TUG O’ WAR: A FORCE-FIELD PSYCHODRAMA

Goals

- To demonstrate the dynamics in a force-field analysis of a change situation.
- To involve participants in a problem-solving process.

Group Size

Seven or more members per subgroup. Several subgroups may be directed simultaneously.

Time Required

Approximately one hour: One-half hour minimum; repetition with additional problems could take two hours.

Materials

- For each subgroup, one strong rope, marked at its center point.
- Masking tape for each subgroup.
- A copy of the Tug O’ War Theory Sheet for the facilitator.

Physical Setting

A room or area large enough to accommodate the activity.

Process

1. Based on the Tug O’ War Theory Sheet, the facilitator delivers a lecturette on force-field analysis to introduce the activity.

2. The participants are divided into subgroups. Each participant is instructed to identify a goal, problem, or change he or she wants to work on (or has been working on). A volunteer from each subgroup is selected to share his or her selection.

3. The volunteer is instructed to cast members of the subgroup in the roles of the restraining and driving forces that are operating to create the current state of equilibrium in the problem situation. To the extent possible, participants can be cast in roles that are characteristic of them.

4. After the volunteer in each subgroup has explained clearly (a) the goal he or she wants to achieve; (b) the current state of the situation; and (c) the dynamics of each
restraining and driving force as it operates, the role players are placed on either end of the rope in “tug-of-war” positions. The “starting” point (the center mark on the rope) is marked on the floor by placing a masking-tape “X” directly below it. The “goal” point is marked by a strip of masking tape three to six feet from the starting point on the side of the “driving forces.” Those pulling on the rope are instructed to equalize their forces in order to hold the center of the rope over the starting point.

5. The volunteer then engages in dialogue with each of the “forces” and encourages the “forces” to talk with one another in order to more fully understand conditions as they now exist.

6. After the current state has been fully explored, the volunteer is encouraged to act as a director of the drama and to rearrange the forces (add power to the driving side; eliminate or weaken the restraining forces) in order to establish a new equilibrium over the goal mark. During this phase the “forces” may argue, challenge, or question the director as he or she tries to move them. The lively, physical interchange demonstrates the dynamics of bringing about the desired change.

7. Following the drama, the facilitator leads all participants in processing the activity in relation to the learnings gained. This can also be done by having the two sets of “forces” from each subgroup discuss their feelings during the activity in a group-on-group arrangement.

Variation

■ The problem chosen for analysis can be a group-focused problem rather than an individual issue.
**Force-Field Analysis**

Change in a group or an organization means an alteration in the way things get done in the system. It may mean changes in compensation methods, sales and production levels, leadership styles, or interpersonal functioning, among others.

Kurt Lewin’s force-field analysis provides a framework for problem-solving and for implementing planned change efforts around a wide range of group and organizational issues (Figure 1). The top and bottom of the figure represent opposite ends of a continuum, for example, a team’s functioning in terms of its interpersonal climate. The environmental conditions and pressures supportive of more openness in the system are the driving forces represented by the arrows pushing upward which, at the same time, act as barriers to the team’s movement backward toward a more closed system. The arrows pushing downward represent the restraining forces that are keeping the system from becoming more open and, at the same time, are driving forces toward a climate of lower interpersonal risk.

![Figure 1. The Force Field](image-url)
The group of forces shown in Figure 1 may be called a “force field.” The length of the arrows in the force field describes the relative strength of the forces: The longer the arrow the stronger the force. For descriptive purposes, the forces in Figure 1 are shown as equal in strength, but a force field can be made up of forces of varying strengths. Indeed, the strength of any single force may itself vary as it gets closer to either end of the continuum of openness. A group or organization stabilizes its behavior where the forces pushing for change are equal to the forces resisting change. Lewin called the result of this dynamic balance of forces the “quasi-stationary equilibrium.” In this example, the equilibrium is represented in Figure 1 by the line marked “Level of the present interpersonal climate.” It is at this level of functioning that the system is not completely “closed” in terms of a total lack of openness, feedback, and risk taking, but neither is there the degree of each needed to work together as effectively as might be. The arrows meeting at the line indicate that the current state is being maintained somewhere between the end points on a continuum of team functioning by a balance of discernable driving and restraining forces.

**Implementation of Change**

Inasmuch as a team interacts at its present level because of a balance of organizational and individual needs and forces, change will occur only if the forces are modified so that the system can move to and stabilize itself at a different level where the driving and restraining forces are again equal. The equilibrium can be changed in the direction of more openness by (1) strengthening or adding forces in the direction of change, (2) reducing or removing some of the restraining forces, or (3) changing the direction of the forces.

Any of the basic strategies may change the level of a team’s functioning, but the secondary effects will differ depending on the method used. If a change in the equilibrium is brought about only by strengthening or adding driving forces, the new level may be accomplished by a relatively high degree of tension that itself may reduce effectiveness. In Figure 1, the line representing the “Level of the present interpersonal climate” will move upward toward more openness under the pressure of strengthened driving forces. The additional pressures upward, however, will be met by corresponding increases in resistance. The resulting increase of tension in the system will be characterized by a lengthening of the arrows pushing upward and downward at the new level.

Attempts to induce change by removing or diminishing opposing forces will generally result in a lower degree of tension. Changes accomplished by overcoming counterforces are likely to be more stable than changes induced by additional or stronger driving forces. Restraining forces that have been removed will not push for a return to old behaviors and ways of doing things. If changes come about only through the strengthening of driving forces, the forces that support the new level must be stable. For example, many work groups are stimulated toward new ways of working together by participating in “team-building” sessions, only to find the former behaviors and habits
reemerging shortly after return to the day-to-day job. If the change started by the learning and enthusiasm of the team-building is to continue after the session, some other driving force must be ready to take the place of the meeting’s stimulation.

One of the most efficient ways to get change is to change the direction of one of the forces. The removal of a powerful restraining force can become an additional, strong driving force in the direction of change.

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Based on a paper submitted by Morris S. Spier.
ORGANIZATIONAL STRUCTURES:
COMMUNICATION PATTERNS

Goals

- To demonstrate the varying effectiveness of different organizational structures.
- To illustrate less efficient modes of communication within task groups.

Group Size

At least eighteen participants. (See Variations section for use with smaller groups.) Several groups may be directed simultaneously.

Time Required

Approximately one hour.

Materials

- Decks of playing cards sufficient to make up the needed number of preset “hands” of five cards each. Three examples of card sequences for five “players” are illustrated below. (Groups working simultaneously should receive identical sets of hands.)

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Common Element: No Spades

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Common Element: No Aces

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Common Element: Red Face Card —
King, Queen, or Jack
Paper and pencil for each subgroup.

**Physical Setting**

A room large enough to accommodate the number of groups comfortably with flexibility for demonstrating organizational structures and for creating “offices.” Enough chairs should be provided so that “offices” can contain an empty chair for individuals who come in to confer with another member. The “offices” should be spaced so that conferences can be confidential.

**Process**

1. The facilitator announces that an experiment is to be conducted concerning organizational structures. The participants are then divided into subgroups of five each (with a process observer for each subgroup) and seated as follows, while the facilitator explains the only possible communication lines as illustrated by the arrows. These diagrams may be posted:

   ![Diagram](image)

2. The facilitator announces that each subgroup will have a problem to solve. Members will have rules to govern their communications follows:

   - They must go to the “office” of the person with whom they wish to confer, to talk privately without being overheard.
   - They may only speak with the person(s) previously designated with arrows in the above diagrams.
   - In Subgroups 1 and 2 the person in the starred position has to decide when the problem is solved, notify the facilitator, and communicate the solution. In Subgroup 3 any member may perform these functions.
3. The facilitator distributes a hand of cards to each subgroup member, being careful not to mix up the sets of hands, and supplies each subgroup with a pencil and paper. The participants are told that, within each subgroup, the five hands of cards have a common element. The subgroups must determine the common element using the communication rules previously presented. The facilitator then asks the subgroups to begin the task and takes note of the starting time.

4. As soon as each subgroup finishes, the facilitator notes the time elapsed and asks the subgroup spokesman for the solution, in writing. Subgroups that finish early are instructed to sit quietly and reflect on the problem-solving process that emerged and on feelings that they experienced during this phase.

5. Each subgroup then caucuses with its observer to reconstruct its process. After about ten minutes the total group is reassembled to discuss differences across the three subgroups. The facilitator announces the elapsed times and solutions for each subgroup. The facilitator may wish to give a brief lecture on the characteristics of the three organization structures represented: hierarchical (Subgroup 1), leader-centered (Subgroup 2), and radial (Subgroup 3).

Variations

- More than one member can be assigned to any given position. This may simulate organizational situations in which teams have to communicate with each other.
- The number of positions can be varied.
- The complexity of the problem can be varied by changing the number of cards in each hand or by building in a more subtle answer, such as three even-numbered cards in each hand.
- The nature of the problem can be changed. Even organizational problems with no “correct” solution can be incorporated into this design. System problems, such as absenteeism, could be explored within this activity.
- In an intact organization the structure of a particular group (or of the organization in which it is embedded) can be simulated. Two possible ways to assign members are as follows:
  - Each participant occupies his or her usual position in the organizational structure (role-reinforcement).
  - Participants are assigned to positions markedly dissimilar to their usual ones (role-reversal).

Submitted by Tom Irwin.


**ORGANIZATIONAL BLASPHEMIES: CLARIFYING VALUES**

**Goals**
- To provide an opportunity for the participants to be creatively open about aspects of their organizations.
- To identify and compare the organizational values of the group members.
- To provide an opportunity to explore the match between the goals or values of the participants and those of the organization.

**Group Size**
Three or more participants who work in the same organization, department, or temporary system.

**Time Required**
One to one and one-half hours.

**Materials**
- Three sheets of blank paper and a pencil for each participant.
- Newsprint and a felt-tipped marker.
- Masking tape.

**Physical Setting**
A writing surface or floor space for each participant.

**Process**
1. The facilitator introduces the activity by stating that it is useful for the members of an organization to think from time to time about the organization’s objectives and whether they, as individuals, are working toward those objectives.
2. The facilitator distributes three sheets of blank paper and a pencil to each participant and explains that each participant is to write an organizational blasphemy\(^1\): a phrase or slogan so alien to what the group represents that the members will squirm in their

\(^{1}\) The idea of an organizational blasphemy was suggested in *The Corporation Man* by Anthony Jay, Penguin Books, Ltd., 1975.
seats when they hear it. The facilitator then gives examples of blasphemies for other organizations:

Pfeiffer & Company: “You can’t teach an old dog new tricks.”
Four-Star Restaurant: “If we run out of veal, use chicken; no one will notice.”

(Five minutes.)

3. The participants are told that they will have five minutes in which to invent their own blasphemies and are instructed to write them on one of their sheets of blank paper. (Five minutes.)

4. The facilitator calls time, collects the blasphemies, and reads them aloud while a member of the group posts them on newsprint. (Ten minutes.)

5. The group discusses the activity so far. The following topics may be included in this discussion:
   - How did it feel to consider and write down ideas of this nature?
   - Why did members select these particular blasphemies?
   - Is there a common theme running through the blasphemies? What might this mean in terms of the way the members perceive the organization?
   - What blind spots or biases in the organization might these blasphemies indicate?
   - What taboos are there within the group that appear clearly in the list of blasphemies?
   - What does this imply about the goals of the organization? The way in which the organization works?
   - Does any group member’s blasphemy differ significantly from the rest? What might be the reason?
   - What implications do the results of this activity have for the organization? The group? The individual members? The fit among these three?

(Fifteen to thirty minutes.)

6. The facilitator states that blasphemies often highlight beliefs or aspects of behavior that have been “socialized out” of the group members by the organization’s processes. The participants then are invited to contribute their own examples of how this process of socialization has operated, if at all, within the group. (Ten minutes.)

7. The facilitator states that groups are often cultures within other cultures and that the values of these cultures can differ to a great extent. The facilitator then posts the following diagram:
The facilitator explains that the larger the shaded area, the more “comfortable” individuals are likely to feel in the organization or group. If the shaded area is large, the individual is confronted by less value conflict. The facilitator says that tension can be present whenever the individual perceives a clash between the values of one culture and the values of another culture to which it is connected (e.g., personal and work or department and organization) and that these values may conflict more than one often realizes. (Five minutes.)

8. The facilitator asks the participants to think of two departments or groups to which they belong. Ideally, these would be groups that form part of a larger organization. The participants then are directed to think about themselves in relation to these groups and, using the diagram of the three circles as a model, to draw circles (of approximately the same size) to represent their own values in relation to their two chosen groups, departments, or organizations, and to list the values in each circle. (Ten minutes.)

9. The facilitator divides the group into pairs and directs the members of each pair to discuss their respective drawings. Each individual is to explain to his or her partner the rationale behind his or her drawing. (Ten minutes.)

10. The facilitator reassembles the entire group and leads a discussion of the activity, focusing in particular on:

- The shaded areas on the drawings and what these indicate about the match between the individual and the work area.
- What values are seen as common (shaded area)? What values outside the common areas are shaded by individuals in the group?
- Is there a common theme running through the blasphemies? What might this mean in terms of the way the members perceive the organization?
- How can the blasphemies be turned around and stated in terms of agreed-on goals?

(Ten to fifteen minutes.)
Variations

- The facilitator can ask for the group members’ perceptions of what their individual bosses would give as blasphemies. These blasphemies can be compared with the participants’ own blasphemies. The group then can discuss whether the issues highlighted by the bosses’ blasphemies differ significantly from those of the subordinates.
- The activity can be made less sophisticated by ending after step 5.

Submitted by Tony McNulty.
STRATEGIES OF CHANGING: A MULTIPLE ROLE PLAY

Goal
- To acquaint people with three different interpersonal strategies for trying to effect change in human systems.

Group Size
Six participants and any number of observers.

Time Required
Approximately one hour: Can profitably be run for two hours, plus additional time for a general discussion of strategies for changing human systems.

Materials
- One copy of the Strategies of Changing System Description for everyone present.
- One copy of the Strategies of Changing Role Descriptions for each of the six participants. These should be reproduced on 5" x 8" cards.
- One copy of each of the three Strategies of Changing Strategies Descriptions for the two participants playing the change-agent roles, reproduced on 5" x 8" cards.
- Table(s) and/or chairs for six people.
- Role-name and role-title signs, if there is a large audience.

Physical Setting
Participants may sit around a table or in a circle. If there are observers, they may arrange themselves around the participants, or, if there is a large audience, participants in the exercise should sit at two tables set at a slight angle to each other and facing the audience.

Process
1. One copy of the Strategies of Changing System Description is distributed to everyone present.
2. The facilitator selects or asks people to volunteer to take the roles of individuals who are involved in the situation described in the handout.
3. Each of the six participants is given a copy of the Strategies of Changing Role Descriptions. The two participants who play the roles of Terry Green, Nurse, and Marion Dennis, Social Worker, i.e., the two who have the roles of change agents, each are given a copy of the first Strategies of Changing Strategies Descriptions. On the first round they receive the rational-strategy instructions. The other members of the multiple-role-play group are not told what these special strategy instructions given to the two change agents are.

4. The participants interact.

5. After ten to twenty minutes, the facilitator ends the interaction and leads the processing of what happened, eliciting data from participants and from observers of the audience. This may be done for ten to twenty minutes.

6. Steps 3, 4, and 5 are repeated, but with participants taking different roles. If it is a large group, new participants may be selected. Everything is the same, except that on this round the power-coercive strategy instructions are given to the two participants who have the change agent roles.

7. Steps 3, 4, and 5 are repeated as in step 6, except that this time the normative-reeducative strategy is given to the change agents.

8. The facilitator may conclude the entire exercise by naming the three changing strategies that were being pursued, placing them in the larger, theoretical context of Benne and Chin’s “General Strategies for Effecting Change in Human Systems.” Or, the group can simply process the exercise, discussing which strategies seemed most effective, how different people responded to the different strategies, etc.

STRATEGIES OF CHANGING
SYSTEM DESCRIPTION

The Pediatric Ward Administrative Meeting will start in a few moments. The ward is part of a metropolitan hospital located in the middle of a ghetto.

Typically, older children are either harnessed to little chairs in front of television sets or lying in cribs, and infants are lying in cribs with bottles tied to the side of the crib so that they may be propped into the children’s mouths; the nurses are busy writing, out in the nursing station, closed off from the ward, while aides are sweeping or making beds.

A nurse and a social worker from the ward, who are concerned about changing conditions on the ward, have asked to attend today’s administrative meeting to express their concerns.
STRATEGIES OF CHANGING
ROLE DESCRIPTIONS

Dr. Dale Johnson, Chief Resident in Pediatrics

You are in charge of all pediatric services in the hospital, and you never have enough
time to give personal attention to patients because most of your work is administrative:
directing the residents, interns, and nurses who staff the various services and wards for
which you are responsible.

Government insurance programs demand extensive reporting of the services
provided by the hospital, and thus one of your primary administrative responsibilities is
to make sure that these highly detailed reports are submitted correctly and on time. You
depend on the nursing staff for these reports.

You feel torn about working in this manner. On the one hand, you would like to be
more personally involved both with your patients and staff. On the other hand, the
immediate pressure of the larger system forces you to work in this way in order to keep
the pediatric service running and to utilize your own time most efficiently.

As convener of the meeting, you begin by saying, “Terry Green and Marion Dennis
have asked to come to today’s meeting,” and look to them to take it from there.

Robin Hartley, Assistant Administrator of the Hospital

Your orientation is basically managerial. You look at the hospital primarily in economic
terms, and your main objective is to get the hospital out of the deficit budget it has been
on for several years. You are pleased with Dr. Johnson’s responsible management of
government reporting, but you have had to keep a tight rein on the doctor’s interest in
acquiring more staff.

Pat Bunch, Head Nurse of the Pediatric Ward

You have been on the ward for many years and have worked your way up to the position
of Head Nurse. Over the years the clientele of the hospital has changed toward the lower
end of the socioeconomic scale, and the number of children and the noise-level on the
ward have increased. The newer children are more aggressive and louder than the well-
behaved, quiet children you used to enjoy working with. You continue to work here
because of the status and seniority of your position and the money that goes with it. You
pride yourself on the efficiency of your staff in producing the reports that the medical
staff depends on to serve the many children on the ward.
**Chris Smith, Assistant Head Nurse**

You are fairly new to this ward, and this is one of the first Administrative Meetings you have been to, so you are still feeling your way in regard to the power structure of the ward and the hospital.

You are somewhat disturbed by the lack of personal attention that the children receive, but you are not one to “rock the boat,” liking to get on well with others and to please your supervisors.

**Terry Green, Nurse**

You have been working on the ward for two years and have become more and more unhappy with the progressively mechanical nursing care given to the children on the ward. More attention is given to patients’ records than to their needs as people, and nurses have become mere recorders of patients’ conditions and less involved with them as individuals. You feel that the situation could be improved and that some pressure could be taken off the nurses by bringing in volunteers. Most of the other nurses are not concerned about changing anything, but you have been pleased to discover that the ward Social Worker, Marion Dennis, shares your desire to see a change. The two of you have decided to approach the members of the Administrative Meeting about making some changes.

**Marion Dennis, Social Worker**

You have been connected with the ward for six months and, while unhappy with how things are done on the ward, have not felt that you had any leverage in the medical area of child care. You serve as a link between parents, the hospital, and other agencies. Parents have complained to you about finding their children tied to chairs and in other ways unduly restrained. You understand that there are not enough nurses to give the children more freedom and individual attention, but you cannot understand why parents are not brought in to help take care of their own children. In fact, visiting hours are severely limited, as if the hospital wants to have as little as possible to do with parents. You have found Terry Green to be one of the few nurses who shares your concern about improving things on the ward.
STRATEGIES OF CHANGING
STRATEGIES DESCRIPTIONS

Rational-Empirical

You believe that people are basically rational, though of course everyone has his or her own personal quirks. On the whole, however, you see people as logical. Since you feel that people change the way they do things when presented with new information or new evidence on ways of doing things, you don’t worry too much about emotions, nor do you try to force things on people. In dealing with people whom you want to influence, you try to locate and correct information gaps and faulty reasoning on their part. Thus you yourself behave in an even, rational manner. In this situation, you might support your recommended changes by citing the well-known research evidence that personal attention is an essential ingredient in patient recovery and welfare.

Power-Coercive

You believe that the people who run things are basically motivated by political and economic interest. Because you feel that people change only when these factors are involved, you try to uncover underlying power and financial motives in order to use these in getting people to change. In dealing with people whom you want to influence, you try to find out where their vested interests lie and then do not hesitate to threaten them in a belligerent and coercive way. In this situation you would try to determine who is benefiting from the present system and point this out, or threaten to point it out, to the people who are being exploited. Parent sit-ins, pressure on City Council, involvement of the mass media, and the like are the kind of tools you might use to get what you want.

Normative-Reeducative

You believe that people have complex motivations, varied mixtures of cognitive, affective, and social motives. Because you feel that people change the way they do things when all of these motives—ideas, feelings, conventions—are affected, you pay attention not only to people’s ideas but also to their feelings about and commitments to certain practices, as well as to the effect of group pressures and norms that might be operating. In dealing with people whom you want to influence, you try to find out their side of things, what their feelings and expectations are. Thus you often express concern for them as well as the ideas they support. In this situation, you would try to find out and deal with the ideas and feelings that your recommended changes bring out in other people.
COLORING BOOK: AN ORGANIZATION EXPERIMENT

Goal

- To explore relationships between organizational design and task complexity.

Group Size

A minimum of thirteen participants. (Two equal-sized teams of five to seven participants each, plus three people to serve as judges/timekeepers/customers.)

Time Required

Approximately one and one-half hours.

Materials

- One box of eight crayons of various colors for each team member. (Each set must contain the same array of colors.)
- Approximately one hundred copies of the Coloring Book Cover Stock on 8 1/2" x 11" paper for each team.
- One copy of the Coloring Book Contract Terms Sheet for each team.

Physical Setting

A table and chairs for each team, placed so that the teams can work without distracting each other.

Process

1. The facilitator introduces the activity and states the goal.
2. The facilitator selects three participants, each of whom will serve in the multiple role of judge/timekeeper/customer. The remaining participants are divided into two teams, which are designated A and B.
3. When the teams are seated at tables, the facilitator gives a box of crayons to each team member and gives ten copies of the Coloring Book Cover Stock to each team. The facilitator explains that each team’s task is to indicate the color scheme to be used on the cover of a child’s coloring book. The teams are advised to consider efficiency of production as well as attractiveness of design because the cover will
later be mass-produced. Each team is to prepare five identical copies of its final design. These copies are to be marked “Model, Team (A or B).” (Twenty minutes.)

4. Each team submits five copies of its design to the judges, and the facilitator directs the judges to select one team’s cover design to be used in the actual production of the cover. The judges are to make their selection on the basis of (a) aesthetic appeal and (b) ease of production.

5. While the judges make their decision the team members process the activity in terms of:
   - How they organized themselves for the task;
   - Whether their organization was suitable to the complexity of the task and the personalities of the members.

(During the discussion the facilitator collects the boxes of crayons and all extra copies of the cover stock.)

6. The judges announce their decision. The facilitator states that the winning team’s color designations will be used as the models for mass production of the coloring book cover.

7. The facilitator gives one copy of the winning cover model to each team. He or she tells the teams that they are now in the business of producing covers for children’s coloring books and that the covers must be produced in accordance with the model.

8. Each team receives a copy of the Coloring Book Contract Terms Sheet. The facilitator announces that the teams will be in competition to produce covers for maximum profit. The customers have placed an order with each team for six dozen units of coloring book covers, at $3.00 per dozen. These must be delivered no later than twenty minutes after the beginning of the production phase. The teams must purchase cover stock at $0.10 per piece and crayons at $1.00 per box of eight. In addition they must compute their labor costs at $0.25 per minute or fraction thereof. The facilitator adds that there are two other factors to be considered in the cost/profit calculation:
   - The customers will buy only those covers that meet their standards of quality.
   - If the production order is not completed, the price of the covers that are produced will be reduced to $2.40 per dozen.

9. The teams are allowed ten minutes to plan and to purchase supplies. In the meantime, the facilitator instructs the three participants who previously served as judges to act as timekeepers during the cover-production phase of the activity. Teams are instructed to place the team’s initial (A or B) on the back of each cover.

10. The production phase begins. When both teams have completed their covers, or at the end of twenty minutes, the timekeepers indicate how much time each team is to be charged. The timekeepers then assume the roles of customers.
11. The teams present their finished covers to the customers, who accept or reject each one according to whether it is an acceptable facsimile of the model. The number of acceptable covers delivered by each team is determined. While the customers are making their selections, the team members process their organization for the task in terms of its appropriateness for the nature and complexity of the task.

12. The teams compute their sales income (based on the number of acceptable covers delivered and whether the full production price or the underproduction price was paid); they deduct costs for cover stock, crayons, and labor; and they announce their total amount of profit (or loss). The team with the greater profit wins.

13. The facilitator then leads all participants in a discussion of the activity. This may include the following questions: “What type of organizational design is most suited to complex, ill-defined, and nonroutine work as opposed to simple, well-defined, and routine work? Why are different organizational designs better in one situation than in the other? What are the implications for your ‘back-home’ organization?” This final question is emphasized by the facilitator. The expected responses will center around the fact that during the first phase the groups are decentralized, flexible, and characterized by a high degree of communication and change. In contrast, the groups in the second phase evolve into a form that is highly structured, explicitly coordinated, and relatively inflexible. Participants should become aware that the first organizations resemble professional organizations (or top management), characterized as dealing with complex work and varied situations, whereas the second organizational form typifies a formalized bureaucratic organization with routine and relatively stable work characteristics.

**Variations**

- The criterion for winning can be quantity—the most covers produced in a given time—rather than profitability.
- A bidding session can be held. The team that is now awarded a contract can observe during the production phase.
- The product can be varied.

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Based on material submitted by Michael J. Miller.
COLORING BOOK COVER STOCK

The Magic Land

COLORING BOOK
COLORING BOOK CONTRACT TERMS SHEET

*Production order*: Six dozen units at $3.00 per dozen ($0.25 each).
*Delivery “date”*: No later than twenty minutes after production begins.
*Underproduction penalty*: Price reduced to $2.40 per dozen ($0.20 each).
*Production costs*: Cover stock at $0.10 each.
  Crayons at $1.00 per box of eight.
  Labor at $0.25 per minute or fraction thereof.

**Accounting**

*Income*

| Units at _____ each | $ __________ |

*Costs*

| Covers at $0.10 each | $ __________ |
| Crayon sets at $1.00 each | $ __________ |
| Minutes of labor at $0.25 each | $ __________ |

**Total costs** $ __________

**Total profit (loss)** $ __________
DOS AND DON'TS:
DEVELOPING GUIDELINES FOR CHANGE

Goals
- To enable the participants to identify their reactions to change in organizations.
- To assist the participants in developing guidelines for suggesting and implementing change in organizations.

Group Size
Three to five subgroups of five to eight participants each.

Time Required
Approximately two hours.

Materials
- 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 with adequate space so that the subgroups can work without disturbing one another. A table and chairs should be provided for each subgroup.

Process
1. The facilitator explains the goals and briefly describes the activity.
2. The participants are assembled into subgroups of five to eight members each, and each subgroup is seated at a separate table. Each participant is given blank paper and a pencil. The facilitator gives the following instructions:
   “Think of a situation in which you responded negatively to a change at work that was suggested or implemented by someone else. List the factors or aspects of the situation that made you respond negatively. Focus on how the change was suggested or carried out rather than on the content of the change.”
   After clarifying these instructions as necessary, the facilitator tells the participants to begin their lists. (Ten minutes.)
3. The facilitator calls time and gives the following instructions:

   “Now think of a situation in which you responded positively to a change at work that was suggested or implemented by someone else. Complete the same process: List the factors or aspects of the situation that made you respond positively, and be sure to focus on how the change was suggested or carried out rather than on the content of the change.”

   (Five minutes.)

4. The facilitator instructs the members of each subgroup to share the information they have listed and to select a recorder to summarize and record the members’ responses and to report this summary later to the total group. (Fifteen minutes.)

5. The facilitator reassembles the total group, and the subgroup recorders take turns presenting their summaries. The facilitator leads a brief discussion about the information presented, drawing attention to and listing on newsprint any common elements and other points of interest. The newsprint list is posted prominently. (Twenty minutes.)

6. The facilitator asks the participants to consider what they have learned thus far and to brainstorm guidelines for suggesting and implementing change in a way that creates a positive response to the change. As ideas for guidelines are contributed, the facilitator records them on newsprint. At the conclusion of the brainstorming session, the facilitator reviews the listed guidelines, helping the participants to reach a consensus about which are acceptable. The facilitator lists the finally accepted guidelines on a new sheet of newsprint and posts the sheet so that all subgroups can refer to it during the next step. (Fifteen minutes.)

7. The subgroups are reassembled. The members of each subgroup are instructed to choose a specific change in a work setting and to devise an action plan for introducing and implementing this change in accordance with the guidelines established in the previous step. Each subgroup is instructed to select a recorder to record the plan and to present it to the total group, and extra blank paper is distributed to each subgroup for recording purposes. After clarifying the task as necessary, the facilitator tells the subgroups that they have twenty minutes and asks them to begin.

8. After twenty minutes the facilitator reassembles the total group, and the recorders take turns presenting the action plans. (Fifteen minutes.)

9. The facilitator reviews the highlights of the action plans, emphasizes the way in which they do or do not adhere to the guidelines, and makes arrangements with the group to have the guidelines reproduced and distributed to all of the participants.

**Variations**

- Steps 2 and 3 may be combined.
The subgroups may be given “good” and “bad” case studies of change to analyze. From their analyses they may develop guidelines for suggesting and implementing change.

In steps 2 and 3 the subgroups may role play “good” and “bad” ways of suggesting and implementing change.

In step 7 each subgroup may choose a specific change required or desired by one subgroup member and build an action plan for suggesting and implementing that change.

Submitted by Homer H. Johnson.
MARBLES: A COMMUNITY EXPERIMENT

Goals
- To study community from the perspectives of establishing, enforcing, and interpreting rules.
- To explore rule-governed behaviors.

Group Size
A minimum of ten participants.

Time Required
Approximately two hours.

Materials
- A shooting surface. (See Directions for Making a Marbles Shooting Surface.)
- Marbles
  - 200 multicolored (currency)
  - 4 gold (trouble)
  - 6 green (job)
  - 10 blue (public job)
  - 10 large (protection)
- A plastic or paper cup for each participant.
- A set of wooden dowel pieces (1/16" diameter; 4", 3", 3", 2", and 1" lengths). (These should be cut evenly so that they can be stacked end on end.)
- A three-minute egg timer.
- Twenty-four four-nub LEGO® blocks.
- Newsprint, felt-tipped markers, and masking tape.
- Paper and a pencil for each participant.
- A copy of the Marbles Rules Sheet for each participant.
- One copy of the Marbles Role-Descriptions Sheet, cut into strips to separate the role descriptions.
Process

Note: Although this activity appears to be complex and does require some study, it is manageable without a great deal of preparation. The developers encourage innovation in implementing the design.

1. The facilitator discusses the goals and gives a brief overview of the activity.
2. The facilitator assigns the ten roles. (Special consideration should be given to selection of the treasurer.) More than one participant may be assigned to each of the following roles: observer, rule maker, and rule enforcer.
3. The facilitator distributes copies of the Marbles Rules Sheet to all participants and answers questions to clarify the rules.
4. The facilitator distributes the role-description strips and instructs role players to study them silently. Each player receives only his or her own role strip and does not see the role strips for the other players.
5. The facilitator announces that the first action will be taken by the treasurer, who will distribute cups and marbles to appropriate people.
6. Rounds 1 and 2 are carried out under the direction of the treasurer.
7. At the end of round 2, the facilitator calls, “Time out,” and directs the observer to make a brief report. No discussion is permitted.
8. Rounds 3 and 4 are carried out under the direction of the treasurer.
9. The facilitator calls for a second report from the observer, as in step 7.
10. Rounds 5 and 6 are carried out under the direction of the treasurer, and a winner is announced.
11. The facilitator calls for a final report from the observer.
12. The facilitator directs the shooters to pair off with nonshooters. Their task is to agree on a statement about the effects of rules. (Ten minutes.)
13. The facilitator elicits a statement from each pair and leads a general discussion of the implications of the activity.

Variations

- Countless variations of this activity are possible. The process described here includes a number of arbitrary decisions by the editors, based on suggestions in F.L. Goodman, They Shoot Marbles, Don’t They?, Ann Arbor, MI: Urbex Affiliates, Inc. Adapted by special permission of Frederick L. Goodman and Urbex Affiliates, Inc.
DIRECTIONS FOR MAKING A MARBLES SHOOTING SURFACE

Legend

A, B, C, D, and E are seating positions for the five shooters.

O’s are positions for the “trouble marbles.”

T is the position for the dowel tower.
**Materials Needed**

36" x 36" x \(\frac{1}{4}\)" plywood sheet  
1" x 2" x 36" side bumpers—2 pieces at opposite ends  
1" x 2" x 32 \(\frac{1}{2}\)" side bumpers—2 pieces at opposite ends  
36" x 36" sheet of felt  
Eight \(\frac{3}{4}\)" screws

**Instructions**

1. Temporarily tack the felt covering to the board, making sure it is pulled tight to eliminate wrinkles.
2. Sand and finish the side bumpers; place them appropriately around the board on top of felt covering.
3. Screw in two \(\frac{3}{4}\)" screws from underneath the board on each side. They should go through the board, through the felt, and into the bumpers to hold them in place.
4. Mark on the felt the pattern of lines, dots, and shooter designations (use a felt-tipped marker).

(This shooting surface may be constructed using other materials, such as indoor-outdoor carpet and masking tape.)
MARBLES RULES SHEET

The following rules will remain in force throughout the activity. They are non-negotiable, and they are implemented by the treasurer.

**General**

1. There will be six rounds.
2. In each round there will be four phases: bargaining, preparing the shooting surface, shooting, and payoff.
3. The treasurer determines the placement of marbles and towers and distributes payoffs.
4. Dowels are distributed arbitrarily before round 1. At the end of each subsequent round, dowels are distributed as follows: The shooter with the most marbles gets the longest dowel, the shooter with the second highest number of marbles receives the next-longest dowel, and so on. If there is a tie, the distribution is alphabetical within the tie, i.e., shooter B before shooter C.
5. Additional rules may be made by the rule maker. A new rule is enforceable after it has been posted for all to see.

**Bargaining**

6. No bargaining phase may exceed three minutes.
7. A “valid agreement,” which determines the distribution of bonus marbles, can exist between at least two shooters whose dowel towers are higher than any other.
8. In the event that no valid agreement is reached within the three minutes of bargaining, no bonus marbles are allocated for that round.

**Preparing the Shooting Surface**

9. Only the treasurer may place materials on or remove materials from the shooting surface.
10. The treasurer may “sell” public-job marbles to the rule maker and protection marbles to the rule enforcer. The buyers indicate to the treasurer where these marbles are to be placed.
11. All marbles on the shooting surface revert to the treasurer and are removed from the shooting surface at the end of each round.
Shooting

12. Each shooter is permitted one shot per round.

13. Shots must be taken from the shooter’s designated shooting area, from behind the line marked on the shooting surface.

14. In each round, the shooter having the fewest marbles shoots first, the shooter with the next-fewest marbles shoots second, and so on until the shooter with the most marbles takes the last turn. Ties are resolved alphabetically, e.g., in round 1 the sequence is A, B, C, D, E.

15. Shooting stops immediately in any round during which the tower is toppled. (Disregard accidental bumps of the playing surface.) If this occurs, remaining shooters lose their turns for that round.

Payoff

16. The following schedule determines the payoff for particular events:

<table>
<thead>
<tr>
<th>Occurrence</th>
<th>Payoff (in marbles)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hitting job marble(s)</td>
<td>+3 per</td>
</tr>
<tr>
<td>Hitting public-job marble(s)</td>
<td>+3 per</td>
</tr>
<tr>
<td>Dislodging trouble marble(s)</td>
<td>-1 per LEGO® block underneath</td>
</tr>
<tr>
<td>Encroaching on shooting surface</td>
<td>-2</td>
</tr>
<tr>
<td>Tower remaining intact throughout round</td>
<td>Distribution of announced bonus</td>
</tr>
</tbody>
</table>

17. Disputes are decided by the judge, who is not permitted to observe the activity on the shooting surface.

18. The winner is the individual (other than the treasurer or the observer) who has accumulated the most marbles after the sixth-round payoff.
**MARBLES ROLE-DESCRIPTIONS SHEET**

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**Shooter**

The following are special instructions for your role. *Do not reveal this information to anyone.*

Your objective is to win, i.e., to end round six with the most marbles. You may make *any* deals or agreements that you think will help you accomplish this objective. These arrangements may be initiated with other shooters, the rule maker, the rule enforcer, or the judge.

During the bargaining phase, you may enter into an agreement with one or more of the other shooters for the bonus marbles. This agreement is symbolized by stacking the dowel pieces of the persons in the agreement end on end to form a tower. In order for you to be eligible to win bonus marbles, your dowel piece must be a part of the highest tower.

If you are not a party to the “valid agreement,” you may attempt to shoot down the tower during your turn.

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**Rule Maker**

The following are special instructions for your role.

Your objective is to make things run as smoothly as possible and, by doing so, to prove that you are the right person for the job. You may make any rules or agreements that you think will help this to happen. Agreements may be initiated with shooters, the rule enforcer, or the judge.

You are empowered to impose your rules in addition to the preestablished, non-negotiable ones. In order for your rules to be enforceable, they must be posted where all players can see them. Some ideas are: tax levies, salaries for nonshooters, penalties, supplemental bonuses, and distribution of income from your rules.

During the preparing-the-shooting-surface phase of each round, you may purchase public-job marbles for two marbles each and indicate to the treasurer where you want them to be placed on the board.
**Rule Enforcer**

The following are special instructions for your role.

Your objective is to be fair and to prove yourself worthy of reelection. You may make any deals or agreements that you think will help you to accomplish this objective. This bargaining may be initiated with shooters, the rule maker, or the judge.

Your responsibility is to report to the treasurer any infractions of preestablished rules, and to enforce those rules posted by the rule maker.

During the preparing-the-shooting-surface phase of each round, you may purchase protection marbles for two marbles each and indicate to the treasurer where you want them to be placed on the board.

---

**Judge**

The following are special instructions for your role.

Your objective is to be fair and to prove yourself worthy of reelection. You may make any deals or agreements that you think will help you to accomplish this objective. This bargaining may be initiated with shooters, the rule maker, or the rule enforcer.

Your responsibility is to make binding decisions when disputes are brought to you. You may impose penalties at your discretion. You may not observe the activity on the shooting surface.
**Treasurer**

The following are special instructions for your role.

Your objective is to ensure an orderly succession of rounds. Your responsibilities include the following: implementing the rules, enforcing the preestablished rules, preparing the playing surface, and collecting and disbursing marbles appropriately. You are not eligible to win.

**Preliminary to Round 1**

1. Give a cup containing five marbles to each of the following participants: the five shooters, the rule maker, the rule enforcer, and the judge.

2. Arbitrarily distribute the five dowels among the shooters, one to each.

**Rounds 1 to 6**

(Repeat the following four phases in each round.)

1. Bargaining

   a. Distribute the dowels.

   b. Announce the number of bonus marbles available for each round (in this order: 5, 10, 15, 20, 25, 30).

   c. Start the timer.

   d. Determine whether a valid agreement has been reached and announce which shooter(s) may receive the potential bonus.

   e. If no valid agreement has been reached in the time permitted, announce the termination of the bargaining phase.

2. Preparing the Shooting Surface

   a. Distribute the appropriate number of job marbles (green) randomly on the dots.

   b. Place the trouble marbles (gold) in position on their appropriately sized LEGO® supports.

   c. Place the valid-agreement tower (if there is one) in the center.

   d. Offer public-job marbles (blue) for sale to the rule maker; if a purchase is made, place the sold marble(s) where the purchaser indicates. Follow the same procedure for selling protection marbles (large) to the rule enforcer.
<table>
<thead>
<tr>
<th>Round</th>
<th>Number of Bonus Marbles</th>
<th>Number of Job Marbles</th>
<th>Number of LEGO® Blocks for Trouble-Marble Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>25</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>30</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

3. Shooting
   a. Determine the order of shooting.
   b. Announce the beginning of the shooting phase.

4. Payoff
   a. The appropriate transaction is carried out after each shooter completes his or her turn.
   b. If a valid-agreement tower has remained intact throughout the shooting phase, disburse the appropriate number of bonus marbles.

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**Observer**

Your task is to watch the activity to make a brief report after rounds 2, 4, and 6.

You are not eligible to win.

You cannot be a party to any deal.

Some things to observe include the following: influence, feelings, communication patterns, and reactions to rules.
MATRIX: BALANCING ORGANIZATIONAL NEEDS

Goals
- To allow the participants to become acquainted with and experience a matrix organizational structure.
- To demonstrate the rewards and difficulties experienced by a group that concentrates on task and process simultaneously.

Group Size
Two or three subgroups of seven to ten participants each.

Time Required
Approximately two hours.

Materials
- A copy of the Matrix Overview for each participant.
- A set of Matrix Role Sheets for each subgroup so that the members may fulfill the following roles:
  - One corporate-services director;
  - One personnel director;
  - One manager; and
  - Four to seven workers.
- Blank paper and a pencil for each participant.
- A clipboard or other portable writing surface for each participant.
- A copy of the Matrix Discussion Sheet for each participant.
- A newsprint flip chart and a felt-tipped marker for each subgroup.

Physical Setting
A large room with movable chairs for the participants. The following diagram shows an arrangement that will accommodate two subgroups. In each subgroup the workers face a newsprint flip chart.
Process

1. The facilitator presents the activity as an introduction to matrix organizations. Each participant is given a copy of the Matrix Overview and is asked to read this handout. Then the facilitator elicits questions about the handout, clarifying as necessary. (Fifteen minutes.)

2. The participants are assembled into two or three subgroups of seven to ten each. Within each subgroup the facilitator assigns the following roles:
   - One corporate-services director;
   - One personnel director;
   - One manager; and
   - Four to seven workers.

3. Each participant is given a copy of the appropriate role sheet and is instructed to read the sheet. (Five minutes.)

4. The participants are asked to assume their assigned positions for the beginning of the role play. Each participant is given blank paper, a pencil, and a clipboard or other portable writing surface.

5. After emphasizing that it is important that each participant maintain his or her role until notified otherwise, the facilitator invites the workers in each subgroup to talk quietly among themselves until their manager joins them. Then each subgroup’s corporate-services director is asked to begin the activity by meeting with the manager and giving the specified assignment. (Ten minutes.)
6. Each subgroup’s manager is instructed to consult with the personnel director for instructions regarding a different assignment. (Five minutes.)

7. The manager for each subgroup joins his or her workers, explains the two assignments, asks the workers to begin, and provides whatever assistance is deemed appropriate. As each subgroup works, its directors observe quietly.

8. After fifteen minutes the participants are instructed to stop the role play. The facilitator distributes copies of the Matrix Discussion Sheet and asks the members of each subgroup to discuss answers to the questions on this handout. The members are further instructed to select a reporter to record the subgroup’s answers and to report later to the total group. (Twenty minutes.)

9. The total group is reconvened, and the subgroup reporters share the results of the previous step. The facilitator elicits comments from the matrix bosses regarding their observations and then leads a concluding discussion about reactions to and applicability of the matrix concept.

Variations

- After step 9 two more assignments may be given so that the participants can apply what they have learned.
- Each matrix boss may be instructed to interrupt the manager whenever his or her specific task is not being worked on.
- Each worker may be given a group role (for example, a dominator, a harmonizer, or an initiator).
MATRIX OVERVIEW

All organizations have two conflicting needs: (a) to attend to the special interests of different parts of the organization and (b) to regulate and integrate all of these parts in harmonious and common action. The matrix organizational structure was devised to address both of these needs. The identifying feature of a matrix organization is that some managers report to two bosses. In such a situation, the two bosses function at the same hierarchical level and are in charge of two related, but different, areas of business, both of which are represented in the subordinate manager’s work. This system not only accommodates the special interests of the two areas, but also answers the need for regulation and integration in that both of the bosses report to senior management and both have the same manager or managers one level down reporting to them. A slightly different version frequently occurs in engineering companies, in which two project managers report to the same top executive and have a common pool of engineering professionals working under them and supervised by the manager(s) of that pool.

A simple illustration of a basic matrix system is provided below.

The Matrix Boss

Each matrix boss is in charge of an entire function, product, area, or service, but is not in total command over the individuals who report to him or her. The matrix boss shares power with an equal, often over the same subordinates and usually over information and issues.

In addition, the matrix boss is required to represent a portion of the organization’s activities and also to maintain an institutional perspective—the corporate point of view.

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Sharing managerial control is sometimes difficult. The matrix boss must be aware that his or her subordinates have other voices to listen to and other priorities. Great care must be taken to ensure that the logic behind and importance of any directives are clear.

**The Manager with Two Bosses**

The way to be successful as a manager with two bosses is to accept the fact that although contradictory demands may be made, the matrix system is the best way to accommodate simultaneous and/or competing organizational needs. When viewed from this perspective, the manager’s role really is not so different from that of the traditional manager: in both cases attention must be paid to competing demands, tradeoffs, and conflicts. However, when this perspective is not assumed or when the matrix system functions poorly, the manager may become preoccupied with internal issues. Ultimately, the result may be a feeling that the organization lacks direction.
**MATRIX ROLE SHEET**

**Matrix Boss: Corporate-Services Director**

You are the corporate-services director for an organization that is in a state of transition. The organization has grown very rapidly during the past two years, and this growth has generated a number of problems. In an attempt to resolve these problems, top management has just named you the chairperson of a task force that has been charged with determining actions to take toward resolving internal turmoil. You have also been told that the first meeting of the task force is today and that you must come to the meeting with some data that will serve as a starting point.

One of the departments under your supervision is responsible for analyzing corporate processes and making suggestions for their improvement. You feel that the members of this department will be essential to the completion of this task and that they can provide you with the data you need for today’s meeting. Thus, after some thought, you have decided to explain the task to the department manager and to request that the department members contribute their ideas about the five major characteristics of each of the following:

- Effective interpersonal relations in a work group;
- Effective problem solving in a work group;
- An effective worker; and
- An effective manager.

You realize that you will need time to assess the results of the assignment before you attend the task-force meeting. Thus, you plan to ask the manager to have the department members complete the assignment in fifteen minutes.

After the manager joins his or her workers, you should move close to the group and observe quietly.
MATRIX ROLE SHEET

Matrix Boss: Personnel Director
You are the personnel director for an organization that is in a state of transition. As a result of recent growth, the organization has found it increasingly difficult to maintain its commitment to human resource development. In an attempt to resolve this problem, top management has just named you the chairperson of a task force that has been charged with establishing a new program for human resource development. You have also been told that the first meeting of the task force is today and that you must come to the meeting with some data that will serve as a starting point.

One of the departments under your supervision is responsible for analyzing corporate processes and making suggestions for their improvement. You feel that the members of this department will be essential to the completion of this task and that they can provide you with the data you need for today’s meeting. Thus, after some thought, you have decided to explain the task to the department manager and to request that the department members contribute their ideas about ten ways in which managers can foster participation and involvement among their subordinates.

You realize that you will need time to assess the results of the assignment before you attend the task-force meeting. Thus, you plan to ask the manager to have the department members complete the assignment in fifteen minutes.

After the manager joins his or her workers, you should move close to the group and observe quietly.

-------------------------------------------------------------------------------------------------

MATRIX ROLE SHEET

Manager
You are the manager of a department that analyzes corporate processes and makes suggestions for their improvement. You report to two matrix bosses: the corporate services director and the personnel director.

During this activity you will be given an assignment by each of these bosses. It is your responsibility to ensure that both assignments are completed. You will need to explain the assignments to your subordinates and provide any clarifying information and help that they require.

After you have received the assignments, you will have fifteen minutes to explain, delegate, supervise, and follow through to completion. You may use any supervisory methods that you feel are appropriate. A newsprint flip chart and a felt-tipped marker will be provided.
Matrix Role Sheet

Worker

You are a worker in a department that analyzes corporate processes and makes suggestions for their improvement. The organization that employs you operates within a matrix structure. The manager of your department, who is your direct supervisor, reports to two matrix bosses: the corporate-services director and the personnel director.

During this activity you will be given instructions by your manager. These instructions are the result of two different assignments, one from each director, that must be completed concurrently and within a time limit. Your manager will provide the details. Do your best to comply with all instructions.
MATRIX DISCUSSION SHEET

1. How did the manager feel about each assignment?
2. How did the manager’s approach to the assignments help or hinder their completion? How did this approach help or hinder the workers’ morale?
3. How did the manager and the workers feel about having to complete two assignments simultaneously? Did one assignment assume precedence over the other? If so, why?
4. What were the positive effects of having to complete both assignments within the specified time limit? What were the negative effects?
5. What might be some of the benefits and pitfalls inherent within a matrix system?
6. Would a matrix structure work within your own organization? Why or why not?
THE HUNDREDTH MONKEY: SHARED MIND-SETS

Goals

- To introduce participants to the concept of shared mind-set.
- To offer participants the opportunity to explore four types of shared mind-set.
- To offer participants the opportunity to explore options for promoting a shared organizational mind-set.

Group Size

Twelve to twenty participants.

Time Required

Approximately two hours.

Materials

- A copy of The Hundredth Monkey Story for each participant.
- A copy of The Hundredth Monkey Figure 1 (from The Hundredth Monkey Theory Sheet), prepared in advance on newsprint.
- A pencil and a portable writing surface for each participant.
- A copy of The Hundredth Monkey Work Sheet 1 for each member of the first subgroup.
- A copy of The Hundredth Monkey Work Sheet 2 for each member of the second subgroup.
- A copy of The Hundredth Monkey Work Sheet 3 for each member of the third subgroup.
- A copy of The Hundredth Monkey Work Sheet 4 for each member of the fourth subgroup.
- A newsprint flip chart and several felt-tipped markers.
- Masking tape for posting newsprint.

The idea of shared mind-set is based on Organizational Capability: Competing from the Inside Out, by Dave Ulrich and Dale Lake, copyright © 1990 by John Wiley & Sons, Inc. Reprinted by permission of John Wiley & Sons, Inc.
A copy of The Hundredth Monkey Theory Sheet for the facilitator.

**Physical Setting**

A room with adequate space for the subgroups to work without disturbing one another.

**Process**

1. The facilitator presents the goals of the activity and asks the following question: “Do you like baseball?” The participants who respond “yes” are asked to form a subgroup at one end of the room and those who respond “no” are asked to form a subgroup at the opposite end of the room. *Note to facilitator: If more than twelve people choose the same subgroup, split that subgroup into two subgroups.* (Five minutes.)

2. The facilitator distributes blank newsprint, felt-tipped markers, and masking tape to each subgroup. Both subgroups are given the following instructions: “Discuss the images—the thoughts, feelings, and especially the actions—that come to your mind when you think about baseball. List key phrases on the newsprint, and choose a representative to present your descriptions to the total group.” (Ten minutes.)

3. The facilitator reconvenes the total group. Each representative in turn presents the conclusions of his or her subgroup. (Five to ten minutes.)

4. The facilitator leads a discussion of the similarities and the differences in the two descriptions. The facilitator asks the participants to think of something else that they love or hate and to imagine how someone else might see it differently. Volunteers are encouraged to make brief comments about the subjects they chose. (Twenty minutes.)

5. The facilitator then distributes copies of The Hundredth Monkey Story and instructs the participants to read the story. (Five minutes.)

6. The facilitator posts the newsprint copy of Figure 1 and presents a lecturette based on The Hundredth Monkey Theory Sheet. (Ten minutes.)

