly, closed the door behind her, and left the manager with the lingering smell of perfume and the bloated beige folder on his gleaming mahogany desk.

The manager opened the folder and thumbed through the correspondence. The papers hurled words at him: “please revise,” “priority,” “credit,” “overdue,” “legal action,” “as soon as possible,” “immediately,” “expedite,” “yours truly,” “as soon as possible,” “immediately” . . .

The telephone rang. The voice spat out words. At least half a dozen of the words that he had just read droned in his right ear. He replaced the receiver having said absolutely nothing. Mary came in with a cup of coffee. The manager rose, picked up his yet-unopened briefcase, and left the office. Mary spluttered, “But Mr._________. ” He was gone.
DROPPING OUT WORK SHEET

1. What did the princess/manager do after leaving the palace/office?

2. Did she/he return?

3. If so, how long was she/he away?

4. What thoughts did she/he have during her/his absence?

5. What changes, if any, resulted from her/his thoughts and time away?
CAREER VISIONING: STRATEGIC PROBLEM SOLVING

Goals

- To offer participants an opportunity to generate various career-development options for themselves, to select among those options, and to develop plans to achieve the chosen options.
- To acquaint participants with techniques of “visioning” and gap analysis.

Group Size

Up to thirty participants.

Time Required

Approximately three hours.

Materials

- Several sheets of blank paper and a pencil for each participant.
- A newsprint flip chart and felt-tipped markers in various colors.
- Masking tape for posting newsprint.
- A copy of the Career Visioning Theory Sheet for the facilitator’s use. (Optional: The facilitator may choose to distribute copies of the Career Visioning Theory Sheet; in this case, one copy for each participant would be necessary.)

Physical Setting

A room large enough for participants to work comfortably—both in groups and as individuals.

Process

1. The facilitator explains the goals of the activity and distributes paper and pencils to the participants. (Five minutes.)
2. The facilitator asks for a volunteer who is “willing to model the career-planning process.” The volunteer is asked to envision his or her career one year from
today and to verbally brainstorm everything that he or she would like to be true of his or her career at that time. The facilitator lists all ideas on newsprint, labeling the sheet with the volunteer’s name and the date. The volunteer should be encouraged to “create a career dream,” that is, to identify everything that he or she would like, without considering relative importance or current likelihood. (Ten minutes.)

3. The volunteer is asked to look at these visions and to star with a marking pen the three visions with which he or she would be satisfied if only three could be accomplished in the next year. The volunteer then rank orders the visions. The facilitator lists the volunteer’s first-priority vision on a separate sheet of newsprint. (Five minutes.)

4. The facilitator asks each participant to repeat the process in steps 2 and 3 individually: to envision his or her own work life one year from today, listing everything he or she would like to be true then (including specifics about the career), and then to identify the three most important visions, rank order them, and list the first-priority item on a separate sheet of paper. (Fifteen minutes.)

5. The facilitator delivers a lecturette on the strategic problem-solving approach to career development based on the Career Visioning Theory Sheet. Copies of the Career Visioning Theory Sheet may be distributed to participants, or key points may be listed on newsprint. (Ten minutes.)

6. Each participant is asked to write about his or her current career situation, listing any information that might help an outsider to understand it. The original volunteer writes his or her description on a sheet of newsprint and posts it. (Ten minutes.)

7. The facilitator refers to the original volunteer’s first-priority item and current situation and leads the volunteer through the process of “gap analysis,” that is, identifying the differences between the desired future and the current situation. The other participants are encouraged to participate in this process, asking questions, making comments, and so on, to assess the reality of the desired outcome. This continues until the majority believe that the gap between the volunteer’s vision and the current reality is realistic. (Ten minutes.)

8. The facilitator asks the entire group (including the volunteer) to think of what the volunteer might need to bridge the gap. The facilitator can make suggestions, such as training, on-the-job experiences, mentors, expanding one’s network, and so on. The items are listed on newsprint. (Five minutes.)

9. The facilitator then asks all participants to brainstorm all of the possible, specific actions—based on the items in the list generated previously—that the volunteer might need to take in the next twelve months to achieve the first-priority vision. Everything is listed on newsprint, regardless of its importance or likelihood at the present time. (Ten minutes.)
10. Once all suggested actions are listed, the volunteer is asked to examine the list of specific actions and to mark those actions that would have the most impact in helping to reach the vision. Then the volunteer is asked to commit to those actions and to list dates for accomplishment beside each one as an action plan. (Ten minutes.)

11. Each participant is asked to look at his or her own first-priority vision, to compare it with his or her current reality, to determine the size of the gap, and to address the gap realistically. Each participant then is to list what he or she would need to achieve in order to reach the vision and to jot down any actions that he or she might take to achieve it. (Ten minutes.)

12. The facilitator directs the participants to form small discussion groups of approximately five members each. The facilitator tells the small groups to look at each group member’s first-priority vision, current situation, and gap analysis, and to suggest additional actions that the person might take to reach his or her vision. (Fifteen to twenty-five minutes.)

13. Once these lists are complete, each person is directed to review his or her own list to identify high-impact actions, to establish time lines, and to commit to them. (Ten minutes.)

14. The facilitator asks each participant to look at his or her completed plans and to consider, and then discuss with fellow group members, the following questions:
   - How does this differ from what you came to the session with?
   - When might you want to reconsider the plan?
   - How can you help one another in achieving your goals?

(Fifteen minutes.)

15. The facilitator asks the participants to consider the strategic problem-solving process in general and to discuss the following:
   - What conclusions about the strategic problem-solving process might be drawn from reviewing the result of the gap analysis of current reality and the desired-outcome vision?
   - What conclusions might be drawn about the strategic problem-solving process from looking at so many different approaches to the same situation?
   - What does this say about entering a problem-solving process individually or in a group effort? What are the advantages and disadvantages of each approach?
   - How else can you apply what you have learned in this experience to your future work and personal situations?

(Fifteen minutes.)
Variations

- If time permits, the session can be divided into two parts: At the end of part 1, the participants take away their preliminary plans (before committing to specific actions) and obtain further ideas from other people in their lives (both inside and outside the workplace) before the session is resumed.

- Participants can be asked to generate “life” visions or to include “personal” goals in their desired visions. The facilitator can encourage the process by asking if there is anything that each person would like to add about relationships inside or outside work, free time, personal interests, and so on. This will take more time to process.

- The total group may meet later at a specified date to check people’s progress toward achieving their first-priority visions and to make any desired changes in plans. They also may work through the other starred visions from step 3.

- The process can be completed with just one person and a facilitator, with the facilitator actively offering additional ideas.

Submitted by Neil Johnson and Jason Ollander-Krane.
CAREER VISIONING THEORY SHEET

One way to look at planning career development is that it is solving a problem. Generally, there are two different ways to solve problems. Try to determine which way might produce better results for career-development planning.

**Short-Term Problem-Solving Model**

One method of problem solving is to describe the problem first and then to generate a number of solutions and decide on one (or more). This method of problem solving produces a single picture of the problem and solutions that radiate in different directions from the problem.

![Short-Term Problem-Solving Model Diagram]

**Strategic Problem-Solving Model**

A different way to solve problems might be called “strategic problem solving.” It starts with the creation of a vision of the desired outcome—how you would like the situation to be—at a specific time in the future. Then describe the current situation or problem. After this, you perform a “gap analysis,” that is, you determine the differences between the desired situation and the current one.

The gap analysis is a feasibility analysis or reality test. It is important to be absolutely honest about the current reality if the gap analysis is to be accurate. If the differences between the desired future and the current situation are too great, the description of the desired outcome needs to be revised. It is important—and may be difficult—at this point to be realistic without limiting one’s vision more than is necessary. Factors to be considered may include actual possibilities of advancement within the targeted organization, family concerns, location and access, education and training, financial concerns, trade-offs, and resources.
Figure 2. Strategic Problem-Solving Model

Once the gap is of a realistic size, you can begin to explore possible solutions—things that need to be done to get from your current situation to your desired vision of the future. These solutions should specify exactly what is required (obstacles to be overcome, actions to be taken, support and resources needed, time lines, and so on) in order to move from the current situation to the desired one. We say “solutions” rather than “solution” because there may be more than one gap, and more than one line of action or strategy may be required. On the other hand, if little is required, you may want to consider returning to the visioning stage and setting slightly higher goals.