7. The participants are asked to form four subgroups of approximately equal size. Subgroup 1 is given a copy of The Hundredth Monkey Work Sheet 1; Subgroup 2 is given a copy of The Hundredth Monkey Work Sheet 2; Subgroup 3 is given a copy of The Hundredth Monkey Work Sheet 3; and Subgroup 4 is given a copy of The Hundredth Monkey Work Sheet 4. The facilitator distributes blank newsprint, felt-tipped markers, and masking tape to each subgroup. The subgroups are instructed to follow the instructions on their respective work sheets. (Twenty minutes.)

8. The facilitator reconvenes the total group. Each subgroup in turn presents its conclusions. (Fifteen to twenty minutes.)
9. The facilitator leads a concluding discussion based on questions such as the following:

- What were your reactions to exploring organizational mind-sets? What thoughts came to your mind?
- What are the similarities among the four groups in terms of the importance of exploring the mind-sets? The differences?
- What are the similarities among the four groups in terms of the ways an organization might promote a mind-set? The differences?
- What have you learned about organizational mind-sets?
- What can you do with that learning in your own organizational situation? What can you do to enhance or change your organization’s mind-set?

(Fifteen to twenty minutes.)

Variations

- Each subgroup could be given questions about all four mind-sets. Differences and similarities in their answers could be discussed.
- The group could work from a case study about an organization to determine which mind-sets might need changes and how to go about making changes.
- The activity could be shortened by beginning with stating the goals of the activity and moving on to step 5.
"The Japanese monkey, *Macaca fuscata*, has been observed in the wild for a period of over 30 years. In 1952, on the island of Koshima, scientists were providing monkeys with sweet potatoes dropped in the sand. The monkeys liked the taste of the sweet potatoes, but they found the dirt unpleasant.

"An 18-month-old female named Imo found she could solve the problem by washing the potatoes in a nearby stream. She taught this trick to her mother. Her playmates also learned this new way and they taught their mothers, too. This cultural innovation was gradually picked up by various monkeys before the eyes of the scientists.

"Between 1952 and 1958, all the young monkeys learned to wash the sandy sweet potatoes to make them more palatable. Only the adults who imitated their children learned this social improvement. Other adults kept eating the dirty sweet potatoes!

"Then something startling took place. In the autumn of 1958, a certain number of Koshima monkeys were washing sweet potatoes—the exact number is not known. Let us suppose that when the sun rose one morning there were 99 monkeys on Koshima Island who had learned to wash their sweet potatoes. Let’s further suppose that later that morning, the hundredth monkey learned to wash potatoes.

"THEN IT HAPPENED!

"By that evening almost everyone in the tribe was washing sweet potatoes before eating them. The added energy of this hundredth monkey somehow created an ideological breakthrough! But notice.

"A most surprising thing observed by these scientists was that the habit of washing sweet potatoes then jumped over the sea—Colonies of monkeys on other islands and the mainland troop of monkeys at Takasakiyama began washing their sweet potatoes! 3

"Thus, when a certain critical number achieves an awareness, this new awareness may be communicated from mind to mind. Although the exact number may vary, the Hundredth Monkey Phenomenon means that when only a limited number of people know of a new way, it may remain the consciousness property of these people. But there is a point at which if only one more person tunes in to a new awareness, a field is strengthened so that this awareness is picked up by almost everyone!"

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2 For the complete story of the hundredth monkey, see *The Hundredth Monkey*, by Ken Keyes, Jr., 1986, Coos Bay, OR: Vision Books. This book has sold more than one million copies.

Instructions: Your assignment, as members of Subgroup 1, is to look at Type I mind-sets: Internal Ends. A shared mind-set about internal ends means that employees feel an identity with the organization and that they understand the organization’s mission and its competition.

Discuss Internal Ends with the other members of your subgroup and prepare answers on newsprint for the following questions:

1. Why is it important for employees within an organization to share a mind-set about internal ends?

2. How might an organization promote a shared mind-set about internal ends?
THE HUNDREDTH MONKEY
WORK SHEET 2

Instructions: Your assignment, as members of Subgroup 2, is to look at Type II mind-sets: Internal Means. A shared mind-set about internal means refers to a common understanding of how work is done in the organization, including such factors as decision making, information sharing, and so on.

Discuss Internal Means with the other members of your subgroup and prepare answers on newsprint for the following questions:

1. Why is it important for employees within an organization to share a mind-set about internal means?

2. How might an organization promote a shared mind-set about internal means?
THE HUNDREDTH MONKEY
WORK SHEET 3

Instructions: Your assignment, as members of Subgroup 3, is to look at Type III mind-sets: External Ends. A shared mind-set about external ends has to do with how well suppliers, customers, and other stakeholders understand and accept the goals of the organization.

Discuss External Ends with the other members of your subgroup and prepare answers on newsprint for the following questions:

1. Why is it important for suppliers, customers, and other stakeholders of an organization to share a mind-set about external ends?

2. How might an organization promote a shared mind-set about external ends?
THE HUNDREDTH MONKEY
WORK SHEET 4

Instructions: Your assignment, as members of Subgroup 4, is to look at Type IV mindsets: External Means. A shared mind-set about external means refers to implementing processes by which suppliers, customers, and other stakeholders understand and agree with the processes by which an organization operates.

Discuss External Means with the other members of your subgroup and prepare answers on newsprint for the following questions:

1. Why is it important for suppliers, customers, and other stakeholders of an organization to share a mind-set about external means?

2. How might an organization promote a shared mind-set about external means?
The phenomenon of “the hundredth monkey” also occurs with organizational change. Successful management of change requires that a certain critical number achieves an awareness. How as leaders can we best promote awareness and acceptance of change as well as commitment to that change?

In *Organizational Capability: Competing from the Inside Out*, Ulrich and Lake (1990) present the concept of shared mind-set:

Shared mind-sets stem from organizational culture; they exist within the overall corporation, or within businesses, departments, functions, or groups. They represent a uniform way of thinking, perceiving, and valuing both the goals of an organization and the processes used to reach those goals. They can be characterized as attitudes, values, or basic assumptions. If shared mind-sets exist, the employees within an organization and the stakeholders outside it experience strategic unity—a common understanding of the organization’s goals as well as the process used to reach those goals. (p. 55)

Shared mind-set is a way of explaining that the reasons that people do what they do are a result of the ways in which human brains process, store, and retrieve information. Memories of activities are stored as images; our images of an activity affect the actions we take about that activity. When we did the activity about baseball, we demonstrated how people store information and showed that we could predict their actions. Those who declared themselves baseball fans had positive images of baseball and their actions (watching games, following statistics, playing the game, and so on) showed them to be fans. Those who said that they did not like baseball reported negative images of baseball and their actions reinforced the fact that they were not fans.

Mind-sets are the result of information and behavior. The more a person takes in consistent information about a topic and the more that person takes consistent action, the more he or she forms a mind-set.

Organizations, like individuals, have mind-sets that affect how they act. Shared mind-sets in an organization lead to a cohesive sense of purpose, and employees work together toward common goals. Ideally employees, customers, and suppliers all will share the same mind-set.

What is shared and where the mind-set is shared are key factors in the success of an organization. An understanding of both the means and the ends, internally and externally, means that there is a common vision of what the organization is trying to accomplish and how it intends to go about doing that. The interactions of these factors result in a shared mind-set that is unique to a particular organization. This uniqueness is a fundamental element in competitive advantage.

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4 The idea of shared mind-set is based on *Organizational Capability: Competing from the Inside Out*, by Dave Ulrich and Dale Lake, copyright © 1990 by John Wiley & Sons, Inc. Reprinted by permission of John Wiley & Sons, Inc.
### WHERE THE MIND-SET IS SHARED

<table>
<thead>
<tr>
<th>WHAT MIND-SET IS SHARED</th>
<th>Internal</th>
<th>External</th>
</tr>
</thead>
<tbody>
<tr>
<td>Means (Processes, Routines)</td>
<td>Type II</td>
<td>Type IV</td>
</tr>
<tr>
<td>Ends (Goals, Outcomes)</td>
<td>Type I</td>
<td>Type III</td>
</tr>
</tbody>
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**Figure 1. Shared Organizational Mind-Sets**

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**REFERENCE**

THE PEOPLE OF TRION:
EXPLORING ORGANIZATIONAL VALUES

Goals

- To offer the participants an opportunity to examine their organizational values.
- To explore the implications of the participants’ organizational values.
- To explore the implications of differences between personal and organizational values.
- To examine the ways in which people are taught organizational values.

Group Size

Two or three subgroups of eight to ten participants each.

Time Required

Approximately two hours.

Materials

- A copy of The People of Trion Role Sheet A for each participant Trionian.
- A copy of The People of Trion Role Sheet B for each participant businessperson and each observer.
- A copy of The People of Trion Observer Sheet for each observer.
- Blank paper and a pencil for each participant.

Physical Setting

A main assembly room in which each subgroup can conduct its role play and discussions without disturbing the other subgroup(s). A table and chairs should be provided for each subgroup. In addition, a separate room with a table and chairs should be provided for the use of the participant Trionians in preparing to play their roles.

Process

1. The facilitator explains the goals of the activity.
2. The participants are assembled into subgroups of eight to ten participants each, and each subgroup is seated at a separate table. The facilitator distributes handouts and
supplies to each subgroup: Three participants receive role sheet A; four participants receive role sheet B; and the remaining participants receive the observer sheet as well as role sheet B. In addition, each participant is given blank paper and a pencil. Then all participants are instructed to read their handouts. (Ten minutes.)

3. The participants who are to play the Trionians are asked to leave the main assembly room and to be seated at a table in a separate room. The subgroups of businesspeople and observers are instructed to spend the next few minutes thinking and making notes about how to proceed with their tasks. The facilitator leaves the room to join the Trionians, elicits and answers questions about what they are to do when the individual subgroup role plays commence, and emphasizes the importance of maintaining their roles during the role plays. Then the Trionians are instructed to spend the next thirty minutes discussing among themselves how to approach the playing of their roles and making notes about questions that they would like to ask the businesspeople.

4. The facilitator returns to the main assembly room, elicits and answers questions from the various subgroups of businesspeople about what they are to do during the role plays, and instructs these subgroups to begin their meetings in preparation for educating the Trionians. The facilitator also emphasizes how important it is for the businesspeople to be sensitive to the background and the needs of the Trionians as they plan their approach and during the upcoming role plays.

5. After the businesspeople have completed their plans, the facilitator invites the Trionians to return to the main assembly room and to rejoin their original subgroups. Then the businesspeople are instructed to begin the individual subgroup role plays with the Trionians.

6. After thirty minutes the facilitator tells the participants to stop their role plays. The observers are instructed to share and discuss their questions and answers about both phases of the activity with their fellow subgroup members, and the businesspeople and Trionians are instructed to share and discuss the difficulties they experienced in playing their roles. (Thirty minutes.)

7. The facilitator reassembles the total group for a concluding discussion during which the following questions are asked:
   - What questions were raised in your mind about the organizational values expressed? How did you react to those questions? What do your questions and reactions say about your values?
   - What does this role play symbolize about the ways in which we teach and learn organizational values? How does the teaching process used during the role play compare with the process used in your organization?
   - What statements seem to be true about typical organizational values?
How have you felt in the past when your personal values conflicted with your organization’s values?

If you were to replay your role now, what would you do differently?

What might you do differently in your organization in the future with regard to acting out your personal values? What might you do differently when reacting to the organization’s values?

Variations

- Participants may be assigned to observe the Trionians’ discussion in step 3.
- After step 7 the subgroups may be asked to conduct their role plays again, based on the total-group discussion and what they have learned.
- The role of the businesspeople may be changed to that of representatives from another institution, such as government or education.
- The role of the Trionians may be changed to that of members of a warlike society.
- The goals of the activity may be refocused to the process of education and/or training, and the total-group discussion may concentrate on adaptation to minorities, different ethnic backgrounds, and so forth.
THE PEOPLE OF TRION ROLE SHEET A

Native Tronian

You are a native of Trion, a primitive society from a remote island. Recently Trion was threatened by an invading tribe, and the government of the country that you are now living in came to its rescue. You and almost all of your fellow Trionians were successfully airlifted to this new country. You have been in this country for a number of months now and have been taught the language and provided with food, clothing, and shelter.

Trion was a simple society with a primitive technology. Its agrarian economy provided the basic needs of life, and each Trionian labored toward the production of these necessities. Governance in Trion was by consensus of the members of the Trionate, a body of citizens whose membership rotated every six months. Each adult Trionian was expected to serve one, and only one, term as a member of the Trionate.

Few social institutions existed in Trion; marriage and formal religion, for example, were unknown. People fell in love, lived together, and reared their children. Trionians were and are of the highest moral character. Violence was rare in Trion, though minor violations were occasionally committed against an individual or the community. In all such cases, the punishment, which was determined by a subcommittee of the Trionate, consisted of isolation for varying periods of time.

Competition did not exist in Trion; neither did businesses. Consequently, the whole language of business is strange to you and your fellow Trionians. Although you have found the people of this country to be kind and generous, their habits, life styles, and ideas about working continue to confuse you. Now you have been told that you and the other Trionians are to meet with a group of representative businesspeople, who will teach you what you need to know in order to enter and succeed in the country’s job market. You are looking forward to this meeting because you are certain that the businesspeople will help you to understand the ways of these people.
THE PEOPLE OF TRION ROLE SHEET B

Businessperson

You have been chosen to be a member of a team of experts on the way in which your country’s organizations operate. Your team’s task is to explain to some people from Trion, a primitive island society, how the concept of work is carried out in organizations. A number of months ago Trion was threatened by an invading tribe, and your government came to its rescue. Almost all Trionians were successfully airlifted to your country; provided with food, clothing, and shelter; and taught your language. Now these people are ready to take the next step toward becoming integrated into your society: They are about to enter the job market. You and your fellow team members are to educate these people about what they can expect with regard to life in organizations, what opportunities exist within such organizations, and what pitfalls to avoid. Here are some terms that you might want to consider defining during the course of your explanation:

- job interview
- worker
- supervisor/boss
- manager
- benefits
- behavioral standards
- organizational norms/values
- time card
- salary
- job description
- responsibilities
- goal setting

- work team
- productivity
- meetings
- schedules
- deadlines
- motivation
- incentives (e.g., raises, promotions)
- performance review
- termination
- corporation
- competition
- profit and loss

You need not explain all of these terms and you need not feel restricted to only the terms listed. Consider the list as a starting point. In a few minutes you will be meeting with the other members of your team to discuss an approach to take in educating the Trionians.

The copy that follows consists of background information about the people of Trion. This information should help you in determining what to say to these people.

The Trionians

Trion was a simple society with a primitive technology. Its agrarian economy provided the basic needs of life, and each Trionian labored toward the production of these necessities. Governance in Trion was by consensus of the members of the Trionate, a body of citizens whose membership rotated every six months. Each adult Trionian was expected to serve one, and only one, term as a member of the Trionate.
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Competition did not exist in Trion; neither did businesses. Consequently, the whole language business is strange to the Trionians. Your country’s habits, life styles, and ideas about working continue to confuse them. It is hoped that you and your fellow team members will demonstrate a high degree of concern and caring as you help these people to develop an understanding of life in your country’s organizations.
THE PEOPLE OF TRION OBSERVER SHEET

Instructions: Your task is twofold: (1) to observe a group of businesspeople as they discuss an approach to take in educating the Trionians, and (2) to observe the interactions of these businesspeople and the Trionians during the ensuing educational session. Read the content of role sheet B so that you will be familiar with the task assigned to the businesspeople as well as the situation of the Trionians.

As you observe these two phases of the activity, write the answers to the following questions. Do not enter into any conversations with the businesspeople or the Trionians. Later you will be asked to share your observations with the subgroup to which you have been assigned.

Phase 1: The Meeting of the Businesspeople

1. What terms are the businesspeople choosing to define? How are they defining these terms?

2. What issues are raised as the businesspeople approach the task? What are the areas of agreement? What are the areas of disagreement?

3. What do their choice of terms, their definitions, and their explanation of organizational life say about the organizational values these people hold?
4. Are the businesspeople more concerned with the people of Trion or with their own explanation of organizational life? What does their focus suggest about organizational values?

5. How are the businesspeople acting out their organizational values as they conduct the meeting?

**Phase 2: The Meeting of the Businesspeople with the Trionians**

1. How are the businesspeople approaching the Trionians? What choices are they making in presenting their explanation? What changes, if any, are they making in their original plan?

2. How do you account for the approach being taken?
3. What *explicit* values are the businesspeople emphasizing? What *implicit* values are they emphasizing?

4. How are the Trionians reacting to the explanation?

5. What major questions are the Trionians asking? What values do these questions imply? How are these questions being treated by the businesspeople?

6. What differences in values between the Trionians and the businesspeople are obvious? What similarities are obvious?
MANDOERS: ORGANIZATIONAL CLARIFICATION

Goals

- To enable groups undergoing team-building efforts within the same organization to examine management and employee development, organizational effectiveness, and reward systems in the work organization.
- To explore the diversity of views among participants regarding complex social and behavioral phenomena.
- To examine feelings resulting from organizational problems and to identify corrective actions that can be taken to deal with them.

Group Size

Fifteen to thirty-five participants.

Time Required

Two to two and one-half hours.

Materials

- A copy of the MANDOERS Precepts for Employee Development, the MANDOERS Precepts for Organizational Effectiveness, and the MANDOERS Precepts for Reward Systems for each participant.
- Paper and a pencil for each participant.
- Newsprint, masking tape, and felt-tipped markers.

Physical Setting

A room large enough for all teams to meet privately.

Process

1. The facilitator tells the participants that they will be given three sets of “precepts” to read and then work on. The facilitator explains that “MANDOERS” (pronounced MAN-DO-ERS) is an acronym for
   - MANagement and employee Development,
   - Organizational Effectiveness, and
   - Reward Systems in the work organization (both financial and nonfinancial).
The participants are told that the domain of “precepts”—that is, practical guides to action—lies somewhere between universally applicable personnel principles and highly theoretical concepts. Alleged principles of personnel administration and employee relations often fall flat when diagnosed concretely because so little in the field of personnel management can be accepted unconditionally. Likewise, many concepts, even the most popular and those well grounded in research, seem overgeneralized or too vague. Precepts are useful and can be communicated to the practitioner (or manager) who accepts them for what they are: rough judgments about what works in management. These precepts, however, are subject to modification as more experience is reported.

2. The facilitator subdivides the group into teams of four to five members each, either on the basis of expressed interest in management and employee development, organizational effectiveness, or reward systems or on some other basis (such as similarity in organizational employment or previous team assignment).

3. The facilitator assigns each team to work on one of the sets of precepts: employee development, organizational effectiveness, or reward systems. (Each of the three sets of precepts should be assigned to at least one of the teams, depending on their apparent needs and interests.)

4. Each team is given forty minutes to reach a consensus and prepare a report on the following questions, using the appropriate set of precepts as a guide:

   - What are the main problems in organizational effectiveness (or employee development or the reward systems) in your present organization?
   - How do you propose to deal with these problems personally in your organizational role during the next twelve months?
   - What levels of success do you predict, and how will you measure them?

The facilitator explains that participants are not to blame the proverbial “they” for MANDOERS problems (i.e., top management or some higher echelon of the work organization not present) but are to use the precepts as a stimulus to focus attention and energy on a problem.

5. The facilitator calls the teams together and posts the team reports on newsprint.

6. The facilitator leads a discussion of what was learned in the groups, new information generated during the activity, generalizations that could be made, and possible applications to the work situation. (This is often a heady experience for an organization and may lead to an open airing of suppressed feelings about “how rewards are given out around here,” secret pay policies, “phony” promotions, folklore about particular classifications and jobs, and status symbols.)
**Variations**

- The activity may be conducted separately for top management and middle management teams, followed by a confrontation meeting conducted by the facilitator in the action-planning mode.

- All levels of management can share the perceptions and work through various proposals for change at the same time.

- The activity may be used with individuals who have no work or employment bond. A task can be created for the teams that would lead to a discussion of the MANDOERS precepts.

- A wage and salary specialist knowledgeable about the employer’s compensation policies and practices can be present to answer technical questions. This specialist may be able to recommend changes in the pay system or policies of the organization at a later date based on what has been learned during the session.

Submitted by Thomas H. Patten, Jr.
MANDOERS PRECEPTS FOR EMPLOYEE DEVELOPMENT

*Every executive or manager should:*

1. Treat each employee as an individual.
   - Recognize individual differences.
   - Vary developmental methods to suit each employee.
2. Recognize that every person’s development is ultimately self-development.
   - Understand that development is not something you “do” a person.
   - Avoid trying to live the other person’s life; encourage employees to get in touch with themselves and to work toward personal goals.
3. Allow employees to express themselves at work by not forcing them to conform to a mold.
   - Recognize that there are many successful and organizationally acceptable ways to accomplish the same task.
   - Build upon employees’ personal strengths.
4. Use the present job and day-to-day work assignments to develop employees.
   - Plan to “stretch” people by exhausting their learning opportunities in their present jobs.
   - Do not emphasize promotions as the sole goal of development.
5. Provide an atmosphere of equal opportunity for development. Allow everyone to grow.
   - Avoid artificial barriers of sexism, racism, and ageism.
   - Recognize that moral values beyond the workplace have an effect on employee development.
6. Recognize the distinction between “person” as the individual contributor and “manager” as the supervisor of the work of others.
   - Provide opportunities for the growth of individuals who appear to lack interest or skill in supervising others.
   - Allow managers wide discretion in problem solving and decision making.
   - Take risks and tolerate some errors until subordinates have learned their jobs well.
7. Hold subordinate managers responsible for the development of employees reporting to them.
   - Do not abdicate developmental responsibilities to the personnel office.
- Inquire about developmental activities carried out by subordinates.

8. Provide open, honest feedback on job performance.
   - Level with employees.
   - Accept feedback from subordinates.
   - Formalize the feedback process in writing when possible.
MANDOERS PRECEPTS FOR ORGANIZATIONAL EFFECTIVENESS

Every executive or manager should:

1. Establish and communicate organizational objectives.
   - Develop organizational objectives that are consistent with those of the organization.
   - Communicate objectives to subordinates.
   - Adjust objectives to meet changing needs.
   - Establish criteria for determining the progress of subordinates in meeting these objectives.

2. Establish an organization that is simple in concept and responsive to new requirements and that defines individual responsibilities clearly.

3. Develop a competent staff.
   - Staff the organization with capable people, develop replacements for all positions, and initiate action to replace employees not adequately discharging their responsibilities.
   - Provide opportunities for all employees to realize their full potential through regular review of achievements and shortcomings and guidance to improve performance.

4. Ensure organizational effectiveness.
   - Perform completed staff work and develop and recommend solutions for problems.
   - Understand line and staff relationships and use staff members effectively.
   - Encourage innovation by developing an atmosphere in which employees will freely contribute ideas.
   - Hold administrative procedures and controls to a minimum.
   - Seek changes in policies and procedures when improved efficiency will result.
   - Communicate employee attitudes to organizational superiors and resolve employee complaints quickly.

5. Represent the employing organization to the public.
   - Show enthusiasm for the employing organization, its products, and/or its services.
   - Use discretion in making public statements about the organization.
   - Make no commitments that cannot be fulfilled.
   - See that outside inquiries or complaints are handled promptly and well.
MANDOERS PRECEPTS FOR REWARD SYSTEMS

*Every executive or manager should:*

1. Reward employees according to job performance.
   - Use pay as an incentive.
   - Recommend pay changes, status changes, and other formal recognition for high performance.
   - Reward subordinates whenever possible in accordance with their contributions and performance.

2. Communicate performance results formally and informally to all employees.

3. Assure that every employee is properly classified and compensated.
   - Take the initiative in seeking changes in job classification and pay where warranted.
   - Keep job descriptions up-to-date and properly applied.

4. Determine if financial rewards beyond base salary are justified.
   - Attach an incentive bonus to key managerial and professional jobs.
   - Restrict the remuneration of those in lower echelon positions to base compensation and fringe benefits.

5. Insist upon and fairly administer an “exceptional” pay policy.
   - Seek exceptions to policies and rules if equity and/or outstanding performance are involved.
   - Do not overextend an exceptional policy.

6. Help weak performers improve and take corrective action as needed.
   - Remove weak performers if coaching and counseling do not help them improve.
   - Use the power to demote and discharge with care, considering such alternatives as attrition, outplacement, early retirement, medical retirements, etc.

7. Be prepared to explain decisions on rewards and penalties to employees and provide authoritative and honest information on the administration of rewards and penalties.
THE SHOE-DISTRIBUTION COMPANY: EXPLORING THE IMPACT OF ORGANIZATIONAL ROLES

Goals
- To explore organizational dynamics.
- To help the participants to identify motivating forces within different organizational roles.
- To provide an opportunity for the participants to observe competition and/or collaboration as a result of organizational dynamics and roles.

Group Size
Thirteen to twenty-five participants.

Time Required
Approximately two and one-half hours.

Materials
- A copy of The Shoe-Distribution Company Task Sheet 1 for the participant who plays the role of the retired board chairperson.
- A copy of The Shoe-Distribution Company Task Sheet 2 for each member of the top-management subgroup.
- A copy of The Shoe-Distribution Company Task Sheet 3 for each member of the middle-management subgroup.
- A copy of The Shoe-Distribution Company Task Sheet 4 for each member of the worker subgroup.
- A copy of The Shoe-Distribution Company Task Sheet 5 for each observer.
- A pencil for each observer.
- A clipboard or other portable writing surface for each observer.
- Name tags as follows:
  - One that reads “Retired Board Chairperson”;
  - Three to seven that read “Top Manager”;
  - One that reads “Top-Management Observer”;

- Three to seven that read “Middle Manager”;
- One that reads “Middle-Management Observer”;
- Three to seven that read “Worker”; and
- One that reads “Worker-Group Observer.”

- A copy of The Shoe-Distribution Company Discussion Sheet for each participant.
- A newsprint flip chart and a felt-tipped marker or a chalkboard and chalk.

**Physical Setting**

A room large enough to accommodate interaction among the three subgroups.

**Process**

1. The facilitator explains the goals of the activity.
2. All participants are instructed to remove their shoes and to put them in a pile in a designated place in the room.
3. The facilitator announces that the participants all work for The Shoe-Distribution Company and that the purpose of the company is to distribute the participants’ shoes efficiently and in a manner that is consistent with the company’s structure and methods of operation.
4. One participant is selected to be the retired board chairperson and is introduced to the others as fulfilling this role. This individual is given a copy of the appropriate task sheet and is asked to read the sheet.
5. The remaining participants are divided into three subgroups of approximately equal size. These subgroups are publicly designated as the top-management subgroup, the middle-management subgroup, and the worker subgroup. Each member of each subgroup is given a copy of the appropriate task sheet and is asked to read it.
6. Each subgroup is instructed to select an observer. The chosen participant from each subgroup is given a copy of the observer sheet, a pencil, and a clipboard or other portable writing surface. The observers are told to read their sheets and to comply with the instructions.
7. Each participant is given the appropriate name tag and is asked to put it on.
8. The participants are told that they have forty-five minutes to accomplish the distribution of the shoes, but that they must adhere to the guidelines set forth in their individual task sheets. Then they are instructed to begin.
9. While the subgroups work, the facilitator monitors their activities, announcing the remaining time at intervals.
10. After forty-five minutes, the activity is stopped. The facilitator asks the participants to reclaim any undistributed shoes and then return to their subgroups. The
participant who played the role of the retired board chairperson is invited to join one of the subgroups and to participate actively in the upcoming discussion.

11. Copies of The Shoe-Distribution Company Discussion Sheet are distributed to all participants. Each subgroup is asked to follow the guidelines on this sheet and to select one member to record the subgroup’s answers to the questions listed in item 3. (Forty-five minutes.)

12. The facilitator reconvenes the total group and asks the recorders to share the answers recorded in the previous step. (Fifteen minutes.)

13. The facilitator leads a concluding discussion on the following topics, listing major points on newsprint or a chalkboard:

- The ways in which each group’s task, rules, and restrictions affected its perceptions and behavior;
- The dynamics and patterns that developed within The Shoe-Distribution Company;
- The ways in which the company as a whole functioned well and the ways in which it functioned poorly;
- Generalizations about positions in an organization and resulting attitudes and behaviors; and
- Possible applications to the participants’ back-home situations.

**Variations**

- The task sheet for the retired board chairperson may be altered so that this individual serves as a helpful consultant. Another option is to eliminate the chairperson and substitute a government official or a union representative, in which case a new role sheet must be written and the observer and discussion sheets must be altered.
- The task sheet for the middle-management group may be changed to stipulate that the middle managers may not decide on a method of distribution; instead, they may only implement a method determined by the top managers.
- The task sheet for the worker group may be altered to stipulate that the workers may speak only to the middle managers. Another alternative is to carry this stipulation one step further by allowing the workers to speak to the middle managers only if the managers initiate the conversation.
- The role of the observer may be eliminated.

Submitted by Marc A. Silverman.
THE SHOE-DISTRIBUTION COMPANY TASK SHEET 1:
RETIRED BOARD CHAIRPERSON

Instructions: While the three subgroups are involved in their activities, you are to visit each subgroup at least once. During each visit you are to behave as follows:

- Suggest that only you know what is best in this situation and for the company in general;
- Offer approaches to resolving the situation that require difficult negotiations with the other subgroups; and
- Make cynical, pessimistic comments about the subgroup’s plight.

THE SHOE-DISTRIBUTION COMPANY TASK SHEET 2:
TOP-MANAGEMENT SUBGROUP

Your Task
As a subgroup, determine three ways to distribute the shoes, select the most efficient one, and then implement it through the middle managers.

Rules and Restrictions
1. The members of your subgroup and the middle-management subgroup may not do any manual labor.
2. Only your subgroup may make decisions on policy matters (such as compensation for employees).
3. You and the other members of your subgroup may not initiate conversation with the workers; however, you may reply if they speak to you.
THE SHOE-DISTRIBUTION COMPANY TASK SHEET 3:
MIDDLE-MANAGEMENT SUBGROUP

Your Task
As a subgroup, decide on the most efficient way in which the shoes can be distributed, but take no action until your decision is approved by top management.

Rules and Restrictions
1. The members of your subgroup may not do any manual labor.
2. Only the top-management group may make decisions on policy matters (such as compensation for employees), but you may offer suggestions to this group.
3. You may talk freely with the members of the worker subgroup as well as the top managers.

THE SHOE-DISTRIBUTION COMPANY TASK SHEET 4:
WORKER SUBGROUP

Your Task
As a group, decide what compensation you require in order to distribute the shoes. Be creative in making your decision.

Rules and Restrictions
1. You may not work without compensation.
2. You have no decision-making power regarding how the shoes are to be distributed, but you may offer suggestions.
THE SHOE-DISTRIBUTION COMPANY TASK SHEET 5: OBSERVER

You are an observer rather than an active member of your subgroup. Therefore, you are not to speak until you are instructed to do so, which will be at the completion of the activity. Announce this to your subgroup.

During the activity watch and listen closely as your subgroup works on its task. Make notes on answers to the following questions:

1. Who participated most? Who participated least?

2. Was there a subgroup leader? If so, how did this person become the leader?

3. How did the subgroup make decisions?

4. How would you describe the energy level of the subgroup? Did it change at different times?

5. What was the attitude of the subgroup? Did it change during the course of the activity? If so, how?

6. What norms were established in the subgroup? Did these norms enhance or inhibit the subgroup’s effectiveness?

7. How well did the subgroup react to unforeseen changes?

8. How did the behavior of the retired board chairperson affect the subgroup?

9. What stance did this subgroup take toward the other subgroups?
THE SHOE-DISTRIBUTION COMPANY DISCUSSION SHEET

1. The observer begins the discussion by sharing answers to the questions on his or her task sheet.
2. The other members share their reactions to the observer’s comments.
3. The members discuss and answer the following questions:
   - How did being a member of your particular subgroup affect your feelings and your behavior during the activity?
   - How did you feel toward the other subgroups? How did you feel toward the retired board chairperson?
   - Did your subgroup collaborate or compete with the other subgroups? How was this behavior expressed?
   - How well did your subgroup utilize its power? How could you have utilized this power more effectively?
PRAIRIE GENERAL HOSPITAL: PARALLEL LEARNING STRUCTURES

Goals
- To help participants to recognize functional/professional barriers to problem solving within an organization.
- To demonstrate the use of parallel learning structure interventions for optimal utilization of human resources.
- To help participants to develop effective cross-boundary organizational dialogue mechanisms.

Group Size
From twenty-six to thirty-eight participants.

Time Required
Two and one-half hours.

Materials
- A copy of the Prairie General Hospital Case Description for each participant.
- One copy of each of the following role descriptions: CEO, Medical Director, Administrative Director, Head Nurse, and Social Services Director.
- Five copies of each of the following role descriptions: Doctor, Resident, Nurse, Nurse’s Aide, Physical or Occupational Therapist, and Social Services Staff.
- Three copies of the following role description: Maintenance Engineer.
- A name tag for each participant and several markers.
- A pencil and a few sheets of blank paper for each participant.
- A newsprint flip chart and a felt-tipped marker for the facilitator and for each of the three problem-solving groups.
- Masking tape for posting newsprint.

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1 This material is adapted from Parallel Learning Structures, by G. Bushe and A.B. Shani, © 1991, by Addison-Wesley Publishing Co., Inc., Reading, Massachusetts. Reprinted with permission of the publisher.
Physical Setting

A room large enough for subgroups to work without disturbing one another. A movable chair and a writing surface should be provided for each participant.

Process

1. The facilitator introduces the activity by reviewing the goals. The facilitator explains that participants will explore the functioning of a bureaucratic organization by playing roles in an organization called Prairie General Hospital (PGH). (Five minutes.)

2. The facilitator distributes copies of the Prairie General Hospital Case Description and reviews it with the participants, giving particular attention to descriptions of the various departments and identifying the management hierarchy of the organization. The facilitator draws Figure 1 (the Prairie General Hospital: Organization Chart) on newsprint and posts the newsprint sheet. (Five minutes.)

3. One participant is selected for each of the following roles: chief executive officer (CEO), medical director, administrative director, head nurse, and social services director. Three participants are selected to play the role of maintenance engineer. The remaining participants are divided equally among the roles of doctors, residents, nurses, nurse’s aides, physical or occupational therapists, and members of the social services staff. For these remaining roles, at least three people and no more than five are needed for each role. (Five minutes.)

4. Each participant is given a copy of the Prairie General Hospital Role Description appropriate for his or her role. A name tag is also provided for each participant, and markers are made available. Each participant writes the title of his or her role on the name tag and wears the tag.

5. The facilitator distributes a pencil and several sheets of blank paper to each participant. The participants are asked to meet in subgroups with others with the same title and to spend a few minutes developing their assumed personalities. The CEO, administrative director, and medical director meet as a subgroup. The social services director meets with the social services staff and serves as the leader. The head nurse meets with the nurses and serves as the leader; the nurse’s aides, however, meet separately as a subgroup. Each of the other subgroups selects a leader, who will also serve as a spokesperson. The facilitator suggests answering the following questions in developing a subgroup identity:
   - Who are we?
   - What is our professional identity?
   - What are our likes and dislikes at PGH?

(Ten minutes.)
6. The facilitator instructs members of each subgroup to work together to generate three lists of potential issues: (a) issues facing them, (b) issues facing their departments, and (c) those facing the organization. At least one issue should appear on each list. (Ten minutes.)

7. The facilitator reconvenes the total group and explains that three problemsolving subgroups will be formed, each consisting of (a) either the medical or administrative director or the CEO and (b) one member from each of the professional subgroups (doctors, residents, nurses, nurse’s aides, physical or occupational therapists, maintenance engineers, and members of the social services staff). The remaining participants, if any, are divided among the subgroups as observers. A newsprint flip chart and a felt-tipped marker are made available to each problem-solving subgroup. Each of the three subgroups discusses the issues identified by the professionals and selects three high-priority issues to be presented to management. These issues are recorded on newsprint and posted. (Ten minutes.)

8. The facilitator reconvenes the total group and leads the participants and observers in a discussion of the major characteristics of PGH, based on the following questions:

- What level of shared understanding was achieved?
- How could that shared understanding be enhanced?
- How did members communicate within the subgroups?
- How effective was communication among the professional subgroups?
- What are the current challenges faced by PGH?
- What are the strengths of PGH?
- What areas need improvement?
- How could these areas be improved?

(Fifteen minutes.)

9. The facilitator describes the concept of parallel learning structures as follows: “Parallel learning structures operate outside the bureaucratic structure of an organization. Members of the parallel learning structures are also members of the larger organization. A parallel learning structure is composed of a steering committee and one or more action groups. The steering committee provides direction for and oversees the operation of the parallel learning structure. The steering committee also acts as an interface between the parallel organization and upper-level management. The action groups are composed of members from all levels and all functions of the organization, and all members of an action group are given equal voice in discussions. Guidelines for action-group meetings include a

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disregard for bureaucratic rank and the encouragement of communications across professional-group boundaries. Leadership rotates among action-group members, and decisions are made by consensus. Action groups may take on various roles, including resolving problems that the formal organization has been unable to remedy, working with ill-defined problems, and planning and implementing new programs.”

The facilitator elicits and answers questions to make certain the characteristics of parallel learning structures are understood by all of the participants. (Ten minutes.)

10. The facilitator creates a steering committee, composed of those playing the roles of the CEO, the medical and administrative directors, the head nurse, and a doctor selected by the doctors’ group. The steering committee meets in a group-on-group setting, with the remaining participants observing from outside its perimeter. From the nine issues selected and posted in step 8, the steering committee chooses three issues that affect the organization and records each one on a different flip chart. These issues need not be the issues selected by the problemsolving groups. (Ten minutes.)

11. Participants reconvene in the professional subgroups formed previously in step 5. The facilitator asks each subgroup to refine its point of view on each of the issues selected by the steering committee. (Ten minutes.)

12. The facilitator announces that three action groups will be assembled and calls for one or two volunteers from each professional subgroup to serve on them. The volunteers are divided into three action groups: one for each of the three issues selected by the steering committee. Members of the steering committee also serve in these groups and should be spread among the three groups. All action-group members symbolically remove their name tags and thus relinquish their hierarchical positions within the action group. Each action group assembles near the flip chart displaying the issue it will consider, and each action group selects a leader. The remaining participants serve as observers. (Five minutes.)

13. Each action group explores its assigned issue and redefines the problem. The action-group members seek alternative solutions, define criteria for choosing a solution, and develop a proposed solution for the steering committee to review. Note to facilitator: The important shift to look for—and the key lesson of this role play—is that in this second round the members of the action group develop an organization-wide appreciation of the problems, whereas previously the members of the professional groups focused primarily on their respective departments’ points of view even when considering issues facing the organization. (Fifteen minutes.)

14. The steering committee meets again as the other participants observe. The committee reviews the action-group proposals and decides on an implementation strategy. It also develops a strategy for presenting the proposals to the formal organizational leadership. (Ten minutes.)
15. The facilitator reassembles the total group and discusses the characteristics of the parallel structure. Positive characteristics may include collaboration across department boundaries, changed communication flow, improved problem-solving capability, and greater trust among group members. Shortcomings may include apprehension regarding changed status, confusion about roles, and distrust of the process and the motives of management. (Ten minutes.)

16. The facilitator compares the operation of the “new” organization with that of the old, professionally bound organization and leads a discussion based on the following questions:

- What are the advantages of each type of organization?
- What are the disadvantages?
- To what extent does structural change influence outcomes?
- What are the effects of structure on the quality of working relationships?
- What differences were apparent in communication effectiveness? In organizational culture? In problem-solving effectiveness?
- How do these differences affect results?

(Fifteen minutes.)

Variations

- Larger and smaller groups can be accommodated by adjusting the number of problems generated and thus the number of action groups that address the problems.
- Time can be reduced by running a parallel group and the traditional groups at the same time. Observers can take notes and compare the operation of both groups.
- Step 14 can be eliminated if the facilitator explains that at this point the steering committee would normally meet again to review the proposals, decide on an implementation strategy, and develop a presentation for the formal organizational leadership.

Submitted by Abraham B. Shani and Daniel M. Wise.
PRAIRIE GENERAL HOSPITAL CASE DESCRIPTION

Prairie General Hospital (PGH) is a research hospital associated with a large university in the Midwest. It has an eighty-five-year history and a reputation for excellence and innovation. This reputation has been built on a genuine concern for the public welfare and on the quality of the medical-school program.

The hospital has always relied on university funds. Recently the university’s board of regents decided that PGH should stand on its own feet financially. As a result of this new attitude, several policies have changed, most notably the way uninsured patients are treated. For the most part, these patients are now referred to the county hospital across town. Other changes include reducing the support staff, closing the gift shop, and cutting back in acquisitions of state-of-the-art equipment.

Prairie General is organized in two major clusters: medical and administrative (see Figure 1). The chief executive officer, the medical director, and the administrative director are charged with managing PGH. The two major subsystems—with their own mix of personnel, tasks, and technologies—are composed of multiple professional departments.

The local newspapers have been devoting a great deal of attention to PGH. According to their reports, the board of directors recently trimmed the medical staff and rejected a proposal to acquire a nuclear magnetic resonance imaging laboratory. The public is beginning to wonder about the reliability of PGH.

Figure 1. Prairie General Hospital: Organization Chart
PRAIRIE GENERAL HOSPITAL
ROLE DESCRIPTION: CEO

You have spent most of your career in hospital administration. Four months ago you were hired to run Prairie General Hospital (PGH), and this is your first time in a research hospital. Prairie General is a university-associated hospital, so the role of CEO (chief executive officer) is a misnomer. You report to a board of directors and to the university president. You also have the board of regents over your head. The university has seen the trend toward higher profits in the hospital industry, and it wants PGH to fall in line and reduce the demands made on the university’s already stretched budget.

The morale at PGH has been down lately because of staff changes, pressure by the board to increase profits, and increased demands from the union. You have been working diligently to reconcile conflicts. However, your success has been limited. Meetings with the hospital administrators have been nightmares: Tempers have been short; yelling, frequent; and accusations, freely dispensed. In your opinion, little is accomplished at these meetings. You believe that PGH would be better off if the medical director, the administrative director, and you made all the top decisions.

You are scheduled to chair another meeting this afternoon. On the agenda are complaints about staffing shortages, admissions-policy recommendations, and a restructuring proposition. There is also a free spot on the agenda for department heads to voice their complaints and make open recommendations for action. You dread this monthly ritual.
PRAIRIE GENERAL HOSPITAL
ROLE DESCRIPTION: MEDICAL DIRECTOR

You have been at Prairie General Hospital (PGH) for ten years. You are now in charge of the medical aspects of hospital administration, an office you have held for about six months. You spend some time in your office doing paper work or making telephone calls. Most of your time, though, seems to be taken up in meetings with various division chiefs or with the PGH board of directors. Recent trends have driven PGH to tighter business practices, affecting admissions and treatment policies. You can understand the need for making the hospital work like a well-run business, but you still wish your staff could treat patients as people a little more often. You are trained as an M.D., and sometimes you wish you could spend time on the floor treating patients.

You used to get along well with most of the hospital staff. However, you now find that the doctors, nurses, and even the orderlies and staff rarely talk to you and seem to avoid you. You have found yourself sitting alone in the cafeteria more often than you would like. You take your administrative role seriously, and you like to get things done at meetings. You follow a tight agenda and make many decisions on your own.
PRAIRIE GENERAL HOSPITAL
ROLE DESCRIPTION: ADMINISTRATIVE DIRECTOR

As the administrative director at Prairie General Hospital (PGH), you are responsible for the day-to-day operations of the hospital. You oversee all nonmedical functions, including admissions, billing, staff assignments, and maintenance. Personnel who report directly to you include the social services director, the admissions director, the head maintenance engineer, and the head of the accounting department. You also have people to take care of supplies. Your training is in health-care administration, and you have an M.B.A. in public-health administration. You have been in your present position for ten years and with PGH for eighteen years. You work hard, believe that hospitals should be profitable, and admire members of your staff who put in a little extra time to get things done. Difficulty in collecting money for patients relying on government assistance has been a real problem; as a result, you are very vocal about establishing policies to limit the admission of indigent patients. You are at odds with the medical director on this point. You also have stated that the hospital could save money by cutting back on the superfluous services offered by the social services department and by cutting its budget.
PRAIRIE GENERAL HOSPITAL
ROLE DESCRIPTION: HEAD NURSE

You have been with Prairie General Hospital (PGH) for eight years, and most of that
time has been in the intensive-care unit. You were recently transferred to obstetrics and
appointed head nurse in that department. You are frustrated that you have not had time
to get to know the nurses who are working with you in that area, and you have sensed
discontent within the department. You are aware that there has been a chronic shortage
of nursing staff and that the nurses have been asked to work extra shifts, sometimes
immediately following their scheduled shifts. However, you insist that the nurses meet
your expectations, which are admittedly quite high. You are also frustrated that the
doctors seem to ignore the nurses even though the nurses do most of the work in
preparing mothers for delivery. You represent the nurses in your department at regular
PGH administrative meetings. Recently the nurses gave you a list of grievances that
included the following:

- Work-scheduling problems (extra shifts)
- Low wages
- Holdup of instruments in sterilization facility
- Understaffing
- The medical director’s attitude
PRAIRIE GENERAL HOSPITAL
ROLE DESCRIPTION: SOCIAL SERVICES DIRECTOR

For several years you have been the director of the social services department at Prairie General Hospital (PGH). Your department provides financial counseling, public seminars, drug-therapy programs, family-support groups, and a number of other services for both inpatients and outpatients. You consider the services of your department critical to the public image of PGH. The social services department consists of nonmedical professionals, including social workers, psychologists, and a marketing staff. These employees are highly competent and like to work on their own with little supervision. You get along well with your staff, respecting their individuality and complimenting their work. Recently, however, the administrative director said that the hospital could save money by cutting back the “superfluous” services offered by your department and has been attempting to cut your budget. You vehemently disagree.
PRAIRIE GENERAL HOSPITAL
ROLE DESCRIPTION: DOCTOR

You have a private practice outside Prairie General Hospital (PGH) and alternate days at each facility. You live thirty minutes from PGH and are on call there several days a week. You receive a good income but work long hours. Your time at PGH is spent mostly with patients, and usually you do not stay around any longer than necessary. You appreciate the work of the nursing staff, but you have little time to spare to talk with them. You feel pressured by the PGH administration to cut costs and to cut corners in treating patients. You feel the new admissions guidelines prevent you from giving appropriate care to your patients. You consider yourself most knowledgeable about your patients and therefore in a superior position to make decisions about patient care and hospital policy. You resent the seemingly endless committee meetings that have recently occupied your time.
PRAIRIE GENERAL HOSPITAL
ROLE DESCRIPTION: RESIDENT

You completed medical school a year ago. Now—after eight years of school and a year of internship while living on borrowed money and a shoestring—you are receiving a small salary as a resident at Prairie General Hospital (PGH). You are expected to work twenty-four-hour shifts several days a week. You are tired; your family seldom sees you; and your children are growing up. You have all the responsibility for patient care, but you receive none of the credit. In other words, you feel you are being used as cheap labor. You are not represented by a union. You are represented at PGH administrative meetings by your department’s chief physician. You interact with the doctors and nurses on your floor, but you feel that several of the physicians consider you inferior and do not trust your judgment.
PRAIRIE GENERAL HOSPITAL
ROLE DESCRIPTION: NURSE

You are a registered nurse in the obstetrics department. You normally work a twelve-hour shift four days a week. You are often called to work an extra shift, sometimes immediately following your regular shift, because of scheduling problems and chronic shortages of personnel. You consider yourself underpaid and overworked. You feel relatively powerless in the hierarchy, and you are represented by the nurses’ union. Recently a nurse from another department was appointed head nurse in obstetrics. Several nurses in obstetrics believe they should have been given the position. The new head nurse is demanding and difficult to get along with.
PRAIRIE GENERAL HOSPITAL
ROLE DESCRIPTION: NURSE’S AIDE

You are paid an hourly rate at Prairie General Hospital (PGH), and you perform menial jobs: changing linens, transporting patients within the hospital, preparing surgical equipment, and assisting the nurses. You are not represented by the union. Your hours are flexible and change from week to week. You have been unable to schedule events in your personal life because of the unpredictability of your work schedule. Your family does not understand why you have no control over the situation. Your major contact at PGH is with the nurses, but lately they have been preoccupied with their own demands. The head nurse, who represents your interests at the administrative meetings, rarely schedules meetings with nurse’s aides and seems oblivious to your concerns.
PRAIRIE GENERAL HOSPITAL
ROLE DESCRIPTION:
PHYSICAL OR OCCUPATIONAL THERAPIST

As a physical or occupational therapist at Prairie General Hospital (PGH), you report to the medical director. You work with patients who have undergone surgery or suffered a debilitating illness, such as a stroke. Most of your work is on a one-on-one basis with the patients. You enjoy your work and especially like to note the progress of your patients. This kind of therapy is usually long-term, and many of your patients are outpatients. You try not to become involved in the political or monetary issues of PGH, but you have noticed that your patients have been more tense and have been scheduling less time with you. You suspect it is due to PGH’s billing policies and practices. The head of your department recently retired and has not been replaced. As a result, your department is not currently represented at PGH administrative meetings.
PRAIRIE GENERAL HOSPITAL
ROLE DESCRIPTION: SOCIAL SERVICES STAFF

The social services department runs many of the outpatient programs for Prairie General Hospital (PGH), such as drug and alcohol rehabilitation, family-support groups, public-health seminars, and financial counseling. Your department also handles the publicity for these programs. The staff consists of nonmedical professionals, including social workers, psychologists, and marketing experts. You may choose to be any one of these. You consider yourself highly competent and resent unnecessary supervision when working with your clients.

The social services department is clustered with the administrative functions of PGH. Your immediate supervisor is the social services director, who reports to the hospital’s administrative director. You get along well with your supervisor, and you have very little contact with the administrative director. You feel that the services provided by your department could be better represented by the medical director than by the administrative director.

Recent cutbacks in “superfluous” services in your department convince you of that fact. You have also heard rumors that staff cuts are imminent.
PRAIRIE GENERAL HOSPITAL
ROLE DESCRIPTION: MAINTENANCE ENGINEER

If it were not for the maintenance engineers, Prairie General Hospital (PGH) would have shut down fifteen years ago. You are the people who keep the heat going when it is ten degrees below zero outside and the air conditioning blowing when it is ninety-five degrees. If there is a problem with the electrical circuits or the oxygen or if anything else at PGH is broken or not working properly, you and your staff quickly make it right again. Usually there are no problems, because you keep on top of things. However, because everything seems to work so well, you do not receive much credit for your efforts.

Your crew is on duty twenty-four hours a day. All the members of your team know what they are doing, and they are a good bunch. Nonetheless, you are on call at all times in case of an emergency that they cannot handle. During the last several months you have been called in far more frequently than previously. Something is going wrong and you talked to your crew about it, but none of you can figure out why things are breaking. It all seemed to start when that new CEO came in. Well, you do your job, and so does the rest of the maintenance crew. Besides, you plan to retire soon, so it does not matter to you what people at PGH are up to.
HATS “R” US: LEARNING ABOUT ORGANIZATIONAL CULTURES

Goals
- To introduce the participants to four general types of organizational culture.
- To provide the participants with an opportunity to identify the culture of their own organization.
- To offer the participants an opportunity to explore their personal alignment or misalignment with their organization’s culture.

Group Size
Four subgroups of four to six participants each. This activity is intended to be used with participants who are all employed by the same organization, although it can easily be altered to be used with a group of participants who represent different organizations.

Time Required
Approximately two hours and thirty to forty-five minutes.

Materials
- Four to six copies of each of the four culture sheets (a different sheet for each subgroup; a copy for each subgroup member).
- A copy of the theory sheet for each participant.
- A copy of the discussion sheet for each participant.
- A newsprint flip chart for each subgroup.
- Several different colors of felt-tipped markers for each subgroup.
- A pencil for each subgroup.
- A clipboard or other portable writing surface for each subgroup.
- A newsprint flip chart and a felt-tipped marker for the facilitator’s use.
- Masking tape for posting newsprint.
Physical Setting

A large room in which the subgroups can work without disturbing one another. Movable chairs should be provided. Also, plenty of wall space should be available for posting newsprint.

Process

1. The facilitator assembles four subgroups of four to six participants each, gives each subgroup a newsprint flip chart and several felt-tipped markers, and makes the following comments:

“During the upcoming activity you will be experiencing the dynamics of organizational culture. Each subgroup represents a company that is in the business of producing hats. You and your fellow subgroup members will be given a handout describing the type of organizational culture that exists in your hat company. Using the information in that handout, you will do three things: (1) Draw a newsprint picture of a hat that you think that culture would produce; (2) determine your culture’s goals for marketing the hat that you drew and list these goals on newsprint; and (3) devise an action plan that the culture could use to market the hat and list the highlights of this plan on newsprint. All of these assignments—creating the picture of the hat, determining marketing goals, and devising an action plan for marketing—must be consistent with the cultural description that you will be given. After all subgroups have finished all three tasks, the subgroups will take turns presenting their hats, their marketing goals, and their action plans to the total group.”

As the facilitator explains the three tasks, he or she writes them on newsprint and posts the newsprint prominently.

2. The facilitator answers questions about the task and then distributes the culture sheets, giving the members of each subgroup a different sheet and asking them to read their sheets. After announcing that the subgroups have thirty minutes, the facilitator instructs the subgroups to begin. While the participants are working, the facilitator remains available to clarify and assist as necessary. (Forty minutes.)

3. After thirty minutes the facilitator asks the subgroups to stop their work and to take turns presenting their hats, their marketing goals, and their marketing action plans—without revealing the cultures they are representing. Each subgroup is instructed to post their newsprint drawing and lists and to leave these items posted after the presentation. (Twenty minutes.)

4. The facilitator distributes copies of the theory sheet, asks the participants to read this sheet, and then leads a discussion by asking the following questions:

- Which hat belongs to which culture? What do the hats, the marketing goals, and the marketing action plans tell you about the organizational cultures involved?
How did you find yourself behaving while you were working with your subgroup? How was your work affected by the nature of the organizational culture that you were dealing with? How did that culture appear to affect other members of your subgroup?

How did you feel about the culture that your subgroup dealt with? Which characteristics of the culture appealed to you? Which were not appealing?

As the participants identify which hat belongs to which culture, the facilitator writes the culture names on the respective newsprint sheets. (Twenty to thirty minutes.)

5. The facilitator asks the participants to reassemble into their subgroups and gives each participant a copy of the discussion sheet. In addition, each subgroup is given a pencil and a clipboard or other portable writing surface (for the recorder’s use). Each subgroup is instructed to discuss answers to the questions on the handout and to select one member to record answers and to report them later to the total group. (Thirty minutes.)

6. The facilitator reconvenes the total group and asks the subgroup recorders to take turns sharing the subgroup answers to the questions on the discussion sheet. As the recorders report, the facilitator writes salient points on two separate sheets of posted newsprint, one with the heading “The Organization’s Culture” and the other with the heading “Alignment/Misalignment.” (Twenty minutes.)

7. The facilitator leads a concluding discussion by asking these questions:
   - Which organizational cultures seem to be most represented by this group? What does that information suggest?
   - What purposes does an organizational culture serve for its members? For its customers or clients?
   - How might you and your organization be affected if you feel aligned with the organizational culture? How might you and your organization be affected if you feel misaligned with the culture?
   - How can you use what you have learned to help you and the company succeed in the future?

Variations
- This activity may be used as an introduction to strategic planning or developing a mission statement.
- Materials may be provided so that the subgroups can actually produce the hats.
- While completing the three tasks, the participants may be instructed to behave as members of their assigned cultures would behave. A manager may be designated for each subgroup and asked to function in the way that a manager from that culture would.
During step 2, after some time has elapsed, one member of each subgroup may be asked to switch to a different subgroup. It is particularly effective to have someone from The Tough Guy, Macho Culture (culture sheet 1) switch with someone from The Process Culture (culture sheet 4) and to have someone from The Work Hard/Play Hard culture (culture sheet 2) switch with someone from The Bet-Your-Company Culture (culture sheet 3). The processing should deal with the experiences of those who switched subgroups.

Submitted by Catherine J. Nagy.
HATS “R” US CULTURE SHEET 1

Characteristics
- High risk, quick feedback (one year or less)
- Life and death/high financial stakes
- Intense pressure and frantic pace
- “All or nothing” environment

Values
- Risk taking and speed
- Motto: “Find a mountain and climb it”
- Survival of the fittest

Heroes and Survivors
- Gamblers, outlaws, and temperamental stars
- Aggressive, tough individualists
- People who are quick with ideas and decisions and need instant feedback

Rituals
- Superstitious rituals, lucky charms
- Tough internal competition; scoring points off one another
- Greetings to customers, clients, etc.: Appointments kept waiting a long time; receptionist hardly notices

Strengths and Weaknesses
- + Ability to work quickly and get the job done
- + Quick return and high financial rewards
- – Short-sightedness; no learning from mistakes
- – Lack of long-term investment, persistence, and endurance
- – Members who tend to be emotionally immature
- – High turnover; employees who are “slow bloomers” may not be successful in the short term

1 Adapted from Corporate Cultures: The Rites and Rituals of Corporate Life by T.E. Deal and A.A. Kennedy, 1982, Reading, MA: Addison-Wesley.
HATS “R” US CULTURE SHEET 2

**Characteristics**
- Low risk, quick feedback
- High level of activity, initiative, and persistence
- Fun and action

**Values**
- Customers and their needs
- Motto: “Find a need and fill it”
- High volume, low margin; losing one sale will not make or break an employee or the company

**Heroes and Survivors**
- Team players
- Those who are young, energetic, friendly, and good with people

**Rituals**
- Sales rallies, beer busts, contests, conventions, company songs, the sales pitch
- Greetings to customers, clients, etc.: Personal greeting at the door with a slap on the back and a cup of coffee

**Strengths and Weaknesses**
- + Speed and quantity
- + Ability to get a lot done and provide the mass-produced goods that consumers want
- + Short cycle time allows wrong decisions to be corrected quickly
- – High volumes, not high quality
- – Lack of thoughtful planning and attention
- – Quick fixes rather than long-term solutions
- – Employees who are more loyal to sales than to the company
- – Large turnover in salespeople if they are discouraged by low sales volumes

1 Adapted from *Corporate Cultures: The Rites and Rituals of Corporate Life* by T.E. Deal and A.A. Kennedy, 1982, Reading, MA: Addison-Wesley.
HATS “R” US CULTURE SHEET 3

Characteristics

- High risk, slow feedback
- High stakes: The entire company’s future can be at risk as a result of one or two bad decisions
- Persistent pressure despite long product cycles
- Careful consideration before acting

Values

- Investing in the future
- Giving good ideas the opportunity to succeed
- Showing respect for authority and technical competence
- Making the right decision; checking and double-checking

Heroes and Survivors

- People with strong character and self-confidence to sustain them through the long haul
- People who are self-directed, strong willed, emotionally mature
- People who do not easily change their minds after making decisions
- People who can withstand long-term ambiguity with little or no feedback
- People who persevere until big projects become reality

Rituals

- Lengthy business meetings with seating according to rank
- Detailed discussions at meetings, but only by senior members
- Top-down decision making after considering input from all group members
- Shared knowledge; mentoring
- Very formal and polite behavior
- Frequent references to company history
- Greetings to customers, clients, etc.: Sign-in procedure, badges

1 Adapted from Corporate Cultures: The Rites and Rituals of Corporate Life by T.E. Deal and A.A. Kennedy, 1982, Reading, MA: Addison-Wesley.
Strengths and Weaknesses

- Long-term perspective on careers, products, and profits
- Innovative, high-quality, breakthrough products
- Slow movement; vulnerability to short-term developments
HATS “R” US CULTURE SHEET 4

**Characteristics**
- Low risk, slow feedback
- Low financial stakes; no single transaction will affect an employee or the company
- Virtually no feedback to employees about their effectiveness unless they are blamed for something
- Protective, cautious; “cover-yourself” mentality; detailed memos for everything, copied to everyone
- Out of touch with external environment due to lack of feedback

**Values**
- Technical perfection
- Meticulous attention to correct process and details
- Focus on how the work is done rather than what work is done

**Heroes and Survivors**
- People who protect the integrity of the system to a greater extent than they protect their own
- People who follow procedures without questioning their relevance
- People who are neat, complete, accurate, orderly, punctual, and attentive to detail
- People who function as heroes (the jobs to which people are posted may turn them into heroes)

**Rituals**
- Long, rambling meetings focused on process, not content
- Asking questions that no one can answer
- Writing and discussing memos
- Attention to titles, rank, formalities
- Tightly structured hierarchical systems and processes
- Greetings to customers, clients, etc.: Sign-in procedure, badges

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1 Adapted from *Corporate Cultures: The Rites and Rituals of Corporate Life* by T.E. Deal and A.A. Kennedy, 1982, Reading, MA: Addison-Wesley.
**Strengths and Weaknesses**

- + Putting “order into work that needs to be predictable”
- – Bureaucratic red tape
What Is Organizational Culture?

An organization’s culture is the pattern of values and behaviors acquired and shared by its members. These patterns tend to persist over time, despite changes in the organization’s membership. Values are common beliefs, attitudes, concerns, and goals that members share at a deep, invisible, emotional level. Group members manifest their beliefs through visible behaviors and practices such as formal and informal structures, reward systems, communication and decision-making processes, and internal and external relationships. Rites and rituals perpetuate the norms of group behavior associated with success. Individual members who personify organizational beliefs and values typically become heroes and role models.

The following material delineates the main characteristics of the four types of organizational culture identified by Deal and Kennedy (1982).

The Tough Guy, Macho Culture

Characteristics

- High risk, quick feedback (one year or less)
- Life and death/high financial stakes
- Intense pressure and frantic pace
- “All or nothing” environment

Values

- Risk taking and speed
- Motto: “Find a mountain and climb it”
- Survival of the fittest

Heroes and Survivors

- Gamblers, outlaws, and temperamental stars
- Aggressive, tough individualists
- People who are quick with ideas and decisions and need instant feedback

Rituals

- Superstitious rituals, lucky charms
- Tough internal competition; scoring points off one another
Greetings to customers, clients, etc.: Appointments kept waiting a long time; receptionist hardly notices

**Strengths and Weaknesses**

- + Ability to work quickly and get the job done
- + Quick return and high financial rewards
- – Short-sightedness; no learning from mistakes
- – Lack of long-term investment, persistence, and endurance
- – Members who tend to be emotionally immature
- – High turnover; employees who are “slow bloomers” may not be successful in the short term

**The Work Hard/Play Hard Culture**

*Characteristics*

- Low risk, quick feedback
- High level of activity, initiative, and persistence
- Fun and action

*Values*

- Customers and their needs
- Motto: “Find a need and fill it”
- High volume, low margin; losing one sale will not make or break an employee or the company

*Heroes and Survivors*

- Team players
- Those who are young, energetic, friendly, and good with people

*Rituals*

- Sales rallies, beer busts, contests, conventions, company songs, the sales pitch
- Greetings to customers, clients, etc.: Personal greeting at the door with a slap on the back and a cup of coffee

*Strengths and Weaknesses*

- + Speed and quantity
+ Ability to get a lot done and provide the mass-produced goods that consumers want
+ Short cycle time allows wrong decisions to be corrected quickly
– High volumes, not high quality
– Lack of thoughtful planning and attention
– Quick fixes rather than long-term solutions
– Employees who are more loyal to sales than to the company
– Large turnover in salespeople if they are discouraged by low sales volumes

**The Bet-Your-Company Culture**

*Characteristics*

- High risk, slow feedback
- High stakes: The entire company’s future can be at risk as a result of one or two bad decisions
- Persistent pressure despite long product cycles
- Careful consideration before acting

*Values*

- Investing in the future
- Giving good ideas the opportunity to succeed
- Showing respect for authority and technical competence
- Making the right decision; checking and double-checking

*Heroes and Survivors*

- People with strong character and self-confidence to sustain them through the long haul
- People who are self-directed, strong willed, emotionally mature
- People who do not easily change their minds after making decisions
- People who can withstand long-term ambiguity with little or no feedback
- People who persevere until big projects become reality

*Rituals*

- Lengthy business meetings with seating according to rank
- Detailed discussions at meetings, but only by senior members
- Top-down decision making after considering input from all group members
- Shared knowledge; mentoring
- Very formal and polite behavior
- Frequent references to company history
- Greetings to customers, clients, etc.: Sign-in procedure, badges

**Strengths and Weaknesses**
- + Long-term perspective on careers, products, and profits
- + Innovative, high-quality, breakthrough products
- – Slow movement; vulnerability to short-term developments

**The Process Culture**

**Characteristics**
- Low risk, slow feedback
- Low financial stakes; no single transaction will affect an employee or the company
- Virtually no feedback to employees about their effectiveness unless they are blamed for something
- Protective, cautious; “cover-yourself” mentality; detailed memos for everything, copied to everyone
- Out of touch with external environment due to lack of feedback

**Values**
- Technical perfection
- Meticulous attention to correct process and details
- Focus on how the work is done rather than what work is done

**Heroes and Survivors**
- People who protect the integrity of the system to a greater extent than they protect their own
- People who follow procedures without questioning their relevance
- People who are neat, complete, accurate, orderly, punctual, and attentive to detail
- People who function as heroes (the jobs to which people are posted may turn them into heroes)
**Rituals**
- Long, rambling meetings focused on process, not content
- Asking questions that no one can answer
- Writing and discussing memos
- Attention to titles, rank, formalities
- Tightly structured hierarchical systems and processes
- Greetings to customers, clients, etc.: Sign-in procedure, badges

**Strengths and Weaknesses**
- + Putting “order into work that needs to be predictable”
- – Bureaucratic red tape

**How Culture Is Shaped**
Leadership at all levels can and should actively influence organizational culture. Deal and Kennedy (1982) emphasize that leaders within an organization need to know when to promote the existing culture and when to step outside it. For example, leaders need to invest time in creating and participating in rituals that reinforce the culture: celebrations, ceremonies, role modeling, setting social standards, orienting newcomers, and fine-tuning management processes. When normal, routine business problems arise, leaders in a Tough Guy, Macho Culture may reinforce the culture’s strengths by backing the stars, whereas in a Bet-Your-Company Culture they may reinforce strengths by ensuring that all bases are covered.

Kotter and Heskett (1992) recommend that leaders behave consistently with the organization’s adaptive values. Leaders need to hire, promote, and train individuals who share those same values. They also must embrace behaviors and practices that reinforce the company’s adaptive values and fit its business strategies.

However, leaders may need to step outside the culture when the external business environment changes, when the company’s performance becomes mediocre or worse, or when an ethical issue is at stake. Under these circumstances managers may deliberately announce practices that are in direct opposition to cultural norms, after which they need to provide the leadership needed to foster these new practices within the organization. For example, leaders may require teamwork from the Tough Guy, Macho Culture and quick responses from the Bet-Your-Company Culture.

Leaders also need to know how to work with subcultures within the main culture, such as the sales division or the finance department, to get things done. An important leadership task is balancing and reconciling legitimate differences and fostering tolerance, understanding, and appreciation of the unique strengths and values that each subculture adds to the company.
At a time when empowerment is an increasingly potent concept, it is important to note that the responsibility of appropriately maintaining or changing a company’s culture does not rest solely with management. Although management initiates maintenance or change, all employees must have the necessary commitment to the organization and personal flexibility to follow management’s lead.

**REFERENCES**


HATS “R” US DISCUSSION SHEET

1. What culture does your own company (your real employer) represent?

2. What are your company’s cultural values?

3. What are its strengths? What are its weaknesses?

4. What does the culture imply about the way people are expected to behave in your company?

5. In what ways do you feel aligned with your company’s culture? In what ways do you feel misaligned with the culture?
EXPLORING OUR CULTURAL HISTORY: BUILDING ORGANIZATIONAL AWARENESS

Goals
- To foster an understanding of change and culture in an organization.
- To provide formal recognition of the participants’ experiences in their organization.
- To encourage sharing and the building of relationships among the participants.

Group Size
At least twelve participants from the same organization, formed into subgroups of four to eight members each. A maximum of nine subgroups can be accommodated in the stated times.

Time Required
One and one-half to two hours, depending on the number of subgroups formed.

Materials
- A 5" x 8" index card and a pencil for each participant.
- A newsprint flip chart.
- Several felt-tipped markers in different colors for each subgroup.
- Masking tape for posting newsprint.

Physical Setting
A room with movable chairs. There should be adequate space for subgroups of four to eight members each, and wall space is needed to display newsprint posters. Tables for the subgroups are helpful but not essential.

Process
1. The facilitator presents the goals of the activity. (Five minutes.)
2. Each participant is given a 5" x 8" index card and a pencil and is asked to record his or her year of employment and then to hold up the resulting sign. The participants are instructed to line up, beginning with the individual who has been employed by the organization for the longest period of time, then the person who has been employed for the next-longest period, and so on. (Five minutes.)
3. The facilitator creates subgroups of approximately four to eight members each according to when the participants began working for the organization. For example, with a large group the facilitator may create a subgroup of participants who were employed in 1986, another consisting of participants who were employed in 1990, and so on. In a smaller group, the facilitator may want to create subgroups that span a few years, for example, one consisting of people employed from 1986 through 1989, another consisting of people employed from 1990 through 1994, and so on. (Five minutes.)

4. Each subgroup is given several sheets of newsprint and several felt-tipped markers in different colors and is instructed to create a poster describing the organization, its culture, and the changes occurring in the organization and culture when they were first employed. In addition each subgroup is asked to prepare a five-minute presentation explaining the poster to the total group and summarizing the discussion that led to the creation of the poster. (Forty-five minutes.)

5. After forty-five minutes the facilitator calls time. The subgroups take turns presenting their poster, explanations, and summaries to the total group, beginning with the subgroup whose members have been employed for the longest period of time. After each presentation the facilitator initiates applause and thanks the subgroup members. (Five minutes per subgroup.)

6. The facilitator leads a discussion about the insights that the participants have gained. Questions such as the following may be helpful:

- What do the various posters and presentations have in common? How do they differ? How do you account for the similarities and differences?
- What have you discovered about your organization’s culture? About the way it has changed over the years? What have you learned about the organization’s approach to change?
- What have you learned about your fellow participants? What part have your colleagues had in shaping the culture?
- What have you learned about planned versus unplanned cultural changes? How can the cultural change process be improved?
- How can you use what you have learned in your daily life at work?

(Fifteen minutes.)

**Variations**

- If the total group is small, the subgroups may use other media in addition to or instead of the poster. For example, the subgroups may present role plays.
- If the activity is used as an introduction to a workshop the subgroup presentations may be given throughout the early part of the workshop instead of all at once.
The activity could begin with the facilitator’s leading the participants in a “scrapbook” visualization, as follows:

“Imagine the scrapbook of your life. Go back to the page in the scrapbook when you first joined this organization. Flip through the images until you come to the present time. What was it like in the beginning? Now? What changes occurred? Feel free to jot down notes to use in your subgroup activity.”

The participants could be informed of the activity ahead of time and be asked to bring memorabilia about the organization that could be used on the organizational culture collage.
STRAWS AND PINS: BUILDING AND CHANGING SYSTEMS

Goals

- To explore the dynamics of systems and how those dynamics relate to systems change.
- To explore the concepts of the “ripple effect” and interdependence as they affect systems and system change.
- To develop the participants’ understanding of the dynamics of human systems as those dynamics relate to development and change.

Group Size

From eight to thirty-five participants in subgroups of four to seven members each.

Time Required

Approximately one hour and fifteen to thirty minutes.

Materials

- A copy of the Straws and Pins Discussion Sheet for each participant.
- Eighty drinking straws for each subgroup.
- Approximately two hundred straight pins for each subgroup.
- A pencil for each subgroup’s recorder.
- A clipboard or other portable writing surface for each subgroup’s recorder.
- A stopwatch or a watch with a second hand (for timing the freestanding towers in Step 5).
- A newsprint flip chart.
- A felt-tipped marker.
- Masking tape for posting newsprint.

Physical Setting

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

1. The facilitator explains the following two characteristics of a system:

   - **The ripple effect:** The impact created in the system tomorrow (or six months or more from now) by something that is done today. Often an action or a behavior can have far-reaching consequences that are not realized in advance.

   - **Interdependence:** The mutual dependence that all components of a system share, such as the new relationship formed when a set of teams is brought together into a division. The strength of the new division often makes relations between that division and other units more difficult than they previously were.

   The facilitator offers examples of these two characteristics from his or her own experience. (Ten minutes.)

2. The facilitator announces that the participants are about to take part in an activity in which they will explore the dynamics of systems, forms subgroups of four to seven members each, and assigns each subgroup to a different area in the room.

3. The facilitator places eighty straws and approximately two hundred straight pins on the floor in each subgroup’s area, and the participants are asked not to pick up any of these materials until they are instructed to begin the activity.

4. The facilitator explains that each subgroup’s task is to spend fifteen minutes building the tallest tower possible that stands freely (not attached to anything, including the floor, the ceiling, the furniture, the carpet, a person, and so on) for thirty seconds after the facilitator calls “time.” After eliciting and answering questions about the task, the facilitator asks the subgroups to begin.

5. While the subgroups are working, the facilitator announces the remaining time at intervals, taking care to state when two minutes, one minute, and thirty seconds are remaining. At the end of the fifteen-minute work period, the facilitator calls “time” and makes sure that the participants remove their hands from the towers immediately.

6. After counting thirty seconds, the facilitator acknowledges the towers that are still freestanding and congratulates the subgroups accordingly.

7. The participants remain in their subgroups and are given copies of the Straws and Pins Discussion Sheet. Each subgroup is asked to choose a recorder to write the subgroup’s answers to the questions on the sheet, and that person is given a pencil and a clipboard or other portable writing surface. The facilitator stipulates that each recorder should be prepared to share the subgroup’s answers with the total group. (Fifteen minutes.)

8. The facilitator reassembles the total group and asks the recorders to take turns reporting the highlights of the subgroup discussions. (Five to twenty minutes, depending on the number of subgroups.)
9. The facilitator leads a concluding discussion by asking the following questions. Highlights are recorded and posted on newsprint.

- What evidence of the ripple effect and interdependence did you experience in your subgroup? What does your experience indicate about a group as a system?
- What have you learned about building and changing human systems such as organizations, groups, or units? What tips would you give to others?¹
- How can you apply what you have learned to present and future system change? (Fifteen minutes.)

Variations

- The subgroups may be asked to compete with one another to build the tallest tower that stands for the longest period of time.
- The facilitator may stipulate that once an item is placed in the tower as part of the building process, that item cannot be removed or changed. Subsequently, the facilitator should ask discussion questions about planning and contingencies.
- Other materials may be given to the subgroups for building their towers.
- After step 9, the participants may be asked to develop individual action plans for use on the job.

¹ After the participants have contributed tips, the facilitator includes his or her own tips derived from observations of the tower-building experience.

Submitted by Patricia Newmann.
STRAWS AND PINS DISCUSSION SHEET

1. To what extent did we build our tower with awareness of the “ripple effect”? How did the decisions we made at the beginning of our work period affect the tower later?

2. To what extent were we aware of the interdependence of the parts as we built our tower? How did our decisions about one section or part affect other sections or parts?

3. What changes were made in the tower-building process? Which were last-minute changes? How did these changes affect the whole tower?
BY THE NUMBERS: UNDERSTANDING ORGANIZATIONAL DECISION MAKING

Goals

- To demonstrate how important it is to consider the impact of decisions on the whole organization.
- To offer participants an opportunity to experience the impact of behaving as though a department or unit is an isolated entity rather than a part of the whole organization.

Group Size

Eight to sixteen participants, divided into two approximately equal subgroups.

Time Required

One hour to one hour and twenty minutes.

Materials

- A copy of the By the Numbers Purchasing-Department Briefing Sheet for each member of the Purchasing Department.
- A copy of the By the Numbers Manufacturing-Department Briefing Sheet for each member of the Manufacturing Department.
- A copy of the By the Numbers Answer Sheet (all three pages) for each participant.
- Three sealed envelopes: (1) one marked “Low-Cost Components for Work in Progress,” (2) one marked “Medium-Cost Components for Work in Progress,” and (3) one marked “High-Cost Components for Work in Progress.” (These envelopes, whose contents are described on the By the Numbers Facilitator’s Preparation Sheet, must be prepared ahead of time.)
- Two name tags: one labeled “Purchasing Leader” and the other labeled “Manufacturing Leader.”

Physical Setting

A room large enough for the two subgroups to hold discussions without being overheard and without disturbing each other. Movable chairs should be provided.
Process

1. Without revealing the goals of the activity, the facilitator divides the participants into two subgroups and designates the subgroups as the Purchasing and Manufacturing Departments.

2. Each department is instructed to select a leader, who will start the department’s discussions and will deliver and/or receive an envelope, representing work in progress, to or from the other department. Each leader is given the appropriate name tag and is asked to put it on.

3. The facilitator distributes the appropriate briefing sheet within each department and asks the members of each department to read their sheet. While the participants are reading, the facilitator remains in the room to answer any questions that arise. The members are cautioned not to let the other department overhear any comments they make. (Approximately five minutes.)

4. After the departments have read their briefing sheets and questions have been answered, the facilitator hands the three large, sealed envelopes to the leader of the Purchasing Department, emphasizing that none of the three may be opened. The facilitator tells the leader and the other departmental members to caucus briefly and make a decision about which envelope to select (but not open), based on the Purchasing Department’s goal. Subsequently, the Purchasing leader delivers the chosen envelope to the leader of the Manufacturing Department. Note to facilitator: Making the selection on the basis of the Purchasing Department’s goal necessitates choosing the “low-cost” envelope. (Five to ten minutes.)

5. After the Purchasing leader delivers the “low-cost” envelope (representing components for one hundred units) to the Manufacturing leader, the facilitator instructs the Manufacturing leader to open the envelope. Then the facilitator asks the Manufacturing leader and the other departmental members to caucus briefly and make a decision about whether to choose (but not open) the “Rework” envelope or the “Scrap” envelope, based on the Manufacturing Department’s goal. Note to facilitator: Acting in accordance with the Manufacturing Department’s goal necessitates choosing to rework the defective units. After the Manufacturing members have made their decision, they are instructed to read the contents of the “Scrap” envelope. However, they may not change their decision. (Five to ten minutes.)

6. The facilitator states that during this step he or she will act as the leader of the Sales Department and then asks the Manufacturing leader for the chosen small envelope (the one marked “Rework”). The facilitator opens the envelope and reads the results (“Net Sales”) to the total group.

7. The facilitator asks the leaders of the Purchasing and Manufacturing Departments to read aloud their respective briefing sheets, to explain their options, and to comment on why their groups chose as they did. (Five to ten minutes.)
8. The facilitator asks the Purchasing leader to read the contents of the “medium-cost” envelope and the contents of the “high-cost” envelope. The Manufacturing leader is asked to read the contents of the “Scrap” envelope. Then the facilitator distributes copies of the answer sheet, walks the participants through the calculation of the rework and scrap options, and announces the alternative that would be best for the company as a whole. (Ten to fifteen minutes.)

9. The facilitator leads a concluding discussion based on questions such as the following:

- How did you feel about your department’s decision before you had any information about the other department? How did you feel about that decision after you learned all the facts?

- What happened during this activity as a result of the fact that the two departments had different reward systems (different requirements for bonuses, different penalties)? What was the impact of this on the organization?

- What does this activity tell you about acting in the best interests of your own department or unit? What does it tell you about acting in the best interests of the organization as a whole?

- What similar situations involving different goals and reward systems have you faced at work? What were the results of those situations?

- What have you learned that you can apply in your own work environment? How might you change the way in which you make decisions at work? If you are faced with a situation in which your department’s goals and the organization’s goals differ, how might you handle that? What problems might you encounter? How might you resolve those problems?

(Twenty to twenty-five minutes.)

Variations

- Participants may be asked how Purchasing could deal with the hidden costs of missing information about defective, low-cost units. (They may come up with answers such as working with suppliers or asking for samples to determine reject rate.)

- Instead of basing the task solely on numbers, the facilitator may package small items in the envelopes, such as playing cards, some of which are defective. When this method is used, the number of units should be twenty to fifty instead of one hundred. Participants would then count the number of units and defective parts.

- The facilitator may add more functions and roles:
  - A Vice President of Operations, who could override Manufacturing’s decision;
A Finance Department, which could override either Purchasing’s or Manufacturing’s decision based on financial considerations involving the total organization; or

A Human Resource Department, which could argue for a decision with no penalties attached.

The activity may be used as part of an intergroup team-building intervention, emphasizing that the organization’s goals are more important than any one group’s goals.

**SUGGESTED READINGS**


BY THE NUMBERS FACILITATOR’S PREPARATION SHEET

Prior to the activity, three large envelopes (10" x 13" or larger) should be prepared. One is labeled “Low-Cost Components for Work in Progress”; another, “Medium-Cost Components for Work in Progress”; and the third, “High-Cost Components for Work in Progress.” When the proper contents are placed in each envelope, the envelope is then sealed.

“Low-Cost” Envelope

The “Low-Cost” envelope should contain the following items:

1. One copy of the By the Numbers “Low-Cost” Instruction Sheet;
2. One small, sealed envelope labeled “Scrap.” This small envelope must contain one copy of the By the Numbers “Low-Cost” Scrap Report; and
3. One small, sealed envelope labeled “Rework.” This small envelope must contain one copy of the By the Numbers “Low-Cost” Rework Report.

“Medium-Cost” Envelope

The “Medium-Cost” envelope should contain the following items:

1. One copy of the By the Numbers “Medium-Cost” Instruction Sheet;
2. One small, sealed envelope labeled “Scrap.” This small envelope must contain one copy of the By the Numbers “Medium-Cost” Scrap Report; and
3. One small, sealed envelope labeled “Rework.” This small envelope must contain one copy of the By the Numbers “Medium-Cost” Rework Report.

“High-Cost” Envelope

The “High-Cost” envelope should contain the following items:

1. One copy of the By the Numbers “High-Cost” Instruction Sheet;
2. One small, sealed envelope labeled “Scrap.” This small envelope must contain one copy of the By the Numbers “High-Cost” Scrap Report; and
3. One small, sealed envelope labeled “Rework.” This small envelope must contain one copy of the By the Numbers “High-Cost” Rework Report.
Read the information below, paying special attention to the number of units rejected. The Manufacturing Department must decide whether to scrap the rejects or rework them. After this decision has been made, the Manufacturing leader should deliver the appropriate envelope (“Scrap” or “Rework”) unopened to the facilitator (acting as the leader of the Sales Department), who will open the envelope and announce the amount of “Net Sales” to everyone.

**Low Cost**

<table>
<thead>
<tr>
<th>Units:</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost per Unit:</td>
<td>$100</td>
</tr>
<tr>
<td>Purchasing Penalty:</td>
<td>No</td>
</tr>
<tr>
<td>Sales Commission:</td>
<td>7%</td>
</tr>
<tr>
<td>Manufacturing Problems:</td>
<td>15 units rejected</td>
</tr>
</tbody>
</table>
BY THE NUMBERS
“LOW-COST” SCRAP REPORT

Net Sales = 85
Rejects = 15

BY THE NUMBERS
“LOW-COST” REWORK REPORT

Gross Sales = 100
Returns After Rework = 13
Net Sales = 87
BY THE NUMBERS
“MEDIUM-COST” INSTRUCTION SHEET

Read the information below, paying special attention to the number of units rejected. The Manufacturing Department must decide whether to scrap the rejects or rework them. After this decision has been made, the Manufacturing leader should deliver the appropriate envelope (“Scrap” or “Rework”) unopened to the facilitator (acting as the leader of the Sales Department), who will open the envelope and announce the amount of “Net Sales” to everyone.

Medium Cost

<table>
<thead>
<tr>
<th>Units:</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Price per Unit:</td>
<td>$120</td>
</tr>
<tr>
<td>Purchasing Penalty:</td>
<td>Yes</td>
</tr>
<tr>
<td>Sales Commission:</td>
<td>6%</td>
</tr>
<tr>
<td>Manufacturing Problems:</td>
<td>2 units rejected</td>
</tr>
</tbody>
</table>
BY THE NUMBERS
“MEDIUM-COST” SCRAP REPORT

Net Sales = 98
Rejects = 2

BY THE NUMBERS
“MEDIUM-COST” REWORK REPORT

Gross Sales = 100
Returns After Rework = 2
Net Sales = 98
BY THE NUMBERS
“HIGH-COST” INSTRUCTION SHEET

Read the information below, paying special attention to the number of units rejected. The Manufacturing Department must decide whether to *scrap* the rejects or *rework* them. After this decision has been made, the Manufacturing leaders should deliver the appropriate envelope (“Scrap” or “Rework”) *unopened* to the facilitator (acting as the leader of the Sales Department), who will open the envelope and announce the amount of “Net Sales” to everyone.

**High Cost**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Units:</td>
<td>100</td>
</tr>
<tr>
<td>Cost per Unit:</td>
<td>$130</td>
</tr>
<tr>
<td>Purchasing Penalty:</td>
<td>Yes</td>
</tr>
<tr>
<td>Sales Commission:</td>
<td>5%</td>
</tr>
<tr>
<td>Manufacturing Problems:</td>
<td>None; no units rejected</td>
</tr>
</tbody>
</table>
BY THE NUMBERS
“HIGH-COST” SCRAP REPORT

Net Sales = 100
Rejects = None

---

BY THE NUMBERS
“HIGH-COST” REWORK REPORT

Gross Sales = 100
Returns = 0
Net Sales = 100
No Rework Required
BY THE NUMBERS
PURCHASING-DEPARTMENT BRIEFING SHEET

Do not share the information on this sheet with members of the other department.

**Bonus Computation**

The Purchasing Department earns a bonus only if it purchases all components (for the one hundred units) at the lowest market price available. Therefore, you will be penalized if you purchase any components at a price higher than the lowest available.

**Departmental Goal**

The goal for each member of the Purchasing Department is to maximize the department’s bonuses. The more successful the Purchasing Department is, the higher your bonuses will be. Remember that your rewards are linked to your department’s success; you should make decisions accordingly.
BY THE NUMBERS
MANUFACTURING-DEPARTMENT BRIEFING SHEET

Do not share the information on this sheet with members of the other department.

Bonus Computation

The Manufacturing Department earns a bonus only if it ships its entire quota of one hundred units to the Sales Department. You will be heavily penalized if you scrap any units. However, if you rework any defective units so that they become acceptable (rather than scrapping them) and then pass them on to Sales, your bonus will be decreased only slightly.

Departmental Goal

The goal for each member of the Manufacturing Department is to maximize the department’s bonuses. The more successful the Manufacturing Department is, the higher your bonuses will be. Remember that your rewards are linked to your department’s success; you should make decisions accordingly.
## BY THE NUMBERS
### ANSWER SHEET, PAGE 1

<table>
<thead>
<tr>
<th>LOW COST</th>
<th>MEDIUM COST</th>
<th>HIGH COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units: 100</td>
<td>Units: 100</td>
<td>Units: 100</td>
</tr>
<tr>
<td>Cost per Unit: $100</td>
<td>Cost per Unit: $120</td>
<td>Cost per Unit: $130</td>
</tr>
<tr>
<td>Purchasing Penalty: No</td>
<td>Purchasing Penalty: Yes</td>
<td>Purchasing Penalty: Yes</td>
</tr>
<tr>
<td>Sales Commission: 7%</td>
<td>Sales Commission: 6%</td>
<td>Sales Commission: 5%</td>
</tr>
<tr>
<td>Manufacturing Problems: 15 units rejected</td>
<td>Manufacturing Problems: 2 units rejected</td>
<td>Manufacturing Problems: None; no units rejected</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scrap</th>
<th>Scrap</th>
<th>Scrap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Sales: 85</td>
<td>Net Sales: 98</td>
<td>Net Sales: 100</td>
</tr>
<tr>
<td>Rejects: 15</td>
<td>Rejects: 2</td>
<td>(No rejects)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rework</th>
<th>Rework</th>
<th>No Rework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales: 100</td>
<td>Sales: 100</td>
<td>Sales: 100</td>
</tr>
<tr>
<td>Returns: 13</td>
<td>Returns: 2</td>
<td>Returns: 0</td>
</tr>
<tr>
<td>Net Sales: 87</td>
<td>Net Sales: 98</td>
<td>Net Sales: 100</td>
</tr>
</tbody>
</table>
1. The assumptions are as follows:
   - The finished product will sell for $200 per unit.
   - The *minimum* rework penalty is $25 per unit.
   - Reworked items are returned by irate customers (for a refund).
   - Financial results are calculated only to gross profit (before normal expenses).
   - Results are calculated for low-, medium-, and high-priced components.

2. Revenue is initially the same:

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>$200</td>
<td>$200</td>
<td>$200</td>
<td></td>
</tr>
<tr>
<td>*100</td>
<td>*100</td>
<td>*100</td>
<td></td>
</tr>
<tr>
<td>$20,000</td>
<td>$20,000</td>
<td>$20,000</td>
<td></td>
</tr>
</tbody>
</table>

3. Lost revenue from the refunded returns is calculated:

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>$200</td>
<td>$200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*15</td>
<td>*2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>$3,000</td>
<td>$400</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Net revenue is calculated:

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>$20,000</td>
<td>$20,000</td>
<td>$20,000</td>
<td></td>
</tr>
<tr>
<td>- 3,000</td>
<td>- 400</td>
<td>- 0</td>
<td></td>
</tr>
<tr>
<td>$17,000</td>
<td>$19,600</td>
<td>$20,000</td>
<td></td>
</tr>
</tbody>
</table>

5. The cost of components sold is calculated:

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>$100</td>
<td>$120</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*100</td>
<td>*100</td>
<td>*100</td>
<td></td>
</tr>
<tr>
<td>$10,000</td>
<td>$12,000</td>
<td>$13,000</td>
<td></td>
</tr>
</tbody>
</table>

6. The rework penalty is calculated:

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>$25</td>
<td>$25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*15</td>
<td>*2</td>
<td>*0</td>
<td></td>
</tr>
<tr>
<td>$375</td>
<td>$50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. The gross profit and results are determined by subtracting the amounts in Steps 5 and 6 from net revenue:

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>$17,000</td>
<td>$19,000</td>
<td>$20,000</td>
<td></td>
</tr>
<tr>
<td>-10,000</td>
<td>-12,000</td>
<td>-13,000</td>
<td></td>
</tr>
<tr>
<td>- 375</td>
<td>- 50</td>
<td>- 0</td>
<td></td>
</tr>
<tr>
<td>$6,625</td>
<td>$7,550</td>
<td>$7,000</td>
<td></td>
</tr>
</tbody>
</table>

8. The medium-priced option is best *if* the cost of two irate customers is less than $550.
1. The assumptions are as follows:

- The finished product will sell for $200 per unit.
- The defective units cannot be returned.
- The defective units represent lost revenue and cause a shortage of products. As a result, some irate customers cannot obtain replacement products.
- Financial results are calculated only to gross profit (before normal expenses).
- Results are calculated for low-, medium-, and high-priced components.

2. Revenue depends on the number of defect-free goods:

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>$200</td>
<td>$200</td>
<td>$200</td>
<td></td>
</tr>
<tr>
<td>x 85</td>
<td>x 98</td>
<td>x100</td>
<td></td>
</tr>
<tr>
<td>$17,000</td>
<td>$19,600</td>
<td>$20,000</td>
<td></td>
</tr>
</tbody>
</table>

3. The cost of components sold is calculated:

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>$100</td>
<td>$120</td>
<td>$130</td>
<td></td>
</tr>
<tr>
<td>x100</td>
<td>x100</td>
<td>x100</td>
<td></td>
</tr>
<tr>
<td>$10,000</td>
<td>$12,000</td>
<td>$13,000</td>
<td></td>
</tr>
</tbody>
</table>

4. The gross profit and results are determined by subtracting the amounts in Step 3 from revenue:

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>$17,000</td>
<td>$19,000</td>
<td>$20,000</td>
<td></td>
</tr>
<tr>
<td>-10,000</td>
<td>-12,000</td>
<td>-13,000</td>
<td></td>
</tr>
<tr>
<td>$ 7,000</td>
<td>$ 7,600</td>
<td>$ 7,000</td>
<td></td>
</tr>
</tbody>
</table>

+ 15 irate customers + 2 irate customers

5. The medium-priced option is still best if the cost of two irate customers is less than $600. Even if the defective units can be returned for a refund, the delay due to stock outage will lead to dissatisfied customers, with all associated costs.
FOCUS GROUP: 
LEARNING DATA-GATHERING SKILLS

Goals
- To introduce the focus-group process.
- To acquaint participants with the skills needed to design and conduct a focus-group experience.
- To provide participants with an opportunity to experience the roles associated with conducting and participating in a focus group: facilitator, recorder, observer, and participant.

Group Size
Twelve to twenty-four participants, divided into two subgroups.

Time Required
Two hours to two hours and twenty minutes.

Materials
- A copy of the article “Designing, Facilitating, and Analyzing Focus Groups” (in the Presentation and Discussion Resources section of The 1997 Annual: Volume 2, Consulting) for each participant. Copies must be distributed several days prior to the activity; participants must be asked to read the article prior to the session and to bring their copies to the session.

- Additional copies of the article for participants who do not bring theirs to the activity session.

- A copy of the Focus Group Process Outline for each participant.

- A copy of the Focus Group Sample-Question Sheet for each participant.

- Blank paper and a pencil for each participant. Note: Each of the four recorders needs more paper than the other participants (see Step 7).

- A name tag for each participant.

- Four clipboards or other portable writing surfaces (one for each recorder).
Physical Setting

A room large enough for the two subgroups to work without disturbing each other. A table and movable chairs are required for each subgroup. In addition, enough space must be available to accommodate a group-on-group configuration.¹

Process

1. Several days before the activity, the participants are given copies of the article “Designing, Facilitating, and Analyzing Focus Groups.” They are asked to read the article prior to attending the session and to bring their copies to the session.

2. The participants receive name tags and are asked to fill them out with first names only and put them on. The facilitator presents the goals of the activity and asks the participants to share their names and any experiences they have had with focus groups. (Ten minutes.)

3. The facilitator distributes copies of the Focus Group Process Outline and reviews the content with the participants. (Ten to fifteen minutes.)

4. The facilitator refers to the article that was given to the participants as prereading. Copies are distributed to those participants who did not bring theirs to the activity. The facilitator asks the participants to turn to the section of the article entitled “Constructing the Questions” and walks the participants through the five stages and corresponding questions. (Fifteen minutes.)

5. Each participant receives a copy of the Focus Group Sample-Question Sheet, blank paper, and a pencil. The facilitator assembles the participants into two subgroups and assigns each subgroup the tasks of (1) selecting a specific focus-group topic of its choice (a different one from the topic used in the handout), (2) constructing two major questions (like questions 1 and 2 on the sample-question sheet), and (3) devising any follow-up questions (like a, b, c, etc., on the sample-question sheet). (Fifteen to twenty minutes.)

6. Each subgroup is asked to select two members to serve as “facilitators,” who will lead the other subgroup in a twenty-minute focus-group activity, using the process in the Focus Group Process Outline (minus the demographic survey and the rewards) and the questions that were just constructed. The remaining members of each subgroup are asked to help their facilitators plan how to lead the focus group; also, the subgroups are told that two of the remaining members are to serve as recorders and the others as observers during the focus-group experience. (Ten minutes.)

¹ In a group-on-group configuration, one group sits in a circle. Another group forms a circle outside the first and observes the activity of the first group.
7. One subgroup of facilitators, recorders, and observers conducts a focus group, using a group-on-group format, with the other subgroup as focus-group participants. The recorders are given additional paper so that they can write participant responses. (Twenty minutes.)

8. The subgroups reverse their roles, and Step 7 is repeated. (Twenty minutes.)

9. The facilitator reconvenes the total group and leads a discussion, asking questions such as the following:

- What worked well when you were constructing questions for the focus group? What problems did you experience?
- How well did the questions you constructed work in terms of obtaining the information you wanted?
- What might have made your questions more effective?
- What went well in facilitating the focus group? What problems occurred? What caused these problems? What could be done to eliminate similar kinds of problems in the future?
- How would you describe your experience as a member of a focus group? What could make being a member of a focus group a more positive experience?
- What have you learned about constructing focus-group questions? About facilitating focus groups? About the focus-group process?
- How can you apply these focus-group skills in your work?

(Twenty to thirty minutes.)

**Variations**

- More time may be made available for Steps 5 through 9, so that each subgroup can prepare and ask more questions.
- Topics for the focus group may be assigned by the facilitator, or the facilitator may construct a list of topics from which the subgroups choose.

Submitted by Chuck Kormanski.
FOCUS GROUP PROCESS OUTLINE

1. Welcome the participants.

2. Introduce yourself, your co-facilitator, the observers, and the recorder(s).

3. Describe the purpose of the research:
   - Describe the technique of focus groups.
   - Review what is expected of the participants.
   - Explain confidentiality protection.
   - Explain the reasons for the observers and recorder(s).

4. Ask the participants to introduce themselves (first names only).

5. Begin interview questions.

6. Record interview responses.

7. Request additional comments.

8. Complete demographic survey.

9. Thank the participants and provide rewards.
FOCUS GROUP SAMPLE-QUESTION SHEET

The following questions were prepared to obtain data about an automobile dealership.

1. How satisfied are you with the vehicles available at this time?
   a. How important is owning your own vehicle?
   b. How important is purchasing a new vehicle?
   c. How important is having a reliable dealer?
   d. How much risk is involved in purchasing a vehicle?
   e. What will reduce this risk?

2. When you are considering the purchase or lease of a vehicle, which influences you most: cost, quality, or service?
   a. Would you choose the least-expensive vehicle?
   b. Would you choose the highest-quality vehicle?
   c. Would you consider service?
   d. How would you balance the three?

3. How would you describe the ideal person with whom you would like to do business?
   a. How important is a personal relationship?
   b. How important is technical knowledge?
   c. Does the size of the dealership make a difference?

4. What items are essential for your vehicle? What items are nonessential—meaning that you might want them or not, depending on their cost?
   a. Do you prefer one-cost pricing?
   b. Is leasing an attractive alternative to purchasing?
   c. What could a dealer do in terms of “extras”?

5. What do you expect a “vehicle center” to look like five years from now?
   a. Where will the centers be located?
   b. What activities will take place there?
   c. What type of individual will work there?
THE CLIENT-CONSULTANT QUESTIONNAIRE:
CHECKING FOR CLIENT INVOLVEMENT IN OD

Goals

- To present a way of determining whether a client really is involved in or committed to an organization development effort.
- To acquaint the participants with potential differences in diagnosis, values, and needs between a consultant and a client.
- To explore the potential for collusion for power and influence between the client and the consultant.

Group Size

Up to thirty participants. (This activity is designed for the benefit of organization development consultants.)

Time Required

One and one-half to two hours.

Materials

- A copy of The Client-Consultant Questionnaire for each participant.
- A copy of The Client-Consultant Questionnaire Interpretation and Theory Sheet for each participant.
- A pencil for each participant.
- Newsprint and a felt-tipped marker.

Physical Setting

A room with space for each participant to work individually. A chair and a writing surface for each participant (the writing surfaces may be tables, desks, portable lap boards, etc.).
**Process**

1. The facilitator says that one of the first concerns of organization development (OD) consultants is whether they will be able to establish an effective working relationship with a client. The facilitator distributes a copy of The Client-Consultant Questionnaire and a pencil to each participant and then tells the participants that the questionnaire will help them to explore some primary issues in their relationships with clients.

2. The facilitator tells the participants to take ten minutes to complete their questionnaires. (Ten minutes.)

3. The facilitator asks the participants to put aside their questionnaires. The facilitator delivers a lecturette summarizing the points made in The Client-Consultant Questionnaire Interpretation and Theory Sheet, then distributes the sheet to each of the participants. (Fifteen minutes.)

4. The participants are allotted ten minutes to review their questionnaires in light of the interpretation and theory sheet and to make any notes to themselves that they wish. (Ten minutes.)

5. The facilitator solicits participants’ reactions to the questionnaire and the lecturette/theory sheet. (Ten to fifteen minutes.)

6. If the total group exceeds seven members, subgroups of approximately four members each are formed, and the participants are asked to verbally distinguish between a consulting intervention and an organization development effort. (Ten minutes.)

7. The facilitator asks the subgroup members to generate and discuss examples of client-consultant behaviors that exemplify: (a) “the quick fix,” (b) determining common or conflicting values, and (c) political seduction in a consulting relationship. (Fifteen to twenty minutes.)

8. In a group session, for each of the three areas under examination, the participants are asked to identify ways in which the lack of client commitment or understanding could hurt or sabotage a consultant intervention or attempts to initiate organizational change. (Ten minutes.)

9. The participants volunteer suggestions about how a consultant could “test” to determine a client’s commitment to or understanding of OD processes and goals. The facilitator posts these ideas on newsprint. (Ten to fifteen minutes.)

10. The facilitator asks the participants to suggest back-home applications of the principles discussed and lists the major points on newsprint. (Ten minutes.)
Variations

- The members of the subgroups can rework the questionnaire during step 8 to develop an inventory that they can use with/about their own clients.
- The members of the subgroups can apply the questionnaire to a case study or to one of their members’ current consultation contracts.
- Role plays depicting the three principles can be conducted and discussed.

This activity was developed by Arlette C. Ballew. Its premise is based on the article “Is Your Client Really Involved in OD?,” by W. Warner Burke, from W.W. Burke and L.D. Goodstein (Eds.), Trends and Issues in OD: Current Theory and Practice. San Diego, CA: Pfeiffer & Company, 1980.
THE CLIENT-CONSULTANT QUESTIONNAIRE

Instructions: For each of the ten pairs of statements listed, circle the one statement (A or B) that best describes your approach to OD consultation.

1. A To know that I have truly influenced a client may be the most satisfying aspect of consulting work.
   B To know that I have done good work regardless of how much I have influenced a client is the most satisfying aspect of consulting work.

2. A In my consulting work, I prefer long-term efforts that are continual.
   B In my consulting work, I prefer short-term efforts that have a clear beginning and end.

3. A Clients I prefer most are those who desire and continually work toward improving the work place.
   B Clients I prefer most are those who are “leading-edge” types; they like innovation and new ideas.

4. A Change efforts should be “high profile.” (Considerable effort should be made to keep people well informed about what is happening.)
   B Change efforts should be “low profile.” (Although they should not be secretive, no special effort should be made to keep people well informed about what is happening.)

5. A Helping to implement change is enjoyable.
   B Helping to implement change makes me feel powerful.

6. A There is more change value in working on team building, collaboration, managing conflict, and so forth than on more traditional organizational functions such as performance appraisal.
   B There is more change value in working on more traditional organizational functions such as performance appraisal than on team building, collaboration, managing conflict, and so forth.

7. A Because issues of top-management succession are so critical, it is imperative that the OD consultant become involved.
   B As a rule, OD consultants should not become involved in issues of top-management succession.

8. A It is not always strategically best to manage change from the top.
   B Beckhard’s definition of OD is strategically best: Change should be managed from the top.

---

9. A For OD purposes, establishing a close, personal relationship with the chief executive officer (CEO) is useful.

B For OD purposes, it is best not to establish a close, personal relationship with the CEO.

10. A It is more important for me to attend to my client’s relationships with his or her colleagues than to be concerned with trust between my client and myself.