This process requires both openness and honesty. It also requires recognition of the possible need to back off from one direction and to go in another. The resulting action plan may be quite different from what originally was envisioned. The overall purpose is to develop a plan that has a reasonable probability of success.

Using this problem-solving technique, you obtain results that are more focused on your desired future, and that future is likely to be more realistic and more suited to your actual preferences and abilities.
LIFE ASSESSMENT AND PLANNING: CHOOSING THE FUTURE

Goals

- To help each participant to review personal values and past experiences and to establish a plan for the future.
- To offer the participants an opportunity to experience peer feedback.

Group Size

Three to five trios.

Time Required

Approximately four hours.

Materials

- One copy of the Life Assessment and Planning Guide for each participant.
- A pad of paper and a pencil for each participant.
- A clipboard or other portable writing surface for each participant.

Physical Setting

An environment that is quiet and free from outside interruption.

Process

1. The goals of the activity are introduced.

2. The facilitator asks the participants to assemble into trios, explaining that during the activity the members of each trio will be sharing their life plans and helping one another to clarify issues, values, goals, and so forth in an effort to make these plans as useful as possible. At this point the members of each trio are asked to spend a few minutes becoming acquainted with one another and sharing their expectations regarding this activity. (Fifteen minutes.)

3. At the end of the getting-acquainted period, each participant is given a copy of the Life Assessment and Planning Guide, a pad of paper, a pencil, and a clipboard or other portable writing surface.
4. The facilitator asks the participants to read the instructions for the guide and then suggests that each participant may write responses either on the guide itself or, if more space is required, on the blank pad of paper. After questions about the task have been elicited and answered, the participants are instructed to begin.

5. The participants complete the phases of the activity as clarified in the instructions to the Life Assessment and Planning Guide. During this time the facilitator monitors their activities, assists as necessary, and announces the beginning of each separate independent-work period and discussion period. (Three and one-half hours.)

6. After the trios have concluded their work, the facilitator reconvenes the total group for a discussion of the following questions:
   - What discoveries did you make in reviewing your responses and notes? How did these discoveries affect you? How did they affect the plan that you developed?
   - How satisfied are you with your life plan?
   - What was your reaction to sharing your plan with your fellow trio members?
   - Which of your partners’ behaviors and comments were particularly helpful to you while you were sharing your plan?
   - What did this experience suggest to you about life planning? What did it suggest about the use of feedback from peers as a part of that process?
   - How can you ensure that you will take the steps that you have planned?
   - How can you continue the process of life planning?
   (Twenty minutes.)

7. The participants are encouraged to keep their guides, responses, and notes and to reread them after a period of two weeks to three months in order to review their progress and to amend their plans as necessary. Subsequent reviews and revisions are also emphasized as appropriate and helpful.

Variations

- Completion of the guide may be assigned as prework.
- In step 6 those participants who report satisfaction with their life plans may be encouraged to share accounts of failures that they may have met and dealt with. Questions such as the following may be useful to help the participants to focus their accounts:
  - What was your initial response to the failure?
  - What was your ultimate response?
  - What did you learn about responding to failure that helped you?
After step 7 the trios may be asked to meet again to make back-home contracts. If this option is selected, the facilitator should instruct the partners to discuss and take into account the potential support and resources that are available to them as well as obstacles that might arise.

After the life plans have been completed, the facilitator may administer a personality assessment instrument that yields additional data for purposes of comparison.

The guide may be used before and/or after intensive counseling.

Any of the separate sections of the guide may be used in a training design that deals exclusively with that subject (for example, employment).
LIFE ASSESSMENT AND PLANNING GUIDE

Instructions: This guide has been designed to assist you in your efforts to achieve a greater degree of control over your life and a better understanding of your place in the world. You will be completing it in four phases, each of which consists of independent work on your part to write responses and a subsequent discussion of these responses with the other two members of your trio.

While working independently, consider each item in sequence and write only as long as your ideas flow freely. Your facilitator will be available for consultation during this time. If you complete your work before the facilitator asks you to stop, review your responses and reexamine your thinking, making any changes that you feel are necessary. Do not work ahead in the guide.

During each discussion period, you and your fellow trio members are to take turns presenting your responses for the portion of the guide that you just completed. When it is your turn, read aloud the responses that you want to discuss, present the issues that you feel are most significant, and/or summarize your responses. The other two members will be listening carefully; subsequently, they will help you to clarify issues, values, goals, and so forth. You may guide this discussion in any direction you wish. Also, you might find it useful to make notes during the discussion.

The following is the schedule for completing the activity:

<table>
<thead>
<tr>
<th>Phase</th>
<th>Sections of Guide to Be Completed</th>
<th>Time Allotted for Independent Work</th>
<th>Time Allotted for Trio Discussion</th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td>“Early Life Experiences” and “Education”</td>
<td>Fifteen minutes</td>
<td>Fifteen minutes</td>
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<tr>
<td>II</td>
<td>“Employment”</td>
<td>Twenty-five minutes</td>
<td>Twenty minutes</td>
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<tr>
<td>III</td>
<td>“Health considerations,” “Personal Preferences and Tendencies,” and “Social/Interpersonal Preferences and Tendencies”</td>
<td>Twenty minutes</td>
<td>Fifteen minutes</td>
</tr>
<tr>
<td>IV</td>
<td>“Locations and Housing Considerations,” “Financial/Material Considerations,” and “Conclusion and Overall Life Plan”</td>
<td>Thirty minutes</td>
<td>Forty minutes</td>
</tr>
</tbody>
</table>
**Early Life Experiences**

1. What is the first experience that you can remember? What feelings do you have about this experience?

2. What were your favorite stories when you were a child? Who were your favorite fictional heroes and heroines?

3. When you were a child, what was your general attitude toward life? (For example, were you cooperative, competitive, fearful, negative?)

4. What were your best and worst subjects in elementary school? Which subjects did you like and dislike?

5. What do you remember about your patterns of eating and exercising when you were a child?

6. How did you make friends in elementary school?

7. When you were a child, whom did you want to imitate? What qualities did you particularly admire?

8. When you were growing up, how did you feel toward relatives other than your parents (brothers, sisters, grandparents, and so forth)?
9. Consider your home life as a child. How would you describe the general atmosphere? What was the attitude of each of your parents toward you? What was your attitude toward your parents?

10. What moral and/or religious instruction did you receive in your home?

11. What special enjoyments of your early home life do you most treasure?

12. What major positive events (events accompanied by great happiness, success, joy) have shaped your life?

13. What major negative events (events involving great depression, discomfort, fright, humiliation, failure, transgression) have shaped your life?
Education

1. How good a student were you in high school? in college?

2. If you went to college, how did you choose the one(s) you attended?

3. How did you select the student activities in which you were involved?

4. If you could relive your high school and/or college experiences, what would you do differently?

5. What skills would you like to acquire through further education? How would you use these skills?
**Employment**

1. What was your first job? How did you decide to take it?

2. How did you decide to take each of your last three jobs?
   - *Job A:*

   *Job B:*

   *Job C:*

3. Answer the following questions for each of your last three jobs:
   a. What did you do on the job?
      - *Job A:*

      *Job B:*

      *Job C:*

   b. With what kinds of people did you work?
      - *Job A:*

      *Job B:*

      *Job C:*
c. How did you feel about your immediate supervisor?
   
   *Job A:*

   *Job B:*

   *Job C:*

d. Under what conditions were you an effective worker?
   
   *Job A:*

   *Job B:*

   *Job C:*

e. Under what conditions were you an ineffective worker?
   
   *Job A:*

   *Job B:*

   *Job C:*

4. If you can see a trend in the last three jobs that you have held, where is that trend leading? If your present employment is a departure from your overall career trend, how and why did this departure occur?
5. If you are presently unemployed, is it by your own choice? What are the advantages? What are the disadvantages?