B It is more important for me to attend to trust between my client and myself than to consider my client’s relationships with his or her colleagues.
The purpose of The Client-Consultant Questionnaire is to explore three areas of client involvement in an organization development (OD) consulting effort: (a) the “quick fix,” (b) common values, and (c) political seduction. The first two address the potential for differences in diagnosis and values between the client and the consultant; the third concerns the potential for a confluence of power-and-influence needs between the client and the consultant.

The “Quick Fix”

An OD effort has been defined (Burke & Hornstein, 1972) as activities that:

- Respond to an actual, felt need on the part of the client;
- Involve the client in the planning and implementation of interventions; and
- Lead to change in the organization’s culture.

This is different from simply fine-tuning an existing system (Schein & Greiner, 1977), which does not lead to significant organizational change. One way to determine what you are being asked to do is to question whether your client wants a job done or a process started. If the client has already “diagnosed” an organizational problem and determined a solution (particularly if the solution addresses symptoms), it is unlikely that he or she will be willing to accept your diagnosis of underlying causes and to undertake an effort aimed at significant organizational change. Many clients want something “fixed,” but not a lot “changed.”

Item 2 on the questionnaire addresses the issue of the “quick fix.” If you answered “B,” you are less likely to become involved in an OD effort.

Item 6 reflects attitudes of OD practitioners. Those with less experience in OD tend to answer “A,” whereas those with more experience (especially internal OD consultants) tend to choose answer “B.” Changing some of the more traditional forms and functions of an organization may have more payoff from an OD standpoint than more common interventions such as team building, communication training, etc.

A test for the client’s degree of long-term perspective includes questions such as:

- Does the client understand that your first intervention may cause ripples that will need attention?
- Is the client open to solving immediate problems and also developing ways to change the underlying causes of these problems?

---

The greater the client’s anxiety or resistance regarding your proposals for proceeding, the more likely the client is concerned only with “solving” the present problem and not with dealing with the consequences.

**Common Values**

The more common the values between client and consultant, the more momentum and energy they will have to implement needed change. After learning what the client wants to do and how he or she expects to proceed, the consultant should obtain some information about the client’s present and former managerial activities, style of managing people, and balance between work and other activities. In this way, the consultant can determine the client’s values without directly asking about them. If there seems to be a value conflict, the consultant may recommend some activity to educate the client about the applicability of behavioral science or, failing that, may merely say “no.” Values are inherent in all items of the questionnaire.

**Political Seduction**

This issue revolves more around the consultant as a person. If you answered

- Item 1 with “A”
- Item 3 with “B”
- Item 4 with “A”
- Item 5 with “B”
- Item 7 with “A”
- Item 8 with “B”
- Item 9 with “A”
- and Item 10 with “B”

you are likely to be more vulnerable to a client’s political process in the organization than to diagnosing the central issues that are more germane to OD. These items are drawn from incidents in which consultants were politically trapped or seduced by their clients. Items 3 and 4 concern the client’s motives and objectives, while items 1, 5, 7, 8, 9, and 10 are associated with the consultant’s personal need and predisposition.

**The Client’s Perspective**

A client may enjoy a reputation for being a risk taker or innovator and may hire an OD consultant to reinforce that image—within limits set, of course, by the client; or a client may hire a consultant as evidence that he or she “cares” or is “doing something”; or a client may try to use a consultant to justify or push a particular action. Items 3 and 4 address these possibilities. Hiring a consultant is not always evidence of commitment to change. If the consultant “buys into the client’s game” in these incidences, the expectation of a positive result from an OD effort is likely to exceed what can be accomplished in reality. This detracts from both the consultant’s reputation and that of the OD field.
The Consultant’s Perspective

The remaining items in the questionnaire (1, 5, 7, 8, 9, and 10) all concern power, control, and influence. An OD consultant with such needs is vulnerable to being seduced politically by a client. Unpublished evidence (Burke) collected from a sample of over four hundred managers shows that their control needs are higher than general norms. Furthermore, McClelland (1975) and others have found that therapists and consultants have above-average needs for power or control. The possibility for confluence is greater between a client and consultant who perceive themselves as being similar. The danger is that the consultant may perceive more similarities than actually exist. This makes later confrontation and renegotiation even more difficult.

Summary

The OD consultant must be careful to determine a client’s true involvement in and commitment to organization development. If the client seems to want a “quick fix” without consequential follow up, or if the client’s diagnosis differs from the consultant’s, there is a potential for trouble.

In checking for common values, the consultant should determine the congruence between what the client says and what he or she has done in the past. This may indicate how far the client is willing to go in the future.

The consultant also must be sensitive to actions by the client that seem directed toward political outcomes (rather than OD values and goals). The consultant also must be aware of how much his or her own needs for influence and control are motivators in planning interventions.

REFERENCES


CLIENT CONCERNS: DEVELOPING APPROPRIATE TRAINER RESPONSES

Goals
- To develop the participants’ skills in devising appropriate responses to representative client statements.
- To offer the participants an opportunity to explore ways of handling various client concerns and expectations.
- To help the participants to identify their individual biases about various training issues.

Group Size
Two to four subgroups of four or five trainers each.

Time Required
One hour and forty-five minutes.

Materials
- A copy of the Client Concerns Work Sheet for each participant.
- A pencil for each participant.
- Blank paper for each subgroup’s reporter.
- A newsprint flip chart and a felt-tipped marker.

Physical Setting
A room large enough so that the individual subgroups can work without disturbing one another. Chairs and writing surfaces should be provided for the participants.

Process
1. The goals of the activity are explained.
2. Each participant is given a copy of the Client Concerns Work Sheet and a pencil and is asked to work independently to complete the sheet. (Twenty minutes.)
3. The participants are assembled into subgroups of four or five each, and each subgroup is instructed to exchange its members’ work sheets with those of another subgroup. The facilitator clarifies that the participants need not write their names on
their work sheets unless they wish to retrieve their sheets after the conclusion of the activity.

4. The members of each subgroup are instructed to review and discuss the responses received in the exchange and to select the best response for each client statement. Each subgroup also is instructed to select one member who will record the subgroup’s choices report these choices later to the total group, and explain the subgroup members’ rationale for choosing as they did; blank paper is given to each subgroup so that the reporter may take notes. The facilitator further stipulates that if the subgroup cannot achieve a consensus about the best response for a particular statement, the members should either alter one of the existing responses to improve it or devise a new response. (Forty-five minutes.)

5. After the subgroups have completed their work, the total group is reassembled. The reporters are instructed to share the subgroup selections and the rationales for these selections. During this process the facilitator lists and posts the reported responses on newsprint. (Twenty minutes.)

6. The facilitator leads a discussion of the activity by asking the following questions:

- What personal reactions did you have to the client statements? Which of your reactions might be linked to your own personal biases about training? How did you deal with these biases in composing your responses?
- What criteria did you use in composing your responses? What criteria did your subgroup use in choosing the best responses? What patterns are evident in these criteria?
- What can you conclude about ways of handling various client concerns? What are some “dos and don’ts” to keep in mind when dealing with client concerns? How can these “dos and don’ts” be translated into necessary trainer skills?
- What will you do differently the next time you are confronted with a client statement similar to those on the work sheet? What new skills might you want to develop? How could you develop these skills?

**Variations**

- After step 6 the participants may be asked to engage in action planning focused on skill acquisition.
- After step 6 the participants may be asked to role play the situations represented by the client statements on the work sheet.
- If the participants are all trainers who work within a particular organization, the facilitator may rewrite the client statements on the work sheet to reflect that organization’s training problems.
CLIENT CONCERNS WORK SHEET

Instructions: Imagine that each of the following statements is made to you by a client. For each statement write a response and your rationale for this response.

Statement 1
“I think there’s something going on in the production department of my company. I’d like you to run a communication-skills workshop as soon as you can for the people in this department.”

Response

Rationale

Statement 2
“It’s been six months since we had our supervisors go through that training program you conducted, and I don’t see any changes. We’ve still got the same turnover problem.”

Response

Rationale

---

Statement 3

“It’s extremely important that my people use what they’ve learned from the program you just conducted. What can I do to help?”

Response

Rationale

Statement 4

“How can I be sure that the training program you’ve outlined will really help solve the performance problems I’m having with my people?”

Response

Rationale

Statement 5

“I’d like to let you know how I feel about that leadership program you told us about. We hired the people you recommended to conduct it, and they weren’t at all well received. They used a lot of abstract language and talked over the heads of most of our people!”

Response

Rationale
CONSULTING TRIOS: SELF-ASSESSMENT

Goals

- To assess consultation skills.
- To provide practice in one-to-one consultation.

Group Size

An unlimited number of trios.

Time Required

Approximately two hours.

Materials

- A copy of either the Consultation-Skills Inventory or the Goals for Personal Development Inventory for each participant.
- A copy of the Consultation-Skills Observer Sheet for each participant.

Physical Setting

A room in which trios can work without disturbing one another.

Process

1. The facilitator briefly discusses the goals of the activity and distributes copies of the inventory.
2. Participants complete the inventory. (Approximately fifteen minutes.)
3. Trios are formed and the participants in each trio identify themselves as A, B, and C.
4. The following instructions are given by the facilitator: During the first round, participant A is to be the first “client,” and will present his or her results from the inventory. Participant B is to be the first “consultant,” whose task is to begin a helping relationship with the “client.” Participant C is to be the first “observer” and receives a copy of the Consultation-Skills Observer Sheet.
5. Round one is begun. The facilitator stops the process after twenty minutes and instructs all C participants to report their observations and lead discussions within their trios for ten minutes.
6. Round two begins. Participant B becomes the client, C becomes the consultant, and A becomes the observer. (Thirty minutes.)

7. Round three begins; participant C is the client, A is the consultant, and B is the observer. (Thirty minutes.)

8. The trios are instructed to develop one or more generalizations about consulting behaviors that help and that hinder.

9. The entire group re-forms, and generalizations about consultation skills are elicited from the group. The facilitator then conducts a discussion of the process.

**Variations**

- Instruments other than the inventories suggested may be used.

- A discussion of consultation styles can precede trio formation, with participants role playing specific consultation styles.

- The checklist on the observer sheet can be cast in a numerical-rating response mode for more detailed feedback.

- Participants can be instructed to discuss some real, “back-home” problem rather than their inventory results.
**CONSULTATION-SKILLS INVENTORY**

This checklist is designed to help you think about various aspects of the behaviors involved in consultation. It gives you an opportunity to assess your skills and to set your own goals for growth and development. To use it best:

1. Read through the list of activities and decide which ones you are doing the right amount of, which ones you need to do more of, and which ones you need to do less of. Make a check for each item in the appropriate place.

2. Some activities that are important to you may not be listed here. Write these activities on the blank lines.

3. Go back over the whole list and circle the numbers of the three or four activities at which you want most to improve at the present time.

<table>
<thead>
<tr>
<th>General Skills</th>
<th>OK</th>
<th>Need to Do More</th>
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</thead>
<tbody>
<tr>
<td>1. Thinking before I talk</td>
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<td>2. Being comfortable with my educational background</td>
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<tr>
<td>3. Being brief and concise</td>
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<td>4. Understanding my motivation for working in a helping profession</td>
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<td>5. Reading group process accurately</td>
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<td>6. Separating personal issues and work</td>
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<td>7. Listening actively to others</td>
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<td>8. Appreciating the impact of my own behavior</td>
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<td>9. Being aware of my need to compete with others</td>
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<td>10. Dealing with conflict and anger</td>
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<td>11. Building an atmosphere of trust and openness</td>
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<td>12. Having a clear theory base</td>
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<td></td>
<td>Sensing and Diagnosing</td>
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<td>Contracting</td>
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<td>13.</td>
<td>Helping clients to discover their own problems</td>
<td>OK</td>
<td>Need to Do More</td>
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<td>14.</td>
<td>Asking direct questions</td>
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<td>15.</td>
<td>Inspiring the client’s confidence in my ability to do the job</td>
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<td>16.</td>
<td>Willing not to be needed by the client</td>
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<td>17.</td>
<td>Offering to find answers to questions</td>
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<td>18.</td>
<td>Drawing others out</td>
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<td>19.</td>
<td>Expecting clients to use my solutions</td>
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<td>20.</td>
<td>Helping clients generate solutions to their own problems</td>
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<td>21.</td>
<td>Accepting the client’s definition of the problem</td>
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<td>22.</td>
<td>Talking about money and fees without embarrassment</td>
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<td>23.</td>
<td>Promising only what I can deliver</td>
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<td>24.</td>
<td>Saying “no” without guilt or fear</td>
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<td>25.</td>
<td>Working under pressure of deadlines and time limits</td>
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<td>26.</td>
<td>Setting realistic goals for myself and the client</td>
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<td>27.</td>
<td>Presenting my biases and theoretical foundations</td>
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<td>28.</td>
<td>Working comfortably with authority figures</td>
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<td>29.</td>
<td>Letting someone else take the glory</td>
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<td>30. Working with people I do not particularly like</td>
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<td>31. Giving in to client restrictions and limitations</td>
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<td>32. Assessing personal needs that determine acceptance of the contract</td>
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**Problem Solving**

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<tr>
<td>33. Stating problems and objectives clearly</td>
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<td>34. Summarizing discussions</td>
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<td>35. Selling my own ideas effectively</td>
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<td>36. Helping clients maintain a logical sequence of problem solving</td>
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<td>37. Challenging ineffective solutions</td>
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<tr>
<td>38. Describing how other clients solved a similar problem</td>
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<tr>
<td>39. Asking for help from others</td>
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<td>40. Evaluating possible solutions critically</td>
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<tr>
<td>41. Contributing various techniques for creative problem solving</td>
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**Implementing**

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<tr>
<td>42. Attending to details</td>
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<tr>
<td>43. Helping clients make use of their strengths and resources</td>
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<td>44. Taking responsibility</td>
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<td>45. Changing plans when emergencies come up</td>
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<td>46. Building and maintaining morale</td>
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<td>47. Requesting feedback about the impact of my presentations</td>
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<tr>
<td>48. Controlling my anxiety while I am performing my task</td>
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<td>49. Intervening without threatening my clients</td>
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<td>50. Intervening at the appropriate time</td>
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<td>51. Admitting errors and mistakes</td>
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<tr>
<td>52. Admitting my own defensiveness</td>
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**Evaluating**

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<tr>
<td>53. Assessing my own contributions realistically</td>
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<td>54. Acknowledging failure</td>
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<tr>
<td>55. Feeling comfortable when clients review my work</td>
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<td>56. Dealing with unpredicted changes</td>
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<tr>
<td>57. Devising forms, inventories, etc., to aid evaluation</td>
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<td>58. Relying on informal feedback</td>
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<td>59. Taking notes, writing up what has been done</td>
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<tr>
<td>60. Letting go when the task is finished</td>
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<tr>
<td>61. Arranging for next steps and follow-up</td>
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<tr>
<td>62. Attributing failure to client’s “resistance”</td>
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</table>
GOALS FOR PERSONAL DEVELOPMENT INVENTORY

This form is designed to stimulate your thinking about your relationships with others and your skills in group situations. It is intended to facilitate your setting your own goals for development. The steps in using it:

1. Read through the list of activities and decide which ones you are doing the right amount of, which ones you should do more of, and which ones you should do less of. Make a check mark for each item in the appropriate place.

2. Some goals that are not listed may be more important to you than those listed. Write some goals on the blank lines.

3. Go back over the whole list and circle the numbers of the three or four activities at which you would like to improve most at this time.

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**Communication Skills**

1. Talking in the group
2. Being brief and concise
3. Being forceful
4. Drawing others out
5. Listening alertly
6. Thinking before I talk
7. Keeping my remarks on the topic
8. ___________________________

**Observation Skills**

9. Noting tension in the group
10. Noting who talks to whom
11. Noting interest level of the group
12. Sensing feelings of individuals
13. Noting who is being “left out”
14. Noting reaction to my comments
15. Noting when the group avoids a topic
16. ___________________________

---

1 This inventory was developed and written by Edwin C. Nevis and Richard W. Wallen.
**Problem-Solving Skills**

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<tbody>
<tr>
<td>17. Stating problems or goals</td>
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<tr>
<td>18. Asking for ideas, opinions</td>
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<td>19. Giving ideas</td>
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<td>20. Evaluating ideas critically</td>
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<tr>
<td>21. Summarizing the discussion</td>
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<tr>
<td>22. Clarifying issues</td>
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<td>23. ____________________________</td>
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**Morale-Building Skills**

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<tbody>
<tr>
<td>24. Showing interest</td>
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<td>25. Working to keep people from being ignored</td>
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<tr>
<td>26. Harmonizing, helping people reach agreement</td>
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<td>27. Reducing tension</td>
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<td>28. Upholding rights of individuals in the face of group pressure</td>
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<td>29. Expressing praise or appreciation</td>
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<td>30. ____________________________</td>
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**Emotional Expressiveness**

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<tbody>
<tr>
<td>31. Telling others what I feel</td>
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<tr>
<td>32. Hiding my emotions</td>
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<td>33. Disagreeing openly</td>
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<tr>
<td>34. Expressing warm feelings</td>
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<td>35. Expressing gratitude</td>
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<td>36. Being sarcastic</td>
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<td>37. ____________________________</td>
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<tr>
<td></td>
<td>OK</td>
<td>Need to Do More</td>
<td>Need to Do Less</td>
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<tr>
<td>Facing and Accepting Emotional Situations</td>
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<td>38. Facing conflict and anger</td>
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<td>39. Facing closeness and affection</td>
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<tr>
<td>40. Withstanding silence</td>
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<td>41. Facing disappointment</td>
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<td>42. Withstanding tension</td>
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<td>43. __________________________</td>
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<tr>
<td>Social Relationships</td>
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<td>44. Competing to outdo others</td>
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<td>45. Acting dominant</td>
<td></td>
<td></td>
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<td>46. Trusting others</td>
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<td>47. Being helpful</td>
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<tr>
<td>48. Being protective</td>
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<tr>
<td>49. Calling attention to myself</td>
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<tr>
<td>50. Standing up for myself</td>
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<td>51. __________________________</td>
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<tr>
<td>General</td>
<td></td>
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<tr>
<td>52. Understanding why I do what I do (insight)</td>
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<td></td>
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<tr>
<td>53. Encouraging comments on my own behavior (soliciting feedback)</td>
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<tr>
<td>54. Accepting help willingly</td>
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<tr>
<td>55. Making up my mind firmly</td>
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<tr>
<td>56. Criticizing myself</td>
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<td></td>
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<tr>
<td>57. Waiting patiently</td>
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<td></td>
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<tr>
<td>58. Going off by myself to read or think</td>
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<td>59. __________________________</td>
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<td>60. __________________________</td>
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</table>
CONSULTATION-SKILLS OBSERVER SHEET

Instructions: Check the phrases that describe what you observe. The consultant:

1. Helps the client to analyze problems.
2. Helps the client to generate solutions.
3. Acts as a clarifier to the client
5. Contributes suggestions from experience and knowledge.
6. Gives the client readymade answers.
7. Assumes that the client has presented the problem accurately.
8. Indicates that he or she is listening.
9. Picks up on nonverbal cues.
10. Talks more than the client does.
11. Shows interest in the client.
13. Confronts and/or challenges the client.
14. Collaborates with the client to define problem areas.
15. Helps plan follow-up and next steps.
16. Defines the contract and time limits.

What seemed the most helpful thing the consultant said or did?

What behaviors seemed least helpful?

Other comments:
INQUIRIES:
OBSERVING AND BUILDING HYPOTHESES

Goals

- To provide the participants with experience in discovering relationships and meanings in an unfamiliar situation.
- To help the participants to become aware of their own methods of observing, gathering data, and building hypotheses.
- To allow the participants an opportunity to test the validity of these methods.

Group Size
Twelve to sixteen participants.

Time Required
Approximately two hours.

Materials

- One copy of the appropriate Inquiries Role Description for each of the four role players (Participants A, B, C, and D).
- One copy of the Inquiries Scientific Team Directions for each member of this team.
- One copy of the Inquiries Investigating Team Directions for each member of this team.
- A pencil for each scientist and each investigator.
- A clipboard or other portable writing surface for each scientist and each investigator.
- Masking tape.
- Ten pennies.
- Ten dimes.
- One soup can.

Physical Setting
A room with enough space so that the participants can move around freely. This activity involves a simple mechanical process that is carried out by four participants who are designated as Participant A, Participant B, Participant C, and Participant D. Two tables,
The ten pennies and ten dimes are placed on the table between Participants B and D, and the soup can is placed on the table behind which Participant C is seated.

Process

1. The facilitator begins by asking for volunteers and choosing four participants to serve as A, B, C, and D. Each is given his or her respective role sheet and is asked to read and study the sheet.

2. Four more participants are selected as members of the scientific team and are taken outside the room by the facilitator. The remaining participants are invited to talk quietly among themselves until the facilitator returns, but Participants A, B, C, and D are cautioned against discussing their role sheets. Outside of the room, each scientist is given a copy of the Inquiries Scientific Team Directions, a pencil, and a clipboard or other portable writing surface. The scientists are asked to read their directions and to prepare for the activity until the facilitator invites them to rejoin the others. If any questions are asked about the “rules” or the specifics of the activity, the facilitator reiterates, “Read your directions.” Then the facilitator returns to the room.

3. Those participants who have not yet been assigned a function are designated as members of the investigating team and are escorted to chairs at the back of the room. Each investigator is given a copy of the Inquiries Investigating Team Directions, a pencil, and a clipboard or other portable writing surface and is asked to read the
directions. The facilitator clarifies that while the investigators are waiting for the scientists to return, they may observe the activity in the room and quietly discuss the situation among themselves.

4. Participant A is identified. Then Participants A, B, C, and D are escorted to their starting positions. The facilitator requests that they begin the actions described in their handouts and continue until told to stop. None of these participants is allowed clarification of any role except his or her own, and such clarification is given only after the actions have begun.

5. When the scientists have been out of the room for fifteen minutes, the facilitator invites them to return, escorts them to their chairs, and asks them to begin their task. The activity continues for twenty minutes. During this time the facilitator monitors what is happening, but refuses to answer any questions.

6. The facilitator stops the activity, instructs the team of scientists to sit in a circle in the center of the room, and asks the remaining participants to move closer to the scientists so that they can hear. One member of the scientific team is asked to read the team’s directions to the total group, and then all members are instructed to discuss their findings while the remaining participants listen and observe. After five minutes the scientists are asked to appoint a spokesperson, who then reports their conclusions to the total group. (Fifteen minutes.)

7. The investigators are instructed to replace the scientists in the center of the room and to repeat the procedure of step 6. (Fifteen minutes.)

8. The facilitator invites the scientists and the investigators to share their feelings about the activity. (Ten minutes.)

9. Participants A, B, C, and D are asked to take turns reading their role descriptions and then are invited to share their feelings about the activity. (Ten minutes.)

10. Using the following questions as a guide, the facilitator leads a discussion of the entire activity.

- Did you assume any “rules” that had not been stipulated? If so, what were they?
- How did your preconceptions affect your conclusions?
- How did the various methods for reaching conclusions differ? Which were effective? Which were ineffective?
- How do these methods compare with the way you usually operate in reaching conclusions and testing them?
- Did the spokespersons’ reports accurately reflect their groups’ conclusions?
- How did reactions to the activity differ among the participants, the scientists, and the investigators? How do you account for these differences?
- How might you relate this activity to your back-home situation?
Variations

- A group of omniscient observers may be added.
- If the scientists’ initial conclusions are incorrect, they may be allowed to receive clues or to meet together to discuss the situation. Subsequently, they resume their task.
You are a member of a team of scientists. This team is seeking a grant from the National Science Foundation to study the problems of minority patients in public hospitals. Before awarding the grant, the foundation wants to test the members’ scientific abilities. The test that has been devised involves this task: *When you re-enter the room that you just left, find out what is happening in that room.*

You and your fellow team members have ten minutes to prepare yourselves for this task in any way that you see fit. After you are asked to re-enter the room, you will have twenty minutes before you are asked to discuss your findings and reach a conclusion.
INQUIRIES INVESTIGATING TEAM DIRECTIONS

You are a member of a team of investigators. The group that just left the room is a team of scientists. When the scientists return, they will attempt to find out what is happening in the room. Your task is to observe them in order to discover how scientists work. You will have twenty minutes to observe before you are asked to discuss your findings and reach a conclusion.
**INQUIRIES ROLE DESCRIPTION**

*Participant A*

During this activity you are to stand in an assigned spot and touch your left or right ear at least once every two minutes, but not more often than once in thirty seconds. If you are asked any questions, you may answer them, but you need not tell the truth. *Do not show these directions to anyone.*
INQUIRIES ROLE DESCRIPTION

Participant B

During this activity you are to function as a robot. To assume your “ready” position, go to the tape arrow on the floor, face the direction of the arrowhead, and stand with one foot on each side of the arrow shaft. When the activity begins, you are to follow these directions explicitly and carefully:

1. Assume the “ready” position. When Participant A touches his or her left ear, mentally count to 10 and then take a penny from the pile of coins on the table situated to the right of the arrow. Walk in the direction of the arrow until you reach a person seated at a table with a soup can on it; this person will be positioned with one arm extended, hand held palm up. Drop the penny into the extended hand. Then reassume the “ready” position.

2. When Participant A touches his or her right ear, you are to follow the procedure outlined in step 1, except that you are to use a dime instead of a penny.

3. If some obstacle is placed in your path, return to the “ready” position until that obstacle has been removed.

4. If the conditions are not exactly as specified in either step 1 or step 2, you must remain in the “ready” position. (For example, if the person to whom you are to deliver the coin is standing rather than sitting or has both hands extended rather than one, you may not move.)

5. If you are asked a question that can be answered with “yes” or “no” and you know the answer, you may respond. If you do not know the answer to such a question, say “yes-no.” If the question cannot be answered with “yes” or “no”—regardless of whether you know the answer—respond with “maybe.”

6. Do not react to any signals or instructions except those from Participant A. If someone tries to move you physically, do not resist; however, as soon as you are free, return to the “ready” position.

7. If another arrow is added to the floor, ignore it unless your “ready” arrow has been removed. In the absence of your “ready” arrow, go to the new one (or to the nearest, if more than one has been added) and make that your new “ready” position.

8. You may consult this sheet whenever necessary, but do not show it to anyone.
INQUIRIES ROLE DESCRIPTION

Participant C

During this activity you are to function as a robot. To assume your “ready” position, sit at the table with the soup can on it and fold your arms. When the activity begins, you are to follow these directions explicitly and carefully:

1. Assume the “ready” position. When Participant A touches his or her left ear, immediately extend your left arm in front of you and hold your hand with the palm up.
2. When Participant A touches his or her right ear, immediately extend your right arm in front of you and hold your hand with the palm up.
3. When a coin is placed in either hand, drop it into the soup can and reassume the “ready” position.
4. If you are asked a question that can be answered with “yes” or “no” and you know the answer, you may respond. If you do not know the answer to such a question, say “yes-no.” If the question cannot be answered with “yes” or “no”—regardless of whether you know the answer—respond with “maybe.”
5. Do not react to any signals or instructions except those from Participant A. If someone tries to move you physically, do not resist; however, as soon as you are free, return to the “ready” position.
6. You may consult this sheet whenever necessary, but do not show it to anyone.
INQUIRIES ROLE DESCRIPTION

Participant D

During this activity you are to stand in an assigned position beside a table. On this table are a number of pennies and dimes. Whenever this supply of coins dwindles so that there are only a few left, your task is to replenish the supply by following this procedure:

1. Walk to the table across the room;
2. Pick up the soup can;
3. Bring it back to your own area;
4. Empty the coins it contains onto your table;
5. Return the can; and
6. Reassume your original position.

You may answer any question that you are asked, but do not show these directions to anyone.
WORKING AT OUR COMPANY:
CLARIFYING ORGANIZATIONAL VALUES

Goals
- To offer the participants an opportunity to examine and to discuss their personal and organizational values.
- To encourage the participants to explore the interaction of personal and organizational values.
- To enhance the participants’ effectiveness as team members.

Group Size
All members of an ongoing group.

Time Required
Approximately two hours.

Materials
- A copy of the Working at Our Company Instruction Sheet 1, prepared in advance on newsprint.
- A copy of the Working at Our Company Instruction Sheet 2, prepared in advance on newsprint.
- A copy of the Working at Our Company Theory Sheet for the facilitator.
- 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 the facilitator’s use.
- Masking tape for posting newsprint.

Physical Setting
A room large enough for the participants to work comfortably.

Process
1. The facilitator explains the goals of the activity. (Five minutes.)
2. After posting the first newsprint sheet, Working at Our Company Instruction Sheet 1, the facilitator distributes paper, pencils, and portable writing surfaces. The participants then are directed to work individually to develop their responses. (Five minutes.)

3. The second newsprint sheet, Working at Our Company Instruction Sheet 2, is posted. Again each participant is instructed to work individually to develop his or her responses. (Five minutes.)

4. The facilitator presents a lecturette on personal and organizational values, using the Working at Our Company Theory Sheet as a framework. (Ten minutes.)

5. The participants are polled about their responses to the Working at Our Company Instruction Sheet 1. The organizational actions that instilled a sense of pride in the participants are listed in the left column of a newsprint sheet labeled “Prouds.” The facilitator then leads a discussion about these actions and the reasons that they make the participants feel proud. The reasons are listed in the right column of the newsprint sheet labeled “Values.” (Note: It may be necessary to probe the participants’ responses to uncover the underlying values. A reason is usually an explanation, whereas a value usually can be expressed in a single word.) (Fifteen minutes.)

6. The participants are polled as to the organizational actions about which they feel uncomfortable. These responses are listed in the left column of another newsprint sheet labeled “Sources of Discomfort.” The facilitator leads a discussion about the reasons that these actions make the participants uncomfortable, with the intent of eliciting the underlying values that were violated. These values are listed in the right column of the newsprint sheet labeled “Values.” (Note: This portion of the activity can raise considerable negative affect; it is important to allow ample time to resolve these feelings.) (Thirty to forty minutes.)

7. Posting a new sheet of newsprint, the facilitator asks the participants to review the organizational actions that they listed as “Prouds” and “Sources of Discomfort.” The facilitator notes that people observing organizational actions do not always agree about the reasons behind those actions. The participants are asked to brainstorm other values that the actions they listed might imply, using questions such as “What assumptions might employees make about the values underlying this action or decision?” or “What might an outside observer conclude about the values of this organization?” These responses are listed on the newsprint sheet. (Fifteen to twenty minutes.)

8. The facilitator leads a concluding discussion based on the following questions:
   - What do your organization’s actions imply about your organization’s values?
   - How important is it to you to make your values clear in the decisions you make for this organization? Why? What have you learned about the importance of values to individuals and organizations?
What happens when organizational and personal values conflict?

How can you communicate your values to employees and to customers?

How might you alter your decision-making process so that your organizational decisions better reflect the personal values of this team of managers or executives?

**Variations**

- The group may continue to develop a values statement for the organization that can be distributed to other employees for comments and suggestions.

- The activity may be limited to those actions and decisions that create pride.

- This activity may be used with a top-management group and a nonmanagerial group. Subsequently, the two sets of results are compared in a joint meeting.

- The activity may begin by having participants make a list of their own personal values.

Submitted by Leonard D. Goodstein.
WORKING AT OUR COMPANY INSTRUCTION SHEET 1

Consider your career with this company. Identify two or three organizational actions, policies, or programs that have instilled a sense of pride in you about working here. What was it about these actions, policies, or programs that influenced you to feel this way?

Make some notes about these items so that you can discuss them with the total group.
WORKING AT OUR COMPANY INSTRUCTION SHEET 2

Consider your career with this company. Identify two or three organizational actions, policies, or programs about which you feel uncomfortable. What was it about these actions, policies, or programs that influenced you to feel this way?

Make some notes about these items so that you can discuss them with the total group.
Values, according to The Random House College Dictionary, are those “ideals, customs, or institutions that arouse an emotional response, for or against them, in a given society or a given person.” Generally a value can be captured in one or two words. Some examples of values a person might hold are love, family, freedom, honesty, education, financial security, safety, health, equal rights, intelligence, fame, success, charity, perseverance, respect, and so on.

Just as each person holds a unique set of values, each organization also holds a unique set of values. Examples of organizational values might include teamwork, profitability, customer service, creativity, harmony, quality, technology, and so on. Within an organization, the personal values of individual employees may agree or conflict with those of other employees, or they may agree or conflict with the values of the organization.

An individual has personal values long before he or she experiences organizational values. An employee may have difficulty being comfortable, happy, or productive when the actions of the organization are incongruent with his or her values. Organizational actions reflect organizational values, just as personal actions reflect personal values. Certain behaviors evoke pride or distress because of their degree of consistency with values. This is true for personal as well as organizational behaviors.

Most people can name their core personal values. However, if an organization does not establish and publish its values, people are left to infer them from organizational actions. Also, if an organization acts in a way that is inconsistent with published values, people become confused.

For example, suppose that the management of an organization decides to purchase new state-of-the-art equipment for its Canadian division. If the organization does not announce the values behind this decision, an employee might infer any one of a number of reasons, conclusions, and values, including the following:

<table>
<thead>
<tr>
<th>Presumed Reason</th>
<th>Conclusion</th>
<th>Inferred Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>The company must be planning to consolidate its operations in Canada.</td>
<td>Employees in other divisions are going to be laid off.</td>
<td>Profitability; disregard for human resources</td>
</tr>
<tr>
<td>The Canadian division must be doing well, and management hopes to use it as a model division.</td>
<td>Our division can strive to do well to be the next to get the new equipment.</td>
<td>Quality; employee motivation</td>
</tr>
<tr>
<td>The Canadian division must be lagging behind, and management hopes that the new equipment will boost production.</td>
<td>Machines are taking jobs away from people in this company.</td>
<td>Technology; productivity</td>
</tr>
<tr>
<td>The new equipment will make it possible to move toward self-directed work teams.</td>
<td>This company cares about its employees.</td>
<td>Teamwork; employee satisfaction</td>
</tr>
</tbody>
</table>
Now suppose that the organization’s management makes the announcement about the equipment changes in this way: “The old equipment in the Canadian division required chemicals that were a potential hazard to employees and to the community. Newer equipment uses the same process that we use in our other divisions and therefore does not require potentially hazardous chemicals.” The announcement might then continue in one of the following ways:

1. “Because our company values being environmentally responsible, we are proud to announce the purchase of new, state-of-the-art equipment for our Canadian division.”

2. “Because our company values protecting its investors from lawsuits, we have decided to purchase new, state-of-the-art equipment for our Canadian division.”

Either announcement clearly defines and publishes to employees and customers where the managers of the organization stand and what they value. It is vital to do this defining and publishing of values and to use values to make decisions and to explain why decisions are made. Until an organization operates from an awareness of its values, employees will continue to make assumptions about what the organization values, and the practical aspects of doing business may be adversely affected.

**REFERENCE**

METAPHORS: CHARACTERIZING THE ORGANIZATION

Goals

- To offer the participants a way to clarify and discuss their perceptions of their organization.
- To allow the participants to compare their perceptions of an ideal organization with their perceptions of their own organization.
- To provide the participants with a means for analyzing their organization as they perceive it and for determining specific organizational changes that they would like to make.

Group Size

A maximum of thirty participants from the same organization, assembled into as many as five subgroups.

Time Required

Two hours to two hours and fifteen minutes.

Materials

- A copy of the Metaphors Theory Sheet for each participant.
- A copy of the Metaphors Task Sheet for each participant.
- A copy of the Metaphors Discussion Sheet for each participant.
- Blank paper and a pencil for each participant.
- A newsprint flip chart and several different colors of felt-tipped markers for each subgroup.
- Five large signs, constructed of newsprint or paper, posted on the walls at various points in the room. (Each sign will designate a meeting area for one of the subgroups.) These signs read, respectively, Voyage, Game, War, Machine, and Organism.
- A newsprint flip chart and a felt-tipped marker for the facilitator’s use.
- A roll of masking tape for each subgroup (for posting newsprint).
Physical Setting

A room that is large enough so that the subgroups can work without disturbing one another. Each subgroup needs sufficient space so that the members can be seated around a newsprint flip chart and can post sheets of newsprint on the wall in that area if they choose to do so. Movable chairs should be provided; if tables are not available for the subgroups, each participant should be given a clipboard or other portable writing surface.

Process

1. The facilitator announces the goals of the activity.
2. Each participant is given a copy of the Metaphors Theory Sheet and is asked to read this handout. (Five minutes.)
3. The facilitator calls the participants’ attention to the five signs posted on the walls. Each participant is instructed to review the metaphor descriptions on the theory sheet, to choose the one metaphor that best describes his or her personal feelings about how the organization is run and how it feels to work there, and to go to the area of the room designated by the sign that lists that metaphor. (Five minutes.)
4. After the participants have formed subgroups according to their choices of metaphors, the facilitator distributes copies of the Metaphors Task Sheet, blank paper, pencils, newsprint flip charts, felt-tipped markers, and rolls of masking tape. The participants are told to read the instructions on the task sheet; the facilitator elicits and answers questions about the task, and explains that the subgroups may want to record the highlights of their presentations on newsprint and to use these posters as visual aids when they present their metaphors to the total group. After announcing that the subgroups have forty-five minutes to prepare their presentations, the facilitator instructs them to begin. While the subgroups are working, the facilitator monitors their activities, informing them at intervals about the remaining time. If any metaphor has been chosen by only one person, the facilitator assists that person as necessary in preparing the presentation.
5. After forty-five minutes the facilitator reconvenes the total group and asks the subgroups to take turns making their presentations. At the conclusion of each presentation, the facilitator asks that any newsprint posters pertaining to that presentation be removed from the main presentation area but be posted nearby so that the participants can view them during the final discussion. (Up to twenty-five minutes, depending on how many of the five metaphors are represented.)
6. The facilitator asks the participants to reassemble into their subgroups, distributes copies of the discussion sheet, and instructs the subgroups to spend thirty minutes discussing their answers to the questions on the sheet. The facilitator tells each subgroup to select a member to record answers and to report them later to the total group.
7. After thirty minutes the recorders are instructed to take turns presenting their subgroups’ answers to the questions on the discussion sheet. As the recorders present, the facilitator records highlights on newsprint. (Approximately fifteen minutes.)

8. The facilitator summarizes the highlights recorded on newsprint and elicits the participants’ reactions to the activity.

**Variations**

- This activity may be used with an ongoing work team by asking the individual members to choose metaphors for their team and then to share their perceptions with the total team. In this case the phraseology of the theory sheet should be altered to work for a team rather than an organization; also, the task sheet should be significantly altered or eliminated. The concept of the metaphor may be carried further by asking the participants to identify which team members serve as the metaphor’s main characters; for example, a participant who chooses the war metaphor may be asked to identify different officers and enlisted personnel. Before this variation is used, the team should have some experience with giving and receiving both positive and negative feedback.

- If the first variation is chosen, the participants may follow it with action planning to address the team weaknesses identified.

- This activity may be used as part of the followup to an organizational-climate survey.

- After step 6 the participants may be asked to reassemble into their subgroups for action planning.

- The participants may be asked to compose their own original metaphors to describe their organization. The facilitator should note that this variation requires a high level of verbal skill on the part of the participants.

Submitted by J. William Pfeiffer.
METAPHORS THEORY SHEET

One way to describe an organization is in terms of a metaphor—a comparison of the organization with something else. Listed below are several metaphors that people have used to describe particular types of companies along with explanations of the strengths and weaknesses that characterize those types. Check the list and choose the one metaphor that best describes your personal feelings about how the company you work for is run and how it feels to work there.

1. A Voyage

Strengths:
- Captures the spirit of adventure, the peril of the unknown
- Acknowledges the need for teamwork
- Focuses on working toward a goal
- Recognizes the need for capable leadership

Weakness:
- Fails to recognize the complexity of business

2. A Game

Strength:
- Emphasizes goals, difficulty, unpredictability, fun, teamwork, and leadership

Weaknesses:
- Fails to recognize the complexity and ambiguity of business
- Places a naive stress on winning

3. A War

Strengths:
- Goal oriented
- Recognizes/acknowledges the difficulty of the endeavor; the need for strong, skilled, courageous leadership; risk; and the need for strategy

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Weakness:
  - Emphasizes destroying the opponent

4. A Machine

Strengths:
  - Views itself as a wealth-producing tool, as having a serious purpose
  - Emphasizes predictability

Weaknesses:
  - Treats people in an unfeeling way
  - Overemphasizes rationality

5. An Organism

Strength:
  - Recognizes the complexity and ambiguity involved in running a business

Weakness:
  - May place its goals above all other purposes, including society’s
**METAPHORS TASK SHEET**

*Instructions:* You and the other members of your subgroup are to prepare a five-minute presentation for the total group. The purpose of your presentation is to describe the organization as you see it, in terms of the metaphor you chose. Answers to the questions on this sheet should be included in your presentation along with any other information that you feel is pertinent.

The metaphor: ______________________________________________________

1. How does it feel to work in this kind of organization?
2. What are the effects of this kind of working environment on:
   a. morale?
   b. motivation?
   c. productivity?
   d. profit?
   e. quality of products/services?
   f. teamwork/collaboration?
   g. communication?
   h. customer/client service?
3. What kind(s) of people are best suited to working in this kind of organization?
4. What kind(s) of people would not be well suited?
5. What strengths would you add to those listed in the handout for this kind of organization?
6. What weaknesses would you add?
7. What specific actions can employees take to capitalize on the strengths of this kind of organization?
8. What specific actions can employees take to diminish the effects of the organization’s weaknesses?
METAPHORS DISCUSSION SHEET

1. What do the various metaphor choices in this group tell you about your organization? What similarities can you identify in the various choices? What differences can you identify? How do you account for any differences in perceptions?

2. From your point of view, which of the metaphors described in the handout most closely resembles an ideal organization to work for? What does your choice say about what you value in an organization?

3. What are the similarities between the metaphor you chose to describe your organization and the metaphor that most closely resembles your view of the “ideal” organization? What are the differences?

4. If you were to shape your organization in any way you wanted, what specific changes would you make? Which of those changes might you recommend to management? Which might you (or your work team or unit) make on your own? How can you personally follow through on changes you would like to make?
CITY OF BUFFINGTON:
DEVELOPING CONSULTATION SKILLS

Goals
- To provide the participants with an experience in diagnosing organizational problems.
- To offer the participants an opportunity to practice interviewing for the purpose of obtaining information for diagnosing organizational problems.
- To allow the participants to practice giving and receiving feedback on consulting skills used during data-gathering interviews.

Group Size
Eighteen to thirty participants. The activity requires nine participants to play the roles of city employees and nine to play the roles of consultants. However, the design is based on the assumption that the group will probably include more than eighteen participants, with the additional participants functioning as observers.

Time Required
Approximately two hours and fifteen to thirty minutes. (The facilitator can save time in distributing the materials below by preassembling them into packets.)

Materials
- One copy of the City of Buffington Background Sheet for each participant who is to play the role of a city employee.
- One set of role sheets 1 through 9 for the participants who are to play the roles of city employees (one participant per role).
- Three copies of the City of Buffington Consultant’s Task Sheet for each participant consultant and one copy for each observer.
- Three copies of the City of Buffington Feedback Sheet for each participant who plays the role of a city employee and three for each observer.
- One copy of the City of Buffington Interview Schedule for each participant and several copies posted in various places in the main meeting room before the interviews begin.
- One copy of the City of Buffington Diagnosis Guidelines for each participant consultant.
- A name tag for each participant. Nine tags should be filled out with the titles of the nine city employees. Nine tags should be filled out for the consultants: Consultant A, Consultant B, Consultant C, Consultant D, Consultant E, Consultant F, Consultant G, Consultant H, and Consultant I. Each of the remaining tags should read “Observer.”
- A pencil for each participant.
- Several sheets of blank paper for each participant consultant.
- Nine large signs constructed in advance with the titles of the nine city employees.
- Masking tape for posting signs and copies of the interview schedule.

**Physical Setting**

A large, main meeting room in which nine simultaneous interviews can be conducted without disturbing anyone who is participating in or observing these interviews. Movable chairs should be provided; in addition, if movable tables or desks are not available for each city employee’s “office” (see step 4), a portable writing surface should be provided for each participant.

In addition, a separate room should be provided for subgroup work (see steps 3 and 8).

**Process**

1. The facilitator presents the goals of the activity and then briefly describes the entire process. (Five minutes.)
2. The facilitator assigns the roles of city employees, consultants, and observers. Materials are distributed as follows:
   - Each city employee receives a background sheet, a particular role sheet, three feedback sheets, an interview schedule, a pencil, and the appropriate name tag.
   - Each consultant receives three consultant’s task sheets, an interview schedule, a pencil, several sheets of blank paper, and a consultant’s name tag.
   - Each observer receives a consultant’s task sheet, an interview schedule, three feedback sheets, a pencil, and a name tag reading “Observer.”

   All participants are instructed to put on their name tags.

3. The city employees are told to spend a few minutes reading their handouts, studying their roles in the context of the situational background, and thinking and making notes about how they might play their roles. They are also cautioned not to discuss their roles with one another. The facilitator leaves the room with the consultants and the observers, assembles the consultants into three subgroups of three (A, B, and C; D, E, and F; and G, H, and I), and assigns observers to individual consultants. Then
the facilitator covers the content of the consultant’s task sheet, elicits and answers questions, and instructs the subgroups to spend the next twenty minutes discussing how they plan to conduct the upcoming interviews. The observers are instructed to listen carefully while the consultants plan their approaches because later they will be providing their assigned consultants with feedback about their interview performance. (Ten minutes to cover instructions and clarification.)

4. As soon as the consultants’ discussion has begun, the facilitator returns to the main meeting room, elicits and answers questions about the upcoming interviews, and emphasizes the importance of maintaining roles during the role play. Then the facilitator helps each city employee to set up a separate area in the room as an “office” in which interviews can be conducted. The facilitator gives each city employee masking tape and the appropriate sign to post on the wall next to his or her “office.” At this time the facilitator also posts several copies of the interview schedule in various places in the room. (Twenty minutes.)

5. At the end of the consultants’ twenty-minute planning period, the facilitator invites the consultants and the observers to return to the main meeting room. The facilitator states that during each interview the consultant is to make notes (either on a copy of the consultant’s task sheet or on blank paper) and the city employee and each observer are to complete a copy of the feedback sheet. All participants are instructed to remember at the outset of each interview to identify on their sheets which round is about to begin, which consultant is interviewing, and which city employee is being interviewed. Then the facilitator announces round 1 of the interview cycle.

6. After ten minutes, the facilitator instructs the consultants and observers to move to the next interview on the schedule and to begin round 2.

7. After ten more minutes, the consultants and observers are told to move again and to begin round 3.

8. At the end of the final interview period, the facilitator calls time and gives each consultant a copy of the diagnosis guidelines. The consultants are instructed to retire to the separate room, reassemble into their subgroups, and spend twenty minutes answering the questions on the handout. They are also told to choose spokespersons to share their answers with the total group.

9. After the consultants have left the main meeting room, the facilitator instructs the city employees to assemble into trios. The observers are told to do the same. (If there are fewer than three observers, each is told to join one of the city-employee trios.) The facilitator explains that when the consultants return, the interview schedule will be followed again, this time so that individual city employees and observers can give individual consultants feedback on how well they conducted the interviews. Then the facilitator briefs the participants on the principles of giving feedback and tells the subgroups to discuss how they can accomplish this process so that it is most helpful to the consultants. If time permits, the city employees and the observers may discuss what problems they believe are facing the city government.
10. At the end of the consultants’ twenty-minute diagnosis period, they are instructed to return to the main meeting room. The facilitator covers the contents of the diagnosis guidelines, instructing the consultant spokespersons to share their subgroups’ answers to each question. As these answers are presented, the participants are invited to share their reactions and comments. Then the facilitator leads a discussion on the similarities and differences among the subgroup answers. (Twenty minutes.)

11. The interview schedule is again followed, but this time the city employees and observers give the consultants feedback on their performance during the interviews. (Thirty minutes.)

12. The facilitator reconvenes the total group and leads a discussion of the activity by asking the following questions:

- For those of you who served as employees, what were your thoughts and feelings as you played your roles? For those who were consultants, what were your thoughts and feelings? For those who observed, what were your thoughts and feelings?
- What did you notice about the interaction between the consultant and the employee during the interview? What did you notice about this interaction during the feedback session?
- What did you notice about the interaction among the consultants in preparing for the interviews? What did you notice about their interaction as they discussed the information from the interviews and diagnosed the problems? How did their interactions affect the answers they provided?
- What can we conclude about the effect of interviewing method and style on gathering useful information? What can we conclude about the effect of the quality of information on diagnosis of organizational problems?
- As a result of this activity, how do you assess the method of discovering problems in your own organization? What, if anything, needs to be done to improve that process?

**Variations**

- The activity may be continued by having the participants proceed to action planning. In this case, the questions that follow might be covered:
  - What specific actions might be taken by which city employees and over what time spans?
  - What outcomes would you expect from these actions?
  - What procedures would you use to evaluate these outcomes?
  - What is the role of the OD consultant in the action-planning process?
- The activity may be shortened by eliminating five of the city employees’ roles and retaining only those of the city manager, the police chief, the public works director, and the director of parks and recreation.
- The activity may be preceded by the introduction of a model for organizational diagnosis from which interview questions could be formulated.
- The activity may be extended by instructing the consultants and the city employees to switch roles.

Submitted by Willa M. Bruce.
CITY OF BUFFINGTON BACKGROUND SHEET

The City of Buffington is a suburb of a large southern city. Its population of about 12,000 has almost doubled in the past ten years. The size of the city government has not. Buffington employs a city manager. The mayor and council members are local businesspeople who take their roles seriously and who are concerned about finances. They have promised their constituents that taxes will not be raised.

The new city manager, who recently earned a Master’s in Business Administration, came to Buffington about nine months ago and inherited a staff in which all department heads and secretaries, with the exception of three part-time employees, had worked for the city for many years. Before the new city manager’s arrival the department heads had been accustomed to operating their units independently; they are all tough-minded people who believe that they, as directors, know the facts and should make the decisions in their own areas. Support staff members pitch in and do what needs to be done as crises occur or as the public demands. Morale in the city government is poor. The city has no plan for managing its phenomenal growth, and the existing descriptions of employee positions are obsolete.

The new city manager firmly believes in a team approach to management and has instituted biweekly staff meetings in the hope of encouraging communication. The department heads attend reluctantly, feeling that meetings are a waste of time and teamwork a fad devised by some management professor in an ivory tower. The meetings usually deteriorate quickly and end with arguments about the fact that the department heads have been making independent decisions without consulting the city manager. The city manager has good relationships with most of the other city employees except the secretary to the city manager, who is the mayor’s cousin.

All of the secretarial staff members are housed in offices adjacent to the city manager’s. The secretary to the city manager gossips a lot and complains of being bored and ill informed about city business. The city manager asks for clerical help from the secretary to the municipal clerk when sensitive matters are involved and confidentiality must be maintained. The municipal clerk, formerly a member of the secretarial staff and now the supervisor of this staff, feels overwhelmed by the new supervisory duties and hesitant to make requests of subordinates. When an errand needs to be run, the city manager tends to go straight to a member of the secretarial staff without first informing the municipal clerk.

The receptionist, who is also responsible for collecting city fees, complains about being interrupted more than five hundred times a week and about not being appreciated. Other clerical staff members resent the receptionist’s complaints. The accounting clerk, also a member of the secretarial staff, has withdrawn from the group and stays busy at a computer terminal.

The department heads are as follows:
1. The police chief who supervises one secretary and eight police officers. The police chief has the reputation of being the toughest law-enforcement official in the area.

2. The public works director, who is responsible for a crew of seventy-two people plus one meter reader and a secretary. The size of the public works staff has not increased in the past ten years, and no new equipment for the staff has been purchased in that time.

3. The director of parks and recreation, who operates out of City Hall and wants to build a new community recreation center. In the meantime members of the city secretarial staff do the director’s correspondence and collect fees for the use of recreational facilities because the director’s assistant works only part-time and must help with program planning and teaching.