6. Consider and evaluate your behavior on your present job for the past three months.
   a. Summarize your attendance record.
   b. What ideas have you contributed for working conditions or safety?
   c. What ideas have you contributed for improving the work itself?
   d. Have you been insubordinate at any time?
   e. Have you left any important work undone? If so, what?
   f. Have you failed to meet any deadlines? If so, which ones and what were the circumstances?
   g. Evaluate your work in terms of accuracy and thoroughness.
   h. To what extent have you gone out of your way to get along with all of your coworkers?
i. To what extent have you gone out of your way to be friendly and cheerful with all of the customers or clients with whom you have had contact?

d. Evaluate your demonstrated ability to express yourself well and avoid major communication breakdowns.

k. What critical incidents of behavior (good or bad) have occurred during the past three months that you will try to concentrate on (repeat or avoid) in the future?

7. What could you do to improve your work performance?

8. What could your current supervisor do to help you to improve your work performance?

9. What would you like your employment status and situation to be in five years? What kind of work would you like to be doing? What kinds of people would you like to have as coworkers?

10. What characteristics or elements of your present job might help you as you pursue your future career and life goals?

11. How do you think that you compare with others with whom you will be competing in your desired field of employment?

12. Do you hope to achieve professional competence or professional certification by educational means? If so, what will you do if you are unable to achieve your goal?


**Health Considerations**

1. When did you have your last physical examination? What were the results?

2. Have you experienced any illnesses during the last year? How did you deal with these illnesses?

3. What minor chronic conditions (allergies, lower-back trouble, and so forth) do you have? How do you cope with these conditions?

4. What are you presently doing to maintain your health?

5. What are you doing that may be damaging to your health?

6. Describe your energy level and your ability to function on a daily basis.

7. How do you feel about the doctors and hospitals available to you and others in your household?

8. How would you evaluate your major-medical insurance coverage?
**Personal Preferences and Tendencies**

1. Consider the following ten motivators and to what extent each influences your behavior. Rank each from your most significant motivator (1) to your least significant (10).

   - _____ Health
   - _____ Self-fulfillment
   - _____ Friendship
   - _____ Freedom/independence
   - _____ Wealth/material possessions
   - _____ Community involvement
   - _____ Goal achievement/success
   - _____ Love
   - _____ Security
   - _____ Spiritual concerns

   If a different motivator is more significant for you than any of the above, what is it?

2. What creative projects do you like to take on?

3. What are your hobbies? What new hobbies would you like to add?

4. What sports do you participate in? What new sports would you like to add?

5. What vacations have you taken during the last two years? What is your idea of an ideal vacation?

6. What is your favorite method of relaxing? What leisure activities do you hope to be enjoying in five years?
7. What do you read? What would you like to read?

8. What kinds of new mental, physical, and emotional capacities would you like to develop?
Social/Interpersonal Preferences and Tendencies

1. Are you married or would you like to be?

2. Are you a parent or would you like to be? What is your ideal picture of a family?

3. How concerned are you about how others perceive you?

4. What characteristics are you attracted to in others?

5. How large a circle of friendships do you have? How large would you like this circle to be? How many of these friendships do you want to be close rather than casual?

6. What do other people expect of you in your interpersonal relationships? What do you expect of them? What do you expect of yourself? How do you feel about all of these expectations?

7. How satisfied are you with your home life? How would you like to change it?

8. What social activities occupy your free time? Which are your favorites?

9. Do you belong to any social organizations? If so, what were your reasons for joining them? How active are you in these organizations?
Location and Housing Considerations

1. How did you make the decision to live in your present neighborhood and geographical area? What are the advantages to living there? What are the disadvantages? Have you considered moving?

2. What would be the major characteristics of your ideal neighborhood and geographical location?

3. What life conditions might limit your geographical mobility either now or in the future?

4. How do you feel about your present home? How would you like to change it?

5. What responsibilities do you have for maintaining your home? How do you feel about these responsibilities? How would you like to change them?

6. Is there any chance that a member of your extended family might need to live with you at some time in the future? How would you handle this circumstance?
**Financial/Material Considerations**

1. From what sources do you presently derive income? Do you need to work? In the future will you inherit assets that will eliminate the need to work or alter the circumstances of your employment?

2. How do you feel about your present income? How much money would you like to have or be making five years from now? What would you do with this money?

3. How important are material possessions to you? What possessions do you hope to acquire over the course of your life? Can you see a pattern in your preferences?

4. Consider your personal possessions and list the items that mean the most to you. Describe how you want each of these items disposed of after your death.

5. Do you have a checking account and/or a savings account? How has the balance of either or both changed over the last three years?

6. Are any financial obligations creating problems for you at the moment? If so, what are they?

7. Does anyone receive financial help from you? Might anyone need such help in the future?

8. Check each of the following kinds of insurance that you presently carry:
   - _____ Life
   - _____ Household goods
   - _____ Automobile
   - _____ Fire, theft, or storm damage to your dwelling
   - _____ Personal injury
What kinds of insurance do you plan to have in the future? What coverage should be altered in the future?

9. How do you intend to ensure your financial security in your later years?
Other Considerations

The space below has been provided so that you may write one paragraph summarizing any preferences and goals not previously covered.

Conclusion and Overall Life Plan

Briefly review your responses in this guide and any notes that you have made. In a few paragraphs, state your overall life plan and the specific steps that you will take during the next month to begin to advance this plan. Keep in mind that you are a product of your genetic endowment and past experiences operating in a present environment. No magic can dramatically change you or the times in which you live. However, by examining yourself and your environment calmly and thoroughly, you can achieve a grasp of your alternatives and take action to create the life that you want.
LIFE PLANNING: A PROGRAMMED APPROACH

Goal
To apply concepts of planned change to an individual’s personal, interpersonal, and career development.

Group Size
Up to ten trios.

Time Required
Three two-hour periods (for a total of six hours).

Materials
- A copy of the Life-Planning Program for each participant.
- A pencil for each participant.

Physical Setting
A room large enough to seat trios comfortably, with minimum distraction.

Process
1. The participants are assembled into trios.
2. The facilitator distributes a copy of the Life-Planning Program and a pencil to each participant and asks the participants to proceed by following the Program directions.
3. The facilitator monitors the time and is available for questions. Coffee breaks and rest periods are arranged by the facilitator at appropriate times.

Variations
- Several exercises to build trust and openness can be used as a prelude to the life-planning session.
- The facilitator can interrupt the process several times to present appropriate lectureettes on such subjects as self-disclosure, risk-taking, goal-setting, or planning change.
- Sections of the Life-Planning Program may be deleted, or new sections added.
- Portions of the Life-Planning Program can be completed as prework by participants before the training event.
- The program can be developed one section at a time, in separate meetings, with a scheduled follow-up meeting.
- Members of each trio can form contracts with one another for carrying out the plans developed during the program. These contracts can include penalties.
LIFE-PLANNING PROGRAM

Part I: Where Am I Now?

1a: Using the pattern of a business progress chart, draw a line that depicts the past, present, and future of your career.

1b: Write a brief explanation of the career line you have drawn.

1c: When the other members of your trio have finished this portion, share these data.

2a: Draw a line that depicts the past, present, and future of your personal affiliations (family and friends).
2b: Write a brief explanation of the affiliation line you have drawn.

2c: As soon as the other members of your trio have finished this portion, share these data.

3a: Draw a line that depicts the past, present, and future of your personal development. (Consider every level from personal growth to material acquisition.)

3b: Write a brief explanation of the personal development line you have drawn.

3c: As soon as the other members of your trio have finished this portion, share these data.
4. On this page list twenty adjectives that describe yourself most accurately in regard to your career.

1. __________________________________________________________
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18. __________________________________________________________
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20. __________________________________________________________
5. On this page list twenty adjectives that describe yourself most accurately in regard to your *personal affiliations*.

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17. __________________________________________________________
18. __________________________________________________________
19. __________________________________________________________
20. __________________________________________________________
6. On this page list twenty adjectives that describe yourself most accurately in regard to your *personal development*.

1. __________________________________________________________
2. __________________________________________________________
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7. Regroup your *career* list of adjectives into the following categories.