The city manager has decided that the problems being experienced within the city government are severe enough that outside help is needed. Consequently, consultants have been contacted to work for the City of Buffington in diagnosing the troubles.
CITY OF BUFFINGTON ROLE SHEET 1

City Manager

You want to improve your communication with the department heads and develop them into a team. You feel that they are competent but need guidance; in the past they have had entirely too much autonomy, which has resulted in a poorly run city government. You resent their resistance to any kind of change. You also distrust your secretary, whom you have seen on several occasions at the coffee machine whispering with some of the other secretaries; as soon as you are noticed, the conversation stops. Your secretary is, after all, the mayor’s cousin. Who knows what gossip the mayor may be hearing about your problems?

Frankly, you are beginning to fear that this job is too much for you to handle. You need help, and you are hoping that the consultants can provide it.

Do not show this role sheet to anyone.

---

CITY OF BUFFINGTON ROLE SHEET 2

Municipal Clerk

You wish that the city manager would observe the chain of command and stop giving work and errand assignments to your subordinates without checking with you first. You have been with the city for over seven years and believe you know more about its operation than the manager does. However, you have never supervised before and feel overwhelmed by your new duties. For example, you are very uncertain about when and how to delegate.

Do not show this role sheet to anyone.

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CITY OF BUFFINGTON ROLE SHEET 3

Secretary to City Manager

You feel bewildered about the fact that the city manager gives you less to do than you are accustomed to. You have been with the city for twelve years and feel that you could handle more work; you are continually bored because you do not have enough to keep you busy. Lately you have eased the boredom a bit with frequent trips to the coffee machine to chat with some of the other secretaries. Although you are only engaged in idle conversation with your friends on these occasions, the city manager always looks at you oddly when you are seen doing this.

Do not show this role sheet to anyone.
CITY OF BUFFINGTON ROLE SHEET 4

Secretary to Municipal Clerk

You sometimes think you are supposed to be all things to all people. Although you like the challenge of the extra work that the city manager gives you, you resent being expected to do more than anyone else. You have been with the city for five years and would like to be promoted to a better-paying job. In fact, since the city manager relies on you so heavily and seems to trust you, you have been thinking about asking if you could be the secretary to the city manager; surely that job would pay more than the one you have now.

Do not show this role sheet to anyone.

CITY OF BUFFINGTON ROLE SHEET 5

Accounting Clerk

You would just like to be left alone to do your job. You have so many problems at home that you do not want to listen to the complaints of the receptionist or any other coworkers. You have seen the city manager's secretary whispering with friends occasionally at the coffee machine, and this kind of idle gossip annoys you. You believe that if everyone worked as hard as you do, there would be no problems in the city government. You would like to quit, but you need your salary to keep your two sons in college and your daughter in a special school for handicapped children.

Do not show this role sheet to anyone.

CITY OF BUFFINGTON ROLE SHEET 6

Receptionist

You have been with the city for three years. You took this job because it was all you could find at the time. Although you have a lot of work to do, you believe that your duties are beneath your skill level; for example, it is ridiculous that you are responsible for collecting city fees, such as those charged for the use of recreational facilities. You are the only member of the secretarial staff who is a certified professional secretary. You also have had a lot of money problems since your spouse left you, and you feel very insecure and depressed much of the time. In addition, you have a feeling that the accounting clerk does not like you; the clerk is so quiet and secretive and never seems to want to sympathize with your problems.

Do not show this role sheet to anyone.
CITY OF BUFFINGTON ROLE SHEET 7

Police Chief
You have been the police chief for ten years. Ridding the city of crime is your primary objective in life, and you are proud of your record. You do not want to be bothered with the rest of the city operations. You believe that the city manager wastes your time by requiring you to attend staff meetings that usually end in petty power squabbles; you would rather get back to the business of protecting the citizenry. You feel that another city manager would understand the importance of your job and let you get on with it instead of making you attend so many stupid meetings.

Do not show this role sheet to anyone.

CITY OF BUFFINGTON ROLE SHEET 8

Director of Public Works
You have been in charge of public works for fifteen years; you know what needs doing and when. From what you have seen so far, you believe the city manager to be incompetent. For example, the city manager has not made any moves to increase the size of your staff or to approve the money to purchase the new equipment that you so badly need. Consequently, you have decided to cooperate with the manager as little as possible.

Do not show this role sheet to anyone.

CITY OF BUFFINGTON ROLE SHEET 9

Director of Parks and Recreation
You have been in charge of parks and recreation for six years. As the city has grown, you have tried to expand your department and get approval to build a new community center; but you are always told that other issues are more important than recreation. You are tired of this situation and of all the grumbling at staff meetings. However, because the new city manager seems farsighted—for someone who believes in involving everyone in decision making—you have some hope that things will change. If nothing does change and you cannot get the money you need for your department, you have decided that you will quit your job.

Do not show this role sheet to anyone.
CITY OF BUFFINGTON
CONSULTANT’S TASK SHEET

The Situation and the Task

The City of Buffington is a suburb of a large southern city. Its population of about 12,000 has almost doubled in the past ten years. The size of the city government has not. Buffington employs a city manager. The mayor and council members are local businesspeople who take their roles seriously and who are concerned about finances. They have promised their constituents that taxes will not be raised.

The present city manager, who has only held the job for a few months, recently contacted you and two fellow consultants to work for the City of Buffington in diagnosing some serious problems within the city government. You and your colleagues have decided to conduct ten-minute interviews with the city employees:

- The new city manager, who hired you
- Three department heads supervised by the city manager:
  - The police chief
  - The public works director
  - The director of parks and recreation
- Five members of the city’s secretarial staff:
  - The municipal clerk, who supervises the staff
  - The secretary to the municipal clerk
  - The secretary to the city manager
  - The receptionist
  - The accounting clerk

You and your colleagues will each interview three of these employees (see the interview schedule). The data you will use to diagnose the problems in the government of the City of Buffington will be obtained during these interviews. Each interview will be conducted in the office of the city employee being interviewed.

Suggested Steps to Follow in the Interview

You and your colleagues will meet to determine an approach to take while interviewing. When you meet, discuss what you might want to say to cover each of the following steps. Keep in mind that each interview will last only ten minutes; consequently, you need to cover the first eight steps quickly so that the person being interviewed has time to convey information. For some steps you may need to make up some of the information.
The next section of this handout offers some examples of the types of questions you might want to consider asking.

1. Introduce yourself.

2. Define the goals of the interview by explaining why you are involved and what you are doing.

3. Clarify whom you work for.

4. Clarify what information you want from the person being interviewed and why you want it.

5. Explain how you will protect confidentiality.
6. Clarify who will have access to the information provided during the interview.

7. Explain how the person being interviewed will benefit from the process.

8. Emphasize and demonstrate that you can be trusted.

9. Question the person being interviewed.

**Sample Interview Questions**

1. What would you like this interview to accomplish?
2. What are some of the things that the city government does well?
3. What are some of the problems that the city government is experiencing?
4. If the city government were working perfectly, what would be happening?
5. What helps you perform your job? What hinders you?
6. What has been your proudest moment or your greatest success in your job?
7. What has been your biggest disappointment or your worst failure in your job?
CITY OF BUFFINGTON
FEEDBACK SHEET

Instructions: You will be evaluating one or more consultants on the task of conducting data-gathering interviews. Fill out one of these sheets during each interview that you participate in and/or observe. Use the rating scale beneath each item (from 1 = not effective to 10 = extremely effective) to assess the consultant’s effectiveness in the particular area described in the statement above the scale; circle the number that represents your rating. Then jot down any comments you have about the consultant’s performance in that area.

After you have completed all eight ratings, use the spaces provided to write your evaluation of the consultant’s interviewing strengths and areas for improvement.

1. The consultant introduced himself or herself.

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Comments:

2. The consultant acknowledged the employee being interviewed.

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Comments:

3. The consultant established a positive climate for the interview.

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Comments:
4. The consultant structured the interview by explaining:
   - Goals
   - Consultant involvement
   - Consultant’s employer
   - The information wanted
   - Who gets the information
   - Confidentiality
   - Benefits to the employee

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5. The consultant asked open-ended questions.

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6. The consultant asked follow-up questions to elicit details.

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7. The consultant summarized and checked understanding of employee responses.

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8. The consultant thanked the employee.

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**The Consultant’s Strengths:**

**The Consultant’s Areas for Improvement:**
### CITY OF BUFFINGTON INTERVIEW SCHEDULE

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CITY OF BUFFINGTON
DIAGNOSIS GUIDELINES

1. What specific organizational problems have you identified?

2. What systems or subsystems are affected by these problems? How are they affected?

3. What variables seem to be contributing to these problems?

4. What causes can be cited for these problems?

5. If all the problems you identified were solved, what would be the situation in the city government? How would the people involved be acting?
HELP WANTED: COLLABORATIVE PROBLEM SOLVING FOR CONSULTANTS

Goals
- To offer the participants an opportunity to practice collaborative problem solving in one-on-one consulting situations and to receive feedback on their efforts.
- To assist the participants in identifying which consultant behaviors are effective in collaborative problem solving and which are not effective.

Group Size
Four to six subgroups of four participants each. This activity has been designed for use with practicing and prospective consultants.

Time Required
Approximately two and one-half hours.

Materials
- A set of Help Wanted Employee Role Sheets 1 through 4 for each subgroup (a different role sheet for each subgroup member).
- One copy of the Help Wanted Consultant Sheet for each participant.
- Two copies of the Help Wanted Observer Sheet for each participant.
- Several sheets of blank paper and a pencil for each participant.
- A clipboard or other portable writing surface for each participant.
- A newsprint flip chart and a felt-tipped marker.
- Masking tape for posting newsprint.

Physical Setting
A room large enough so that the subgroups can conduct role plays without disturbing one another. Movable chairs should be provided.

Process
1. The facilitator announces the goals of the activity.
2. After instructing the participants to assemble into subgroups of four members each, the facilitator explains the role-play process: In each subgroup there are four roles—employee, human resource consultant, and two observers. The subgroup members will conduct four different role plays, taking turns in roles so that each participant plays the employee once, the consultant once, and an observer twice. After each role play the observers will share their observations with the role players, concentrating on giving feedback to the consultant; then all four members will discuss the activity, including what the consultant might have done differently.

3. A set of employee role sheets is distributed to each subgroup in such a way that each member receives a different sheet. The facilitator then gives each participant the remaining materials: one consultant sheet, two observer sheets, blank paper and a pencil, and a clipboard or other portable writing surface.

4. The facilitator asks the participants to spend ten minutes reading the three handouts and jotting down notes about how to play their employee roles. The participants are cautioned not to share the contents of their employee role sheets.

5. Each subgroup is instructed to decide which two members will participate in the first role play as employee and consultant.

6. The facilitator asks the subgroups to spend ten minutes conducting their role plays, with the observers listening closely and filling out their observer sheets.

7. After ten minutes the facilitator stops the role plays and asks the subgroups to spend fifteen minutes on feedback and discussion.

8. The facilitator asks the members of each subgroup to spend five minutes preparing for the next role play by determining who will assume which roles and by reviewing the appropriate handouts.

9. Steps 6 through 8 are repeated three times so that each participant has a chance to play the role of consultant and to receive feedback. (One and one-half hours.)

10. The facilitator reconvenes the total group and leads a discussion based on these questions:

    - How productive were the various role plays in terms of solving the employee problems?
    - What elements did the most-productive role plays have in common? What elements did the least-productive role plays have in common?
    - What have you learned about the skills that are necessary for effective consultation in collaborative problem-solving efforts?
    - What is one thing that you will do differently in future collaborative problem-solving efforts as a result of participating in this activity?
During this discussion the facilitator records effective elements and consultant behaviors on newsprint and posts the newsprint prominently.

**Variations**

- To save time, the facilitator may form trios instead of subgroups of four and may use three of the four role sheets.
- Prior to conducting the activity, the facilitator may ask the participants to contribute ideas for employee role sheets involving employee problems that they have personally encountered and/or been confronted with. Subsequently, the facilitator writes new role sheets based on those problems and uses the new handouts during the activity.
- The participants may be asked to use the effective consultant behaviors generated during step 10 to create a checklist to assess their own behaviors in future collaborative problem-solving efforts.
HELP WANTED EMPLOYEE ROLE SHEET 1

“My Boss Is Driving Me Crazy”

You have been with your company for seventeen years. You have been promoted four times and have been in your present job, which you love, for five years. You have a solid record of glowing performance appraisals from three previous supervisors. Now you are the most senior person in your department, and your coworkers often look to you for guidance.

Things were great until your old boss resigned and your new boss came on the scene two months ago. During his first day on the job, the new boss called a meeting with the members of your department and announced that one of the reasons he was hired was to come up with ways to increase profit. You know that profit is down, but, like most of your coworkers, you feel that this situation is attributable to an economic recession; things should pick up in a few months, once the national economy recovers. Your new boss, on the other hand, has other ideas. He believes that you and your coworkers should address the company’s financial situation by trying new systems and processes to boost productivity. He seems ready to dump all of the old systems—many of which you personally designed—in favor of new approaches.

The new boss frequently quotes statistics and academic studies to back up his ideas, but he never cites examples from his own experience in the corporate world. That is probably because he has so little experience. He recently earned his M.B.A. from Harvard, and this is his first full-time job. You do not have a college degree, but you have certainly proved yourself on the job. How can he possibly know more than you do about how to manage your work?

Now everything you do comes under his scrutiny; you are continually justifying the way you do things. Twice you have tried talking with him privately about this problem. You told him that your basic philosophy is “If it isn’t broken, don’t fix it.” On both of these occasions, although he was extremely polite, he said that you were “resistant” and “behind the times.”

The job you love is in jeopardy, and you have no idea what to do next. Consequently, you have made an appointment with the company’s human resource consultant. Maybe the consultant can help you come up with a way to save your job and your sanity.
HELP WANTED EMPLOYEE ROLE SHEET 2

“I Can’t Get What I Need to Do My Job”

Each month you must prepare a report on the previous month’s foreign sales. On the fifteenth of the month, you must give copies of the completed report to each of the company’s top executives, who then review the report and use it as the centerpiece of a monthly meeting at which they determine future marketing directions.

Your report is based on a monthly printout of foreign sales. Once you have the printout, you analyze sales and then write the report, making recommendations based on your analysis. The process of reviewing the information and writing the report takes about one and one-half days, so you need the printout at least two full days before the report is due.

Terry in Data Processing is responsible for giving you the printout. You used to be able to count on Terry to get the printout to you on time. But six months ago the company installed a new computer system, and since then Terry has been late with the printout every month. Most of the time you receive the printout only one working day before your report is due, which means you have to stay up half the night writing. Also, although you have not received any negative feedback about your recent reports, you know that you have not had enough time to do your best work on them.

You have talked with Terry about this problem several times, emphasizing how important the report is, how long it takes you to prepare the report, and how grateful you would be if you received the printout on time. Terry always apologizes, saying that once all of the bugs are worked out of the new system you will receive your reports on time. However, Terry cannot say when the bugs will disappear, so you do not know how much longer this situation will go on. You have also talked to your own manager, who says that he sympathizes with how difficult the situation is, that he appreciates your patience and all the overtime you have put into preparing your reports, but that there is nothing he can do.

This situation must change. For a full week before the report is due every month, you are a nervous wreck. Today you are going to see the company’s human resource consultant, who may be able to help you come up with a solution to the problem.
HELP WANTED EMPLOYEE ROLE SHEET 3

“I Can’t Take the Stress”

Eight months ago you were an order taker when the higher-paid position of trouble-shooter became available. You applied for this position and got it. As troubleshooter, you are the person who has to rectify the situation when something goes wrong with a customer’s order. You spent your first month in the position attending customer-service training and learning the ropes. But all your training did not prepare you for the stress of this job.

All day long you receive customer calls and letters. The message is always the same, regardless of whether the customer is genial or angry: “Fix this NOW.” Many customers seem genuinely desperate. You are always behind in your work; there is so much to do, and all of it needs to be done instantly. You cannot even enjoy your lunch break in peace unless you leave the premises; your coworkers, who cover for you during lunch, interrupt you with questions about how to handle the various situations that arise. Even after you go home at night, you cannot stop thinking about all the work you did not finish during the day and about what tomorrow might bring. Your spouse is expressing frustration, saying that you are distracted and unapproachable since you took the new job; even your children seem to stay away from you as much as possible, apparently fearing that you will snap at them.

Although the extra money has been nice, you have begun to think that it is not worth what you have to go through on this job. You have talked with your manager about this problem on three occasions. The first couple of times she tried to reassure you by saying that you are still learning the job, that you are doing fine so far, and that with time the work will seem easier. On the third occasion, you brought her a brochure you found for a two-day stress-management workshop offsite and asked if the company would pay for you to attend. She said that the company could not afford to send you to the workshop now due to poor cash flow but that maybe she could send you in six months or so.

You know that you cannot last another six months with things as they are now. You must do something about your stress level as soon as possible. Consequently, you have decided to talk with the company’s human resource consultant, who may be able to help you come up with a solution to the problem.
“My Coworker Won’t Cooperate”

Two months ago you and a coworker, Chris, were assigned to work together on an important project. Your assignment was to gather and analyze data, agree on recommendations based on the data, and present those recommendations to your manager in a written report. You have only a week left until the project deadline, and you are afraid you will not make it.

In the beginning things went well. Chris was great at research—thorough and precise. Whenever you became bored with the research process, you dropped out and Chris willingly kept going, seemingly tirelessly. The trouble started when Chris could not let go of the analysis phase.

Your approach to work is very different from Chris’s. You look at the facts, weigh them, make your decision, and act on it. You do not have the patience for a lot of research, but once the data are accessible you are ready to move. Chris, on the other hand, is wonderful at uncovering information but needs to analyze every piece of data from every conceivable angle before making a decision.

You were ready with your own recommendations a week ago, and you tried without success to convince Chris that they are sound. In frustration you started writing the report by yourself and then dropped by Chris’s office to announce what you were doing. Chris protested indignantly that you were ignoring the mandate of the assignment by writing your own personal opinions. You said that missing the deadline would also be ignoring the mandate. Chris replied that there was plenty of time left and that writing prematurely would result in a “shoddy end product.” You asked when Chris would be ready to help with the writing, and Chris said, “I’m not sure. I can’t say until I’ve checked a few more details.” At that point you threw up your hands and left Chris’s office.

You thought about ignoring Chris and finishing the report, but you know that Chris is a much better writer than you and would be able to polish the report in a way that you never could. But will Chris ever be ready to write?

It is a matter of pride with you that you never complain about your colleagues, so you have not talked with your manager about this problem. When she has asked about your progress, you have made vague comments like “It’s coming along.”

Now you have decided to talk with the company’s human resource consultant, who may be able to help you solve the problem and complete the report on time.
HELP WANTED CONSULTANT SHEET

Instructions: Your task is to conduct a collaborative problem-solving session. You have no authority to change the situation; instead, your purpose is to help the employee empower himself or herself to resolve the problem. Here are some questions that might be useful during the conversation:

1. What is the situation now? Who is involved in the problem? What has each person, including you, done to contribute to the problem?

2. If the situation were changed to your complete satisfaction, what would that perfect situation look/sound/feel like? How would you know when you had what you wanted?

3. What have you tried so far in your attempts to solve the problem? What else could you try? Which facets or elements of the problem are in your control? Which are out of your control? Whose help do you need?

4. What can you do to close the gap between the current situation and the desired situation? What steps can you take? What will your first step be?
HELP WANTED OBSERVER SHEET

*Instructions:* During the role play, observe the interactions of the employee and the consultant and write answers to the following questions. Later you will share your questions and answers with the other members of your subgroup.

1. What behaviors (verbal and nonverbal) is the consultant using?

2. Which consultant behaviors contribute to problem resolution?

3. Which consultant behaviors seem to get in the way of problem resolution?

4. On a scale of 1 to 10, how productive is the role play in terms of solving the employee’s problem?
ROXBORO ELECTRIC COMPANY: AN OD ROLE PLAY

Goals

- To provide an experience in sensing organizational problems.
- To provide feedback on interviewing effectiveness.
- To explore organizational diagnosis and action-planning.

Group Size

Eighteen participants (nine company roles and nine OD consultant roles). (Additional roles can be created, and one or more roles can be combined if necessary. Additional participants may be assigned as observers.)

Time Required

Approximately two and one-half hours.

Materials

- For company role-players:
  Roxboro Electric Company Background Sheet
  Roxboro Electric Company Organization Chart
  Roxboro Electric Company Interview Schedule
  Roxboro Electric Company Interview Feedback Guidelines

- For consultant role-players:
  Roxboro Electric Company Interview Schedule
  Roxboro Electric Company Interviewing Guidelines
  Roxboro Electric Company Diagnosis and OD Strategy Guidelines
  Pencils and paper
- Signs to denote “offices” of consultants.
- Newsprint and felt-tipped marker.

Physical Setting

- A room large enough to accommodate the entire group and to allow nine concurrent interviews to be undertaken without distraction.
- Three small rooms where OD consultant teams can meet.
Process

1. The facilitator briefly introduces the activity to the entire group, explaining that participants will obtain experience in interviewing, in diagnosing organizational problems, in planning OD strategies, and in giving feedback on these processes. The facilitator assigns participants to company roles and OD consultant roles. The company personnel are directed to one briefing room and the consultants to another.

2. (A) Company role-players are briefed on their roles; the Roxboro Electric Company Background Sheet is distributed to them, and the Roxboro Electric Company Organization Chart is studied to clarify the relationships among the various roles. Participants are encouraged to elaborate on their roles if they desire, once they have this information. The facilitator answers any questions and gives participants ten minutes to get into their roles and to discuss their roles with one another. The briefing ends with an explanation of the Roxboro Electric Company Interview Schedule.

(B) Concurrently, consultant roleplayers are briefed on their roles. They are not given the Background Sheet but are simply told that they have been called in from corporate headquarters by the president to identify and help solve problems associated with getting a new TV model designed and produced each year. The Organization Chart is displayed on newsprint, and they are told that as three teams of three consultants each they will interview the nine company members shown on the chart. Their task will be to gather data to enable them to diagnose organizational problems and to develop an OD strategy for responding to these problems. Each consultant is given a copy of the Roxboro Electric Company Interviewing Guidelines. Consultants are allowed ten minutes to meet in teams to discuss their approach to the upcoming interviews. The briefing ends with an explanation of the Interview Schedule.

3. In the main room, nine concurrent interviews are set up, with “offices” consisting of pairs of chairs facing each other, with the title of the company member attached to one chair. The company members go to their offices. Then the consultants are brought into the room and the interviews begin. After ten minutes, the consultants move to another interview, and the process is repeated. (The Interview Schedule should be posted in the main room for reference.) When the third round of interviews has been completed, the company roleplayers remain in the main room and the consultant team members are directed to three adjacent meeting rooms.

4. (A) The facilitator briefs the company members on giving feedback to the OD consultants on their interviewing style. Each participant receives a copy of the Roxboro Electric Company Interview Feedback Guidelines. If time permits, the company members may discuss, out-of-role, the organizational problems the company faces and the kind of strategy they would develop for dealing with these problems.
(B) Concurrently, consultant role-players are instructed to pool their interview data with members of their trio, diagnose the organizational problems, and describe the main elements of an action plan for dealing with these problems. Each member is given a copy of the Roxboro Electric Company Diagnosis and OD Strategy Guidelines. Each group selects a spokesperson to report its conclusions to the total group in the final session with all participants.

5. The interview schedule is repeated so that the company members can give feedback to the consultants.

6. The entire group reassembles to discuss the activity. The participants report the feelings they had as role-players.

7. Each OD interviewing team reports its diagnosis and action planning. The facilitator leads a discussion on the similarities and differences among reports.

8. The facilitator offers a brief lecturette on sensing, diagnosis, and action planning or on other topics appropriate to the sophistication of the group.

Variations

- Observers may be assigned to each of the interview stations to assist in the feedback phase. They may be reassigned to teams during the diagnosis and action-planning phase.

- Consultants can be encouraged to experiment with different interviewing styles, such as reflective, probing, asking no questions, etc.

- The company role-players can engage in some preliminary activity in order to generate interpersonal data that may emerge during the interviews.

- The content of the “case” can be varied to be relevant to a particular group. The data could reflect an actual situation if the training occurs within an organization.

Submitted by Harvey Thomson. This activity was created in a Pfeiffer & Company workshop. Participants assisting in the development of the activity were Bill Bell, Mike Brosseau, Pat Fleck, and Edith Kahn.
ROXBORO ELECTRIC COMPANY BACKGROUND SHEET

We observed the process of designing a new-model TV set in one company. The engineering department is, of course, the one most directly concerned, and it consists of five sections. *Electrical* determines in theoretical terms how the set will be made (technically: what the overall “system” will be). *Mechanical* tries to fit the components together; it often finds that *Electrical’s* theoretical plans are impractical or even that one electrical engineer’s theoretical suggestions are incompatible with those of another. *Chassis* designs the cabinet; close coordination is required if the components are to fit the cabinet. This is not as easy as it sounds, because *Electrical* and *Mechanical* are constantly designing improvements that give better reception, but that conflict with the company’s overall goal of producing an ever-thinner, lighter set.

*Automation* designs the machinery that makes the printed circuits and attaches the tubes to it; in contrast to *Electrical*, which wants an ever-more “sophisticated” set, *Automation* wants one that is simple enough to be reduced to printed circuitry and put together mechanically. *Industrial Engineering* determines the techniques by which the set will be manufactured (other than the operations that are 100 percent automated). Like *Automation*, it seeks to eliminate what it feels to be unnecessary frills.

Further complicating overall coordination are the pressures brought by outside departments: *Sales* wants an attractive product that will sell easily, and *Manufacturing* wants a set that is easy to put together. And management as a whole is interested in keeping costs low, profits high.

Note that in this case no one section can make modifications without affecting all the others. A change in a cabinet, for instance, may require adjustments by every other section, yet each adjustment may in turn require further compensating adjustments elsewhere. Each section has its own vested interest. *Electrical*, with its goal of technical perfection, conflicts, for example, with *Industrial Engineering’s* goal of manufacturing ease.

Because a new model must be designed each year, intergroup conflicts tend to reach a crescendo as the time for a final decision approaches. During the early part of the year there is little pressure to resolve agreements, and each section is free to work on its own pet projects. As the deadline draws near, an increasing number of compromises and adjustments must be made, tempers flare, and human-relations problems begin to complicate the technical ones. Each engineer likes to feel that he or she has *completed* that end of the job and hates to reconsider a position just to please another section. No engineer likes to sacrifice his or her own brainchild.

Complicating all these problems are the changing status relationships between departments. When TV was new, the major problem was to design a workable set, and

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Electrical was the highest-status section. Today the emphasis is on sales appeal and manufacturing ease. Electrical still thinks its function is the most important one, but management seems to favor other sections when it makes critical decisions and hands out promotions.
ROXBORO ELECTRIC COMPANY ORGANIZATION CHART

- President
  - Manager, Manufacturing
  - Manager, Engineering
  - Manager, Sales
    - Electrical Engineering
    - Mechanical Engineering
    - Chassis
    - Automation
    - Industrial Engineering
<table>
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<tr>
<th>TEAM</th>
<th>CONSULTANT</th>
<th>Round 1</th>
<th>Round 2</th>
<th>Round 3</th>
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<tr>
<td>Blue</td>
<td>A President</td>
<td>Chassis Head</td>
<td>Manager, Engineering</td>
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<td>B Manager, Sales</td>
<td>Automation Head</td>
<td>Electrical Head</td>
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<td>C Manager, Manufacturing</td>
<td>Industrial Engineering Head</td>
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<td>Brown</td>
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<td>Mechanical Head</td>
<td>Manager, Manufacturing</td>
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ROXBORO ELECTRIC COMPANY INTERVIEW SCHEDULE
ROXBORO ELECTRIC COMPANY
INTERVIEW FEEDBACK GUIDELINES

Task:
To give meaningful feedback to interviewers, showing them how effective their interviewing seemed to be.

Questions to Consider:

1. Did the interviewer introduce himself or herself to you and explain the purpose of the interview?

2. Did the interviewer explain how the data were to be used? (By whom? In what form? Confidentiality?)

3. Was the interviewer at ease? Did the interviewer put you at ease? (Verbal cues and/or nonverbal behavior.)

4. How directive was the interviewer?

5. Do you feel the interviewer obtained the essential information?
ROXBORO ELECTRIC COMPANY
INTERVIEWING GUIDELINES

Task:
To obtain data to use in diagnosing organizational problems and in developing an OD action plan for responding to these problems.

Suggested Questions:
1. What are some of the things the organization does well?
2. What are some of the problems the organization is experiencing?
3. How can the organization be improved?
ROXBORO ELECTRIC COMPANY
DIAGNOSIS AND OD STRATEGY GUIDELINES

Team Task:

1. To diagnose organizational problems in the light of information gathered in the interviews.
2. To formulate an OD action plan to deal with the problems identified.

Guidelines:

A. Diagnosis
   1. What are the specific organizational problems you have identified?
   2. What systems or subsystems are affected?
   3. How ready is the organization for change?
   4. What are the driving and restraining forces for change?
   5. How do you expect the present managers to cope with change?

B. Action Plan
   1. What specific actions might be initiated or undertaken by members of the organization?
   2. Over what time spans?
   3. What would be the expected outcomes?
   4. What evaluation procedures should be used?
   5. How should feedback be handled?
   6. What should be the role of the OD team?
## TRI-STATE: A MULTIPLE ROLE PLAY

### Goals
- To build skills in diagnosing organizational and group problems.
- To focus attention on the interrelation between content and process issues.

### Group Size
One six-person subgroup and any number of trios.

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

### Materials
- A copy of the Tri-State Background Sheet for each participant.
- A copy of the appropriate Tri-State Role Instruction Sheet for each of the six role players.
- A pencil and blank paper for each participant.
- A copy of the Tri-State Consultant Work Sheet for each participant.
- Newsprint and a felt-tipped marker (optional).

### Process
1. The facilitator gives a lecturette on group and organizational dynamics, emphasizing the interaction between content and process in terms of organizational outcomes.
2. The facilitator then selects six volunteers to act out the role play and gives each role player a Tri-State Background Sheet and a different Tri-State Role Instruction Sheet. The players are then given time to study their roles.
3. The facilitator divides the remainder of the group members into trios and provides each trio with pencils, paper, three copies of the Tri-State Background Sheet, and three copies of the Tri-State Consultant Work Sheet.
4. The facilitator reads the Tri-State Background Sheet to the group and informs the nonrole players that they will be acting as consultants.
5. The role play is conducted in the center of the room, with the trios of “consultants” observing from an outer ring. The role play is allowed to continue for about thirty minutes, or until a severe block occurs in the interaction.

6. When the role play is stopped, each consultant takes five minutes to complete an individual diagnosis and then collaborates with the two other members of the trio to present a unified diagnosis, according to the points listed on the Tri-State Consultant Work Sheet.

7. One person from each consultant trio then presents the trio’s diagnosis to the role players. Still role playing, the staff is allowed to question each consultant concerning the trio’s diagnosis.

8. After each trio’s diagnosis has been presented to the role players, the Tri-State members choose which consultant trio they want to employ as their advisers. This is done in a group-on-group-arrangement, with all consultants observing.

9. After the consultants are chosen, the facilitator comments on the consultants’ presentations and then leads a general discussion of approaches to the issues involved in diagnosing a group problem and planning intervention.

**Variations**

- While the trios are compiling and evaluating their data, the role players may leave their roles and act as consultants to the diagnostic trios.

- Trios can prepare proposals for OD interventions (detailing budget, staff, time, etc.) that would follow from their diagnostic impressions.

Submitted by Hank Karp.
The Tri-State Industrial Maintenance Corporation produces, and markets directly, industrial maintenance items such as cleaners, floor finishes, industrial vacuum cleaners, and so on. The corporation services a three-state regional area. It has always put emphasis on the quality of its product and on good customer service; thus, although the company is small, it has always enjoyed a fair share of the market because of its reputation for customer satisfaction and customer loyalty.

Recently, however, Tri-State has suffered from decreased business because of an increase in competition from national corporations and the poor national economic situation. It has always been company policy that Tri-State will not cut a price.

Terry Kerr, the president and founder of Tri-State, has called in an organization development consultant to help the company cope more effectively with prevailing market conditions and to see if an analysis of the company’s processes could facilitate a return to its previous level of growth.

After talking to Terry, the consultant has agreed to do some organizational diagnostic work and then to confer with the top-management team in the hope of implementing change in a positive direction.

To start the diagnosis, the consultant will observe a staff conference and then report on what he or she sees as being functional or dysfunctional in terms of how well the team works together. Attending the conference will be:

Terry Kerr, founder and president
Robin Kerr, Terry’s eldest child and executive vice president
Dale Tubb, sales manager
Chris Smith, head of office operations
Pat MacPherson, head of research and development
Sam Walker, head of production and shipping

Tri-State employs a total of thirty-five employees. Actual production in the small factory occurs only in late spring and summer, allowing the organization to stockpile enough reserves to last about twelve months.


**TRI-STATE ROLE INSTRUCTION SHEET**

**Terry Kerr.** You are the president and founder of Tri-State Industrial Maintenance Corporation. You started the business thirty-five years ago and through hard work and diligence have built a successful operation. You attribute your success to hard work, honesty, and the quality of your service and your product. People deal with you because they respect you and what you stand for. You are convinced that what built the business is what will keep it successful. You feel that price cutting, fancy packaging, and slick advertising are only ways of compensating for a poor product and poor service.

You have called this staff meeting because you are aware that business is tougher to get and hold on to. You want to be open-minded; however, you are not about to change just for the sake of change.

Robin suggested bringing in a consultant, and you went along with it. Robin is a hard worker, but does not have that much experience in business.

Your basic approach to dealing with the present problem is to cut back on all unnecessary expenditures until things get better. This strategy has always been successful in the past. One thing you have been considering is to put all salespeople who are being paid a draw against commission on straight commission. That way, they either pull their weight or leave.

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**TRI-STATE ROLE INSTRUCTION SHEET II**

**Robin Kerr.** You are the executive vice president, which means that you have your hand in most phases of the business. Although you see the value of this position, you still chafe at being under Terry’s thumb. All you really can do is suggest; Terry is the one who decides. Last week Terry wouldn’t even listen to your ideas on a new line of vacuum cleaners.

Basically you support Terry’s philosophy but you also realize that something has got to be done to stimulate business. The old way is good, but it is just not enough to compete under prevailing conditions of competition and economic pressure.

You think that one good approach would be to invest in some good, professional sales training for the sales force and to modernize the labeling for the products. You are, frankly, embarrassed by the old 1920-type scroll work.

At the staff meeting you are going to try to make Terry understand that Tri-State is going to have to invest a little if it is to pull out of this successfully. You know that Dale will support this approach.
TRI-STATE ROLE INSTRUCTION SHEET III

Dale Tubb. You are the sales manager for Tri-State’s fifteen-person sales force. You and Robin have struck up a pretty close friendship over the past few years.

You honestly like and respect Terry, but feel that some of the president’s views are antiquated. There is little question that quality and service are important; however, the recent infusion of competitive salespeople from nationally known organizations, coupled with the present economic situation, is putting very heavy pressure on your sales force.

Your present sales force is quite effective. You are afraid that Terry might want to cut back on it as a means of cutting costs. The president would probably do this by cutting out the draw for the newer, less experienced salespeople, making everyone go on straight commission. You think that this would be a mistake, since you have two younger sales representatives who are developing new territories and need the draw until the territories start paying for themselves. These two are good, and you would hate to lose them.

What you would like to do is to purchase local advertising, increase the commission rate by 3 percent, and run a major sales contest. The sales force has become increasingly demoralized. You are sure that your recommendations would give the organization the boost it needs to withstand the present conditions.

TRI-STATE ROLE INSTRUCTION SHEET IV

Chris Smith. You have been with Tri-State for five years and are in charge of all office operations. You supervise the clerical workers and are responsible for main taining the rotating inventory, filing, billing, written communications, and the like.

You know that things are tough, and it looks like they are going to get tougher. The thing that bothers you the most is that there has been an awful lot of tension and arguing in the past few months, and it is getting worse. Just last week Robin stormed out of Terry’s office, and they haven’t said a civil word to each other since then. Everybody has been short-tempered with everyone else, and this just isn’t the happy organization it used to be.

You feel that if all this bickering and tension would stop, everybody could pull together to get out of the present situation. It’s just all so depressing.
TRI-STATE ROLE INSTRUCTION SHEET V

Pat MacPherson. You are a chemist and came to Tri-State eighteen months ago to be in charge of research and development. You have known Terry and Robin for years and finally signed on with Tri-State the last time Terry made the offer.

Although things were quite good in the beginning, product improvement and new product development have taken a back seat to other organizational considerations. You and your two assistants are left with little constructive work to do.

Although Terry hired you with the best of intentions, you are dissatisfied with the way things are going. You feel that if the company is going to pull out, it is going to have to spend some of its resources on product improvement. The national outfits are coming in with the latest in floor finishes, and if Tri-State cannot come up with something competitive in the same price range, it is going to lose this piece of the business regardless of economic conditions. You feel that Terry is going to have to either use you or lose you.

TRI-STATE ROLE INSTRUCTION SHEET VI

Sam Walker. You have been with Terry Kerr as head of production and shipping since the day the business started. Back in the old days, Terry and you made the stuff and packed it, Terry sold it, and you delivered it. Terry has always been good to you and has helped you out in times of real need.

Robin is a nice kid—you even used to change Robin’s diapers—but Robin will never be like Terry. You don’t like the fact that Robin and Dale spend so much time together; Robin should be supporting Terry, not teaming up with that slick sales manager.

You know, from what you have overheard, that Terry Kerr is worried about the business and that there is going to be a meeting to discuss the problem. You are not sure what you can contribute to this, but you are pleased that Terry asked you to sit in. You are sure that the president knows more about what is best for the business than any of the others. You are also very concerned about the faulty master valve in the number three tank and need Terry’s approval to replace it. The valve will cost about $350.
TRI-STATE CONSULTANT WORK SHEET

Instructions: You are to observe the role play and make notes on this form for later use. After the role play is terminated, you will work with the other members of your consulting trio to develop a unified diagnosis and proposal for the Tri-State situation.

Problem Area

1. Clarity of definition of the problem.

2. Causes of the problem.

3. Underlying issues.

4. Different views of the problem.

5. Unknown data needed to understand the problem.

6. How you see the problem.

Group Process

1. Effectiveness of communication.

2. Task effectiveness.

3. Openness.
4. Attention to group maintenance.

5. Decision-making pattern.

6. Group energy level.


**Intervention Strategy**

1. Data gathering.

2. Proposed initial step.

3. Long-range goal.
INTERNATIONAL EQUITY CLAIMS DEPARTMENT: DESIGNING WORK

Goals
- To introduce the participants to the basic elements of work design and the application of these elements.
- To explore the value of work design that takes into account the needs of those who do the work as well as the needs of the customer and what needs to be done.
- To encourage the participants to focus on a work process that is driven by customer and employee needs, a vision for the work design, and measurable work process goals.

Group Size
Fifteen to thirty-five participants in subgroups of five to seven members each.

Time Required
Approximately two to three hours.

Materials
- A copy of the International Equity Claims Department Case-Study Sheet for each participant.
- A copy of the International Equity Claims Department Work Sheet for each participant.
- A copy of the International Equity Claims Department Guidelines for Work Design for each participant.
- A newsprint flip chart and a felt-tipped marker for each subgroup.
- Masking tape for posting newsprint.

Physical Setting
A large room in which the subgroups can work without disturbing one another. Movable chairs should be provided.

Process
1. The facilitator announces that the participants will be working on a case study involving the redesigning of work and then asks the participants to assemble into
subgroups of five to seven members each. Each subgroup is given a newsprint flip chart and a felt-tipped marker.

2. Each participant is given (a) a copy of the case-study sheet, (b) a copy of the work sheet, and (c) a copy of the guidelines for work design and is asked to read these three handouts in that order. After the participants have finished reading, the facilitator elicits and answers questions about the case, the task, and the guidelines. The facilitator also may offer examples of how the guidelines can be put into practice. (Fifteen minutes.)

3. After stipulating that each subgroup has one hour and fifteen minutes to develop a design and to prepare its presentation, the facilitator asks the subgroups to begin. While the subgroup members work, the facilitator provides consultation as necessary and announces the remaining time at regular intervals. (One hour and fifteen minutes.)

4. At the conclusion of the working period, the facilitator calls time and reconvenes the total group. The subgroups are asked to take turns making their presentations. (Fifteen minutes to one hour and ten minutes, depending on the number of subgroups and the length of the presentations.)

5. The facilitator concludes the activity with a discussion that focuses on the following questions:

- What is your reaction to the work-design proposals that you have just heard? What changes do you think will be most beneficial to the work process?
- What things need to be kept in mind when redesigning work?
- What generalizations can you make about the benefits of a work design that considers not only the work to be done and the needs of the customer but also the needs of those who do the work?
- How could you apply the concepts of work design to your own work environment?

**Variations**

- During the course of the activity, the participants may be asked to develop a vision statement for the Claims Department.
- The activity may be used as part of a workshop on self-managed teams.
- The activity may be used with an ongoing work group, a steering committee, or a design team in preparation for an actual work-design effort.
- Between steps 4 and 5 the facilitator may encourage examination and discussion of the viability of the proposals presented.

Submitted by Homer H. Johnson and Karen S. Tschanz.
INTERNATIONAL EQUITY CLAIMS DEPARTMENT CASE-STUDY SHEET

The Claims Department of International Equity Life Insurance Company processes death-benefit claims on the deaths of policyholders. The procedure includes ensuring that the policy is in effect, checking the eligibility of the beneficiaries, processing the necessary paperwork, and authorizing the payment of the death benefits in accordance with the terms of the policy.

The department staff includes one manager (at a salary of $42,000 per year), three assistant managers (at $27,500 each per year), eighteen claim representatives (at $21,000 each per year), and five clerk-typists (at $17,000 each per year). The manager is responsible for the overall operation of the department. The assistant managers not only supervise and train the claim representatives and the clerk-typists but also work with the staff to resolve problem claims. All authorizations for payment of benefits must be checked and approved by an assistant manager. In addition to typing, the clerk-typists’ responsibilities include distributing and filing paperwork. Organized as a “pool,” they work on a “first-come, first-served” basis.

As claim inquiries or materials related to a claim are received, they are put in the in-basket of one of the claim representatives. This is done in such a way that the representatives have equal work loads.

For each claim the representative first checks to see whether a file has been started. If so, the representative writes a work order asking a clerk to retrieve the file from a central file room. If no file has been started on the claim, the representative obtains a file number from an assistant manager and starts a file.

Then the representative takes whatever claim action is necessary, such as checking eligibility, adding completed claim forms to the file, and so on. Once the representative decides what needs to be done and fills out any necessary paperwork by hand, the file of materials is given to a clerk-typist so that the handwritten paperwork can be typed. After all handwritten paperwork has been typed, the file is returned to the representative for proofreading and signing. The representative then gives the file to the clerk-typist to mail typed materials as necessary and to return the file to the central file room. (No files are kept at the representative’s work station.)

This process is repeated for each new action that has to be taken on that claim. Each action requires that the file be retrieved from and returned to the central file room.

The claim representative has the key role in this process. He or she determines whether the deceased person has a valid policy; verifies the details of the policy, including payment amounts; identifies the paperwork that is to be sent to beneficiaries; and checks returned paperwork and has it filed. When the papers are in order, the representative prepares a request for payment and sends it to Financial Disbursement. A variety of problems can arise during this process, such as death of one or more beneficiaries; and the claim representative must handle such problems.

Each week two claim representatives are designated as “on call,” which means that they handle phone inquiries. While they are on call, their work on mail inquiries is
reduced. “On-call” assignments are rotated weekly among the eighteen claim representatives.

Last year the department processed 13,000 claims, a 10-percent increase over the number processed in the previous year. Each claim takes an average of forty-three days to process from the time of initial inquiry to the date that payment is authorized.

Management concern about the operations of the Claims Department has been increasing. This concern centers around three areas:

1. Over the past two years, customer complaints have increased. Customers say that claims take too long to process; some claims get “lost” or do not receive follow-up; and too many mistakes are made on routine claims. A recent study found that there were approximately 1.2 “errors” per claim. These errors included misplaced files, lost forms, and mistakes in recording.

2. Employee turnover is 35 percent per year. This is felt to be too high and too expensive in view of the fact that claim representatives must be trained extensively in claims procedures and insurance-policy language. Although management feels that the work is interesting and challenging, exit interviews indicate that this opinion is not shared by the workers.

3. The average salary cost for processing a claim—$45—is too high. This cost has to be passed on to the customer.
INTERNATIONAL EQUITY CLAIMS DEPARTMENT WORK SHEET

You are a team of managers from International Equity Life Insurance Company. Your superiors in top management have asked your team to redesign the work of the Claims Department. They are hopeful that you will find a way to serve customers better, which means that the claims will be processed faster, without error, and at a lower cost. They are also hopeful that the expensive turnover in personnel will be lowered significantly.

In your discussions with top management you have been assured that (1) adequate funds will be made available for new equipment, if needed; and (2) comparable jobs will be found in the company for any employee who is replaced or who chooses to leave the Claims Department because of this reorganization.

Your team will be given a designated period of time to redesign the Claims Department and to prepare a five-to-ten-minute presentation of the new design for the total group. Consider choosing one person to record the salient points of the design and to make the presentation. In your presentation you should accomplish the following:

1. Describe the organizational structure of the new design. Be specific about the number of employees, their roles, and the supervisory relationships that will be necessary.

2. Describe the work flow—the steps to be taken with a claim from initial inquiry to final payment.

3. Describe how the new design will reduce employee turnover. (How will it be more motivating to employees? How will it lead to a better quality of work life?)

4. Compare the new design with the current design using the table that appears below. The data for the current design is taken from the case-study sheet. You will have to estimate the data for some measurements in your new design.

<table>
<thead>
<tr>
<th>Current Work Design</th>
<th>New Work Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Employees</td>
<td>27</td>
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<tr>
<td>Annual Payroll Cost</td>
<td>$587,500</td>
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<tr>
<td>Average Time to Process a Claim</td>
<td>43 days</td>
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<tr>
<td>Average Number of Errors per Claim</td>
<td>1.2</td>
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<tr>
<td>Annual Employee Turnover</td>
<td>35 percent</td>
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<tr>
<td>Salary Cost per Claim</td>
<td>$45</td>
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</tbody>
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INTERNATIONAL EQUITY CLAIMS DEPARTMENT
GUIDELINES FOR WORK DESIGN

1. Invent the process from the customer’s perspective.
2. Determine key process measurements, such as number of errors and average time to process a claim. Set ambitious goals for these elements under the new process.
3. Determine what internal stakeholders (employees and management) need and want with regard to the work and the work environment. Here are some examples:
   - Interaction with others;
   - Identifiable, complete pieces of work;
   - Autonomy;
   - Variety;
   - Task significance; and
   - Feedback from others and from the work itself.
4. Design the whole work system, not just individual jobs. Have people do more than one task.
5. Reduce or eliminate activities that do not contribute directly to what customers need and want. (For example, consider tasks such as checking the work and transferring files.)
6. Add or reconfigure technology, such as automation, procedures, tools, equipment, and facilities.
WILLINGTON: AN INTERVENTION-SKILLS ROLE PLAY

Goals
- To determine the appropriate intervention strategy for a simulated organization.
- To implement a strategy for entering, initially diagnosing, and contracting with the simulated organization.
- To provide feedback on the consulting team members’ intervention skills and strategy.
- To explore theory, skills, values, and strategies of organization development (OD).

Group Size
From nine to nineteen people (four organization role players and up to three five-person consulting teams). Smaller groups can be accommodated by reducing the team size or number of teams, and simultaneous simulations can be used with larger groups.

Time Required
Two and one-half to three hours.

Materials
- A copy of the Willington Background Sheet, the Willington Financial Statement, and the Willington Organizational Structure Sheet for each participant.
- An appropriate Willington Role Sheet for each role player.
- A copy of the Willington Consulting Agenda Sheet for each member of the consulting teams.
- Paper and a pencil for each participant.
- Name tags to identify each role player and members of the consulting teams.
- Newsprint, masking tape, and felt-tipped markers for each consulting team and for the facilitator.

Physical Setting
A room large enough to accommodate the entire group and allow space for the consulting teams to meet in relative privacy at separate tables. Each role player is
assigned to a separate room to simulate a private office, or, if extra rooms are not available, role players can be placed in the four corners of the room.

**Process**

1. The facilitator introduces the role play by discussing the goals of the activity and outlines on newsprint the timing of events in the role play.

2. The facilitator selects four participants to play the Willington roles of Robin Barker, Lee James, Dale Thomas, and Terry Shurtluff. Each role player is given a pencil, an appropriate name tag and role sheet, and a copy of the Willington Background Sheet, the Willington Financial Statement, and the Willington Organizational Structure Sheet. The facilitator assigns each role player to a separate room or area, but before role players depart for their assigned areas, they caucus to discuss their roles.

3. The remaining participants are divided into three consulting teams, Abco, Defco, and Ghico. (Teams can be chosen by the amount of experience individuals have had in OD, or all teams can be mixed.) Each team member receives the appropriate identification tag, a pencil, and copies of the Willington Background Sheet, the Willington Financial Statement, the Willington Organizational Structure Sheet, and the Willington Consulting Agenda Sheet. The facilitator points out that the teams are to follow the agenda on the Willington Consulting Agenda Sheet.

4. The facilitator assigns each team a place to work and indicates where Robin Barker, Lee James, Dale Thomas, and Terry Shurtluff can be found. Interviews are not to exceed ten minutes. The teams are told to record their activities and strategy for use in a wrap-up session. The teams have one hour to develop an intervention strategy, conduct interviews, and prepare a presentation for the Willington role players.

5. Each team, in turn, has five minutes to present its strategy, initial diagnosis, and list of action steps to the role players. (Fifteen minutes.)

6. Willington personnel hold a group-on-group meeting to discuss the three teams’ presentations and to record on newsprint their reactions to each. (Twenty minutes.)

7. The facilitator leads a discussion of the strengths and weaknesses of each proposal from the standpoint of OD, considering the consultants’ values versus the company’s values, the question of money, project time commitment, and who the client is. (Twenty minutes.)

8. The facilitator leads a discussion on what has been learned from the activity. (Twenty minutes.)
Variations

- If time is limited, the consulting teams can be formed in advance, or they can meet in advance to develop a strategy, in which case the facilitator would have to meet in advance with the role players.

- The organizational situation and roles can be altered to fit any kind of organizational setting: a public school system, hospital, church, or social service agency.

- While waiting for teams to prepare a diagnosis and action steps, the facilitator can meet with the company members to develop a list of criteria for evaluating team proposals.

Submitted by W. Alan Randolph, John C. Ferrie, and David D. Palmer.
WILLINGTON BACKGROUND SHEET

Willington, Inc., a medium-sized manufacturer (2,000 employees) of material handling equipment (conveyors, hoists, castors, and related equipment) has experienced a 15-percent decline in profits over the past three years. Two new competitors have entered the field in the last few years and have gained a sizable share of the market. Several of Willington’s middle managers have left to join the competitors. Latest sales figures indicate another decline.

Willington was founded fifteen years ago by Robin Barker, the president. Barker has called in three consulting teams to diagnose and suggest solutions to the current difficulties. Other personnel who are available today to meet with the consultants are Lee James, vice president of personnel, who has held that position for the past four years and has an M.B.A.; Dale Thomas, vice president of manufacturing, who has been with the company since the beginning and holds a B.S. in engineering; and Terry Shurtluff, production manager, who also has a B.S.E. and has been with Willington for ten years.