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<tr>
<th>Positive</th>
<th>Neutral</th>
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Share these lists with your trio.

8. Regroup your *personal-affiliations* adjectives.

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Share these lists with your trio.

9. Regroup your *personal-development* adjectives.

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Share these lists with your trio.
Part II: Where Do I Want to Be?

1. What is your conception of ideal attainments in your *career*? Be as free as possible in selecting these goals. Summarize them below. *Example: 1. I want to become president of my company.*

   ____ 1. _____________________________________________________
   ____ 2. _____________________________________________________
   ____ 3. _____________________________________________________
   ____ 4. _____________________________________________________
   ____ 5. _____________________________________________________
   ____ 6. _____________________________________________________
   ____ 7. _____________________________________________________
   ____ 8. _____________________________________________________
   ____ 9. _____________________________________________________
   ____ 10. _____________________________________________________

2. What is your conception of ideal attainments in your *personal affiliations*? Be as free as possible in selecting these goals. Summarize them below. *Example: 1. I want to behave so that my mother-in-law will better accept me.*

   ____ 1. _____________________________________________________
   ____ 2. _____________________________________________________
   ____ 3. _____________________________________________________
   ____ 4. _____________________________________________________
   ____ 5. _____________________________________________________
   ____ 6. _____________________________________________________
   ____ 7. _____________________________________________________
   ____ 8. _____________________________________________________
   ____ 9. _____________________________________________________
   ____ 10. _____________________________________________________
3. What is your conception of ideal attainments in your personal development? Be as free as possible in selecting these goals. Summarize them below. Example: 1. I want to learn to fly an airplane.

___ 1. _____________________________________________________
___ 2. _____________________________________________________
___ 3. _____________________________________________________
___ 4. _____________________________________________________
___ 5. _____________________________________________________
___ 6. _____________________________________________________
___ 7. _____________________________________________________
___ 8. _____________________________________________________
___ 9. _____________________________________________________
___ 10. _______________________________________________________

4. Using the four-point scale below, assign a value to each of your career goals by writing the appropriate number in front of each goal you listed in item II-1.

1. Of little importance.
2. Of moderate importance.
3. Of great importance.
4. Of very great importance.

5. Using the preceding four-point scale, assign the appropriate value to each of the personal affiliation goals you listed in item II-2.

6. Using the preceding four-point scale, assign the appropriate value to each of the personal development goals you listed in item II-3.

7. Share and discuss all your priority values with the other members of your trio. You may modify your value ratings if you wish.

8. Make a combined list of all your goals in items II-1, II-2, and II-3. This should reflect the relative importance of your specific goals. (You may find it convenient to abbreviate your goal descriptions.)

1. _________________________________________________________
2. _________________________________________________________
3. _________________________________________________________
4. _________________________________________________________
9. When the other members of your trio have finished this portion, share these data.
Part III: How Do I Get to Where I Want to Be?

1. From your combined list of goals in item II-8, select at least three for detailed planning. Establish a program, with specific steps and deadlines, for attaining each of these objectives.

2. Establish written contracts with the other members of your trio for attaining these goals.

3. From your combined list, choose at least three additional goals and establish a programmed schedule for each.

4. Make definite plans to establish written contracts with persons not in your trio for attaining this second set of goals.
THE HAND YOU’RE DEALT: TAKING A NEW PERSPECTIVE ON CAREER CHANGE

Goals

- To provide participants with an opportunity to experience the competitive environment of career change.
- To emphasize the importance of communicating needs and fact finding in the career change process.
- To encourage participants to be willing to go beyond traditional boundaries in seeking resources to assist with their career plans.

Group Size

Up to thirty participants, divided into subgroups of five to eight members each. This activity is designed specifically for people seeking a career change.

Time Required

Approximately forty-five minutes.

Materials

- A deck of poker cards for each subgroup.
- A newsprint poster prepared in advance with the following information:

  Rank Order of Poker Hands
  - Royal Flush (A, K, Q, J, 10 in the same suit)
  - Straight Flush (Five cards in sequence in the same suit)
  - Four of a Kind (Four cards with the same face value)
  - Full House (Three cards with the same face value and a pair with another face value)
  - Flush (Five cards in the same suit)
  - Straight (Five cards in sequence)
  - Three of a Kind (Three cards with the same face value)
- Two Pair (A pair of cards with the same face value and another pair with another face value)
- High Card (The card of highest value, with 2 as the lowest and A as the highest)
- A newsprint flip chart and a felt-tipped marker.

**Physical Setting**
A room large enough so that subgroups can work without disturbing one another. Ideally, a table and chairs should be provided for each subgroup.

**Process**
1. The facilitator asks the participants to form subgroups of five to eight participants each and explains that they will be playing a game of cards. (Five minutes.)
2. One person in each subgroup is given a deck of cards and is instructed to shuffle the deck several times and have the person to his or her left cut the cards. Meanwhile, the facilitator tells the subgroups that this is a special card game with the following rules:
   - The dealer deals the cards around the subgroup until each member has five cards.
   - Extra cards are to be put aside. *Note to the facilitator: Do not volunteer the information, but if a participant asks if these cards can be used, say yes.*
   - Players have three minutes to improve their hands by trading cards with anyone in their subgroup.
   - The winner in each subgroup will be the one with the highest poker hand. (Ten minutes.)
3. The facilitator calls time and displays the newsprint poster prepared with the rank order of the poker hands. Each subgroup identifies a winner. The facilitator then leads a concluding discussion and records the career change strategies on a flip chart. The discussion questions might include the following:
   - How did the winners win? How do these strategies relate to career change? *Note to the facilitator: Responses could include knowing what made a winning hand, determining what cards (resources) were needed to win, finding out who had what was needed, communicating needs, and negotiating for cards. Another factor could be the winner was dealt a winning hand and simply was in the right place at the right time. These concepts bridge easily to the process of career development or career change.*
   - Was the extra card pile used? Why or why not? How could this strategy relate to career change? *Note to the facilitator: Discuss the importance of*
identifying resources and recognizing artificial boundaries. Often in the career change process, untapped resources are waiting for discovery; those who identify all available resources have the advantage. The old adage “You don’t know until you ask” applies here.)

■ A poker game is very competitive. How competitive is the job market? What elements of competition have you experienced? How have you handled that competition?

■ What have you learned about the process of career change? How can you apply that to your own (or a future) career search?

(Thirty minutes.)

Variations

■ One group can do the exercise while others observe in a group-on-group configuration.

■ The game can be complicated by using wild cards.

■ The cards from the extra card pile can be made available in a second round if they have not been used. Different results can then be discussed in terms of career change.

■ This game could be used in areas other than career change, such as problem solving, accomplishing tasks through negotiation and influence, or effective use of resources.

Submitted by John Powell.
LIVING OUR VALUES: CHECKING FOR CONGRUENCE BETWEEN VALUES AND ACTIONS

Goals

- To have participants identify their values on five predetermined items.
- To have participants identify actions they have engaged in that support or violate their values.
- To allow participants to examine the degree of congruence between their values and their actions.

Group Size

Twenty participants in subgroups of four or five members each.

Time Required

Approximately one hour and five to twenty minutes.

Materials

- A copy of the Living Our Values Chart for each participant.
- A copy of the Living Our Values Behavioral Checklist for each of the participants.
- A copy of the Living Our Values Follow-Up Sheet for each participant.
- A copy of the Living Our Values Discussion Sheet for each participant.
- A pencil and a clipboard or other portable writing surface for each participant.

Physical Setting

A room in which participants can spread out and write in relative privacy; no participant should be able to see another's paper. When subgroups are formed in Step 5, each needs to be able to work without disturbing the others.

Process

1. The facilitator introduces the goals of the activity and informs the participants that they do not have to show what they write to others.
2. The facilitator distributes copies of the Living Our Values Chart, pencils, and clipboards or other portable writing surfaces and then reads the handout directions aloud. Participants are asked to complete their charts individually. (Fifteen to twenty minutes.)

3. After the participants have completed their charts, the facilitator distributes copies of the Living Our Values Behavioral Checklist and reads the directions aloud. Participants are asked to complete their checklists. (Ten to fifteen minutes.)

4. After the participants have completed the checklists, they are asked to compare their responses on the Living Our Values Behavioral Checklist to their responses on the Living Our Values Chart. The facilitator also distributes copies of the Living Our Values Follow-Up Sheet, explaining that this handout offers some information that might be useful in making comparisons. (Ten minutes.)

5. Subgroups of four or five members each are assembled. The participants are given copies of the Living Our Values Discussion Sheet and are asked to discuss the questions in their subgroups. The facilitator calls the participants’ attention to the guidelines listed under the questions on the handout and suggests that the participants follow these guidelines in their discussions. The participants are encouraged to challenge themselves, but are also told that there is no requirement to share information that is uncomfortable. (Twenty minutes.)

6. The facilitator reassembles the total group and leads the participants in a concluding discussion. The following questions are helpful:

   ■ What have you learned about why people make decisions or engage in behaviors that are inconsistent with their values?
   ■ What have you learned that can help you live your values more consistently?
   ■ What is an action you can take to help you live your values more consistently in your personal life? In your professional life?

   (Ten minutes.)

Variations

■ An inexperienced group may need a lecturette on identifying a value and learning how to articulate it.

■ A group may benefit from a discussion of particular values not identified on the Living Our Values Chart. The activity may be adapted to address those values.

■ To shorten the activity, the facilitator may use either the Living Our Values Chart or the Living Our Values Behavioral Checklist.

Submitted by Maureen Wilson Dücker.
LIVING OUR VALUES CHART

To help you clarify your values and the actions you take in connection with those values, complete the following steps:

1. In the “Values” column, briefly define each item (what it means to you).
2. In the “Actions That Support My Values” column, list specific behaviors you have engaged in within the past year that support each of your stated values.
3. In the “Actions That Violate My Values” column, list specific behaviors you have engaged in within the past year that violate each of your stated values.

<table>
<thead>
<tr>
<th>Values</th>
<th>Actions That Support My Values</th>
<th>Actions That Violate My Values</th>
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<td>Self-Care</td>
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<td>Truth</td>
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<td>Theft</td>
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<td>Cheating</td>
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<td>Relationships with Others</td>
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</table>
LIVING OUR VALUES BEHAVIORAL CHECKLIST

To help you further determine the consistency between your values and your behavior and why some actions may not be consistent with your values, complete the following steps:

1. For each numbered statement, place a check mark in Column A under “Yes” if the statement is true for you in the past year or under “No” if the statement is not true for you in the past year.

2. If your response in Column A is consistent with your values, place a check mark in the column labeled “Consistent with My Values”; if your response in Column A is not consistent with your values, put a check mark in the column labeled “Not Consistent with My Values.”

3. If you indicated that your action was not consistent with your values, list the reason(s) in the last column.

<table>
<thead>
<tr>
<th>In the Past Year…</th>
<th>Column A</th>
<th>Consistent with my Values</th>
<th>Not Consistent with My Values</th>
<th>Reason(s) for Actions Not Consistent with My Values</th>
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<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>1. I have exercised at least three times a week.</td>
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<td>2. I have taken advantage of a friend or coworker.</td>
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<td>3. I have stolen money or property from a business or organization.</td>
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<td>4. I have maintained an appropriate weight for my height and build.</td>
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<td>5. I have told another person what a friend told me in confidence.</td>
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<td>In the Past Year...</td>
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<td>6. I have used a personal connection to gain an advantage over competitors</td>
<td>Yes</td>
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<td>7. I have taken money or property from a close friend.</td>
<td>No</td>
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<td>8. I have lied to protect a friend’s feelings.</td>
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<td>9. I have cheated in a competitive event or sport.</td>
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<td>10. I have gotten adequate sleep every night.</td>
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<td>11. I have taken office supplies from work for personal use.</td>
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<td>12. I have been unfaithful to a committed partner.</td>
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<td>13. I have eaten a well-balanced diet.</td>
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<td>I have taken some-</td>
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<tr>
<td>thing that was not</td>
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<td>mine when I thought</td>
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<td>I could not be</td>
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<td>caught.</td>
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<td>I have lied to gain</td>
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<td>an advantage.</td>
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<td>I have falsified</td>
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<td>data for a report,</td>
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<td>assignment, or study.</td>
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<td>I have gossiped</td>
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<td>about other people.</td>
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<td>I have lied to avoid</td>
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<td>a confrontation with</td>
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<td>a close friend or</td>
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<td>partner.</td>
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<td>I have stolen to</td>
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<td>assist someone in</td>
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<td>I have cheated on</td>
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<td>an assignment or test.</td>
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<td>I have overindulged</td>
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<td>in alcohol.</td>
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<td></td>
<td>Yes</td>
<td>No</td>
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<td>22. I have voluntarily performed community service or charitable work.</td>
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<td>23. I have lied to a business or organization.</td>
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<td>24. I have used someone else’s work as if it were my own.</td>
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<td>25. I have embellished my résumé or a job application.</td>
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LIVING OUR VALUES FOLLOW-UP SHEET

It may be helpful to you to know which items on the Living Our Values Behavioral Checklist correspond to the values on the Living Our Values Chart. The following is a list of values and corresponding checklist items:

- Self-Care: 1, 4, 10, 13, 21
- Truth: 8, 15, 18, 23, 25
- Theft: 3, 7, 11, 14, 19
- Cheating: 6, 9, 16, 20, 24
- Relationships with Others: 2, 5, 12, 17, 22
LIVING OUR VALUES DISCUSSION SHEET

Discussion Questions

1. How consistent did you find your values and actions to be? What was confirmed for you? What did you find puzzling? What did you find upsetting?
2. When your actions violate your values, why is that? How might you account for your behavior on such occasions?
3. When your values and actions are in conflict, would you prefer to change your values or your behavior? Why? Which of your values might need changing? Which behaviors might need changing?
4. How do you make decisions when your values are in conflict (e.g., truth versus loyalty)?

Discussion Guidelines

1. Challenge yourself to examine your own values and how you support or violate them through your actions.
2. Respect differences of opinion.
3. Maintain the confidentiality of all participants.
4. Strive for openness with yourself and others.
CAREER ROADS: MAPPING THE JOURNEY TO YOUR GOALS

Goals

- To encourage participants to determine their career goals.
- To allow participants to examine past career choices and whether these led toward their goals or not.
- To help participants to evaluate the “costs” of attaining their career goals.
- To help participants to assess their current positions in terms of their career goals.
- To encourage participants to plan for action choices that further their career goals.

Group Size

Up to twenty participants in small groups of four or five members each.

Time Required

Two hours to two and one-half hours.

Materials

- A copy of the Career Roads Task Sheet: Destinations for each of the participants.
- A copy of the Career Roads Task Sheet: Directions for each participant.
- A copy of the Career Roads Task Sheet: Tolls for each participant.
- A copy of the Career Roads Task Sheet: Signs for each participant.
- A copy of the Career Roads Task Sheet: Conditions for each of the participants.
- At least two pieces of newsprint flip-chart paper for each participant.
- Several colors of felt-tipped markers for each participant.
- Several strips of masking tape for each participant.
- A newsprint flip chart and felt-tipped markers for the facilitator.
- Masking tape for posting newsprint.
Physical Setting

Sufficient table space or clean, smooth floor space for each participant to work. If tables are provided, a chair for each participant. Wall space on which to post newsprint sheets.

Process

1. The facilitator introduces the activity and states its goals. The facilitator gives each participant a copy of the Career Roads Task Sheet: Destinations, two sheets of newsprint flip-chart paper, masking tape, and several colors of felt-tipped markers. The participants are divided into groups of four or five members each, and the groups are positioned around the room. (Ten minutes.)

2. The facilitator directs the participants to read the Career Roads Task Sheet: Destinations. The facilitator tells the participants to answer the questions for themselves and then to create their own career road maps on the newsprint sheets. The facilitator says that two sheets of newsprint may be joined with masking tape, if necessary, to create a longer map surface and allow room for additions. (Ten to fifteen minutes.)