FINANCIAL STATEMENT

(000’s omitted)

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<th></th>
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<td>Depreciation</td>
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<td>991</td>
<td>948</td>
<td>845</td>
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<td>5,969</td>
<td>5,662</td>
<td>5,076</td>
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<tr>
<td>Interest, Discounts, and Miscellaneous Expenses</td>
<td>291</td>
<td>354</td>
<td>264</td>
<td>255</td>
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<td>Net Income After Taxes</td>
<td>1,163</td>
<td>1,406</td>
<td>1,355</td>
<td>1,387</td>
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</table>
WILLINGTON ORGANIZATIONAL STRUCTURE SHEET

Robin Barker
President

Dale Thomas
Vice President, Manufacturing

Pat Russell
Vice President, Sales

Lee James
Vice President, Personnel

Dill Ames
Treasurer

Terry Shurtluff
Manager of Production
(Assistant to the VP)

Manager of Product Engineering

Materials and Inventory Manager

Services and Distribution Manager

Payroll Manager

Accounting Manager

Sales Manager

Employment Manager

Office Manager
WILLINGTON ROLE SHEET I

Robin Barker: You are the 45-year-old president of Willington, Inc., a small manufacturing firm you founded fifteen years ago. From the beginning, you have been the driving force behind the organization: You raised the money and you worked long and hard in the early years, even taking over many of the key roles in the operations of the company yourself.

You have carefully selected additional employees as the company has grown, and you have recognized the need to delegate some of your former duties to various production and staff departments. You still maintain close contact with day-to-day operations, but you try to let your middle managers do their jobs in their own ways, as long as they get results.

Over the past three years, profits have declined 15 percent, and your return on investment has dropped to 10 percent. The latest figures show sales are down another 1 percent against this month last year, and another middle manager in production has just resigned to join one of the two new companies that have entered the picture in the last three years. Your competitors are taking their share of the market, but you believe that the decline in profits and sales and the high turnover of your middle managers are connected and are caused by internal problems. You believe that an increase in cooperation between the management staff and the production departments could be the answer to your problems.

Your vice president of personnel, Lee James, has attempted several programs to increase cooperation and coordination among staff and production departments, but all of them have failed. You believe the fault may lie with the production people and not with the programs. Therefore, at the suggestion of James, you have asked several organization development consulting firms to visit your company to interview James; Dale Thomas, vice president of manufacturing; Terry Shurtluff, production manager; and yourself, and to present their ideas for solving the company’s problem.

Unfortunately, your vice president of sales, Pat Russell, is away on business, but you do not believe the problems are in sales anyway, and your treasurer, Dill Ames, does not need to meet with the consultants.
**WILLINGTON ROLE SHEET II**

**Lee James:** You are the 35-year-old vice president of personnel for Willington, Inc., a small manufacturing company. You have been with the company for four years, since receiving your M.B.A. from Downtown University. The president of the company, Robin Barker, has a lot of confidence in your ability and has gone along with several unsuccessful programs you designed to alleviate problems caused by lack of cooperation among the departments. You believe the program failures have been due to the attitudes of production people, especially the production manager, Terry Shurtluff, who seems to do everything possible to make your job difficult.

You have convinced Barker that cooperation and coordination problems between managers and production departments are the key to the declining profits of the company (15-percent decline over the last three years) and the high turnover among middle managers. The increases in outside competition are important considerations, of course, but you believe a united management effort can overcome any competition, especially since Willington has a twelve-year head start.

You are at odds with the vice president of manufacturing, Dale Thomas, who has said that there are too many managers in the company and that Barker should take greater control. On the contrary, you believe that cooperation among departments would be enhanced if Barker decentralized control.

You are strongly in favor of initiating a long-term, comprehensive program of organization development and have asked Barker to invite several consulting firms in to talk with key people. You suggested several firms yourself, and you look forward to meeting with their representatives and starting a program.
WILLINGTON ROLE SHEET III

Dale Thomas: You are the 50-year-old vice president of manufacturing for Willington, Inc., a small manufacturing company. You have been with the company since its beginning fifteen years ago and have worked your way up from production worker to your present position. Along the way you have earned a B.S. in engineering in night school. You know that you are competent and doing a good job.

As the company has grown, you have seen the organization structure become overloaded with managers and have seen the president, Robin Barker, become less decisive and more dependent on the nonproducers. The overload created by these managers has, you believe, resulted in declining profits for the company (15-percent decline over the last three years). The production manager, Terry Shurtluff, who acts as your assistant, agrees with you and has some good ideas that you believe Barker should hear and act on.

People like Lee James, the vice president of personnel, are always introducing new people-oriented programs that inevitably fail. You are having a hard time convincing Barker that the overload of staff people is the real problem in the company. Sometimes you think, “What I would do if I were president!” Now, to top things off, Barker has invited several organization development consultants to interview key people in the organization and try to identify existing problems.

You don’t really know anything about OD, but somehow this just sounds like more management types, which is the last thing the company needs.
WILLINGTON ROLE SHEET IV

Terry Shurtluff: You are the 40-year-old production manager of Willington, Inc., a small manufacturing company. You have been with the company for ten years and hold a B.S. in engineering. In the last three years, company profits have declined about 10 to 15 percent, and yet you feel sure the production departments have actually reduced their costs during this time, although it is hard to document this. You wish the president, Robin Barker, would ask you about the declining profits because you have some good ideas, but Barker seems to want to keep all control at the top.

You know that some of the high turnover among middle managers in the production area has been caused by the “bright kids” on the management staff. Lee James, the vice president of personnel, has Barker’s ear and keeps introducing ridiculous personnel programs that are doomed to failure before they begin. James is an O.K. sort of person but needs to talk to people who are closer to the problems before designing programs.

If Barker would only ask your opinion, you could show how the competition could be beaten by making a few minor product changes and by getting rid of some of the management staff. The production people can provide as many good ideas as the management, and the ideas will be more relevant.

You know that Dale Thomas, vice president of manufacturing, who hired you ten years ago as chief production assistant, backs your position, but Barker does not ask advice of either of you. Now Barker has asked you to talk with some outside organization development people, who, you are sure, will want to institute some human relations training.

What a waste of time!
WILLINGTON CONSULTING AGENDA SHEET

1. Develop and record a strategy for entry, initial diagnosis, and contracting with Willington, Inc.
2. Implement the strategy.
   - Interviews limited to ten minutes each
   - Only one consulting team present at an interview
3. Develop and record diagnosis and suggested action steps.
   (One hour for items 1, 2, and 3.)
4. Present strategy, diagnosis, and action steps to Willington role players.
   (Presentations limited to five minutes each.)
5. Company discusses presentations and records reactions. (Twenty minutes.)
ELM STREET COMMUNITY CHURCH: THIRD-PARTY CONSULTATION

Goals

- To provide the participants with an experience that simulates collaborative problem solving within an organization.
- To develop the participants’ understanding of the role of a process consultant.
- To build skills in diagnosing organizational and group problems.

Group Size

A maximum of three subgroups of nine to eleven participants each. (The role play calls for eight participants as church leaders and one participant as a process consultant; however, a subgroup of ten or eleven participants can be accommodated by asking two or three members to form a team of consultants.) In order to complete the activity, the participants need to have some familiarity with the concept of organization development.

Time Required

Approximately three hours.

Materials

- A copy of the Elm Street Community Church Background Sheet for each participant.
- A set of Elm Street Community Church Role Sheets 1 through 8 for each group (a different sheet for each of eight members).
- A copy of the Elm Street Community Church Additional-Information Sheet for each participant.
- Nine to eleven name tags for each subgroup. Prior to conducting the activity, the facilitator completes these tags with the names and corresponding role functions appearing on the background sheet (eight tags with the characters’ names plus one to three tags reading “Consultant”).
- A newsprint flip chart and a felt-tipped marker for each group.
- A roll of masking tape for each group.
- A copy of the Elm Street Community Church Observation Sheet for each participant who serves as a consultant.
- A copy of the Elm Street Community Church Analysis Sheet for each participant consultant.
- A pencil for each participant consultant.
- A clipboard or other portable writing surface for each participant consultant.
- A newsprint flip chart and a felt-tipped marker or a chalkboard and chalk for the facilitator’s use.

**Physical Setting**

A large room in which the subgroups can conduct their meetings without disturbing one another. Each subgroup should be positioned near a wall so that sheets of newsprint can be displayed within the view of all of its members. In addition, a separate room should be provided for the purpose of briefing the participant consultants.

**Process**

1. The facilitator delivers a lecturette describing the interaction between content and process in terms of group and organizational outcomes. This lecturette should emphasize the following points:
   - The process by which a group resolves its problems is often as important as the solutions that are reached; and
   - A third-party consultant can facilitate this process by providing group members with feedback about their functioning and interaction, thereby assisting them in making the process more satisfying as well as more effective.

After completing the lecturette, the facilitator introduces the goals of the activity. (Fifteen minutes.)

2. Subgroups of nine to eleven participants each are formed, and copies of the Elm Street Community Church Background Sheet are distributed. After the participants have read the handout, those who are selected to act as consultants are asked to form a separate subgroup in another room and to await instructions. Then the role sheets and name tags are given to the remaining members of each subgroup in such a way that each member is assigned a different role. The players are asked to put on their name tags and to study their roles until the facilitator returns.

3. The facilitator meets with the subgroup of participant consultants and distributes copies of the observation sheet and the analysis sheet, pencils, and clipboards or other portable writing surfaces. Then the consultants are briefed on their roles in diagnosis and intervention. During this briefing the use of the handouts is explained: The observation sheet is to be completed while the subgroup is working independently without the assistance of the consultant, and the analysis sheet provides questions that the consultant should ask while facilitating the meeting and
helping the subgroup to resolve its difficulties. After it has been determined that the consulting function is clearly understood, the consultants are invited to return with the facilitator to the main assembly room. (Ten minutes.)

4. The facilitator elicits questions, clarifies the role-play situation as necessary, emphasizes the need for authentic role behavior to simulate reality, and instructs the subgroups to begin.

5. The facilitator monitors the subgroup meetings and allows each to continue for twenty minutes. At this point the members of each subgroup are given copies of the Elm Street Community Church Additional-Information Sheet. After reading this sheet, they continue the role play, using the information provided.

6. After another twenty minutes the meetings are stopped, but the participants are cautioned to maintain their roles. Each subgroup’s consultant is instructed to give feedback to the role players about the group-process dynamics that he or she observed. Subsequently, the consultant leads a discussion of this feedback, and the church members decide how they want to use it. The entire feedback phase is allowed to continue for twenty minutes; then each meeting is resumed.

7. After forty-five minutes each participant consultant is asked to facilitate the rest of the meeting, helping the members to address appropriate issues and to resolve their problems. (The consultant is given a newsprint flip chart, a felt-tipped marker, and a roll of masking tape so that the subgroup’s ideas can be recorded and posted.)

8. After thirty more minutes the role plays are stopped. The facilitator writes the following questions on newsprint or a chalkboard and instructs the members of each subgroup to discuss them.

   - What became the real issue for you?
   - How satisfied were you with the process? Did your level of satisfaction change as a result of the feedback and assistance provided by the consultant? If so, how?
   - What comments would you like to address to the consultant regarding his or her behavior? Which specific behaviors were helpful? Which were not? (Fifteen minutes.)

9. The facilitator leads the total group in summarizing helpful approaches to diagnosing group and organizational problems.

Variations

- The members of each subgroup may be given additional time to complete the task, and the consultant may be instructed to provide feedback periodically regarding observations.
- The participants acting as consultants may be instructed to use a particular type of interventions.
- One subgroup may be asked to operate without a consultant; after the role plays are stopped, the functioning of this subgroup is compared with that of the consultant-assisted group(s).

- After step 9 the participants who are experiencing similar problems back home may receive assistance from fellow subgroup members in diagnosing their problems.

Submitted by Charles E. List.
The Elm Street Community Church was founded in 1947. It started with four families and over the years grew in size to a congregation of 680 at its peak, at which time a new church structure was completed to accommodate a wide variety of activities.

Reverend Dale has been the church’s only minister except for Chris, who was ordained as the assistant pastor five years ago. Pastor Chris is twenty-six years old and holds very progressive, liberal views of theology, whereas Reverend Dale holds traditional and conservative attitudes toward the role of the church in its ministry to the community it serves.

The congregation has been declining progressively from 680 members six years ago to 460 at present. Because contributions have dropped proportionately, it is difficult to make ends meet; the church not only holds a $145,000 mortgage, but also must pay the expenses for running the many programs it conducts on a regular basis.

Reverend Dale has called a meeting of all the church leaders to discuss the declining membership and the budget deficit. In addition to Reverend Dale and Pastor Chris, the following leaders are present: Lee, the director of youth education; Terry, the Sunday school superintendent; Kelly, the choirmaster; Pat, the financial manager; Sandy, the church-council president; and Lynn, the president of the Ladies’ Aid Society. Also in attendance are one or more process consultants who will try to help the leaders as they work on resolving their predicament.

At the outset Reverend Dale specifies that by the end of the meeting the group must have arrived at ways to deal with the membership and money difficulties.
ELM STREET COMMUNITY CHURCH ROLE SHEET 1

Reverend Dale

You feel that the church’s problems are attributable to the liberal innovations instituted over the past five years. Examples are the rock-and-roll service established by Pastor Chris and the religious blues music that Kelly likes to have the choir perform.

You also believe that Sandy, the president of the church council, is not only too tolerant of these unorthodox activities, but also too lax about member commitment. For example, Sandy vehemently opposed you when you began enforcing the 10-percent pledge requirement four years ago. As far as you are concerned, the members of the congregation must live up to their financial obligation to the church, and you are not afraid to tell them so in your sermons. You have even had Pat, the financial manager, phone or visit those who fail to maintain their pledges. To you this approach is warranted as part of the trend toward fundamentalism that you hope to revive.

*Do not show this role description to anyone.*

ELM STREET COMMUNITY CHURCH ROLE SHEET 2

Pastor Chris

Since assuming your position as *assistant pastor*, you have argued continually with Reverend Dale about the direction that the church should pursue in order to have wider appeal in the community. The problem lies in Reverend Dale’s fundamentalist attitude. For instance, the 10-percent pledge about which the Reverend is so adamant is outdated; it should be deemphasized, and the heavy-handed methods of collecting it from the members should be eliminated.

Essentially, you support an approach based less on the Bible and more on social issues. You are a firm believer that the church is part of the community and as such should serve a broad range of individual beliefs. For this reason you are a strong supporter of Lynn, the president of the Ladies’ Aid Society, who wants to start an assertiveness-training program for the women in the church. You are also interested in future programs on subjects such as self-hypnosis and sexual enrichment for couples. The innovations you have already tried would have been successful if the Reverend had not openly expressed negative feelings toward them.

You feel that it is time for Reverend Dale to retire.

*Do not show this role description to anyone.*
ELM STREET COMMUNITY CHURCH ROLE SHEET 3

Lee

You are very conservative, and you take your position as director of youth education very seriously. The problem that is of paramount concern to you is that the young people in the congregation are participating in activities that will jeopardize their religious upbringing. For example, in your absence the teenagers spend their time in the recreation room dancing and smoking and doing who knows what else. You have heard about this situation from several boys and girls whose parents will not allow them to attend events at the church anymore. In your opinion the church council should fire Pastor Chris, who is responsible for the trouble, and then become affiliated with a fundamentalist denomination that will not tolerate liberal activities.

As far as the monetary issue is concerned, you feel that a 10-percent pledge is too much to ask of people and that it should no longer be enforced.

Do not show this role description to anyone.

ELM STREET COMMUNITY CHURCH ROLE SHEET 4

Terry

As the Sunday school superintendent, you would like to see the children read only the Bible and discontinue the use of the religious materials that have been part of the curriculum for the past few years. These materials were recommended by Lynn and the Ladies’ Aid Society, and, although they were approved for purchase by the church council, you feel that they are too liberal in content.

Also, you would like to continue the pledge requirement of three dollars per child per month. This requirement teaches the children to give unselfishly at an early age, and this practice will carry over into adulthood.

Do not show this role description to anyone.
ELM STREET COMMUNITY CHURCH ROLE SHEET 5

Kelly

You have been the choirmaster for the past five years. Before you assumed your position, all the hymns sung in church were very slow in tempo and restrained in emotional content. However, you have introduced a wide variety of contemporary religious and some nonreligious music into the services.

You know that Reverend Dale does not like such music and favors returning to the old repertoire. In addition, you believe that Lee is encouraging the teenagers not to sing in the choir, but to start their own choral group instead and sing only basic hymns. Pastor Chris, on the other hand, seems pleased with your selections.

You would like to see Lee replaced as director of youth education because you feel that he is driving people away from the church.

*Do not show this role description to anyone.*

---

ELM STREET COMMUNITY CHURCH ROLE SHEET 6

Pat

You are the church’s financial manager. In terms of philosophy, you are an extreme traditionalist. You have always pledged 10 percent of your earnings to the church because you feel that God demands it. As far as you are concerned, the church has been weakened over the past ten years by new members who strongly oppose tithing.

To you there is an obvious solution to the money problems: The congregation should be composed only of those who are willing to give as much money as it takes to run the church; the others should go elsewhere. It also seems that if some of the programs were eliminated, two pastors would not be needed. Paying one salary instead of two would save a lot of money right away.

*Do not show this role description to anyone.*
ELM STREET COMMUNITY CHURCH ROLE SHEET 7

Sandy
You are a moderate who was elected president of the church council as a compromise candidate. In your opinion the church should offer programs that serve a broad range of beliefs.

It is apparent to you that the immediate situation is evolving toward a win-lose power struggle. Consequently, because you would like to see the parties involved avoid open conflict, you decide to act as a harmonizer and compromiser during the meeting.

Do not show this role description to anyone.

ELM STREET COMMUNITY CHURCH ROLE SHEET 8

Lynn
You are a strong advocate of women’s rights. In addition to serving as the president of the Ladies’ Aid Society, you are active in several organizations that support the women’s movement. In your opinion the women in the church need to be shaken out of their complacency. Although many of them share your views, they are hesitant to express these views as readily as you do. Reverend Dale’s wife, for example, has a latent desire to be more liberated but is dominated by her husband; she attends the society’s meetings against his will.

Consequently, you want to start an assertiveness-training program within the church. Pastor Chris plans to support you in this endeavor as well as in your attempts to make the Ladies’ Aid Society more relevant in today’s world. The members of the society, like you, are anxious to do more than just raise money for the church. You find such limited responsibilities not only demeaning, but also repressive to the emerging role of contemporary women.

During the meeting you intend to make your views clear.

Do not show this role description to anyone.
ELM STREET COMMUNITY CHURCH
ADDITIONAL-INFORMATION SHEET

All of the 220 members who have left Elm Street Community Church over the last six years were asked to complete questionnaires that dealt with their feelings about the church, their reasons for leaving, and their patterns of contributing. Of this number, 175 returned completed questionnaires. Some of their responses are categorized and listed as follows:

Reasons for Leaving

<table>
<thead>
<tr>
<th>Number of Respondents</th>
<th>Reason Cited</th>
</tr>
</thead>
<tbody>
<tr>
<td>105</td>
<td>Joined another church affiliated with a denomination and a clearly established religious philosophy</td>
</tr>
<tr>
<td>75</td>
<td>Felt that they were too conservative for the church</td>
</tr>
<tr>
<td>30</td>
<td>Felt that they were too liberal for the church</td>
</tr>
<tr>
<td>30</td>
<td>No longer wished to attend any church</td>
</tr>
<tr>
<td>20</td>
<td>Were upset with the conflict of philosophies within the church</td>
</tr>
<tr>
<td>10</td>
<td>Joined a cult</td>
</tr>
<tr>
<td>5</td>
<td>No longer felt socially oriented enough to be members</td>
</tr>
<tr>
<td>5</td>
<td>“Joined” a conservative radio ministry</td>
</tr>
</tbody>
</table>

Note: A number of people cited more than one reason.

Average Weekly Contributions

<table>
<thead>
<tr>
<th>Percentage of Respondents</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>$25 or more</td>
</tr>
<tr>
<td>35</td>
<td>$10 or more</td>
</tr>
<tr>
<td>15</td>
<td>$5 or more</td>
</tr>
<tr>
<td>5</td>
<td>$1 or more</td>
</tr>
<tr>
<td>5</td>
<td>(did not give on a weekly basis)</td>
</tr>
</tbody>
</table>

Note: At present the average weekly contribution per member is $4.
In addition, twenty-five of the 175 people who completed and returned questionnaires were interviewed. When asked individually to give their main reasons for leaving, the results were as follows:

<table>
<thead>
<tr>
<th>Number of Respondents</th>
<th>Reason Cited</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Felt that the church did not espouse any particular beliefs</td>
</tr>
<tr>
<td>8</td>
<td>Felt that new members did not carry their fair share of the financial responsibilities</td>
</tr>
<tr>
<td>3</td>
<td>Felt that the church was no longer conservative</td>
</tr>
<tr>
<td>2</td>
<td>Felt that the church was not liberal enough</td>
</tr>
</tbody>
</table>
ELM STREET COMMUNITY CHURCH OBSERVATION SHEET

As you observe the meeting, make notes on the following subjects. Later you will be asked to brief the members on your observations.

Main Problem Area (as interpreted by the group)

1. Clarity of definition of the main problem:

2. Causes of the problem:

3. Underlying issues:

4. Different views of the problem:

5. Tentative solutions offered:

6. Unknown data needed to understand the problem and to develop solutions:
**Group Process**

1. Task effectiveness (progress toward objective of meeting):

2. Attention to group maintenance:

3. Communication effectiveness:

4. Decision-making pattern:

5. Openness:

6. Energy level:
ELM STREET COMMUNITY CHURCH ANALYSIS SHEET

Ask the group members the following questions and list their responses on newsprint. Do not become involved in the content of the discussion; facilitate the process. As you fill each sheet of newsprint, tape it to the wall in view of the entire group.

1. What must be done before attempting to resolve the main problem?
2. What is the clearest statement of the main problem?
3. What are the major issues that are related to the problem?
4. What must be changed in order to resolve the problem?
5. What are some alternative approaches to making the necessary changes?
6. What criteria should be used to evaluate these approaches?
7. On the basis of these criteria, what approaches can be agreed on as solutions?
HELPCO: AN OD ROLE PLAY

Goals

- To study the processes of organization development (OD) consultation.
- To develop OD diagnosis, consultation, and observation skills.
- To compare the relative effectiveness of two or more forms of group leadership in competing work teams.

Group Size

A minimum of seventeen participants (eighteen to twenty-four is ideal).

Time Required

Approximately three hours.

Materials

- Blank paper and a pencil for each participant.
- One 3" x 5" index card with a different role description from the HELPCO Participant Role-Description Sheet for each member of the management systems firm and for each representative of the First Town Bank.
- A HELPCO Management Systems Firm Background Sheet for each member of the architectural firm and for the observer of that subgroup.
- A HELPCO Management Systems Firm Instruction Sheet for each member of the architectural firm and for the observer of that subgroup.
- A HELPCO Client Instruction Sheet for each member representing the First Town Bank and for the observer of that subgroup.
- A HELPCO Consultant Instruction Sheet for each member of the HELPCO team and for the observer of that subgroup.
- A newsprint flip chart and a felt-tipped marker (optional).

Physical Setting

A room large enough for several teams to work without distracting one another.
Process

1. The facilitator introduces the activity as an organization development intervention involving a management systems firm; its client, the First Town Bank; and an OD consulting firm, HELPCO.

2. The facilitator selects three volunteer participants to be the consultants from HELPCO, three participants to be the representatives of the First Town Bank, and three participants to serve as process observers. The remaining participants are designated as members of the management firm and are divided into a minimum of two design teams (preferably consisting of three members each: a team leader and two designers) and the president and vice president of the management firm. If there are more than seventeen participants in the group, a member is designated as the manager of the management firm; any others are assigned to design teams.

3. The facilitator distributes blank paper and a pencil to each participant. Each member of the management firm should then be given a different management systems firm role-description card, a copy of the HELPCO Management Systems Firm Background Sheet, and a copy of the HELPCO Management Systems Firm Instruction Sheet. Each representative of the First Town Bank should be given a different First Town Bank role-description card and a copy of the HELPCO Client Instruction Sheet. Finally, each member of the HELPCO team should receive a HELPCO Consultant Instruction Sheet. The facilitator allows ten minutes for the participants to study their materials.

4. During the ten minutes, the facilitator meets with the observers separately. The facilitator assigns to one observer the task of observing the members of the management firm and gives that person one copy each of the HELPCO Management Systems Firm Background and Instruction Sheets. The facilitator assigns to the second observer the task of observing the representatives of the First Town Bank and gives that person a copy of the HELPCO Client Instruction Sheet. The third observer is instructed to observe the members of HELPCO and receives a copy of the HELPCO Consultant Instruction Sheet. The facilitator emphasizes that the observers are to report on the organizational functioning of the three observed subgroups, management and communication within the subgroups, subgroup processes and subgroup dynamics, and the consultation processes between subgroups. The facilitator then instructs the observers to plan how they will observe and the method they will use to report their observations.

5. The facilitator instructs the participants to begin the activity by having the bank representatives contact the president of the management firm, describe their objectives, and ask for a proposed design for a training program in problem solving for management. (Fifteen minutes.)

6. The members of the management firm decide how the proposal is to be handled and give instructions to the design teams. (Ten minutes.) During steps 5 and 6, the
members of HELPeko are instructed to observe the interactions between members of the other groups.

7. Each management design team formulates a proposal for a training program in problem solving for management personnel. (Twenty minutes.) While the management teams are conferring, the client (bank) representatives develop the criteria they will use in reacting to the program proposal.

8. The management firm decides which proposal to present to the client. (Ten minutes.)

9. If they have not done so by now, the management firm members call in the HELPeko team. (This may be done at any time in steps 5 through 8 and can take up to twenty minutes.)

10. The management firm presents its proposal to the bank representatives. At the same time, the HELPeko team reviews by itself what it has learned from working with the management firm and formulates a consultation strategy. (Ten minutes.)

11. The bank representatives meet with members of the management firm and critique the proposed training programs (based on the criteria they have formulated) giving comments, suggestions, etc., and asking for a new—and final—proposal. (Five minutes.)

12. The facilitator directs the observers to present their observations on group interactions to the total group. There is no discussion at this point.

13. With the aid of HELPeko’s process consultation, the management firm attempts to create an improved design that is acceptable to the client. HELPeko members attempt to implement their consultation strategy and aid the management firm members in functioning more effectively. During this time, the bank representatives react further to the proposal they have seen and the comments made, reconsider their criteria, and prepare to make a final decision.

14. If the management firm has succeeded in formulating a final program proposal, it is presented to the bank representatives who discuss among themselves whether to accept or reject the proposal, depending on their evaluation of it. The bank representatives then inform the management firm of their decision and give a brief summary of their reasons for the decision. (Ten minutes.)

15. The process observers again report what they have observed to the entire group.

16. The facilitator leads a discussion of the feedback from the observers, individual experiences during the role play, and the activity as a whole. Participants may separate into four subgroups (management systems firm management, management design teams, bank representatives, and HELPeko team) to continue the discussion and then report their conclusions to the total group. (These discussions should be focused on the process of OD consultation and the development of OD diagnosis, consultation, and observation skills.)
Variations

- The situation can be rewritten to suit the professional backgrounds of the participants.
- The process observers can be instructed to report only to the subgroup that they observed.
HELPCO PARTICIPANT ROLE-DESCRIPTION SHEET

Each role with its corresponding description should be printed on a separate 3” x 5” card and distributed at random to the participants from each group. The participants should see only their own cards and no others. The word or phrase that follows each role is a description of the predominant aspect of that person’s character, but it should be explained that the person playing that role is not limited to that description alone and may expand it at his or her own discretion.

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management Systems Firm President</td>
<td>Dynamic, overbearing, controlling, hard-hitting entrepreneur.</td>
</tr>
<tr>
<td>Management Systems Firm Vice President</td>
<td>Useless, interfering, no real role in company, only there because president is an in-law.</td>
</tr>
<tr>
<td>Management Systems Firm Manager</td>
<td>Bureaucratic, wants things done exactly right in order to please the president.</td>
</tr>
<tr>
<td>Management Design Team 1 Leader</td>
<td>Autocratic, very controlling.</td>
</tr>
<tr>
<td>Management Design Team 2 Leader</td>
<td>Democratic, sympathetic to others.</td>
</tr>
<tr>
<td>Management Design Team 3 Leader</td>
<td>Laissez-faire, exerts little or no leadership.</td>
</tr>
<tr>
<td>Management Design Team 1: Designer A</td>
<td>Ambitious.</td>
</tr>
<tr>
<td>Management Design Team 1: Designer B</td>
<td>Hostile.</td>
</tr>
<tr>
<td>Management Design Team 1: Designer C</td>
<td>Sympathetic and eager to please.</td>
</tr>
<tr>
<td>Management Design Team 2: Designer A</td>
<td>Confrontative and argumentative.</td>
</tr>
<tr>
<td>Management Design Team 2: Designer B</td>
<td>Placating and overly agreeable.</td>
</tr>
<tr>
<td>Management Design Team 2: Designer C</td>
<td>Overly intellectual.</td>
</tr>
<tr>
<td>Management Design Team 3: Designer A</td>
<td>Lazy.</td>
</tr>
<tr>
<td>Management Design Team 3: Designer B</td>
<td>Competitive.</td>
</tr>
<tr>
<td>Management Design Team 3: Designer C</td>
<td>Overly talkative about anything.</td>
</tr>
<tr>
<td>Management Design Team 4: Designer A</td>
<td>Easily distracted.</td>
</tr>
<tr>
<td>Management Design Team 4: Designer B</td>
<td>Anxious, easily worried.</td>
</tr>
<tr>
<td>Management Design Team 4: Designer C</td>
<td>Task oriented, hard working.</td>
</tr>
<tr>
<td>Chairman of the Board, First Town Bank</td>
<td>Bureaucratic, worried about cost.</td>
</tr>
<tr>
<td>Vice President for Development, First Town Bank</td>
<td>Progressive, wants bank to be more dynamic.</td>
</tr>
<tr>
<td>Board Member, First Town Bank</td>
<td>Conservative, traditional, skeptical of “touchy-feely” approaches to development.</td>
</tr>
</tbody>
</table>
HELPCO MANAGEMENT SYSTEMS FIRM BACKGROUND SHEET

(To be distributed to members of the management firm and their observer.)

**History**

Your organization was founded by its president, an engineer, who saw a need for management systems design that was suited to the organizational requirements of businesses and created this firm to meet this need. The firm prospered and expanded to its present size in a short time. However, economic conditions have changed and clients are not paying their bills, leaving the company in a bad financial position. Things have become so bad that the president’s in-law—who knows little about this business but who supplied a large share of the initial capital—has become vice president in order to help straighten things out.

**Present Situation**

The firm has just interested a prospective client, the First Town Bank, in designing a training program in problem solving for its management personnel. All of the firm’s employees know that their company is desperate and that they must satisfy this potential client in order to stay in business.

**Corporate Mission**

It must be determined what the representatives of the bank want and what is required in order to present them with a design proposal for a training program that will be acceptable to them. The design teams will independently create proposals, of which only one will be presented to the client. The president of your company has already offered a large bonus to the design team with the best proposal (conditional to its being accepted by the client), and has let it be known that design teams with less suitable proposals may be faced with layoffs.

**ORGANIZATION CHART**

```
President
  ↓
Vice President
  ↓
Manager
  ↓
Design Teams
  ↓
Team Leader
  ↓
Designers
  ↓
Team Leader
  ↓
Designers
  ↓
Team Leader
  ↓
Designers
  ↓
Team Leader (Vacancy)
  ↓
Designers
```
HELPCO MANAGEMENT SYSTEMS FIRM INSTRUCTION SHEET

(To be distributed to members of the management firm and their observer.)

Your firm will be named after the president of the company, e.g., Smith and Associates, Inc.

Your initial task is to decide:

1. How the job will be handled;
2. Who will meet with the client (bank) representatives; and
3. Who will instruct the design teams about what they must do.

Any member of your organization may call in the consultation team from HELPCO at any time, but the president of your firm must call in HELPCO if no one has yet done so before a proposal is submitted to the client representatives.

You will first submit a preliminary proposal to the bank representatives. Following their critique, you will submit a final proposal, which they may accept or reject.

HELPCO CLIENT INSTRUCTION SHEET

(To be distributed to representatives of the First Town Bank and their observer.)

You are a representative of the First Town Bank. There are three members of your group: the chairman of the board, the vice president for development, and a member of the board of directors.

When directed to do so, your group will contact the members of a management systems firm, apprise them of your bank’s needs for a training program in problem solving for your managers, and ask them for a proposal.

You will have an opportunity to review two proposals submitted by the management firm. The first will be a preliminary proposal, which you may critique, making any suggestions or criticisms that you feel are appropriate. The second proposal will be a final proposal, which you may accept or reject on behalf of your bank.

Before you initiate this transaction, you are to reach some consensus with regard to your bank’s training needs and objectives at this time.
HELPCO CONSULTANT INSTRUCTION SHEET

(To be distributed to members of HELPCO and their observer.)

You are members of an organization development consulting firm, HELPCO. You will be contacted by a management systems firm to aid it in the design of a training program in problem solving for management for its client, the First Town Bank.

You have no prescribed roles, but you are to act according to what you believe is suitable for your own firm and your client.

The facilitator will function as a senior but equal member of your consultant staff. He or she will not accompany you when you meet with the members of the management firm but will be available to discuss consultation problems with you.

Your initial task is to discuss your philosophy of consultation. You may continue this discussion until you are called in by the members of the management firm.
DISABILITY AWARENESS: PROVIDING EQUAL OPPORTUNITIES IN THE TRAINING ENVIRONMENT

Goals

- To raise the participants’ awareness of the need to provide equal access to training opportunities for persons with disabilities.
- To allow the participants to experience the potential frustrations that persons with disabilities may encounter in an environment or activity that does not accommodate them.
- To provide a model activity for use in disability-awareness training.

Group Size

Up to thirty participants. This activity is designed for use with practicing and prospective HRD trainers as participants.

Time Required

One hour and fifteen minutes to one hour and thirty minutes. Additional time is required to prepare the room for the activity (see Physical Setting).

Materials

- One red and one blue felt-tipped marker for each participant.
- One sheet of name-tent paper for each participant. Name-tent paper is $8\frac{1}{2}'' \times 11''$ white paper with a horizontal line one-third of the way down the page and a second horizontal line two-thirds of the way down the page (Figure 1). Folding the page at these lines creates a triangle-shaped name tent (Figure 2).

![Figure 1. Name-Tent Paper](image-url)
A white, stick-on name tag for each participant, designated as follows:
- One-fourth should have the words “Sight Impaired”;
- One-fourth should have the words “Mobility Impaired”;
- One-fourth should have the words “Physically Impaired”;
- One-fourth should have the words “Hearing Impaired”;

For one-fourth of the participants: Pieces of nylon string cut to lengths of 44” with the ends tied together to form a loop (see Figure 3).

For one-fourth of the participants: Pairs of foam earplugs.

For one-fourth of the participants: Posterboard strips cut 3” x 9” to be used as eye coverings. Each eye covering should have two 18” pieces of cotton string attached in a manner that allows the strips to be tied around a participant’s head to cover his or her eyes (see Figure 4). Additionally, the eye coverings should be constructed so that one-half have no eye-holes and one-half have one eye-hole.

A copy of the Disability Awareness Background Sheet for each participant.
- A paper name tent for each table, half of which have the number “1” written on both sides and half of which have the number “2” written on both sides.
- A newsprint flip chart and felt-tipped markers.
- Masking tape for posting newsprint.

**Physical Setting**

A large room with half of the tables and chairs on the left side of the room and half of the tables and chairs on the right side of the room. The tables on the left side of the room are labeled with the paper name tents with the number “1” written on both sides, and the tables on the right side of the room are labeled with the paper name tents with the number “2” written on both sides. Each table should be set up as follows:

- Sheets of white paper with horizontal lines in the center of the table, one sheet for each available chair.
- A red marker and a blue marker set at each chair.
- A stick-on labeled name tag placed at each chair, along with its corresponding training aid:
  - “Sight Impaired”: either a solid eye cover or one with one eye hole;
  - “Hearing Impaired”: a pair of earplugs;
  - “Mobility Impaired”: a string loop; and
  - “Physically Impaired”: a roll of surgical tape and a pair of scissors.

**Process**

1. The facilitator announces the goals of the activity and tells the participants that each has been assigned a disability, as indicated on the name tag at his or her place. Each participant is to take the name tag and to wear it throughout the activity or until told to remove it. (Five minutes.)

2. The facilitator tells the participants that, to get the full impact from the activity, they will simulate the disabilities assigned to them. The facilitator tells the participants that they will also find training aids at their places and that each participant is to use a training aid as follows:

   - Each participant whose name tag says “Sight Impaired” is to wear a poster board eye cover (i.e., tie the eye covering around his or her head so that the eyes are covered). If the eye covering has a hole, it should be placed over the participant’s weakest eye (usually the one opposite the writing hand).
   - Each participant whose name tag says “Hearing Impaired” is to put a foam earplug firmly into each ear.
Each participant whose name tag says “Mobility Impaired” is to place a string loop on the floor and step through it with both feet so that it forms a circle surrounding both feet at the ankles. These participants should also be told to keep their feet approximately shoulder-width apart in order to keep the string from falling down.

Each participant whose name tag says “Physically Impaired” should extend the fingers of each hand, with each thumb straight along the forefinger. A fellow participant should then use some of the surgical tape to tape the fingers and thumb of each hand together so that both hands are immobilized.

(Ten minutes.)

3. The facilitator announces that, when dealing with one another throughout this activity, the participants should respond on the basis of the disabilities indicated on the name tags worn by other participants. Assistance may be rendered to other participants during the activity. At this point, if the facilitator is using a microphone, he or she should turn it off. Otherwise, the facilitator should lower his or her voice for the remainder of the activity so that participants with ear plugs will have difficulty hearing the instructions. (Five minutes.)

4. Once all participants have their “disability” training aids in place, the facilitator tells the participants to stand and pick up all their personal belongings. The facilitator then tells the participants that they will have five minutes to move to the other side of the room and be reseated. In other words, those at tables with “1” name tents are to move to tables with “2” name tents, and vice versa. During this time, the facilitator remains alert to participants who need assistance; after allowing time for other participants to provide help, the facilitator assists the participants who need help and who are not receiving it. (Ten minutes.)

5. Once all participants are reseated, the facilitator informs them that they are now going to perform a simple task often experienced in a training or meeting environment. The facilitator instructs participants as follows:

“Everyone sitting at a table with a name tent bearing the number “1” will use the blue marker, and everyone at a table numbered “2” will use the red marker. In the center of each table is a stack of blank sheets of paper with lines drawn on them; each participant is to take one sheet.” (Five to ten minutes.)

6. Next, the facilitator instructs each participant to use the appropriate marker to print his or her name in the center (between the two lines) of the page. Then, each participant is instructed to fold his or her sheet at the lines, thus turning the paper into a triangle-shaped name tent resembling the numbered name tent on the table (Figure 5). Again, during this time, the facilitator remains alert to participants who need assistance; after allowing time for other participants to provide help, the facilitator assists the participants who need help and who are not receiving it. (Five to ten minutes.)
7. When all participants have accomplished the task, they are instructed to remove their training aids. The facilitator again begins to use the microphone or speak in a normal voice. (Five minutes.)

8. The facilitator leads a discussion of the experience by asking questions such as the following:

- How did you feel about trying to follow the instructions while disabled? (The facilitator may create a list of the participants’ feelings on the newsprint.)
- How did you try to assist others in completing the task? How did you request assistance from others?
- How many of you have asked people in training sessions to perform similar tasks such as moving, writing their names, assembling objects, etc.?
- For those of you who have asked people to perform such tasks, what difficulties, if any, did each of you perceive during that activity?
- What could I have done, as a facilitator, to reduce frustrations or difficulties in the activity we just concluded?

(Fifteen minutes.)

9. Each participant is given a copy of the Disability Awareness Background Sheet and is asked to read it. (Five minutes.)

10. The facilitator then initiates a concluding discussion, listing the participants’ responses on newsprint, based on the following questions:

- What have you learned about how disabilities may affect training? How was your awareness raised?
- What kinds of things can we do in general to make assignments and activities easier to people who have disabilities?
- What can each of you do in your particular work and other environments to apply your learnings from this experience?

(Ten to fifteen minutes.)

Variations

- The activity or task that participants perform once they relocate can be changed to fit the training topic or environment in which it is performed.
- Other training aids may be used by having participants:
  - Utilize wheelchairs or crutches to simulate a mobility impairment;
  - Wear mittens or socks on their hands to simulate a physical disability;
  - Wear sunglasses with petroleum jelly smeared on the lenses to simulate a sight impairment; or
- Wrap poster board or other stiff material around their legs so that they cannot bend their knees, thus simulating a mobility impairment.

- After step 10, the participants can form subgroups and design a training activity that meets the guidelines outlined on the Disability Awareness Background Sheet.

- After step 10, each participant can use the guidelines on the Disability Awareness Background Sheet to redesign a training activity that he or she uses frequently and then share the results with the group.

Submitted by Robert William (Bob) Lucas.
DISABILITY AWARENESS BACKGROUND SHEET

Many trainers and presenters use a variety of materials, activities, and techniques to teach and reinforce key concepts. In the past, however, few have given thought to the accessibility of the program or its contents to participants with disabilities.

Prior to January, 1992, failing to ensure that all people could access training locations, materials, and content meant a potential loss of participants with disabilities. In 1992, a new dimension was added. Under Title III of the Americans with Disabilities Act (ADA), organizations that offer public services must make them accessible to the disabled or face potential legal action. Under Title I of the ADA, on July 26, 1992, all organizations with twenty-five or more employees are required to make training and all other employee-development opportunities accessible to employees with disabilities. Organizations with fifteen or more employees come under the same guidelines on July 26, 1994.

“Accessible” means providing the means and opportunity for a person with a disability to access a program. The term “reasonable accommodation” is used in the text of the ADA to indicate that, within certain guidelines, you are expected to assist persons with disabilities in attaining access. These guidelines vary by organization and are subject to interpretation by the courts.

The penalties for failure to comply are potentially stiff: up to $50,000 for the first incident and up to $100,000 for subsequent violations. These fines are probably far more costly than modifying a training activity or selecting a training site to make it accessible to the disabled.

Some simple accommodations include the following:

- Soliciting special learning, environmental, or dietary needs of participants on program registration forms;
- Selecting a training site that is accessible, both inside and out, to all participants;
- Directing people to required seats as they arrive in order to reduce the need to move later;
- Providing prepared name badges and/or preassembled name tents, or preparing name tents for the participants when they register;
- Allowing participants more time to relocate, if moving is an essential part of the program;
- Using a microphone or speaking louder when giving instructions, to allow hearing-impaired participants to hear better;
- Disseminating notices or instructions in a variety of formats (e.g., overhead transparencies or other visual aids, written, tape recorded, voice mail, computerized E-mail) to ensure that all people have access to the information;
- Designing room layouts with accessibility for people with sight or mobility impairments;
- Selecting activities in which all participants can take part;
- Developing and using training aids that enhance the learning opportunities for all participants; and
- Stressing that for cohesiveness, networking, team building, time saving, or whatever, it is all right for participants to assist one other.

Complying with the ADA is not difficult and can go a long way in developing your reputation and that of your organization as caring and concerned. Providing accessibility for the disabled is no longer just good business, it is the law.
OPERATIONAL DEFINITIONS: STUDYING PRODUCTIVITY

Goals
- To acquaint the participants with the concept of operational definitions.
- To help the participants to learn how to develop precise, practical operational definitions.
- To offer the participants an opportunity to use a systems approach to examine productivity.

Group Size
All members of an intact work group, divided into subgroups of three or four members each.

Time Required
One hour and five to twenty minutes, depending on the number of subgroups.

Materials
- One copy of the Operational Definitions Survey for each participant.
- One copy of the Operational Definitions Theory Sheet for each participant.
- A pencil for each participant.
- A newsprint flip chart and a felt-tipped marker for each subgroup.
- A newsprint flip chart and a felt-tipped marker for the facilitator.
- Masking tape for posting newsprint.

Physical Setting
A room that is large enough so that subgroups can work without disturbing one another. If tables are not available, portable writing surfaces should be provided. Movable chairs should be available.

Process
1. The facilitator describes the goals of the activity. He or she distributes copies of the Operational Definitions Survey, instructs the participants to spend a few moments
reading the survey, and then asks for a show of hands indicating how many people
can answer the survey items. (Typically, few or no hands are raised.) (Five minutes.)

2. The facilitator leads a discussion based on the following questions:
   - What were your reactions when you tried to respond to the items on the survey?
   - What basis did you use for making decisions about your responses?
   - What do you need in order to be able to respond to the survey items?
   (Ten minutes.)

3. The facilitator distributes copies of the Operational Definitions Theory Sheet and
   asks the participants to follow along as he or she reviews the content of the sheet,
   emphasizing the guidelines for writing operational definitions. (Ten minutes.)

4. The participants are asked to form trios. If the number of participants warrants, one
   or two subgroups of four may be formed. Each participant is given a pencil (for
   making notes if desired), and each subgroup is given a newsprint flip chart and a
   felt-tipped marker. The facilitator informs the participants that they will have twenty
   minutes to discuss the items on the Operational Definitions Survey and to achieve
   consensus on a response to each item. Each subgroup is asked to write its responses
   on newsprint and to be prepared to present and discuss those responses. (Twenty
   minutes.)

5. After all subgroups have completed the task, the total group is reassembled. The
   spokesperson for each subgroup in turn spends five minutes presenting the
   subgroup’s responses and answering any questions about those responses. (Five to
   twenty minutes, depending on the number of subgroups.)

6. The facilitator leads a concluding discussion based on questions such as the
   following:
   - What is your reaction to defining your team’s productivity using operational
     definitions?
   - What similarities did you notice among the various subgroup definitions? What
     differences did you notice?
   - What have you learned about operational definitions?
   - How can you use what you have learned to improve job performance? How can
     you use what you have learned to improve productivity?
   (Fifteen minutes.)

**Variations**
- Student or “stranger” groups can use the activity as an introduction to the diversity of
  beliefs and interpretations of productivity.
Intact work teams can develop specialized definitions and measurements of productivity for use in their work groups and/or organizations. This will reveal differences within and between groups in interpreting and applying productivity-based concepts. In this way, the participants will gain an appreciation for the diversity of beliefs, opinions, and interpretations of concepts often taken for granted, as well as for the need for precision when communicating in cross-functional, cross-disciplinary work teams.

The facilitator may suggest brainstorming to increase the number of responses and the Nominal Group Technique to broaden the depth of definitions.
OPERATIONAL DEFINITIONS SURVEY

1. Briefly describe your team’s responsibility.

2. Is your team’s responsibility mainly service based or product based?

3. Write three operational definitions (one input, one throughput, and one output) of productivity that are used, or could be used, to assess your team’s performance.

   Input

   Throughput

   Output
OPERATIONAL DEFINITIONS THEORY SHEET

Operational definitions, which were introduced by Bridgeman (1927), describe concepts in language that is easy to understand and that concentrates on concrete and observable characteristics.

These definitions are intended to be practical tools; they resemble devices that measure, record, and indicate, such as a car’s gas gauge. For example, the term “high quality” in connection with a product might be defined as “having zero defects.”

However, terms like “high quality” in connection with services rather than products can be difficult to define. In this case, the people charged with defining such a term have to look to less tangible measures, such as internal and external customers’ ideas about quality. For example, a company that performs a service might ask each customer to complete a form describing his or her level of satisfaction, in which case “high-quality service” might be defined as “rating above average (‘good’ or ‘excellent’) 95 percent of the time.”

Operational Definitions of Systems Variables

A system consists of a group of variables or concepts designed to accomplish objectives according to a plan (Smith, 1990). Systems create a framework combining all separate parts into a cohesive whole. These cause-and-effect relationships apply equally to people, processes, and products.

Major system parts are input, throughput, output, feedback, and time.

Input Variables

Causal, or input variables, are prime factors in human and organizational behavior and function as major keys to productivity and quality improvement. Examples of personal input are ideas, goals, aptitude, effort, experience, and various standards for performance. Examples of organizational input are capital, energy, materials, and labor.

Throughput Variables

Throughput variables connect input to output. These process or transformational variables convey information on personal feelings and behavior. Examples are trust, creating, and evaluation. Process variables are difficult to describe, define, and measure. The internal state of the organization can be expressed using throughput variables, such as “stable” or “cohesive.”

Output Variables

These end-result variables are commonly used as measures or indicators of productivity. They provide after-the-fact information on personal and organizational achievement. Illustrations of personal output are often numeric, as shown by units/hour, number of sales, or cost reductions. Organizational output is usually expressed in terms of quality.
and quantity of products and services provided, percent of return on investment, and amount of market share.

These variables are relatively easy to observe, describe, and measure. Output variables may be considered more important than valuable information form input and throughput.

**Feedback**

The feedback process recycles information from input, throughput, and output back into various parts of the system. Prime purposes of feedback are for improvement and control.

Operational definitions are useful in clarifying important concepts, setting standards, writing agreements, negotiating contracts, and establishing a common language. The members of a work team, for example, need to agree on practical definitions of various terms that apply to their work before they can communicate effectively. Also, when the members of a team work together to define concepts, they develop not only ownership of those definitions as well as standards they can apply in their work, but also a sense of camaraderie that can lead to increased productivity.

Following are some general guidelines for writing operational definitions. An operational definition should:

- Be consistent with the existing organizational mission, structure, and systems;
- Be based on concepts of productivity that are specific to the job(s) and process(es) involved;
- Use current, accurate information about the job, process, product, or service under consideration; and
- Incorporate customers’ specifications about quality, value, cost, delivery time, and other critical variables.

**REFERENCES**


WOODEN TOWERS:
USING ORGANIZATIONAL REENGINEERING

Goals
- To introduce the participants to the basic concepts of organizational reengineering.
- To offer the participants an opportunity to examine behaviors, norms, and values that support reengineering.
- To provide the participants with an opportunity to practice identifying fragmented and dysfunctional processes and then reengineering them.
- To demonstrate the breakthrough improvements that can be obtained by reengineering fragmented and dysfunctional processes.

Group Size
Two teams of equal size. A minimum of twenty-four participants is suggested (ten participants in each team, plus four other roles), although smaller groups can be accommodated by consolidating roles. Adding the supplemental roles will accommodate up to thirty participants.

Time Required
Three hours to three hours and twenty minutes.

Materials
- One copy of the Wooden Towers Theory Sheet for each participant.
- One copy of the Wooden Towers Reengineering Outline for each participant.
- Two sets of building materials (such as Playskool® blocks or Tootsie Toy™ #4606 colored wood blocks). A suitable set contains at least ninety-two blocks in five assorted colors: red, blue, green, yellow, and orange. The facilitator should ensure that materials do not interlock (so that the task is not too easy for the participants), are stackable, and come in different shapes.
- Six copies of the Wooden Towers Instruction Sheet (one copy for each team, plus one copy each for the Purchasing Manager, Supply Manager, Purchasing Specialist, and Supply Specialist).
- Six copies of the Wooden Towers Organizational Chart (one copy for each team, plus one copy each for the Purchasing Manager, Supply Manager, Purchasing Specialist, and Supply Specialist).
- Six copies of the Wooden Towers Purchasing and Supply Procedures (one copy for each team, plus one copy each for the Purchasing Manager, Supply Manager, Purchasing Specialist, and Supply Specialist).
- Thirty copies of the Wooden Towers Supplies Request (four copies for each team, plus twenty-two copies for the Supply Manager).
- Two copies of the Wooden Towers Quality Control Inspection Form (one copy for each team).
- One copy of the Wooden Towers Observer Report for each Observer.
- A clipboard or other portable writing surface for each of the two Q.C. Specialists and for each Observer.
- One measuring device capable of extending to at least 72 inches.
- Two stopwatches.
- Four name tags (one each for the Purchasing Manager, Supply Manager, Purchasing Specialist, and Supply Specialist).
- One set of name tags for each team, prepared in advance as follows:
  - Operations Manager
  - Operations Clerk
  - Operations Supervisor 1
  - Operations Supervisor 2
  - Operations Supervisor 3
  - Operations Supervisor 4
  - Operations Supervisor 5
  - Quality Control (Q.C.) Specialist
  - Operations Specialist: Green
  - Operations Specialist: Yellow
  - Operations Specialist: Blue
  - Operations Specialist: Orange
  - Operations Specialist: Red
  - Eight blank name tags
Blank paper and assorted writing instruments for each team, including at least one black pen for each team.