3. The facilitator gives each participant a copy of the Career Roads Task Sheet: Directions and draws the participants’ attention to how the directions are added to the career road map. The participants are then instructed to read the task sheet, answer the questions at the bottom of the task sheet for themselves, and add their own directions to their career road maps. (Ten minutes.)

4. The members of each group share their career goals, any important features of their career road maps, and their most pertinent answers to the questions on the task sheets. (Fifteen minutes.)

5. The facilitator distributes copies of the Career Roads Task Sheet: Tolls and directs the participants to read it. The participants answer the questions at the bottom of the sheet for themselves and add their personal tolls to their career road maps. (Ten to fifteen minutes.)

6. The members of each group share their insights and observations about the tolls they have paid or expect to pay along their career roads. (Ten minutes.)

7. The facilitator distributes copies of the Career Roads Task Sheet: Signs and directs the participants to read it. The facilitator tells the participants not to worry about using all the road signs or selecting the perfect ones, just to use the ones that make the most sense to them in terms of their career roads. The participants are instructed to answer the questions at the bottom of their sheets for themselves and to add their personal road signs to their career road maps. (Ten to fifteen minutes.)
8. The members of each group share their insights and observations about the road signs they have added to their career road maps and how they have heeded or ignored such “road signs” in the past. (Ten minutes.)

9. The facilitator distributes copies of the Career Roads Task Sheet: Conditions and asks the participants to read it and to answer the questions on the sheet for themselves. (Ten minutes.)

10. The participants are instructed to post their career road maps around the room. (Five minutes.)

11. The entire group is reassembled. The facilitator asks for comments and insights about each of the segments of the activity, in turn, making notes of important points on the newsprint flip chart and posting completed pages for all to see. The following may be included in the debriefing:

- What similarities were there in identifying your destinations or career goals? What were the differences?
- What similarities were there in making choices and decisions about career directions? What were the differences?
- What similarities existed in the “tolls” that had to be paid along the way? What differences were there?
- What similarities existed in the “signs” that you have followed or missed? What were the differences?
- What similarities existed in the external conditions that affected your careers? What were the differences? How were these conditions managed?
- What are the most helpful things you have learned from the concept of career road mapping?
- How do you plan to use your insights from this activity in managing your careers in the future? (Thirty minutes.)

Variations

- The example (sales) can be changed to fit the group.
- To shorten the activity, participants can do the entire mapping process individually and then share important insights with their groups.
- Participants can make actions plans after the final processing step.
CAREER ROADS TASK SHEET: DESTINATIONS

In the poem, “The Road Not Taken,” the poet Robert Frost ponders the path he did not choose and where it might have led. We travel along many roads on our way to our career destinations. Some of these roads we choose and some are chosen for us. Each plays an important part in our lives.

Often, it is helpful to see where these roads have already taken us. Knowing where we have been can help guide us to where we are going. We can see which roads led toward our goals and which did not.

An old proverb says “Even the longest journey begins with the first step.” We actually begin preparing for our eventual careers at very young ages. Our performance in school and in other activities may lead us toward or away from certain career possibilities.

Destinations

Another old proverb says “If you don't know where you are going, almost any road can take you there.” That is like beginning a journey without a destination or a road map; you are likely to end up driving around in circles and never getting anywhere. Career goals may not always lead you to your destination, but they help to guide your choices and decisions and improve your chances of ending up somewhere where you want to be.

In the example that follows, a person begins a career as a sales trainee. You can see the progression of jobs leading to the career goal of marketing manager. Notice the scale of time; it will take about nine years to reach this career goal. Of course, a lot of things could happen in those nine years, and the person will have to make some career decisions along the way.

Tasks

Think about how your journey began. Did you make a conscious choice regarding your career?
What led you to this choice?

Would you make that choice today? If no, why not?

State, in a few sentences, what your career goal is now.

Now draw a map of your career road, as you see it, including your likely or chosen destination and the milestones along the way. You may use color in any way you choose.
CAREER ROADS TASK SHEET: DIRECTIONS

Each choice we make can have far-ranging consequences. In the illustrated example, the salesperson might decide in the fourth year to stay in his or her present location rather than relocating to a larger territory.

Sometimes the best directions are not obvious. Also, some careers may have many roads to choose from and others have relatively few. In each case, it is important to attempt to know the direction in which each road leads. When making career decisions, it can be helpful to actually draw a map of where you believe each road will take you.

Tasks
Do you feel that you have exercised much choice in the direction in which your career has gone?

How has taking or changing a direction affected your expected career path?

Are you on a path that is likely to lead to your stated career goals?

How do you typically make such decisions?
Do you think that is the best way for you to make such decisions?

Now add your directional possibilities and choices to your career map.
CAREER ROADS TASK SHEET: TOLLS

Like many roads, the career road often includes tolls that must be paid. A toll may be simply completing a training program or it may involve moving to a different city or state or country. Some career roads require changing jobs or gaining experience in several different organizations or earning an advanced degree. Other tolls include working long hours, which, like relocating, can have a detrimental effect on family relationships. As one’s career progresses, the tolls may seem to be more “expensive,” as is shown in the example of the salesperson.

Tasks
What “tolls” have you “paid” on your career road?

What have been the rewards and benefits of paying these tolls?

Do you know what the next tolls are to reach your career goals?

Are you willing to pay these tolls to get there?

On your career map, indicate the tolls that you have paid and the ones that you expect to have to pay in the future. Put a plus sign by the tolls that you believe are worth the price and put a minus sign by the tolls that you feel ambivalent or negative about.
CAREER ROADS TASK SHEET: SIGNS

In the continuing example of the salesperson, signs have been placed on the career roads. These signs serve many of the same purposes as those found along a highway: they tell us where we are and where we are going. They warn us of roadblocks or hazards ahead. They often tell us how we should proceed.

Career road signs help us see which roads we can travel the fastest and which roads are most difficult to travel. They let us know when we are entering an area where the results take a long time to see. They warn us of dangerous intersections and caution us about traveling in directions away from our career goals. These signs tell us the type of road we are on and when we are nearing our career goals.

In the example of the salesperson, the career road signs might look something like the example on the next page.

Many times, signs are all around us but we do not see them or do not know how to read them.

Tasks

What are some of the signs you have read along your career road?

What are some of the signs you might have missed or ignored?

What crossroads, detours, or roadblocks might you encounter in the future?

Add the appropriate road signs to your career road map.
CAREER ROLES TASK SHEET: CONDITIONS

Travel conditions can greatly affect a journey. Business climates, company policies, internal and external competition, economic conditions, technology, and many other factors can influence your career. Sometimes it is fair and clear; conditions such as organizational growth and career opportunities can make your journey smoother, faster, and more enjoyable. Like the weather, there is often very little one can do about many of these conditions and, like the weather, these conditions are constantly changing. Therefore, it is important that you keep informed about existing and anticipated conditions as you travel along your career road.

Tasks

What are some of the “uncontrollable” conditions that have affected your career?

How might you have prepared for or handled some of them more effectively?

How are you preparing for those that might occur in the future?
COLLABORATING FOR SUCCESS: ACCOMPLISHING GOALS THROUGH NETWORKING

**Goals**

- To encourage participants to think of accomplishing things in their organizations in terms of a “network model” in addition to the traditional “hierarchical model.”
- To assist participants in identifying (1) the people who need to be included in their networks, (2) the roles those people need to play, and (3) the roles the participants themselves need to play.
- To offer participants an opportunity to plan ways to optimize their networks.

**Group Size**

A maximum of thirty participants. In Step 3 the participants assemble into subgroups of three; if necessary, some subgroups may have four members each.

**Time Required**

Approximately one and one-half hours.

**Materials**

- A copy of the Collaborating for Success Theory Sheet for each participant.
- A copy of the Collaborating for Success Work Sheet for each participant.
- A pencil for each participant.
- A clipboard or other portable writing surface for each participant.
- A sheet of newsprint and a felt-tipped marker for each participant. *Note:* The markers must be the kind that do not penetrate (“bleed through”) newsprint.
- A newsprint flip chart (in case the participants need extra sheets of newsprint).
- Masking tape for posting newsprint.
**Physical Setting**

A large room in which the participants can work without interruption. Movable chairs should be provided. Enough wall space must be available so that each participant can post a sheet of newsprint on the wall; also, the newsprint sheets should be far enough from one another so that three or four people can stand in front of each sheet and discuss its contents.

**Process**

1. The facilitator states that the upcoming activity has to do with using a “network model” to accomplish things in an organization instead of the more traditional “hierarchical model.” The participants are given copies of the Collaborating for Success Theory Sheet and are asked to read it. After all participants have read the handout, the facilitator elicits and answers questions about the two models. (Ten minutes.)

2. Each participant receives a copy of the Collaborating for Success Work Sheet, a pencil, a clipboard or other portable writing surface, a sheet of newsprint, and a felt-tipped marker. The facilitator instructs the participants to spend forty-five minutes working independently to complete the work sheet. The facilitator also explains that for Sections 1, 4, and 5, the participants should write responses directly on the work sheet; for Sections 2 and 3, the participants should complete the task on newsprint, taping the newsprint to the wall. (Several rolls of masking tape are distributed among the participants.) While the participants are working, the facilitator remains available to answer questions and provide assistance. (Forty-five minutes.)

3. The participants are told to assemble into subgroups of three by gathering with the people nearest them. (One or more subgroups of four may be formed if necessary.) The members of each subgroup are instructed to take turns reviewing one another’s network posters. The facilitator explains the procedure:
   - The member whose network is being reviewed will explain the network briefly and summarize the changes needed to optimize it.
   - The other subgroup members will offer feedback on (1) whether the proposed changes seem likely to enhance the network and support the goal and (2) what additional changes might be useful.
   (Fifteen to twenty minutes.)

4. The facilitator reassembles the total group and asks the following questions:
   - What have you learned about yourself and your own roles in your network?
   - What have you learned about the members of your network and their roles?
   - What have you learned about the possible benefits of networking?
When you begin using the network model in your organization, what support will you be able to rely on? What obstacles might you face? What might you do about those obstacles?

How can you encourage people in your network, department, or organization to use the network model?

The facilitator encourages the participants to keep their newsprint drawings and their completed work sheets, to review them from time to time, and to make whatever changes are necessary. (Twenty minutes.)

**Variations**

- The activity may be focused on the participants’ personal networks rather than their organizational networks. In this case the facilitator should eliminate the theory sheet and rewrite the work sheet slightly.

- The participants may work in pairs for feedback and action planning.

- The newsprint drawings may be reviewed and processed for common themes.

Submitted by Robert Hargrove.
COLLABORATING FOR SUCCESS
THEORY SHEET

The hierarchical organizational chart is commonly used to describe the structure of an organization and key accountabilities. It consists of boxes representing organizational positions, with connecting lines indicating who reports to whom (Figure 1). However, a hierarchical chart does not reflect how people work together. If we see our work in terms of the hierarchical model, this viewpoint may keep us from communicating and collaborating with people who can help us to meet goals.

![Hierarchical Chart/Model]

For all of us, success on-the-job is at least partially, if not largely, dependent on short interactions. Even in the age of e-mail, communication is often oral—either face-to-face or over the phone. During these conversations we create commitments intended to advance effective action in the organization’s best interests. Frequently we hold these conversations with people over whom we have no authority, for example, peers, members of other departments, external suppliers, and customers. We go outside the boundaries of the hierarchy to create relationships for getting things done.

A model that more realistically illustrates this activity—and one that encourages the creation of other beneficial relationships—is the network model (Figure 2). In this model a person is shown at the hub of a wheel. Others who belong in that person’s network are connected to him or her by spokes that illustrate the relationships involved.

![Network Model]
Figure 2. The Network Model

The hierarchical model is based on formal power and authority; the flow of activity is from the top down. In contrast, the network model is based on responsibility and commitment. The flow in this model is from the center outward, reaching into the organization and beyond to form partnerships and alliances.

But a network functions effectively only if each person in it accepts responsibility for his or her goals, priorities, communications, and relationships. A network requires a willingness to ask “Who requires what information, resources, and support and by when?” A network also requires each person to be open, to listen, and to participate actively. Each person must communicate with these two questions in mind: “What is possible? What will be the domain of action in which we will collaborate?” In this way a network facilitates communication that will lead to effective action.
COLLABORATING FOR SUCCESS
WORK SHEET

Instructions: Spend forty-five minutes completing this work sheet. A suggested time for each section has been provided.

SECTION 1: IDENTIFYING THE GOAL AND THE PLAYERS

Complete Section 1 on this work sheet (ten minutes).

1. What is the main goal that you want to achieve in your work? You probably have many goals, but choose the one that drives you the most.

2. Whom do you need to communicate/collaborate with to achieve this goal?

3. What does each person have at stake in achieving this goal?
SECTION 2: MAPPING THE PLAYERS

Complete Section 2 on newsprint (five minutes).

1. Tape a sheet of newsprint to the wall. Make sure there is plenty of space between your sheet and the ones on both sides of yours.

2. In the center of the sheet, write your name, your primary responsibility, and a very brief summary of the main goal that you listed in Section 1. Draw a circle around them.

3. Using a circular configuration (see the example below), write the names of people you presently communicate/collaborate with and their primary responsibilities, and draw circles around them. Leave plenty of space between circles to accommodate the information required in Section 3—and in case you want to add other people later.

Example:

- **Martin**
  - Client Contact

- **Charles**
  - Accounting

- **Sally**
  - Quality Control

- **Chris**
  - Sales
  - Make 110% of Quota

- **Philip**
  - Technical Support

- **Nancy**
  - Marketing

- **Julie**
  - Client Contact
SECTION 3: CONNECTING THE PLAYERS

Complete Section 3 on the same sheet of newsprint (ten minutes).

1. To identify your relationship with each person in your network, follow this procedure:
   - If the relationship is frequent or is essential to meeting your main goal, draw two solid lines connecting you with that person.
   - If the relationship is infrequent or is not essential to meeting your main goal, draw one dashed line connecting you with that person.
   - If the relationship falls somewhere between these two extremes, draw one solid line connecting you with that person.

2. Near each line designate what is provided in the relationship: information, service, or support (see the example below).

3. Draw an arrow by each line indicating the flow of what is provided (to you, by you, or both).

Example:
SECTION 4: OPTIMIZING YOUR NETWORK

Complete Section 4 on this work sheet (ten minutes).

1. With whom do you need to build a stronger relationship or a better alignment of responsibilities and goals?

2. With whom do you need to communicate more? Less?

3. Which communications make something positive happen?

4. Which communications do not result in effective action?

5. Who is not in your network but should be?
SECTION 5: ACTION PLANNING

Complete Section 5 on this work sheet (ten minutes).

Review the network drawing you completed in Section 3 and your answers to the questions in Section 4. Consider each relationship separately and whether you need to make any changes to help you reach your main goal: make requests, offer assistance, make commitments, increase/decrease communication, and so on. Also consider any other people that you would like to include in your network and in what capacity. Then complete an action plan. (Following is an example.)

Example:

<table>
<thead>
<tr>
<th>Person in Network</th>
<th>Changes to Be Made</th>
<th>Action Steps</th>
<th>By When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie</td>
<td>Establish line of communication (information) from Julie to me</td>
<td>Ask her to let me know (in addition to repair techs) when she has trouble with Model 690</td>
<td>6/18: ask Julie if she’s amenable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person in Network</th>
<th>Changes to Be Made</th>
<th>Action Steps</th>
<th>By When?</th>
</tr>
</thead>
</table>

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HIGH JUMP:
ILLUSTRATING THE IMPACT OF EXPECTATIONS

Goals

- To demonstrate the impact of both negative and positive expectations on performance.
- To encourage participants to consider how expectations affect the extent to which they reach their goals.

Group Size

Two to five subgroups of three to six members each.

Time Required

One hour to one hour and fifteen minutes.