A newsprint flip chart and a felt-tipped marker.

**Physical Setting**

A room in which teams can work comfortably without disturbing each other. Each team should be able to see the towers constructed by the other team. The teams should be located some distance from the Purchasing and Supply functions.

**Process**

1. The facilitator reviews the goals of the activity and explains that it is a role play. He or she asks for four volunteers to play the roles of Purchasing Manager, Supply Manager, Purchasing Specialist, and Supply Specialist. Each of the four is given the appropriate name tag. (Five minutes.)

2. The participants are assembled into two teams of equal size. The facilitator distributes one set of name tags to each team and asks each team to fill the following roles:
   - Operations Manager
   - Operations Clerk
   - Operations Supervisor 1 (supervises three of the Operations Specialists)
   - Operations Supervisor 2 (supervises two of the Operations Specialists)
   - Operations Specialist: Green
   - Operations Specialist: Yellow
   - Operations Specialist: Blue
   - Operations Specialist: Orange
   - Operations Specialist: Red
   - Quality Control (Q.C.) Specialist

*Note to the facilitator:* If more than ten participants are in each team, supplemental roles should be added in the following order (see Wooden Towers Organizational Chart): (1) assign additional Operations Supervisors (one to three) to each team, and redistribute the Operations Specialists assigned to each Operations Supervisor; (2) assign additional participants to be Observers. Each role added will require a name tag.

(Ten to fifteen minutes.)
3. The facilitator distributes the following materials to the participants:

- The Purchasing Manager, the Supply Manager, the Purchasing Specialist, the Supply Specialist, and each of the two Operations Managers receive one copy of the Wooden Towers Instruction Sheet, the Wooden Towers Organizational Chart, and the Wooden Towers Purchasing and Supply Procedures. These participants are asked to read these materials. (Note to the facilitator: The Wooden Towers Instruction Sheet describes an organization having overly specialized personnel, narrow spans of control, excess staff, narrow work rules, restrictive policies, fragmented procedures, a lack of interdependence, too much confusing information, a rigid time line, a hierarchical structure, and conflicting goals. In addition, aspects of the instructions conflict with other written materials.)

- The Supply Specialist receives two sets of building materials and twenty-two copies of the Wooden Towers Supplies Request. He or she also receives one measuring device with a minimum 72-inch capacity and one official timing device (stopwatch). The second stopwatch also is issued to the Supply Manager and is used to track elapsed time.

- Each Operations Manager receives four copies of the Wooden Towers Supplies Request.

- Each Q.C. Specialist receives one copy of the Wooden Towers Quality Control Inspection Form and a clipboard.

- Each Observer receives one copy of the Wooden Towers Observer Report and a clipboard.

- Each team receives blank paper and assorted writing instruments.

(Three to fifteen minutes.)

4. After announcing that the teams will have forty-five minutes to complete Phase One of the activity as it is outlined on the Wooden Towers Instruction Sheet, the facilitator instructs them to begin working. The facilitator remains available to clarify and assist as necessary. The Supply Manager is instructed to periodically remind the participants of the remaining time. (Five minutes.)

5. After thirty minutes, the facilitator reminds the teams that towers need to be measured and timed officially by Q.C. Specialists before time is called. (Thirty minutes.)

6. When a total of forty-five minutes has elapsed, the total group is reconvened. Each Q.C. Specialist announces the height of his or her team’s tower. The heights are recorded on a sheet of flip chart paper and posted where both teams can see them. The tallest tower is designated as the benchmark for the second round of tower building. (Twenty minutes.)

7. The facilitator calls for reports from the Q.C. Specialists and any Observers. The Q.C. Specialists discuss the violations and deviations that they observed, but they do
not make suggestions for improvement. Similarly, the Observers share their comments, but they do not make suggestions for improvement. The towers are dismantled, and building materials are returned to the Supply Manager. (Ten to fifteen minutes.)

8. The facilitator leads the group in a discussion of what went well and what needs to be improved in the second round of tower building. In addition, the facilitator distributes copies of the Wooden Towers Theory Sheet and presents a brief lecturette based on it. Aspects to stress include integrating processes, eliminating tasks that are not value added, eliminating rework, overcoming information exchange overload, eliminating excess personnel, and eliminating exceptions and special cases. (Note to the facilitator: This is an excellent point at which to use the Reengineering Readiness Assessment [Reagan, 1995]; see Variations section for details.) (Fifteen minutes.)

9. The teams are reassembled and the facilitator distributes copies of the Wooden Towers Reengineering Outline to all participants. Each team is informed that it will have fifteen minutes to use the reengineering model to produce a fundamental, radical, dramatic rethinking of its processes. The Purchasing Manager, the Supply Manager, the Purchasing Specialist, and the Supply Specialist are given copies of the Observer Report and are assigned to function as additional observers for this process. After team members have started working, the facilitator remains available to clarify and assist as necessary. (Twenty minutes.)

10. At the end of fifteen minutes, the total group is reconvened. Each team presents its plan to the total group; the Purchasing Manager, the Supply Manager, the Purchasing Specialist, and the Supply Specialist make note of any changes that affect their functions. (Ten minutes.)

11. The facilitator announces the start of a second construction period, which will last for thirty minutes. At the close of the second construction period, the heights of the towers are again measured and recorded on the same piece of newsprint used to record heights achieved during the first round. On average, reengineered teams nearly double the heights of their original towers. (Thirty-five minutes.)

12. Observers are asked to share their post-reengineering feedback. Team members share their reactions to the difference in the first results and the results achieved through reengineering. The facilitator leads a concluding discussion based on the following questions:

- What behaviors had to change as a result of reengineering? Norms? Values?
- What have you learned about the effects of reengineering on results? Advantages? Disadvantages?
- What ideas do you have for applying the concept of reengineering to a process in your organization?

(Ten to fifteen minutes.)
Variations

- The activity can be used in conjunction with the Reengineering Readiness Assessment (Reagan, 1995). When this instrument is used, it should be administered and debriefed in the interval between the pre-reengineering and post-reengineering phases of the activity (see step 8). Using this variation will add approximately thirty minutes to the total time.

- The activity can be used with only one group, who then would explore the contrast between pre- and post-reengineering results.

- An intact team could identify a core process and create a flow chart describing how that process is presently being accomplished. After they are introduced to reengineering, they then could complete the Wooden Towers Reengineering Outline to develop a reengineered process.

REFERENCE

Reengineering focuses on reinventing and reuniting fragmented core processes. Hammer and Champy define process to be “a collection of activities that takes one or more kinds of input and creates an output that is of value to the customer (Hammer & Champy, 1993, p. 35). From time to time various forces reveal problems in all organizations’ processes. Typical responses to these problems include incremental changes (TQM), downsizing, restructuring, reorganizing, pyramid flattening, delegating, automating, delayering, and bureaucracy busting.

Hammer and Champy point out that these responses almost always fail to produce “order-of-magnitude” results—results that are several hundred percent better. Therefore, they recommend an alternative approach that they call reengineering. They define reengineering as “the fundamental rethinking and radical redesign of business processes to achieve dramatic improvements in critical, contemporary measures of performance, such as cost, quality, service and speed” (Hammer & Champy, 1993, p. 32).

The authors note that successful organizations focus on changing how work gets done instead of trying to improve what is currently being done. Hence, successful reengineering stresses focusing on complete processes, ambitious thinking, a willingness to break old rules, and using contemporary information technology. Three key drivers pressuring organizations to reengineer their processes include customers (rising demands for tailored products and services are taking control away from producers), competition (increasing rapidly, and heavily impacted by new technologies), and change itself (the pace is accelerating, and lead time has evaporated).

These drivers and themes require organizations to empower their personnel to do whatever is needed in order to eliminate waste and work that is not value added. Obviously, personnel working in reengineered processes have to be given the authority required to make their own rules and must be willing and able to perform complex tasks on their own.

**Reengineering Approaches**

Examples of reengineering approaches suggested by Hammer and Champy include the following:

1. Horizontal compression: Combining several jobs into one, which frequently involves using new information technologies.
2. Vertical compression: Having operating personnel make production decisions.
3. Delinearizing: Performing process steps in their natural order.
4. Destandardization: Designing processes to have multiple versions.
5. Eliminating costs that are not value added: Reducing controls and checks.
**Critical Questions**

Unlike improvement strategies such as TQM, organizational reengineering does not focus on continuously improving existing processes and products. Here the focus is on top-down reintegration or complete reinvention of fragmented processes that cut across several key areas of activity. Hammer and Champy identify the following critical questions to be answered in selecting processes to reengineer:

1. Do visible problems exist, such as . . .
   - Information exchange overload?
   - Extra inventory, buffers, stored assets?
   - High ratios of non-valued-added to valued-added tasks?
   - High rates of rework and iteration?
   - Many exceptions and special cases?
2. Have there been adverse customer reactions to the relative value of organizational processes for them?
3. Is this particular reengineering effort likely to succeed?
4. Does this focal process have a significant effect on the organization’s strategic direction?
5. Does this focal process have a high impact on customer satisfaction?
6. Is the organization’s performance in the focal process far below accepted benchmarks?
7. Is the organization able to gain more from the focal process without reengineering it?
8. Is the focal process antiquated?

**Organizational Changes**

Finally, Hammer and Champy caution that reengineering should be used mainly where “heavy blasting” is required, inasmuch as it is normally accompanied by a series of major organizational changes:

1. Jobs evolve from narrow to multidimensional. Assembly line work disappears. People who did only what they were told to do now make their own decisions and choices. Old-style supervisors have no place in reengineered processes.
2. Functional departments lose their reason for existing and are replaced by teams with common goals. Hammer and Champy define a team as “a unit that naturally falls together to complete a whole piece of work” (Hammer & Champy, 1993, p. 66).
3. The focus of performance measures and compensation shifts from activity to results. Managers’ attitudes and values must change in response to new incentive patterns.
4. Mandatory continuing education comes into being and expands.

**Summary**

All large-scale change projects contain elements of risk—there are no guarantees of success. By the same token, there are no guarantees that successfully completing an improvement project in one area of operation will produce a favorable outcome for the organization as a whole. Although Hammer and Champy estimate that 50 to 70 percent of reengineering efforts fail, this also means that 30 to 50 percent of them succeed.

**REFERENCES AND BIBLIOGRAPHY**


WOODEN TOWERS REENGINEERING OUTLINE

All members of the tower construction team (Operations Manager, Clerk, Operations Supervisors, Operations Specialists, and Q.C. Specialist) are to work together to develop a reengineering plan.

The team’s overall goal is to reinvent and reunite fragmented core processes. You will accomplish this goal by fundamentally rethinking and radically redesigning business processes to achieve dramatic improvements in critical, contemporary measures of performance, such as cost, quality, service, and speed.

The plan must clearly indicate the following information:

- What specific problems are being confronted;
- Specific changes that will be made in the team;
- Who is responsible for making these changes;
- What will be done with personnel whose positions are eliminated;
- Which policies and procedures will be replaced and what will replace them;
- What strategies will be employed (horizontal and vertical compression, delinearizing, destandardization, eliminating non-value-added costs, etc.);
- How the impact of the changes will be measured; and
- What negative reactions from customers and team personnel can be anticipated, and what will be done to overcome these reactions.
WOODEN TOWERS INSTRUCTION SHEET

Situation
Impending budget cutbacks within the Acme Wooden Tower Company are threatening to launch a major downsizing. The plan calls for eliminating many positions occupied by Managers and Supervisors. The assigned project (described below) is an opportunity for Managers and Supervisors to demonstrate their ongoing value to Acme, thereby assuring the continued existence of their positions. Acme is highly structured, and the President has ordered Quality Control personnel to strictly enforce all policies, procedures, work rules, and job descriptions.

Another team has been assigned the same project that has been given to your team. The team achieving the best results on the project will survive, and the other will be disbanded. As a result of these pressures, a highly competitive climate has developed between Acme’s Operating teams.

Assigned Project
Your team’s task is to use supplied materials to build the highest tower possible, while strictly adhering to all rules, job descriptions, policies, procedures, manager and supervisor instructions, and quality control criticism. Only the tallest tower will be accepted. Towers must be free standing and cannot be supported by any external assistance. Towers must be able to stand unassisted for not less than two minutes after being measured. The minimum height of a tower must be not less than thirty-six inches.

Organizational Structure
Acme has three core divisions (Operations, Purchasing, and Supply), staffed by key personnel. Because of varying numbers of participants, all positions listed on the Wooden Towers Organizational Chart may not be filled. The Wooden Towers Organizational Chart does, however, explain position titles and report relationships.

Time Line
Teams have no more than forty-five minutes to organize themselves, fill out requests for supplies, secure needed construction materials, and finish building a tower. If one team finishes its tower before the other, the remaining team must complete its tower within five additional minutes. Speed counts.

Specifications
Different colored materials may not be intermingled on different levels of a tower. Each level must consist solely of one color of material. Q.C. Specialists will report any violation of this rule.
The five different colors of materials must be used in the following sequence and no other:

- Green (bottom level of tower)
- Yellow
- Blue
- Orange
- Red (top level of tower)

Exactly ninety-two construction pieces must be used in building the tower. Q.C. Specialists will deduct a penalty of one inch of height for each piece not used. Once a team has finished building its tower, no alterations are allowed.

**Design and Construction**

Operations Managers are tasked with designing the tower. Operations Supervisors and Operations Specialists are prohibited from participating in the planning process. In addition, Operations Specialists may not be shown any written plans, diagrams, or drawings detailing the tower’s design. It is the job of the Operations Supervisors to convey this information to them orally.

Acme’s Operations Supervisors are tasked with taking the Operations Manager’s tower design and implementing it through the Operations Specialists’ labor.

Operations Specialists must remain seated except for the Operations Specialists actually adding materials to their team’s tower. People in other roles can stand and move at will.

The Operations Specialists must build the tower in an area located not more than eighteen inches from their Operations Manager. Q.C. Specialists alone are permitted to measure this distance and will deduct one inch from the tower’s height for each inch over the approved eighteen.

**Supplies and Materials**

The following procedures must be followed in order to secure needed building materials:

1. Supplies can be ordered only by the Purchasing Manager. Only the team’s Operations Clerk is allowed to take correctly filled out Wooden Towers Supplies Requests to the Purchasing Manager.

2. Once the Purchasing Manager and the team’s Q.C. Specialist have checked the Wooden Towers Supplies Requests for compliance with all rules, the paperwork will be given to the Purchasing Specialist.

3. The Purchasing Specialist will take completed and approved Wooden Towers Supplies Requests to the Supply Manager, who, together with the Q.C. Specialist will review it. Any problems with the paperwork will cause it to be returned to the
Purchasing Specialist, who will return it to the Purchasing Manager, who will return it to the Operations Clerk to give back to the Operations Manager for correction and resubmittal.

4. In order to properly manage building supplies, the Supply Specialist will respond to approved Wooden Towers Supplies Requests by providing a single unit of twenty pieces of building material made up of four items of each of the five colors. A separate Wooden Towers Supplies Request must be completed for each additional unit of twenty items. When supplies of certain colors have run out, or when there are no longer twenty total items left in stock, the Supply Specialist and/or Supply Manager may waive this procedure.

**Operations Specialists**

Each Operations Specialist is allowed to handle only one color of building materials. This limitation reflects professional qualifications, certifications, training, experience, seniority, and organizational needs. This means that the Operations Specialist: Green can handle only green building materials, the Operations Specialist: Blue can handle only blue building materials, the Operations Specialist: Red can handle only red building materials, the Operations Specialist: Yellow can handle only yellow building materials, and the Operations Specialist: Orange can handle only orange building materials. Operations Supervisors can handle any color of material, but Operations Managers cannot handle any materials.

All communications between the Operations Manager and the Operations Specialists must pass through the appropriate Operations Supervisors (if these roles are filled).

**Quality Control Specialists**

Quality Control (Q.C.) Specialists will watch the Operating, Supply, and Purchasing functions at all times to make sure that their personnel comply with all rules. Violations will not be tolerated!

Q.C. Specialists alone may determine the final height of all towers. The height will be determined with the official measuring device available from the Purchasing Manager. To obtain use of the official measuring device, Q.C. Specialists must complete a Wooden Towers Supplies Request; on receiving a properly completed request, the Supply Manager will release the official measuring device for a period not to exceed five minutes.

Towers must be free standing for at least two minutes. Q.C. Specialists alone are authorized to determine when two minutes have elapsed. To obtain use of the official timing device, Q.C. Specialists must complete a Wooden Towers Supplies Request; on receiving a properly completed request, the Supply Manager will release the official timing device for a period not to exceed five minutes.
The Q.C. Specialists may not offer any help or advice. Their roles consist of recording mistakes, identifying instances of nonconformance with rules/policies/procedures, measuring towers, enforcing time limits, and reporting their findings. All deviations will be noted by Q.C. Specialists and will result in height deductions from an operating team’s tower.
WOODEN TOWERS PURCHASING AND SUPPLY PROCEDURES

The Purchasing and Supply Divisions must ensure that the Operations Division complies with the following procedures in order to secure initial and subsequent supplies of building materials. No deviations will be tolerated!

1. Only an Operations Clerk can take completed Wooden Towers Supplies Requests to the Purchasing Manager.

2. Supplies cannot be issued until the Purchasing Manager has first approved the Operations Manager’s Wooden Towers Supplies Request and given it to the Purchasing Specialist to take to the Supply Manager.

3. Any problems with the paperwork will cause it to be returned to the Operations Clerk to give back to the Operations Manager for correction and resubmittal.

4. Once the Supply Manager has received approved paperwork from the Purchasing Specialist, the Supply Specialist will provide a single unit of twenty pieces of building material at a time. Operating groups must use all ninety-two items of building materials.

5. A unit of building material consists of four randomly selected shapes of each of the five colors.

6. A separate Wooden Towers Supplies Request must be completed for each additional unit of twenty items.

7. When supplies of certain colors have run out or when there are no longer twenty total items left in stock, the Supply Specialist and/or the Supply Manager may waive all procedures listed above.

8. It is the Clerk’s responsibility to transport supplies back to the site of use.
WOODEN TOWERS SUPPLIES REQUEST

Instructions: This form must be filled out in black ink completely and accurately. Any mistakes will cause the form to be returned for correction prior to the issuance of any building materials. All required signatures must be secured before materials will be released. No exceptions to these instructions are permitted.

Date of request (mm/dd/yyyy):

Time of day (24-hour format):

Fill in the circled number corresponding to the type of request. Do not make any marks outside of the circle and make no stray marks anywhere on this form.

“1” One unit of twenty construction components, four randomly selected shapes in each of five different colors.

“2” Use of the official measuring device for a period not to exceed five minutes.

“3” Use of the official timing device for a period not to exceed five minutes.

“4” Two copies of the Wooden Towers Supplies Request.

1  2  3  4

Operations Manager signature: _____________________________________________

Operations Clerk signature: ______________________________________________

Q.C. Specialist signature: ________________________________________________

Purchasing Manager signature: _____________________________________________

Purchasing Specialist signature: ____________________________________________

Supply Manager signature: ________________________________________________

Supply Specialist signature: ________________________________________________
WOODEN TOWERS QUALITY CONTROL INSPECTION FORM

The Q.C. Specialist will use the space below to record all violations of and deviations from official policies, procedures, work rules, and job descriptions. This information will be forwarded exclusively to the President and no one else. Under no circumstances will Q.C. Specialists make this information available to operating/purchasing/supply management or nonmanagement personnel.

Your Name:

Date and Time:

Observed Violations and Deviations:
WOODEN TOWERS OBSERVER REPORT

Name:

**Pre-Reengineering**

What went well?

What problems did you observe?

Other comments:

**Post-Reengineering**

What went well?

What problems did you observe?

What was different after reengineering?

How did that affect the work being done?

Other comments:
WALKING THE TALK: IDENTIFYING AND ELIMINATING ORGANIZATIONAL INCONSISTENCIES

Goals
- To acquaint participants with the concept of organizational inconsistencies.
- To help participants learn how to identify organizational inconsistencies.
- To allow participants to identify ways to correct and eliminate a variety of organizational inconsistencies.

Group Size
Four approximately equal-sized groups of three to five members each.

Time Required
Approximately one hour and fifteen minutes.

Materials
- A copy of the Walking the Talk Information Sheet and a pencil for each participant.
- A copy of the Walking the Talk Perpetual Inconsistencies Sheet for each member of one group.
- A copy of the Walking the Talk Perceptual Inconsistencies Sheet for each member of the second group.
- A copy of the Walking the Talk Timing Inconsistencies Sheet for each member of the third group.
- A copy of the Walking the Talk Personalities Inconsistencies Sheet for each member of the fourth group.
- Three sheets of newsprint flip-chart paper and a felt-tipped marker for each group.
- A newsprint flip chart and felt-tipped markers for the facilitator.
- Masking tape for posting newsprint.

Physical Setting
A room in which the subgroups can work without disturbing one another, with wall space for posting newsprint.
Process

1. The facilitator welcomes the participants and states the goals of the activity. The facilitator gives each participant a copy of the Walking the Talk Information Sheet and a pencil, briefly describes the contents of the information sheet, allows time for the participants to read the sheet, and answers any questions. (Ten minutes.)

2. The facilitator informs the participants that the activity will deal with four varieties of organizational inconsistencies: perpetual, perceptual, timing, and personalities. The facilitator divides the participants into four groups of three to five members each. The facilitator gives the members of one group copies of the Walking the Talk Perpetual Inconsistencies Sheet, gives the second group copies of the Walking the Talk Perceptual Inconsistencies Sheet, gives the third group copies of the Walking the Talk Timing Inconsistencies Sheet, and gives the fourth group copies of the Walking the Talk Personalities Inconsistencies Sheet. Each group also receives three sheets of newsprint flip-chart paper and a felt-tipped marker. (Five minutes.)

3. The members of each group are instructed to read their specific sheets and then to suggest examples of the group’s type of inconsistency that they have seen in organizations. Each group is then to select one example from those discussed and answer the questions from the Walking the Talk Information Sheet in relation to the group’s example. The groups are told to record their answers on their newsprint sheets and to illustrate the “A” and “B” aspects of their inconsistencies. They will display their newsprint sheets when reporting back to the total group. (Twenty minutes.)

4. The facilitator calls time and reconvenes the total group. Each of the four subgroups is invited, in turn, to post its newsprint sheet(s) and to report on its organizational inconsistency, based on the questions on the information sheet. (Twenty minutes.)

5. The facilitator leads a total-group discussion of the activity. The following processing questions may be used:

- What emotions did you experience during this activity?
- What emotions do people experience in the workplace as a result of organizational inconsistencies?
- What are the effects of these emotions in the workplace?
- What is the ultimate impact of organizational inconsistencies on the organization?
- Why do you think organizational inconsistencies continue to exist?
- What has prevented you from calling attention to or challenging organizational inconsistencies?
- How can you best deal with the organizational inconsistencies in your workplace?
  Give an example.

(Fifteen to twenty minutes.)
Variations

- If the total group is small, it can work with each type of organizational inconsistency in turn.
- If the total group is very large, more than one group can work with each of the different types of organizational inconsistencies.
- The activity can be used to discuss and recommend solutions for a specific inconsistency that exists in the participants’ organization.

Submitted by Peter R. Garber.
Organizations typically are not very good at identifying inconsistencies—differences between what the organization (top management, a manager, a department) says it does and what it actually does. Often, inconsistencies occur between the organization’s (or a division’s) mission statement and what actually happens in the workplace. In short, the organization does not “walk its talk.”

Unfortunately, the inconsistencies that affect our work lives can be sources of great frustration. Those that have become part of an organization’s culture usually are counterproductive.

The classic organizational inconsistency begins with a statement by the organization that something is a top priority when, in fact, the organization’s actions are contradictory to its stated commitment. An example is a stated commitment to customer service or “quality,” when the organization’s policies and reward systems do not support taking the time to ensure quality or to serve customers well, and people are rewarded only for pushing more of whatever they produce through the system faster. In such a case, good customer service or “quality” is not likely to be attained.

The problem is magnified when management believes that “A” equals “B” when it does not. Usually, everyone else involved realizes the discrepancy.

Organizational inconsistencies send mixed and confusing messages to employees, who often regard them as examples of the hypocrisy of management. The “do as I say, not as I do” message spreads throughout the organization and negatively influences attitudes, confidence in management, morale, and motivation.

Solving the Problems

In any communication, the closer the meaning of the message sent is to the meaning of the message received, the better. An organization must address differences in
perceptions on any important subject. It must attempt to get the parties involved to understand each other’s points of view. As understanding occurs, apparent discrepancies sometimes can be resolved. For example, a decision may appear to contradict the organizational mission in the short run, but may contribute to it in the long run.

Sharing information about decisions and policies (e.g., financial information, the organization’s plans for the future) can be an important step. The negative effects of organizational inconsistencies are lessened when those affected are involved and understand the reasons for decisions and policies. The sooner the subject is addressed, the better, as the negative fallout from real and perceived organizational inconsistencies increases over time.

**The Role of Empowerment**

With the increased competition in the marketplace, the successful and respected organizations from now on will be ones that “walk their talk”—those that establish consistency regarding the values and practices that they have identified as important.

Empowerment in organizations can have a powerful effect in correcting and eliminating inconsistencies. Employees who have the most direct influence on “B” must be given the opportunities and resources to ensure that “A” does equal “B” and vice versa.

STOP READING HERE. THE FOLLOWING CONTAINS QUESTIONS THAT YOU WILL ANSWER AFTER YOUR GROUP HAS DISCUSSED ITS ASSIGNMENT.
**Information About Your Group’s Organizational Inconsistency**

Type of inconsistency:

At what level in the organization did the inconsistency originate?

What is “A”?

How is the sponsor of “A” trying to achieve it? What resources are being committed to achieving it?

How successful has the effort been?
What is “B”?

How does “B” prevent “A” from being achieved?

How can “A” and “B” be made more consistent?

What would be the benefit to the organization if it were to eliminate this inconsistency?
Organizational inconsistencies tend to perpetuate themselves. The organization appears not to have learned from its experience and continues to make the same mistake over and over again. An example is conducting an annual employee survey when there is no commitment to addressing the problems identified. Employees often are aware of the inconsistency and say, “Here we go again!”

Often, there is no means for sending the feedback to management, so it remains unaware of the problem. In other cases, management has not heeded the warning, “If you keep doing the same thing, you will keep getting the same results.” Sometimes, people are afraid to say anything because they think they may not know of an important reason for continuing the practice or policy. Thus, like the story of the emperor’s new clothes, “A” does not equal “B,” but no one risks mentioning it.
WALKING THE TALK PERCEPTUAL INCONSISTENCIES SHEET

Obviously, everyone in an organization does not see things from the same perspective. One’s position in the organization may affect one’s perspective on a topic or issue.

When a new policy or procedure is introduced with a statement telling everyone how they should respond to the change, a perceptual inconsistency is created. A typical example is the downsizing that many organizations have experienced. Management views such changes as necessary for the survival of the business. The remaining employees experience the change as more work and more responsibilities, usually with no pay increase. Thus, “A” (management’s perception of the benefits of downsizing) does not equal “B” (the employee’s perceptions of the consequences). Despite any organization’s or department’s attempts to achieve an objective, it cannot dictate the way others feel about it.
WALKING THE TALK TIMING INCONSISTENCIES SHEET

Many organizational inconsistencies involve timing. Frequently, a message is not communicated soon enough to prevent a contrary message being spread throughout the organization.

In other cases, the timing of something is poorly planned. Even the right thing can be done at the wrong time. Those who plan things in organizations often fail to look at evidence that is contrary to what they want to believe. An example of this is an organization’s desire to enter a new business or a new market. Although the decision may be a good one from one point of view, it may be at the wrong time from another point of view. Worse than not searching for negative evidence is the decision to suppress the negative evidence that is found. At least there should be a statement of why the decision was made to go ahead.

A third case is a “time warp” oxymoron. A manager may have had responsibility for a segment of a business during point “A” in time. Later, when the manager is at a higher level in the organization, he or she may continue to view the business as it was, not as it currently is. Decisions are made at point “B” from a point “A” perspective.
WALKING THE TALK PERSONALITIES INCONSISTENCIES SHEET

A personality inconsistency exists when the norms, rules, policies, etc., of an organization dictate that people behave in ways contrary to their personalities. Sometimes an “organizational personality” is created, and everyone is expected to adopt it. Often, this stems directly from the personality of the CEO or manager in charge. Just as often, there are specific personality traits expected at certain levels of the organization. For example, certain managers may be expected to wear suits and ties, work twelve-hour days, and come to work on weekends.

Personality inconsistencies can cause potentially insightful contributors to become passive or potentially cooperative people to become aggressive and competitive. When people must check their true natures at the door and play roles at work, great degrees of anxiety, mistrust, and stress are generated.

Demands for certain organizational personalities may run counter to laws regarding equal treatment. In an increasingly diverse work force, one cannot expect all people to act and react in the same manner.
THE MPM SCALE: IDENTIFYING BELIEFS ABOUT THE STUDY OF ORGANIZATIONS

Goals

- To acquaint the participants with the modern and postmodern approaches to the study of organizational behavior.
- To allow participants to identify and share their own beliefs about the study of organizational behavior.

Group Size

A maximum of five subgroups of five or six members each.

Time Required

One to two hours.

Materials

- A copy of The MPM Scale and a pencil for each participant.
- A copy of The MPM Scale: Beliefs About the Study of Organizations Sheet for each participant.
- A copy of The MPM Scale Scoring and Interpretation Sheet for each participant.
- A copy of The MPM Scale Discussion Sheet for each participant.
- A newsprint poster of The MPM Scale Interpretation Grid (prepared ahead of time) and masking tape for posting it.
- A newsprint flip chart and a felt-tipped marker.

Physical Setting

A room large enough for the subgroups to work in separate areas. Chairs for the participants and tables or portable writing surfaces.

Process

1. The facilitator gives each participant a copy of The MPM Scale and a pencil, reviews the directions with the participants, and ask them to complete the scale. (Five to ten minutes.)
2. The facilitator instructs the participants to lay their completed scales aside for now. He or she reviews the goals of the activity, distributes copies of The MPM Scale: Beliefs About the Study of Organizations Sheet, and presents a brief overview of modern and postmodern approaches to the study of organizational behavior. (Five to ten minutes.)

3. The facilitator distributes copies of The MPM Scale Scoring and Interpretation Sheet and asks the participants to score their own instruments. They may talk with their neighbors and/or compare their results, if they wish. (Five to ten minutes.)

4. The participants are asked to raise their hands to determine how many found themselves in each of the nine boxes of the interpretation grid, and the facilitator records the numbers on the prepared newsprint grid. The facilitator says that the numbers indicate the diversity of beliefs within the group and that the data may be used in the general discussion of the activity, if participants so desire. (Five to ten minutes.)

5. The participants are divided into small groups of five or six members each. (These groups may be formed at random; however, the discussions may be more interesting if a variety of beliefs are represented in each group.) The facilitator gives a copy of The MPM Scale Discussion Sheet to each participant and tells the groups to begin their discussions. (Fifteen to forty-five minutes.)

6. After the discussions, the total group is reassembled. The facilitator asks the groups to share their responses to the discussion questions and to ask any further questions that their discussions may have generated. The facilitator notes general themes on newsprint and relates them to the scores on the grid. (Ten to twenty minutes.)

7. The facilitator leads a total-group discussion based on the contributions from the small groups. The following questions may be asked:
   - What have you learned about your beliefs regarding the study of organizational behavior?
   - How was your participation in this activity reflective of your beliefs?
   - What have you learned about others’ beliefs?
   - What have you learned about the study of organizations in general?
   - How do your views of the study of organizational behavior affect your day-to-day behavior in your organization?
   - What learnings can you apply to your organization?
   (Fifteen minutes.)

Variations

- If the number of participants is small, all discussions can take place within the total group.
- As a warmup, participants can state how they study organizations in their particular job positions.
- As a follow-up, groups can be asked to design an organizational study and to explain which beliefs it is based on.
THE MPM SCALE

Instructions: On the line before each item, write a number from the following scale to indicate the extent of your agreement or disagreement with the item:

1 = Strongly Disagree
2 = Disagree
3 = Unsure, but Tend to Disagree
4 = Unsure, but Tend to Agree
5 = Agree
6 = Strongly Agree

1. We should apply ways of thinking used by physical scientists in our study of organizations.
2. In the study of organizations, the assumptions, beliefs, and values shared by people are more important than the structure, goals, and flow of resources in the organization.
3. Underlying the seemingly chaotic activities of modern organizations there are discoverable patterns of logic, system, and order.
4. It is important to maintain strict objectivity in studying organizational behavior.
5. Although organizational goals are usually stated in terms of equity and equality, organizational behavior is usually acted out in terms of power and control.
6. Organizations exist only in people’s minds; they have no independent physical presence.
7. Testing theories scientifically is the most reliable way of gaining valid knowledge about how organizations work.
8. There is no such thing as an “objective” study of organizations; all studies have some social or political agenda.
9. The key to improving organizations is to discover the patterns and “laws” of organizational behavior so that prediction and control are made possible.
10. In studying an organization, one starts with the whole and moves to the parts.
1 = Strongly Disagree
2 = Disagree
3 = Unsure, but Tend to Disagree
4 = Unsure, but Tend to Agree
5 = Agree
6 = Strongly Agree

11. There can be no “true” knowledge about organizational behavior, only various “knowledges” based on different values and frames of reference.

12. The best way of studying organizational behavior is inductively (by observing what people actually do) rather than deductively (by testing hypotheses).

13. We cannot understand organizations as they really are, only as we interpret them to be.

14. In the study of organizations, structure, goals, and the flow of resources are more important than the assumptions, beliefs, and values shared by people.

15. Two investigators can come to conflicting understandings of organizational behavior, and they both can be right.

16. Our goal in studying organizations is to learn how they really work.

17. Organizational behavior should be interpreted basically as the struggle between those who have power and those who desire it.

18. In studying an organization, one starts with the parts and moves to the whole.

19. In studying organizations, we build temporary models of understanding that must be flexible and open to new information and unpredictable change.

20. Because of breakthroughs in technology and telecommunications, life in organizations shows promise of becoming much more satisfying and productive.
THE MPM SCALE: BELIEFS ABOUT THE STUDY OF ORGANIZATIONS SHEET

The Modern Period

Until the early 1970s, the study of organizational behavior was dominated by scholars who espoused the tenets of logical positivism, a Twentieth Century philosophical movement that holds that statements, to be meaningful, must be verifiable or confirmable by observation and experimentation. Metaphysical theories and pronouncements are considered to be devoid of meaning, as they are beyond the realm of statistical or observational proof. These scholars “demanded the use of theory and scientific techniques for testing theory: techniques that were thought to be objective, detached from the people being studied, with mathematical proof the highest goal of investigation” (Owens, 1995, p. 3).

The Postmodern Period

In the 1960s and 1970s, the belief system of logical positivism came under extensive attack, not only in the field of organizational behavior but also in such areas as literature, art, and social science. The scholars who challenged the modern approaches said that there could be no single way of studying a field, that all perception was relative, and that the “truth” was subject to the interpretations of various observers. In the study of organizational behavior, the postmodernists emphasized assumptions, values, and beliefs—all of which can differ from person to person and from context to context.

Bagnall (1995) describes postmodernity as having three major characteristics:

- the interpretive nature of human perception,
- the contextualization and fragmentation of belief, meaning, and being, and
- the generalized (uncertain) nature of contemporary communication (p. 80).

Bagnall points out the disruptive nature of postmodernity. It seeks to weaken or destroy many of the cherished conclusions of modernism.
Comparison of Modernism and Postmodernism

The following list highlights the respective emphases of modernism and postmodernism:

<table>
<thead>
<tr>
<th>MODERNISM</th>
<th>POSTMODERNISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectivity</td>
<td>Subjectivity</td>
</tr>
<tr>
<td>Theories</td>
<td>Values</td>
</tr>
<tr>
<td>Control</td>
<td>Change</td>
</tr>
<tr>
<td>Standardization</td>
<td>Relativism</td>
</tr>
<tr>
<td>Logic</td>
<td>Intuition</td>
</tr>
</tbody>
</table>

With the use of The MPM Scale and accompanying materials, you will be able to examine your own beliefs about organizations and organizational behavior and discuss with others some of the implications of these beliefs.

REFERENCES AND FURTHER READINGS


## THE MPM SCALE SCORING AND INTERPRETATION SHEET

### Scoring
In the appropriate spaces below, write your responses to the twenty items of The MPM Scale. Then total each column.

<table>
<thead>
<tr>
<th>Modern Beliefs</th>
<th>Postmodern Beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 _____</td>
<td>2 _____</td>
</tr>
<tr>
<td>3 _____</td>
<td>5 _____</td>
</tr>
<tr>
<td>4 _____</td>
<td>6 _____</td>
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<td>7 _____</td>
<td>8 _____</td>
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<td>9 _____</td>
<td>10 _____</td>
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<td>12 _____</td>
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<td>14 _____</td>
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<td>16 _____</td>
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<td>18 _____</td>
<td>17 _____</td>
</tr>
<tr>
<td>20 _____</td>
<td>19 _____</td>
</tr>
</tbody>
</table>

**Total:** _____  **Total:** _____

### Interpretation
You may interpret your beliefs in the modern and postmodern approaches by looking at your Total Scores in each column.

- **10-20 = Strong Disbelief**
- **21-30 = Moderately Strong Disbelief**
- **31-40 = Unsure Belief**
- **41-50 = Moderately Strong Belief**
- **51-60 = Strong Belief**
**THE MPM SCALE INTERPRETATION GRID**

*Instructions:* Locate your modern beliefs total score and place an X on the horizontal axis on the grid that follows. Next, locate your postmodern beliefs total score and place an X on the vertical axis on the grid. From the Xs, draw horizontal and vertical lines so that they intersect in one of the nine boxes within the grid.

<table>
<thead>
<tr>
<th>BOX</th>
<th>INTERPRETATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>I or II</td>
<td>Primarily postmodern thinker</td>
</tr>
<tr>
<td>VI or IX</td>
<td>Primarily modern thinker</td>
</tr>
<tr>
<td>III</td>
<td>Eclectic thinker (postmodern and modern)</td>
</tr>
<tr>
<td>VII</td>
<td>Noncommitted (neither postmodern nor modern)</td>
</tr>
<tr>
<td>IV</td>
<td>More postmodern than modern thinker</td>
</tr>
<tr>
<td>VIII</td>
<td>More modern than postmodern thinker</td>
</tr>
<tr>
<td>V</td>
<td>Unsure of your beliefs</td>
</tr>
</tbody>
</table>
THE MPM SCALE DISCUSSION SHEET

1. What do items 7, 9, 16, and 20 say about the study of organizational behavior? Why study organizational behavior?

2. Considering the meaning of truth regarding organizations, do you agree more with the statement in item 3 or the statement in item 13? Why? How does that affect your perception of behavior in your organization?

3. Judging from items 5, 8, and 17, what is the nature of organizational behavior? How closely does this correspond to your experiences in organizations? How does this affect you?

4. Consider the approaches one uses in the study of organizational behavior. Do you think that the statements in items 1, 4, and 12 or those in items 11, 15, and 19 are more valid? Why? How does this influence what you advocate in your organization?

5. Consider items 10 and 18. Which statement do you think is more valid? Why?

6. Consider items 6 and 16. Which statement is closer to your belief? Why?

7. Consider items 2 and 14. Which statement do you consider more valid? Why?

8. How is the research that you use in your job affected by modern or postmodern beliefs? How does that affect what you do?
EIGHT TRAINING COMPETENCIES: ENHANCING TRAINER SKILLS

Goals
- To acquaint participants with eight training competencies.
- To offer participants an opportunity to increase their skills in these competencies.

Group Size
Eight to forty trainers or prospective trainers, preassigned by the facilitator into eight subgroups of one to five members each.

Time Required
Approximately three and one-half hours.

Materials
- A name tag cut from colored construction paper for each participant. The following eight colors are used in equal portions, with one color for each subgroup: blue, yellow, green, orange, red, pink, purple, and brown. The facilitator fills out the name tags in advance, preassigning the participants to subgroups. (If preassignment is not possible, the participants may be assigned to subgroups when they arrive for the activity; in this case they should be asked to fill out their own name tags.)
- A straight pin for each participant’s name tag.
- One copy (printed on blue paper) of the Eight Training Competencies Blue Sheet: How Adults Learn for each member of the blue subgroup.
- One copy (printed on yellow paper) of the Eight Training Competencies Yellow Sheet: Planning Instruction for each member of the yellow subgroup.
- One copy (printed on green paper) of the Eight Training Competencies Green Sheet: Managing Instruction for each member of the green subgroup.
- One copy (printed on orange paper) of the Eight Training Competencies Orange Sheet: Presentation Techniques for each member of the orange subgroup.
- One copy (printed on red paper) of the Eight Training Competencies Red Sheet: Motivation for each member of the red subgroup.
- One copy (printed on pink paper) of the Eight Training Competencies Pink Sheet: Instructional Strategies for each member of the pink subgroup.
One copy (printed on purple paper) of the Eight Training Competencies Purple Sheet: Communication for each member of the purple subgroup.

One copy (printed on brown paper) of the Eight Training Competencies Brown Sheet: Evaluation for each member of the brown subgroup.

A newsprint flip chart and several felt-tipped markers for each of four subgroups.

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 meet without disturbing one another. Movable chairs should be provided for the participants.

**Process**

1. As the participants arrive, they are instructed to find their name tags and put them on with the straight pins.

2. The facilitator introduces the activity by announcing its goals.

3. The facilitator asks the participants to form eight subgroups by joining with the other participants who are wearing name tags of the same color.

4. Each member of a subgroup is given a copy of the Eight Training Competencies [Color] Sheet that matches the color of his or her subgroup’s name tags.

5. The facilitator explains the following process, writing it on newsprint and posting the newsprint at the same time: All members of each subgroup will study the training competency assigned to them. They will have ten minutes to develop a method to teach the competency to another subgroup. Four of the subgroups will then have ten minutes to teach their competencies to four other subgroups, as follows:

   - Blue will teach Yellow “How Adults Learn.”
   - Green will teach Orange “Managing Instruction.”
   - Red will teach Pink “Motivation.”
   - Purple will teach Brown “Communication.”

At the end of ten minutes, time will be called, and the paired subgroups will switch roles and begin a second teaching round, as follows:

   - Yellow will teach Blue “Planning Instruction.”
   - Orange will teach Green “Presentation Techniques.”
   - Pink will teach Red “Instructional Strategies.”
Brown will teach Purple “Evaluation.”
(Five minutes.)

6. After the participants have reviewed their sheets, the facilitator gives each subgroup a newsprint flip chart and several felt-tipped markers and then instructs the subgroups to begin the planning session. (Ten minutes.)

7. The facilitator asks the designated subgroups to meet to share competencies, as directed by the instructions on their sheets. The facilitator reminds the participants that for the first ten minutes Blue will teach Yellow; Green will teach Orange; Red will teach Pink; and Purple will teach Brown. (Ten minutes.)

8. After ten minutes the facilitator calls time and instructs each learning subgroup to become the teaching subgroup: Yellow will now teach Blue, Orange will teach Green, and so on. (Ten minutes.)

9. The facilitator states that four subgroups have each learned two competencies. The paired subgroups will now have twenty minutes to plan their next task: a joint teaching session, which also will last twenty minutes. The facilitator says that after the planning period, the following teaching procedure will occur:

- Blue-Yellow will teach Green-Orange “How Adults Learn” and “Planning Instruction.”
- Red-Pink will teach Purple-Brown “Motivation” and “Instructional Strategies.”

Then the paired subgroups will switch roles, and for the next twenty minutes:

- Green-Orange will teach Blue-Yellow “Managing Instruction” and “Presentation Techniques.”
- Purple-Brown will teach Red-Pink “Communication” and “Evaluation.”
(Five minutes.)

10. The facilitator tells the paired subgroups to begin the planning session. (Twenty minutes.)

11. The facilitator asks the subgroups to begin the teaching session: Blue-Yellow meets with Green-Orange, and Red-Pink meets with Purple-Brown. (Twenty minutes.)

12. The facilitator calls time and instructs the paired subgroups to reverse roles: Green-Orange will teach Blue-Yellow, and Purple-Brown will teach Red-Pink. (Twenty to twenty-five minutes.)

13. The facilitator calls time and states that now everyone knows four competencies. The facilitator instructs the participants to form two subgroups: Blue-Yellow-Green-Orange and Red-Pink-Purple-Brown. The facilitator explains that each new subgroup will have thirty minutes to prepare to teach the other subgroup. Blue-Yellow-Green-Orange will have thirty minutes to teach “How Adults Learn,” “Planning Instruction,” “Managing Instruction,” and “Presentation Techniques.” Then the subgroups will reverse roles, and Red-Pink-Purple-Brown will have thirty
minutes to teach “Motivation,” “Instructional Strategies,” “Communication,” and “Evaluation.” (Five minutes.)

14. The facilitator tells the two subgroups to begin the planning session. (Thirty minutes.)

15. The facilitator asks the first subgroup to make its presentation. (Thirty minutes.)

16. The second subgroup is asked to make its presentation. (Thirty minutes.)

17. The facilitator reconvenes the total group; congratulates the participants on their accomplishments; and leads a discussion of the activity, recording salient comments on newsprint. The following questions may be asked:

- What reactions do you have to the process used in this activity? What were your experiences as a teacher? As a learner?
- How does the process used in this activity vary from the standard way of teaching? What are the advantages? What are the disadvantages?
- What generalizations can you make about training adults? About the training process?
- How will you apply what you have learned when you train others?
- In what other ways can you apply this experience on-the-job?

(Fifteen minutes.)

**Variations**

- The activity may be shortened by (1) using only four competencies or (2) having two subgroups simply teach each other.
- The process may be used with other competencies, such as those having to do with management or with training trainers.
- The activity may be debriefed by assessing how well each competency was demonstrated.

Submitted by Bonnie Jameson.
EIGHT TRAINING COMPETENCIES BLUE SHEET

Instructions: The first task of your group is to learn about the training competency (“How Adults Learn”) described in this handout. Assume that the information provided is correct and do not add personal knowledge to this information.

Later you will be taught additional competencies; be an active learner in each instance. All tasks will have time limits, and the facilitator will keep you apprised of the time.

You may refer to this sheet at any time. The remaining instructions have been numbered for easy reference.

1. After you have examined the description and key points of “How Adults Learn,” your group will have ten minutes to plan how to teach this information to the Yellow group. When the facilitator gives you the signal, meet with the Yellow group and teach it what you have just learned. This teaching session will last ten minutes. The Yellow group will then have ten minutes to teach you its competence (“Planning Instruction”).

2. At this point, your group and the Yellow group will have learned two competencies. You will merge with the Yellow group, and your new group (Blue-Yellow) will spend twenty minutes designing a training program to teach both competencies (“How Adults Learn” and “Planning Instruction”) to the Green-Orange group.

3. When the facilitator gives you the signal, meet with the Green-Orange group and spend twenty minutes teaching the two competencies you already have learned. Then the Green-Orange group will have twenty minutes to teach you two other competencies (“Managing Instruction” and “Presentation Techniques”).

4. After that session, your new group and the Green-Orange group will have learned four competencies. Again you will combine groups, so your new group will be Blue-Yellow-Green-Orange. This larger group will spend thirty minutes designing a training program to teach the four competencies you already have learned (“How Adults Learn,” “Planning Instruction,” “Managing Instruction,” and “Presentation Techniques”).

5. Your group will then spend thirty minutes teaching your competencies to the Red-Pink-Purple-Brown group, which, in turn, will spend thirty minutes teaching you its four competencies (“Motivation,” “Instructional Strategies,” “Communication,” and “Evaluation”).

6. At this point, all participants will have learned eight training competencies. Congratulations will be in order, and the facilitator will reconvene the total group for a discussion.
DESCRIPTION OF COMPETENCY: “HOW ADULTS LEARN”

Adults like to be self-directed in learning new information, skills, and behaviors. They like to be actively involved in the learning experience. Adult learning is based on a need to know. Adults have a broad base of experience; they connect new learnings to past experiences. They need to apply their learning to the real world in order to internalize it.

Adults have different learning styles. For example, some adults take in information in a concrete, practical way, focusing on detail. Others take in information globally, forming connections and possibilities internally, and prefer the large picture rather than the detail.

Key Points

- Adult learners like to be self-directed.
- Adults want to be actively involved in the learning process.
- Adults learn when they have a need to know.
- Adults connect new learning to past experiences.
- Adults need to apply their learnings in the real world.
- Adults have different learning styles.
EIGHT TRAINING COMPETENCIES YELLOW SHEET

Instructions: The first task of your group is to learn about the training competency (“Planning Instruction”) described in this handout. Assume that the information is correct and do not add personal knowledge to this information.

Later you will be taught additional competencies; be an active learner in each instance. All tasks will have time limits, and the facilitator will keep you apprised of the time.

You may refer to this sheet at any time. The remaining instructions have been numbered for easy reference.

1. After you have examined the description and key points of “Planning Instruction,” your group will have ten minutes to plan how to teach this information to the Blue group. When the facilitator gives you the signal, meet with the Blue group, which will spend ten minutes teaching you another competency (“How Adults Learn”). Then you will have ten minutes to teach the Blue group your competency (“Planning Instruction”).

2. At this point, your group and the Blue group will have learned two competencies. You will merge with the Blue group, and your new group (Blue-Yellow) will spend twenty minutes designing a training program to teach both competencies (“How Adults Learn” and “Planning Instruction”) to the Green-Orange group.

3. When the facilitator gives you the signal, meet with the Green-Orange group and spend twenty minutes teaching the two competencies you already have learned. Then the Green-Orange group will have twenty minutes to teach you two other competencies (“Managing Instruction” and “Presentation Techniques”).

4. After that session, your new group and the Green-Orange group will have learned four competencies. Again you will combine groups, so that your new group is Blue-Yellow-Green-Orange. This larger group will spend thirty minutes designing a training program to teach the four competencies you already have learned (“How Adults Learn,” “Planning Instruction,” “Managing Instruction,” and “Presentation Techniques”).

5. Your group will spend thirty minutes teaching your competencies to the Red-Pink-Purple-Brown group, which, in turn, will spend thirty minutes teaching you its four competencies (“Motivation,” “Instructional Strategies,” “Communication,” and “Evaluation”).

6. At this point, all participants will have learned eight training competencies. Congratulations will be in order, and the facilitator will reconvene the total group for a discussion.
**DESCRIPTION OF COMPETENCY: “PLANNING INSTRUCTION”**

The needs of participants drive any successful training program. A needs analysis allows the trainer to understand the participants’ needs. After these needs are determined, the objectives of the training can be decided, and a plan can be developed to achieve the objectives.

A clear vision of needs, objectives, and desired outcomes is important. Planning also involves action steps to achieve the outcomes, scheduled time frames, and transitions. Another planning function is finding or developing the resources and the instructional strategies to implement the plan. It is necessary to delegate and clarify roles and responsibilities for tasks. Finally, a method of evaluating the success of the training is essential.