Materials

- A copy of the High Jump Instruction Sheet A-1 for each participant.
- A copy of the High Jump Instruction Sheet A-2 for each participant.
- A copy of the High Jump Instruction Sheet B-1 for each participant.
- A copy of the High Jump Calculation Sheet for each participant.
- Two sheets of newsprint for each subgroup, posted to the wall prior to the arrival of the participants. (See Step 1.)
- A set of ankle weights for each subgroup. All sets must be identical, and each set should weigh no more than five pounds (two and one-half pounds per ankle). Note: Depending on the general physical condition of the participant group, the facilitator may opt for lighter ankle weights.
- A yardstick for each subgroup.
- A felt-tipped marker for each participant. No two members of a subgroup should have markers of the same color.
- 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 for the subgroups to work without discovering that one subgroup has different instructions. The room must have a ceiling of at least eleven feet. Movable chairs should be provided for the participants.

**Process**

1. Prior to the arrival of the participants, the facilitator tapes two sheets of newsprint to the wall in each area where a subgroup will work: The top of the first sheet should be at least eleven feet from the floor (see the High Jump Instruction Sheet A-1, second paragraph), and the top of the second sheet should be taped to the bottom of the first. The facilitator should identify each subgroup’s area by writing a number (1, 2, and so on) at the bottom of the second sheet.

2. After the participants have arrived, the facilitator introduces the activity by explaining that they will be asked to take part in two exercises but that they will not be competing against one another. The facilitator also stresses the importance of following the written instructions that will be distributed.

3. The facilitator divides the participants into subgroups, with approximately the same number of members in each. Each subgroup is asked to select an area and to congregate in that area. Each participant is given a felt-tipped marker. No two members of the same subgroup are given a marker of the same color. (Five minutes.)

4. A copy of the High Jump Instruction Sheet A-1 is given to each participant. After the participants have reviewed the instructions, the facilitator states that *any participant who is unable to do the exercise because of physical reasons need not participate.* Then the participants are told to start jumping. When all jumps have been marked, the facilitator instructs the participants to exchange markers with other members of their subgroups so that no one ends up with the color that he or she used for the first jump. (Ten minutes.)

5. Each member of *one subgroup only* receives a copy of the High Jump Instruction Sheet A-2. All other participants receive copies of the High Jump Instruction Sheet B-1. Each subgroup is given a pair of ankle weights. As the participants are reviewing their instructions, the facilitator circulates and speaks to the groups. To the group with the High Jump Instruction Sheet A-2, the facilitator makes comments such as the following:

   “Now that you have warmed up with the first jump, you’ll be able to jump higher this time. You are asked to jump only two inches higher, so that will be easy. Even with the weights on your ankles, you’ll be surprised at how high you can jump. Some of you may even jump three inches higher.”

   To the other groups, the facilitator makes comments such as the following:
“Don’t be disappointed if you don’t jump as high this time. After all, you’ll be jumping with five more pounds than you did last time, and you can’t imagine how heavy those five pounds will feel. Just see how close you come to your first mark.”

(Ten minutes.)

6. After the facilitator has spoken to each group and after each participant has reviewed his or her instructions, the facilitator announces that it is time to put on the ankle weights and start the second round of jumping. (Five to ten minutes.)

7. After the second round of jumps, a copy of the High Jump Calculation Sheet is given to each participant. A yardstick is given to each subgroup. The facilitator asks the participants to follow the instructions on the handout and to ask questions if they have trouble calculating their scores. (Five to ten minutes.)

8. When all scores have been calculated, the facilitator reconvenes the total group and asks the members of each subgroup to call out their scores. The facilitator records these on the flip chart, saving the special subgroup’s scores until last. Note: Ordinarily, the scores of the members of the special subgroup are significantly higher than those of the other participants. (Five minutes.)

9. The facilitator elicits observations regarding the scores and asks for speculations about why one subgroup had higher scores. (Five minutes.)

10. A copy of the High Jump Instruction Sheet B-1 is given to each member of the special subgroup, and a copy of the High Jump Instruction Sheet A-2 is given to all other participants. The participants are instructed to read their sheets. (Five minutes.)

11. The facilitator leads a discussion, asking questions such as the following:

   ■ How would your second jump have been different if you had read the instruction sheet that you just received? Why?
   ■ If you believe that you cannot do a task, what effect does that belief have on your performance? What is the impact of setting and visualizing a low goal?
   ■ If you believe that you can do a task, how does that belief affect your performance? What is the impact of setting and visualizing a high goal?
   ■ What are some examples of how your expectations of yourself affected the extent to which you reached your goals?
   ■ How can you apply what you have learned in your personal life? In your current job? In your career?

(Fifteen minutes.)
Variation

- Activities other than jumping may be used. However, trials would be necessary to confirm that the activity was responsive to positive and negative expectations.

Submitted by Steven B. Hollwarth.
HIGH JUMP
INSTRUCTION SHEET A-1

Each member of your subgroup will take a turn jumping as high as possible. You are not competing with anyone else.

Each member will be responsible for tracking his or her own jump. As you jump from a standing position, hold your writing hand as high as possible and use your felt-tipped marker to mark the height of your jump. You may hold the marker any way you wish, and you may bend your knees before making the jump.

The first person who jumps should stand near the left side of the paper; make a mark on that part of the paper; and then initial the bottom of the paper, under the mark. The next person should move slightly to the right of that mark, so that the second mark will not be directly above or below the first person’s mark. The second person should also initial the bottom of the paper, parallel with his or her mark. The third person should stand and jump slightly to the right of the second mark, and so on.

Your goal is to jump as high as you can. Use any energy, knowledge, or experience that will help you to accomplish this task.
HIGH JUMP
INSTRUCTION SHEET A-2

Your task is to jump even higher than before. Use a marker of a different color to mark the height of this jump (switch markers with someone in your subgroup). You are to follow the sequence and procedure you used for the first jump, so the first member will mark this jump directly (or almost directly) above or below his or her first mark. It is not necessary to sign the paper again.

Remember that you are not competing with anyone else. Your goal is to jump two inches higher than you jumped the first time.

The difference in this jump will be the weight that you attach to each ankle. The ankle weight is symbolic of the challenges that you must meet to be successful. If you formulate a clear vision of what you want to accomplish, you will find that your subconscious will tap inner strength to overcome obstacles. Your muscles will be more responsive, your coordination will be better, and your performance will be more effective.

Before jumping, look at your first mark. Visualize two inches higher on the paper. Your goal is to make a mark two inches above the one you are looking at. Remember that you are capable and you can do it.

When the facilitator gives you the signal, the first jumper should attach the ankle weights and go for the high jump!
HIGH JUMP
INSTRUCTION SHEET B-1

Your task this time is to jump with weights attached to your ankles. Use a marker of a different color to mark the height of this jump (switch markers with someone in your subgroup). You are to follow the sequence and procedure you used for the first jump, so the first member will mark this jump directly (or almost directly) above or below his or her first mark. It is not necessary to sign the paper again.

Remember that you are not competing with anyone else. Your goal is to see how high you can jump when you are encumbered with weights.

The ankle weights can have the same effect as emotional baggage (stress, anger, fear, frustration, and so on). You will be amazed at how heavy the weights feel as you try to lift your feet off the floor. Also, anything that upsets the natural movements of your body introduces inefficiency in physical activities. You may recall instances in which you started wearing a new type of shoe and kept tripping. Your body “knew” how high to lift your foot in your old shoes, but the new shoes required a different lift.

When the facilitator gives you the signal, the first jumper should attach the ankle weights and jump. Please try not to laugh at the other jumpers! Show them the same courtesy that you want them to show you.
HIGH JUMP
CALCULATION SHEET

Using the yardstick, calculate the difference in the height of your two jumps, to the nearest inch.

If your first jump was higher, your score will be the negative difference in the two jumps. For example, if your first jump was two inches higher than your second jump, your score is -2.

If your second jump was higher, your score will be the positive difference multiplied by two. For example, if your second jump was two inches higher than your first jump, your score is +4.

If your jumps were equal (or less than one-half inch apart), your score is zero. If your first jump was slightly higher, list your score as -0; if your second jump was slightly higher, list your score as +0.

Record your score on the bottom of this sheet. Calculate only your individual score, not your subgroup’s score.