**Key Points**

- A needs assessment is the first step in planning.
- Learning objectives are determined by the needs.
- A vision of desired outcomes is important.
- Action steps need to be created to achieve each desired outcome.
- Various resources are needed to implement the plan.
- Roles and responsibilities must be assigned and clarified.
- It is important to evaluate how well desired outcomes are achieved.
EIGHT TRAINING COMPETENCIES GREEN SHEET

Instructions: The first task of your group is to learn about the training competency (“Managing Instruction”) described in this handout. Assume that the information is correct and do not add personal knowledge to this information.

Later you will be taught additional competencies; be an active learner in each instance. All tasks will have time limits, and the facilitator will keep you apprised of the time.

You may refer to this sheet at any time. The remaining instructions have been numbered for easy reference.

1. After you have examined the description and key points of “Managing Instruction,” your group will have ten minutes to plan how to teach this information to the Orange group. When the facilitator gives you the signal, meet with the Orange group and teach it what you have just learned. This teaching session will last ten minutes. The Orange group will then have ten minutes to teach you its competency (“Presentation Techniques”).

2. At this point, your group and the Orange group will have learned two competencies. You will merge with the Orange group, and your new group (Green-Orange) will spend twenty minutes designing a training program to teach both competencies (“Managing Instruction” and “Presentation Techniques”) to the Blue-Yellow group.

3. When the facilitator gives you the signal, meet with the Blue-Yellow group, which will spend twenty minutes teaching you two more competencies (“How Adults Learn” and “Planning Instruction”). Then you will spend twenty minutes teaching the Blue-Yellow group the two competencies you already have learned.

4. After that session, your new group and the Blue-Yellow group will have learned four competencies. Again you will combine groups, so that your new group is Blue-Yellow-Green-Orange. This larger group will spend thirty minutes designing a training program to teach the other participants the four competencies you already have learned (“How Adults Learn,” “Planning Instruction,” “Managing Instruction,” and “Presentation Techniques”).

5. Your group will spend thirty minutes teaching your competencies to the Red-Pink-Purple-Brown group, which, in turn, will spend thirty minutes teaching you its four competencies (“Motivation,” “Instructional Strategies,” “Communication,” and “Evaluation”).

6. At this point, all participants will have learned eight training competencies. Congratulations will be in order, and the facilitator will reconvene the total group for a discussion.
**DESCRIPTION OF COMPETENCY: “MANAGING INSTRUCTION”**

Managing instruction means providing four essential elements in any instructional event: meaning, structure, action, and caring. A trainer needs to be aware of all four elements when conducting a training session.

*Meaning* consists of the knowledge and wisdom that are incorporated into the curriculum to create meaningful content. It includes making the subject come alive, relating it to other things, and indicating how it can be used.

*Structure* includes creating a physical setting that allows training objectives to be accomplished; setting ground rules or group norms; providing time frames and transitions; and using direct, assertive behavior to develop a clear, agreed-on agenda and role definitions.

*Action* means designing strategies for participant involvement so that adult learning needs are met. These strategies encourage participation, motivation, creativity, risk taking, and experimentation.

*Caring* means creating a safe, positive learning environment so that all participants feel included and valued. Caring enhances belonging, affiliation, self-esteem, harmony, synergy, and relationships.

**Key Points**

The following four essential elements must be considered in managing instruction: meaning, structure, action, and caring.

- Meaning is achieved by employing a dynamic, interesting, relevant curriculum.
- Structure is established by providing appropriate procedures, physical environment, objectives, ground rules, agenda, and roles.
- Action is created by encouraging participation and involvement in a variety of activities.
- Caring is evident in the creation of a safe and positive learning environment.
EIGHT TRAINING COMPETENCIES ORANGE SHEET

Instructions: The first task of your group is to learn about the training competency (“Presentation Techniques”) described in this handout. Assume that the information is correct and do not add personal knowledge to this information.

Later you will be taught additional competencies; be an active learner in each instance. All tasks will have time limits, and the facilitator will keep you apprised of the time.

You may refer to this sheet at any time. The remaining instructions have been numbered for easy reference.

1. After you have examined the description and key points of “Presentation Techniques,” your group will have ten minutes to plan how to teach this information to the Green group. When the facilitator gives you the signal, meet with the Green group, which will spend ten minutes teaching you another competency (“Managing Instruction”). Then you will have ten minutes to teach the Green group the competency you studied (“Presentation Techniques”).

2. At this point, your group and the Green group will have learned two competencies. You will merge with the Green group, and your new group (Green-Orange) will spend twenty minutes designing a training program to teach both competencies (“Managing Instruction” and “Presentation Techniques”) to the Blue-Yellow group.

3. When the facilitator gives you the signal, meet with the Blue-Yellow group, which will spend twenty minutes teaching you two more competencies (“How Adults Learn” and “Planning Instruction”). Then you will spend twenty minutes teaching the Blue-Yellow group the two competencies you already have learned.

4. After that session, your new group and the Blue-Yellow group will have learned four competencies. Again you will combine groups, so that your new group is Blue-Yellow-Green-Orange. This larger group will spend thirty minutes designing a training program to teach the other participants the four competencies you already have learned (“How Adults Learn,” “Planning Instruction,” “Managing Instruction,” and “Presentation Techniques”).

5. Your group will spend thirty minutes teaching your competencies to the Red-Pink-Purple-Brown group, which, in turn, will spend thirty minutes teaching you its four competencies (“Motivation,” “Instructional Strategies,” “Communication,” and “Evaluation”).

6. At this point, all participants will have learned eight training competencies. Congratulations will be in order, and the facilitator will reconvene the total group for a discussion.
DESCRIPTION OF COMPETENCY: “PRESENTATION TECHNIQUES”

The trainer has three roles: presenter, skills trainer, and facilitator. Each role requires a variety of skills and behaviors, which can be learned.

The presenter delivers information from an expert point of view. Important skills for this role include (1) the ability to organize information with an opening, a body, and a conclusion and (2) a platform style that appropriately uses gestures, vocal tone, and eye contact. Overcoming nervousness and fear of the audience is also important.

The skills trainer must be proficient in demonstrating the skills or behaviors to be learned and in giving feedback on the participants’ performance.

The facilitator is a process manager. All of the learning comes from the participants—what they make of the experience. The facilitator’s task is to lead group processes effectively, so that learning objectives can be met through the active involvement of the participants. The facilitator must be skilled in observing and commenting on group process. Other important skills are neutrality, nondefensiveness, and assertiveness.

Key Points

- A trainer has three roles: presenter, skills trainer, and facilitator.
- The presenter delivers content from the expert point of view.
- The skills trainer demonstrates skills or behaviors and gives feedback to participants when they practice.
- The facilitator is a process manager, ensuring that the learning comes from the participants.
EIGHT TRAINING COMPETENCIES RED SHEET

Instructions: The first task of your group is to learn about the training competency (“Motivation”) described in this handout. Assume that the information is correct and do not add personal knowledge to this information.

You will be taught additional competencies; be an active learner in each instance. All tasks will have time limits, and the facilitator will keep you apprised of the time.

You may refer to this sheet at any time. The remaining instructions have been numbered for easy reference.

1. After you have examined the description and key points of “Motivation,” your group will have ten minutes to plan how to teach this information to the Pink group. When the facilitator gives you the signal, meet with the Pink group and teach it what you have just learned. This teaching session will last ten minutes. The Pink group will then have ten minutes to teach you its competency (“Instructional Strategies”).

2. At this point, your group and the Pink group will have learned two competencies. You will merge with the Pink group, and your new group (Red-Pink) will spend twenty minutes designing a training program to teach both competencies (“Motivation” and “Instructional Strategies”) to the Purple-Brown group.

3. When the facilitator gives you the signal, meet with the Purple-Brown group and spend twenty minutes teaching the two competencies you already have learned. Then the Purple-Brown group will have twenty minutes to teach you two other competencies (“Communication” and “Evaluation”).

4. After that session, your new group and the Purple-Brown group will have learned four competencies. Again you will combine groups, so that your new group is Red-Pink-Purple-Brown. This larger group will spend thirty minutes designing a training program to teach the other participants the four competencies you already have learned (“Motivation,” “Instructional Strategies,” “Communication,” and “Evaluation”).

5. The Blue-Yellow-Green-Orange group will spend thirty minutes teaching you four competencies (“How Adults Learn,” “Planning Instruction,” “Managing Instruction,” and “Presentation Techniques”). Then you will have thirty minutes to teach that group the four competencies you already have learned.

6. At this point, all participants will have learned eight training competencies. Congratulations will be in order, and the facilitator will reconvene the total group for a discussion.
DESCRIPTION OF COMPETENCY: “MOTIVATION”

Understanding human motivation is an important trainer competence. People are motivated to learn when their basic human needs are met and when the learning is based on a personal need to know. Consideration of the participant’s learning style also contributes to his or her motivation.

Survival, safety, belonging, esteem, and self-actualization needs are basic to human beings (Maslow, 1943). Every time people enter a new learning situation, lower-level needs arise and must be satisfied before self-actualization can occur. Therefore, it is important for trainers to satisfy lower-level needs first by greeting participants, making introductions, using icebreakers, and establishing group norms and agendas. Other important aspects of motivation are recognition, rewards, and praise.

Key Points

- People are motivated to learn when their basic human needs are met.
- Basic needs include survival, safety, belonging, esteem, and self-actualization.
- Trainers need to be aware of various styles of learning and to be flexible in their teaching styles in order to motivate all trainees.
- Recognition, rewards, and praise are other important parts of motivation.

REFERENCE

EIGHT TRAINING COMPETENCIES PINK SHEET

Instructions: The first task of your group is to learn about the training competency (“Instructional Strategies”) described in this handout. Assume that the information is correct and do not add personal knowledge to this information.

Later you will be taught additional competencies; be an active learner in each instance. All tasks will have time limits, and the facilitator will keep you apprised of the time.

You may refer to this sheet at any time. The remaining instructions have been numbered for easy reference.

1. After you have examined the description and key points of “Instructional Strategies,” your group will have ten minutes to plan how to teach this information to the Red group. When your facilitator gives you the signal, meet with the Red group, which will spend ten minutes teaching you another competency (“Motivation”). Then you will have ten minutes to teach the Red group the competency you studied (“Instructional Strategies”).

2. At this point, your group and the Red group will have learned two competencies. You will merge with the Red group, and your new group (Red-Pink) will spend twenty minutes designing a training program to teach both competencies (“Motivation” and “Instructional Strategies”) to the Purple-Brown group.

3. When the facilitator gives you the signal, meet with the Purple-Brown group and spend twenty minutes teaching the two competencies you already have learned. Then the Purple-Brown group will have twenty minutes to teach you two other competencies (“Communication” and “Evaluation”).

4. After that session, your new group and the Purple-Brown group will have learned four competencies. Again you will combine groups, so that your new group is Red-Pink-Purple-Brown. This larger group will spend thirty minutes designing a training program to teach the other participants the four competencies you already have learned (“Motivation,” “Instructional Strategies,” “Communication,” and “Evaluation”).

5. The Blue-Yellow-Green-Orange group will spend thirty minutes teaching you four competencies (“How Adults Learn,” “Planning Instruction,” “Managing Instruction,” and “Presentation Techniques”). Then you will have thirty minutes to teach that group the four competencies you already have learned.

6. At this point, all participants will have learned eight training competencies. Congratulations will be in order, and the facilitator will reconvene the total group for a discussion.
**DESCRIPTION OF COMPETENCY: “INSTRUCTIONAL STRATEGIES”**

Instructional strategies are the tactics, methods, and techniques used to achieve learning objectives. They range from strategies that require very passive behavior from the participants, such as reading or listening to lectures, to strategies that require very active behavior, such as engaging in role plays and other experiential activities.

Icebreakers and warmup activities are used to open training sessions and to help the participants become acquainted with one another and relax. Small groups help to involve everyone in a low-risk setting while allowing participants to learn from their peers. A number of techniques can add variety to the instructional design, for example, guided imagery; using art, movement, and music; and writing in journals.

**Key Points**

- Instructional strategies are the methods and techniques used to achieve learning objectives.
- Strategies range from very passive to very active.
- Using small groups is an important way to involve participants in active learning.
- Techniques such as guided imagery, art, music, movement, and writing in journals help to meet the needs of a variety of learning styles.
EIGHT TRAINING COMPETENCIES PURPLE SHEET

Instructions: The first task of your group is to learn about the training competency (“Communication”) described in this handout. Assume that the information is correct and do not add personal knowledge to this information.

Later you will be taught additional competencies; be an active learner in each instance. All tasks will have time limits, and the facilitator will keep you apprised of the time.

You may refer to this sheet at any time. The remaining instructions have been numbered for easy reference.

1. After you have examined the description and key points of “Communication,” your group will have ten minutes to plan how to teach this information to the Brown group. When the facilitator gives you the signal, meet with the Brown group and teach it what you have just learned. This teaching session will last ten minutes. The Brown group will then have ten minutes to teach you its competency (“Evaluation”).

2. At this point, your group and the Brown group will have learned two competencies. You will merge with the Brown group, and your new group (Purple-Brown) will spend twenty minutes designing a training program to teach both competencies (“Communication” and “Evaluation”) to the Red-Pink group.

3. When the facilitator gives you the signal, meet with the Red-Pink group, which will spend twenty minutes teaching you two more competencies (“Motivation” and “Instructional Strategies”). Then you will spend twenty minutes teaching the Red-Pink group the two competencies you already have learned.

4. After that session, your new group and the Red-Pink group will have learned four competencies. Again you will combine groups, so that your new group is Red-Pink-Purple-Brown. This larger group will spend thirty minutes designing a training program to teach the other participants the four competencies you already have learned (“Motivation,” “Instructional Strategies,” “Communication,” and “Evaluation”).

5. The Blue-Yellow-Green-Orange group will spend thirty minutes teaching you four competencies (“How Adults Learn,” “Planning Instruction,” “Managing Instruction,” and “Presentation Techniques”). Then you will have thirty minutes to teach that group the four competencies you already have learned.

6. At this point, all participants will have learned eight training competencies. Congratulations will be in order, and the facilitator will reconvene the total group for a discussion.
DESCRIPTION OF COMPETENCY: “COMMUNICATION”

Effective communication requires the following interpersonal skills: listening, questioning, feedback, self-disclosure, and assertiveness. An understanding of individual and group behavior is also helpful.

Listening includes paraphrasing others’ ideas to check for understanding, feelings, and emotion and to clarify and summarize information. Asking appropriate open-ended questions is an important communication skill, especially for trainers. Giving and receiving feedback enables the trainer to be assertive or nondefensive, as the situation requires. The use of self-disclosure can convey to the audience that the trainer is human and nonthreatening.

Key Points

- Effective communication requires skill in listening, questioning, feedback, self-disclosure, and assertiveness.
- Listening includes paraphrasing.
- The ability to ask appropriate open-ended questions is important.
- Giving and receiving feedback are essential.
- Assertion is appropriate in giving feedback; nondefensiveness is necessary in receiving feedback.
- Self-disclosure can dispel fear.
EIGHT TRAINING COMPETENCIES BROWN SHEET

Instructions: The first task of your group is to learn about the training competency (“Evaluation”) described in this handout. Assume that the information is correct and do not add personal knowledge to this information.

Later you will be taught additional competencies; be an active learner in each instance. All tasks will have time limits, and the facilitator will keep you apprised of the time.

You may refer to this sheet at any time. The remaining instructions have been numbered for easy reference.

1. After you have examined the description and key points of “Evaluation,” your group will have ten minutes to plan how to teach this information to the Purple group. When the facilitator gives you the signal, meet with the Purple group, which will spend ten minutes teaching you another competency (“Communication”). Then you will have ten minutes to teach the Purple group the competency you studied (“Evaluation”).

2. At this point, your group and the Purple group will have learned two competencies. You will merge with the Purple group, and your new group (Purple-Brown) will spend twenty minutes designing a training program to teach both competencies (“Communication” and “Evaluation”) to the Red-Pink group.

3. When the facilitator gives you the signal, meet with the Red-Pink group, which will spend twenty minutes teaching you two more competencies (“Motivation” and “Instructional Strategies”). Then you will spend twenty minutes teaching the Red-Pink group the two competencies you already have learned.

4. After that session, your new group and the Red-Pink group will have learned four competencies. Again you will combine groups, so that your new group is Red-Pink-Purple-Brown. This larger group will spend thirty minutes designing a training program to teach the other participants the four competencies you already have learned (“Motivation,” “Instructional Strategies,” “Communication,” and “Evaluation”).

5. The Blue-Yellow-Green-Orange group will spend thirty minutes teaching you four competencies (“How Adults Learn,” “Planning Instruction,” “Managing Instruction,” and “Presentation Techniques”). Then you will have thirty minutes to teach that group the four competencies you already have learned.

6. At this point, all participants will have learned eight training competencies. Congratulations will be in order, and the facilitator will reconvene the total group for a discussion.
DESCRIPTION OF COMPETENCY: “EVALUATION”

Training can be evaluated in the following areas:

- The participants’ satisfaction or dissatisfaction;
- The observable or measurable change that took place in the classroom;
- The new or changed performance at work; and
- The impact of the training at the organizational level.

Although there are many different methods for evaluating a training program, all methods should include the four areas listed above.

Participant reactions are easy to gather. The trainer should elicit feedback on his or her performance. Evaluation also tells the trainer how well the learning objectives were accomplished and whether it is necessary to make adjustments to or redesign the course.

Key Points

- It is important to evaluate training on four levels: (1) participant satisfaction or dissatisfaction, (2) observable change in the classroom, (3) changed performance at work, and (4) impact on the organization (Kirkpatrick, 1955).
- There are many different methods of evaluation.
- Trainers need to obtain feedback on their performance.
- Evaluation indicates how well the learning objectives were accomplished.
- Evaluation indicates whether it is necessary to adjust or redesign the course.

REFERENCE

U.S. NATIONAL HEALTHCARE COMMISSION: PRACTICING CONSULTING SKILLS

Goals

- To offer participants an opportunity to practice identifying the real client.
- To offer participants an opportunity to practice developing a strategy to ensure working with the real client to achieve objectives and goals.

Group Size

As many as twenty-four OD consultant trainees, divided into four subgroups of approximately equal size.

Time Required

One hour and twenty to fifty-five minutes.

Materials

- A copy of the U.S. National Healthcare Commission Background Sheet for each participant.
- A copy of the U.S. National Healthcare Commission Task Sheet for each participant.
- A copy of the U.S. National Healthcare Commission Answer Sheet for each participant.
- A clipboard or other portable writing surface for each participant.
- A pencil for each participant.
- A newsprint flip chart and a felt-tipped marker for three of the four subgroups (see Step 2).
- Masking tape for three of the four subgroups (see Step 2).

Physical Setting

A room large enough so that each subgroup can work without disturbing the others. Movable chairs should be provided, and plenty of wall space must be available for posting newsprint.
Process

1. The facilitator explains the goals of the activity, distributes copies of the U.S. National Healthcare Commission Background Sheet, and asks the participants to read the handout. (Ten minutes.)

2. The participants are divided into four subgroups. Each participant is given a copy of the U.S. National Healthcare Commission Task Sheet, a pencil, and a clipboard or other portable writing surface. The facilitator explains this step:

   ■ All four subgroups will answer the questions on the task sheet. The members will discuss various clients and rationales and then choose the best alternative (by consensus or by some other method if consensus is not possible), so that they can answer the third question.

   ■ Three of the subgroups will select a member to present answers to the total group, using newsprint posters as presentation aids.

   ■ The fourth subgroup (designated at this time by the facilitator) will listen to the presentations. Then the members of that subgroup will caucus briefly to decide which of the three made the strongest case and is likely, therefore, to be chosen by the commission.1

   Each of the three subgroups that will make presentations is given a newsprint flip chart, a felt-tipped marker, and masking tape for posting newsprint. Then the subgroups are told to begin. While they work, the facilitator remains available to answer questions and provide assistance. (Thirty to forty-five minutes.)

3. After all subgroups have completed the task, the facilitator reconvenes the total group and ensures that all participants can see the presentation area easily. Then the three subgroup presenters are instructed to take turns reporting responses. As each presentation is made, the presenter posts his or her newsprint aids and leaves them posted. (Ten to fifteen minutes.)

4. After the presentations have been made, the members of the fourth subgroup caucus briefly to determine which of the three made the strongest case. Then they make their announcement to the total group. (Five minutes.)

5. Each participant is given a copy of the U.S. National Healthcare Commission Answer Sheet and is asked to read it. Then the facilitator leads a discussion based on questions such as the following:

   ■ What is your reaction to the information on the answer sheet?

   ■ What is your reaction to the answers that the subgroups came up with?

1 If the participants ask why the fourth subgroup completes the task of answering questions along with the others, the facilitator explains that doing so will give the members of that subgroup enough knowledge and understanding to make a decision.
What similarities did you discover in the various rationales and strategies? What differences did you find? What do those similarities and differences tell you?

What might happen to the national healthcare plan if the OD effort were focused on someone else as the real client?

What issues need to be considered in any consulting effort in order to determine who is the real client?

What problems might you face as a consultant when people representing different units, levels, or interests in an organization all believe themselves to be the real clients? How could you deal with a situation like this?

(Twenty minutes.)

Variations

Participants may be asked to work individually to determine the real client and offer a rationale before they assemble into subgroups.

If the previous variation is used, participants may be assembled into subgroups based on their individual answers to the first question on the task sheet. (One subgroup might consist of members who think the real client is the First Lady, one whose members think the real client is the commission, and so on.)
The Commission and Its Members

The U.S. National Healthcare Commission was established to create a plan for national healthcare and to set up an agency to administer the plan. For this task the commission was given a budget considered to be ample. The commission is made up of the following people:

- The First Lady
- A popular senator
- A war hero
- The Majority Leader of the Senate
- A respected former President

Objectives and Goals

After extensive research, the commission decided that the plan had to meet certain objectives:

- **Health-insurance coverage**: Cover 95 percent of the U.S. population
- **Reduction in paperwork**: Reduce paperwork (that associated with medical services presently provided for individuals by state governments and other agencies) by 30 percent
- **Cost control**: Keep costs at inflation rate plus 1 percent
- **Inclusion of insurance plans**: Retain current major health-insurance companies, HMOs (health maintenance organizations), PPOs (preferred provider organizations), and insurance plans with fee-for-service options and free choice of doctors

The commission further decided that the employees of the plan’s administrative agency should meet certain behavioral goals:

- Modeling trust
- Demonstrating sensitivity toward diversity
- Treating people as important, showing an understanding of the fact that they can grow and develop
- Legitimizing feelings and process
- Being open, confronting in a caring way, and working through behavioral issues
Encouraging intervention and help
Finding resources inside and outside the agency that can be used effectively
Being involved and participating (and encouraging involvement, participation, and a democratic process)
Striving for quality and continual progress toward goal attainment

The Administrative Agency
The agency that the commission established to administer the plan has hired the following employees and established the following units:

- An executive director, who is responsible for running the agency
- 925 employees
- Organizational units:
  - Administrative support
  - Controller
  - Economics staff
  - Ethics office
  - General counsel
  - Human resources
  - Insurance-carrier liaison
  - Insurance-provider liaison
  - Internal organizational consultant
  - Legislative relations
  - Medical and allied health professionals
  - Policy planning
  - Press/media office
  - Program design and implementation
  - State- and municipal-relations liaison

The Role of Consultants
The commission realizes the complexity of this project. Consequently, it has talked with several groups of consultants and will eventually contract with one of those groups to help in reaching the objectives and goals stated above.
U.S. NATIONAL HEALTHCARE COMMISSION TASK SHEET

1. Who is the real client in the U.S. National Healthcare Commission scenario?

2. What is your rationale for your choice?

3. What would be your strategy for working with the real client to make sure that the objectives and goals listed on the background sheet would be met?


NATIONAL HEALTHCARE COMMISSION ANSWER SHEET

The Real Client

The executive director and the 925 employees are the real clients.

Rationale

The consultants will be accountable to the members of the commission for results, and in that sense the commissioners may be considered to be the ultimate clients. However, the consultants will have to be more concerned with the real, immediate clients, who are the executive director and the staff of 925 people. The director and the staff members are the ones who must meet the quantifiable goals and conform to the behavioral model set up by the commissioners. Consequently, the OD effort should be geared toward them.
SEASIDE TOWERS: DESIGNING ONE-TO-ONE TRAINING

Goals

- To encourage the participants to consider and discuss the elements of training design and possible techniques for training, while taking into account individual needs and learning styles.
- To offer the participants an opportunity to practice designing one-to-one training (one trainer, one trainee).

Group Size

Nine to eighteen participants (in three subgroups) who are practicing or prospective trainers.

Time Required

Approximately one hour and forty-five minutes.

Materials

- A copy of the Seaside Towers Background Sheet for each participant.
- A copy of Seaside Towers Task Sheet 1 for each member of subgroup 1.
- A copy of Seaside Towers Task Sheet 2 for each member of subgroup 2.
- A copy of Seaside Towers Task Sheet 3 for each member of subgroup 3.
- A copy of the Seaside Towers Learning-Style Sheet for each participant.
- A pencil for each participant.
- A newsprint flip chart and a felt-tipped marker.
- Masking tape for posting newsprint.

Physical Setting

A room large enough so that the three subgroups can work without disturbing one another. Movable chairs should be provided as well as tables or portable writing surfaces. Plenty of wall space should be available for posting sheets of newsprint.
**Process**

1. The facilitator introduces the goals of the activity.

2. The participants are assembled into three subgroups of approximately equal size and are given copies of the Seaside Towers Background Sheet, the Seaside Towers Learning-Style Sheet, and pencils. In addition, each subgroup is given copies of a different task sheet.

3. The participants are told that the background situation is the same for all three subgroups but that each subgroup will be preparing a training program for a different kind of learner. The facilitator allows the participants time to read their handouts and then elicits and answers questions about the task. (Ten to fifteen minutes.)

4. The subgroups are asked to begin the task. The facilitator remains available to answer questions and periodically reminds the subgroups of the remaining time. (Thirty minutes.)

5. After thirty minutes the facilitator calls time and asks the subgroups to take turns describing their assigned trainees and presenting answers to the questions on the task sheets. As each subgroup presents, the facilitator writes a description of the learner on newsprint and records highlights of the answers to questions. After each subgroup has completed its presentation, the facilitator posts that subgroup’s newsprint sheet; at the conclusion of this step, all newsprint sheets will be posted side by side, with some space between those belonging to different subgroups. (Thirty minutes.)

6. The facilitator leads a discussion by asking the participants to consider the similarities and differences between the subgroups’ training approaches. Care is taken to differentiate between the three sensory styles (visual, auditory, and kinesthetic) and the three attitudes toward learning (dependent, collaborative, and independent). (Ten to fifteen minutes.)

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

   - What was easiest for you in designing the training? Explain. What was most difficult? Explain. How was the difficulty level affected by your own learning style and attitude?
   
   - What have you discovered about sensory styles and their relationship to learning? What have you discovered about attitudes toward learning?
   
   - What past training experiences can you relate to sensory style or attitude toward learning? How did those experiences bear out what you discovered today?
   
   - How will you apply what you have discovered in your future training career? (Fifteen minutes.)
Variations

- At the conclusion of the activity, the facilitator may invite the participants to form dyads or triads and to take turns helping one another with real problem situations that they are currently experiencing in their work.
- At the conclusion of the activity, each subgroup may be asked to demonstrate with a member of another subgroup how it would train one-on-one for one of the objectives.

Submitted by Lisa Mayocchi, Sharon Harvey, and Ian Croft. The authors wish to thank Dr. Phyllis Tharenou for helpful comments on earlier versions of this activity.
SEASIDE TOWERS BACKGROUND SHEET

The Situation

You are a member of a human resource development firm in a resort town. A recently opened local hotel, the Seaside Towers, has just contracted with your firm to provide training on procedures for hotel personnel to follow in the event of a fire.

Although your firm has provided training for many clients on a number of topics, you and the other staff members are not familiar with the steps that must be taken in the event of a fire in a facility such as a hotel. Consequently, the management of your firm has called a meeting to discuss what needs to be done to plan the training for Seaside.

Training Objectives

Prior to this meeting, the management of your firm conducted a task analysis as well as an assessment of the trainees’ current knowledge and concluded that the trainees must learn how to do the following:

- Explain the relationship between fuel, heat, and oxygen;
- Demonstrate the use of a real fire extinguisher in a classroom setting with 90-percent accuracy;
- Explain what needs to be done to act safely in the hazardous environment associated with a fire; and
- Explain the procedures to follow in the event of a fire (for example, whom to contact and how to ensure the safety of guests).

Your opinion is that one-to-one training is the most appropriate means of training because hotel-staffing requirements allow only one person to be released from regular duties for training at any one time.
SEASIDE TOWERS TASK SHEET 1

Your Trainee

Your trainee is Chris, whose preferred sensory style is visual. In addition, Chris is a dependent learner.

Questions to Answer

Your subgroup will be asked to present answers as well as rationales to answers to the following questions:

1. What resources will you use to plan and conduct the training? Which people/experts will you consult?

2. What learning activities will you employ?

3. What will be the major steps of the training event, and in what sequence should these steps be taken?

4. What other arrangements will you make?

5. What constraints might you have to operate within? How will you plan for and deal with these constraints?

6. How will you evaluate the effectiveness of your training?
SEASIDE TOWERS TASK SHEET 2

Your Trainee

Your trainee is Lee, whose preferred sensory style is auditory. In addition, Lee is a collaborative learner.

Questions to Answer

Your subgroup will be asked to present answers as well as rationales for answers to the following questions:

1. What resources will you use to plan and conduct the training? Which people/experts will you consult?

2. What learning activities will you employ?

3. What will be the major steps of the training event, and in what sequence should these steps be taken?

4. What other arrangements will you make?

5. What constraints might you have to operate within? How will you plan for and deal with these constraints?

6. How will you evaluate the effectiveness of your training?
SEASIDE TOWERS TASK SHEET 3

Your Trainee

Your trainee is Terry, whose preferred sensory style is kinesthetic. In addition, Terry is an independent learner.

Questions to Answer

1. What resources will you use to plan and conduct the training? Which people/experts will you consult? Why?

2. What learning activities will you employ? Why?

3. What will be the major steps of the training event?

4. What other arrangements will you make?

5. What constraints might you have to operate within? How will you plan for and deal with these constraints?

6. How will you evaluate the effectiveness of your training?
SEASIDE TOWERS LEARNING-STYLE SHEET

Visual, Auditory, and Kinesthetic Learners

Visual learners should be provided continually with visual learning aids such as posters, booklets, memory maps, and charts. They like to see demonstrations, diagrams, slides, and so on while they are learning.

Auditory learners should be allowed to hear material (for example, poster content read aloud, audiotapes, or guided imagery). They like verbal instructions, discussions, and lectures while they are learning.

Kinesthetic learners prefer activities that involve movement and hands-on experience. They favor direct involvement in activities, such as role playing.

Dependent, Independent, and Collaborative Learners

Dependent learners tend to display a “teach-me” attitude toward learning. They expect trainers to assume full responsibility for any learning that occurs. Often they are eager to learn but are likely to assume that they cannot do so without help. These learners are most productive in structured learning environments and often require a great deal of support and encouragement to move into more collaborative and/or independent learning situations.

Collaborative learners expect to share responsibility for learning and for establishing learning objectives and course content. They value participation, interaction, teamwork, and the knowledge and expertise of their peers. They may feel uncomfortable in highly structured learning environments and at times may have difficulty recognizing trainers’ expertise in designing independent learning projects and in facilitating the learning process.

Independent learners expect to set and achieve their own learning goals. They perceive trainers as holders of the knowledge and expertise that will help them to achieve their personal goals. Independent learners are comfortable working alone and require only minimal contact with others. The independent style of learning is highly active and can be expressed in the phrase “Help me to learn to do it myself.”

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2 These descriptions of learning attitudes have been condensed from Presentation and Evaluation Skills in Human Resource Development (UATT Series, Vol. 7) by J.W. Pfeiffer and A.C. Ballew, 1988, San Diego, CA: Pfeiffer & Company.
GETTING AQUAINTED: A POTPOURRI

Following are listed several activities that can be used as icebreakers in human relations training events. These getting-acquainted ideas can be employed in workshops, conferences, class meetings, and other group meetings.

1. **Superlatives.** Participants are asked to study the composition of the group quietly and to decide on a superlative adjective that describes themselves in reference to the others. (Example: youngest, tallest, most anxious.) Then they tell their adjectives, explain, and test the accuracy of their self-perceptions.

2. **Hometown.** Secure a large blank map from a school supplies dealer. Post the map and have participants write their first names and hometowns in the proper place on the map. (As participants tell about their hometowns, they are disclosing important things about themselves.)

3. **Demographics.** On a chalkboard, the group members list all of the background data that they would be interested in knowing about one another, such as age, marital status, educational history, etc. Participants in turn tell who they are in reference to these demographic questions.

4. **Progressive Inference.** Post sheets of newsprint on the walls, one for each participant. Group members write their first names on the sheets and then begin four rounds of self-disclosure. First, each writes his or her favorite English letter (A, B, C, etc.) on his or her sheet, sits down, explains that choice, and is questioned by fellow participants. In rounds two through four, participants’ favorite words, then favorite phrases, and finally favorite sentences are listed.

5. **Design.** Subgroups are formed to brainstorm getting-acquainted ideas. They select representatives who meet in the center of the room to plan an icebreaker activity. (This meeting may be interrupted for process observations by the remainder of the group.) After a break, the representatives conduct their own design.

6. **Draw a Classroom.** Participants are given paper and pencils and are instructed to draw a classroom. They have five to ten minutes to work privately in this phase. After everyone finishes they hold their drawings in front of them and circulate around the room without speaking (ten minutes). Then they are asked to return to two or three interesting people to talk with them. Subgroups are formed to discuss the content of the drawings and to report to the total group. (Variations: Draw an office or a shop.)
ENERGIZERS: GROUP STARTERS

Following are several brief activities that can be used at the beginning of a group session to prepare participants for the meeting. An “energizer” should be nonthreatening, be fun, involve physical movement, stimulate breathing, and provide a shared experience. It is important for the facilitator to indicate that persons who choose not to participate need not do so.

1. The Scream. Participants stand and close their eyes. They are told to breathe slowly and deeply. Then all members of the group breathe in unison. Continuing to breathe together, they reach up and then reach higher and higher. They are instructed to jump up and down together and then to scream as loudly as they can.

2. Songs. Participants stand on their tiptoes and walk about while they sing together “Tiptoe Through the Tulips.” The song and movement are then changed to “Walking Through the Tulips,” “Running Through the Tulips,” and finally “Stomping Through the Tulips.” (Other “activity” songs can be used, such as “Itsy Bitsy Spider,” “Bunny Hop,” and “Head and Shoulders, Knees and Toes.”)

3. Whoosh. Participants stand, reach up, and breathe deeply in unison. Then they are told to bend forward quickly at the waist, dropping their arms as if they were going to touch their toes, while exhaling all the air in their lungs. This is repeated several times.

4. Machine. One person goes to the center of the room and acts out the repetitive motion and sound of a part of a machine. Others add parts to the machine, one by one, until the entire group is involved. Variation: Subgroups can be formed to devise or to act out (as in charades) machines that would manufacture concepts such as love, empathy, competition, etc.

5. Computers. Subgroups of four or five members each are designated to be “computers.” They stand in semicircles, facing the facilitator. The facilitator inserts a “card” into one of the computers by saying the first word of a sentence (“Life . . .,” “Bosses . . .,” “Women . . .,” etc.). The “components” of the computer respond by creating the rest of the sentence, one word per person. The sentence is ended by one “component” saying “period,” “question mark,” or “exclamation point.” The process is repeated with each of the other computers. Then the computers take turns asking questions of the other computers, e.g., “What is the meaning of life?” “Who will be the next President?” Finally, the computers are linked together to build a sentence about the activity, with at least one word contributed by each component part.

6. Nerf. Participants stand in a circle and bounce a Nerf Ball (a soft, spongy ball) or a balloon in the air as long as possible. Ground rules are as follows:
- No person may hit the ball twice in a row;
- The ball must not touch the floor;
- Before the ball can be hit randomly, it must be bounced at least once by each person around the complete circle;
- The person who makes a bad pass must share something about himself or herself with the group; and
- The group makes binding decisions about “bad passes.”

7. **Playground.** The facilitator announces that the group room is a playground. Participants act out swinging, climbing, sliding, etc.

8. **Elephant and Giraffe.** Participants stand in a circle, and one person volunteers to be “it.” The volunteer stands in the center of the circle, points to one member, and says either “Elephant” or “Giraffe.” The person pointed to and the participant on each side of that person have to pantomime some part of the designated animal (nose, ears, neck, eyes, etc.) before the volunteer counts to three. If a person fails to respond in time, that person becomes “it.”

9. **Congo Line.** Participants line up, placing their hands on the waist of the person in front of them. Various rhythmic patterns can be used as the group moves about the room. “Serpent” variation: Members line up and hold hands; the person at the head of the line leads it through the room, coiling and winding like a snake.

10. **Hum.** The facilitator announces that on a signal the group will begin humming. Each participant hums any song that occurs to him or her. Members are encouraged to “interpret” their spontaneous choices of songs.
“COLD” INTRODUCTIONS:
GETTING ACQUAINTED

Goals
- To help participants to get to know one another while building expectations of risktaking and receptivity to feedback.
- To build norms of openness, experimentation, and attention to process.
- To minimize inclusion problems within a group in which some participants already “know” one another.

Group Size
Eight to thirty.

Time Required
Approximately three minutes per participant.

Physical Setting
Participants should be seated in a circle.

Process
1. After everyone is seated, the facilitator asks that every other person trade seats with someone opposite him or her in the circle. Because acquaintances tend to sit beside each other in the beginning, this heightens the probability that members will be able to establish eye contact with the people introducing them in a later phase of the exercise.

2. The facilitator explains the goals and structure of the getting acquainted exercise. Each person will choose another person to introduce him or her to the group, and that individual gives an introduction “cold,” that is, without an interview or rehearsal. Those making the introductions say anything significant that they choose. They also attempt to establish eye contact with the person they are introducing. Those being introduced are instructed to “bite the bullet” and to nondefensively hear what is being said about them as feedback. After the introduction of a participant is completed, that person may amend the data by correcting or adding to them. The facilitator may also ask the participants to express their feeling reactions to what was
said about them and to the experience of being introduced. Participants are asked to take the risk of volunteering to be next to be introduced.

3. After about half of the participants have been introduced and have reacted, the facilitator interrupts the proceedings to solicit some reactions to the trends in the content of the introductions. It is likely that up to this point members have been very positive in what they have said, and the facilitator may suggest that more openness might be beneficial.

4. The remainder of the participants are introduced. Members are asked to observe any difference in the process that may be attributable to the discussion just held. They are alerted to the plan to have another discussion of the entire process.

5. The facilitator leads a discussion of the process, asking participants to report what differences they noted in the second half. Time permitting, the facilitator may open up the meeting at this point to have other members contribute additional information to previous introductions made by someone else.
NEWS BULLETIN: FOCUSING THE GROUP

Goals

- To develop readiness for interaction at the beginning of a group session.
- To free group members from personal concerns so that they can concentrate on group matters.

Group Size

All members of an ongoing group.

Time Required

Approximately five minutes per member: two or three minutes for sharing of personal concerns plus another two or three minutes for group discussion of these concerns. (This time may need to be expanded in order to accomplish the second goal.)

Physical Setting

Any room in which the group regularly meets.

Process

1. The facilitator introduces the activity by pointing out that occasionally television newscasters interrupt regularly scheduled programs to make announcements and then state that details will be provided later. It is explained that such interruptions are distracting in two ways: They detract from the viewers’ enjoyment of the interrupted programs, and they pique curiosity about issues that are not clarified at the time. The facilitator then states that a similar situation sometimes occurs during sessions attended by ongoing groups; while important group business is being conducted, members interject distracting comments about personal concerns.

2. The facilitator proposes a solution to this dilemma by suggesting that the group members share their personal concerns and “news items” at the outset of each session, before group matters are dealt with. Then the participants are invited to take turns spending two or three minutes revealing whatever personal concerns they wish. After each participant’s turn, interaction is encouraged. (The facilitator should monitor each interaction period carefully so that the group members neither stray from the subject at hand nor force attention away from the individual who has just finished sharing.)
3. The facilitator directs the participants’ attention to group matters.

Variations

- The participants may be given the option of simply sharing their feelings and concerns and explaining as much as they wish without receiving responses from the other group members.
- The time requirement for the activity may be reduced by asking each participant to complete the phrase “Right now I am . . .” in one sentence.
- The facilitator may specify that the participants share their feelings in short comments concerning a specific subject, such as issues that are presently causing confusion, irritation, or happiness.
- Between steps 2 and 3, the facilitator may lead a brief discussion by eliciting answers to questions such as the following:
  - What did the sharing of personal concerns accomplish for you? for the group?
  - What are the advantages and disadvantages of this sharing procedure?
  - How might the procedure help the group to improve its functioning?

Submitted by Fred E. Woodall.
GROUP CONVERSATION: DISCUSSION STARTERS

Goal

- To develop a compatible climate and readiness for interaction in a group through sharing personal experience.

Group Size

Up to thirty members. (Small groups tend to be more intense, but the activity can be carried out effectively in moderately large groups.)

Time Required

Group Conversation can be a fifteen-minute preface to other group activities, or it may be planned for an entire evening or for several meetings, depending on the goals of the group.

Materials

- Copies of the Group Conversation Starters Sheet for all participants.

Physical Setting

Group members sit in a circle.

Process

The facilitator must be able to provide a comfortable balance between autocratic and democratic leadership if the group is to function well. This means that the facilitator must be prepared to redirect the group toward personal feelings and experiences if the conversation shifts to intellectualizing; it also means that the facilitator must intervene tactfully if one member is taking up more than his or her share of time.

1. The facilitator explains that the participants will share experiences rather than opinions. Group Conversation is person-and-feeling centered and is not to be confused with group discussion, which is problem-and-intellect centered. The facilitator may also point out that when a group exchanges personally meaningful experiences, a warmth and closeness usually develops.

2. The facilitator distributes the Group Conversation Starters Sheet.

3. Participants volunteer subjects about which they are willing to converse.
4. The facilitator encourages group members to begin the conversation with
descriptions of childhood experiences that illustrate their feelings and attitudes
toward the subject. The facilitator may need to ask questions to help group members
describe their experiences. As the conversation progresses, the facilitator allows it to
move into post-childhood experiences and the present. The participants should see
the progression of certain ideas or themes.

5. The facilitator leads a brief discussion of the activity.

**Variations**

- Instead of distributing the Group Conversation Starters Sheet, the facilitator can have
  the only copy and call out the subjects to be used, one at a time.
- To make the Starters Sheet more appropriate to a particular group, it can be edited,
  expanded, or generated within a group session.
- One Starters Sheet can be passed around the group, and each member can select the
  next subject to be discussed.
- The Starters Sheet can be posted on newsprint.
- Participants can be paired to interview each other on significant subjects from the
  Starters Sheet. After about twenty minutes, the group reconvenes, and each person
  reports what his or her partner said.

Submitted by Dave Castle.
GROUP CONVERSATION STARTERS SHEET

1. Other people usually . . .
2. The best measure of personal success is . . .
3. Anybody will work hard if . . .
4. People think of me as . . .
5. When I let go . . .
6. Marriage can be . . .
7. Nothing is so frustrating as . . .
8. People who run things should be . . .
9. I miss . . .
10. The thing I like about myself is . . .
11. There are times when I . . .
12. I would like to be . . .
13. When I have something to say . . .
14. As a child I . . .
15. The teacher I liked best was a person who . . .
16. It is fun to . . .
17. My body is . . .
18. When it comes to the opposite sex . . .
19. Loving someone . . .
20. Ten years from now, I . . .
LISTENING AND INFERRING: A GETTING-ACQUAINTED ACTIVITY

Goal
- To facilitate the involvement of individuals in a newly formed group.

Group Size
Unlimited number of trios.

Time Required
Fifteen minutes.

Physical Setting
Trios separate from one another, as far as possible to avoid noise interference.

Process
1. Trios are formed. The criterion for formation is not knowing the other members of the trio.
2. Participants in each trio name themselves A, B, or C.
   - Participants A take three minutes to tell the other two persons in their trios as much about themselves as they feel comfortable in doing. Then participants B and C take two minutes to tell A what they heard. They also tell A what they infer (or assume) from what he or she said or left unsaid.
   - The process is repeated, with participants B telling about themselves. A and C then tell what they heard and inferred.
   - In the final round participants C tell about themselves, and A and B repeat what they heard and tell their inferences.

Variations
- All three participants can tell about themselves before the others respond.
- After each participant’s selfexpression, a two-way communication opens up so that the listeners can check on the accuracy of their listening and inferring.
- The two listeners can be assigned different tasks. One listens to make a paraphrase, and the other listens to draw inferences.
- The content can be changed from getting acquainted to exploring points of view about an issue that is relevant to the group.
NAME TAGS: AN ICEBREAKER

Goals
- To provide participants with an opportunity to introduce themselves in a nonthreatening and enjoyable manner.
- To develop an atmosphere conducive to group interaction.

Group Size
A minimum of eight participants.

Time Required
Fifteen minutes.

Materials
- A name tag for each participant.
- A pencil for each participant.

Physical Setting
A room with a cleared space to accommodate group movement.

Process
1. The facilitator introduces the activity as an icebreaker and gives each participant a name tag and a pencil. The participants are instructed to fill out their name tags and wear them.
2. The facilitator directs the participants to introduce themselves to someone in the group whom they do not know. The members of each pair are told to exchange information about themselves for two minutes.
3. When time is called, the facilitator directs each participant to exchange name tags with the person he or she is talking to and then go on to meet another participant and discuss only the person whose name tag he or she is wearing. (Two minutes.)
4. When the facilitator calls time, the participants switch name tags again and find others to talk to, talking only about the persons whose name tags they are wearing, as before.
5. The facilitator continues this process for as many rounds as necessary for the size of the group, so that most of the participants have met.
6. The facilitator tells each participant to retrieve his or her own name tag.
7. Participants debrief the activity by making a brief statement to the total group about who they are, as in round one. Participants may also share reactions and awarenesses about the introduction experience.

Submitted by Don Martin and Cynthia Cherrey.
TEA PARTY: AN ICEBREAKER ACTIVITY

Goals
- To allow participants to share experiences and perceptions in a nonthreatening manner.
- To promote acquaintance and a feeling of interaction in a new group.

Group Size
Four to eighteen participants.

Time Required
Fifteen minutes to one hour.

Materials
- One Tea Party Booklet for each participant. (The booklet should be prepared in such a way that participants are presented statements one at a time.)

Physical Setting
Enough room for participants to move around and converse freely in two lines, facing each other.

Process
1. The facilitator introduces the activity as an opportunity for participants to get to know one another in a fanciful way. He or she reminds them of the scene in *Alice in Wonderland* in which Alice came on a tea party attended by the Mad Hatter, the Dormouse (who seemed to be asleep most of the time), and the March Hare. They spent the time telling each other stories, and when they had used their dishes, instead of washing them, they simply moved around the table to clean places. The facilitator tells the participants that they have been invited to just such a tea party.

2. The facilitator instructs the participants to arrange themselves standing in two lines facing each other, with a comfortable distance between them, as though they were seated across a long table. If there is an odd number of participants, one participant takes the position at “the head of the table.”
3. The facilitator distributes a Tea Party Booklet to each participant. He or she tells them that the activity consists of a series of paired conversations. Each pair will share one topic (one page of the booklet) for at least two minutes. Then each participant will move one place to the left, turn the page, and share the next topic with a new partner. The activity will continue until each participant has shared with every other participant.

4. The facilitator explains that since the Dormouse is asleep during most of the tea party and may be trampled in the shuffle, one person must “sit” with the Dormouse during each round. If there is an even number of participants, one participant will volunteer to remain with the imaginary Dormouse while the rest of the participants rotate. This person will share in the dialogue with whoever is across from him or her. If there is an odd number of participants, everyone will rotate, but the person at the head of the table during each round—the “Dormouse sitter”—will not have a partner for that round. (This person may keep time for the round.)

5. The facilitator tells the participants to open their books to page 1 and to begin the first round of sharing. He or she (or the odd-numbered Dormouse sitter) calls time for each round and instructs the participants to move on to the next partner and the next topic for sharing.

6. When all participants have shared with each other, the facilitator assembles the group and leads a discussion of the activity. The discussion may be focused on such items as:
   - Was it easy or difficult to share the topics? (“on a scale of one to ten . . .”)
   - What happened during the sharing process?
   - What were your feelings during the activity and about the experience?
   - What did you learn from the experience?
   - How can these learnings be applied in the group and in other situations?

7. If the group has an odd number of members, they can be asked to comment on what they observed during their inactive rounds as “Dormouse sitters.”

<table>
<thead>
<tr>
<th>Even number</th>
<th>Odd number</th>
</tr>
</thead>
<tbody>
<tr>
<td>x x x x x x</td>
<td>x x x x x</td>
</tr>
<tr>
<td>x x x x x</td>
<td>x x x x</td>
</tr>
</tbody>
</table>

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Variations

- If there are fewer than eighteen participants, they can be instructed either to continue rotating until the booklet is completed or to pair off with their last “new” partner in the cycle and continue the sharing process in pairs.
- The booklet can be used exclusively in pairs, without the tea-party structure.
- The content of the booklet can be edited to fit the purposes of the group.

Submitted by Don Keyworth.
TEA PARTY BOOKLET

The facilitator should prepare a booklet for each participant. The booklet should be assembled so that only one page can be read at a time.

TEA PARTY: AN ICEBREAKER ACTIVITY

Instructions: With each new partner, turn to a new page in this booklet and take turns sharing the topic printed there. Do not skip pages. Do not look ahead in this booklet.

One of my favorite times of the year is . . .

A pleasant memory from my childhood is associated with . . .

 Quickly choose one of the following or fill in your own subject:

The first time I:
- tried to swim, I . . .
- was away from home overnight, I . . .
- kissed someone outside the family, I . . .
- performed before a group, I . . .
- went out on a real “date,” I . . .

A person whom I would like to visit is . . .
One of my favorite spots to spend some time is . . .
(Continue)
If I could take you there right now, I . . .

If I could change my vocation (job), I would . . .
Paraphrase your partner’s response: “What I hear you saying is . . .”

I am eagerly looking forward to (something anytime in the future) . . .

Look over the past pages and pick one topic you would like to return to and share that with this partner.

Pick one:
When I first got together with the chief significant-other person in my life right now (spouse, lover, good friend, etc.), I . . .
What I remember most about my closest childhood friend is . . .

When I can find some time to be alone, I like to . . .
Give your partner some “impressions” as feedback: “You seem to be a person who . . .

I came to this session because . . .
(If time permits) So far during this tea party I have felt . . .
Three things that I think I am really good at are . . .

One thing about me that I would like to change is . . .

*Share with your partner a personal success that you have experienced and what it means to you.*

A problem that I am dealing with right now is . . .

*Pick a topic from the last pages and ask your partner to tell you his or her answer to it.*

Now that we have reached the last page in this booklet, I feel . . .
ALLITERATIVE NAMES:  
A GETTING-ACQUAINTED ACTIVITY

Goals

- To facilitate the getting-acquainted process in a small group.
- To promote self-disclosure in a new group.

Group Size

- Eight to sixteen participants.

Time Required

Approximately one-half hour.

Physical Setting

A circle of chairs.

Process

1. All participants are seated in a circle, and the facilitator briefly discusses the goals of the activity, establishing the expectation that learning the names of group members can be fun.

2. The facilitator directs each participant to select an adjective that begins with the same letter as his or her first name, e.g., Dandy Don, Judicial Jack, or Serious Sally.

3. The participant seated to the right of the facilitator is instructed to say, “Hello, my name is _______.,” using the alliterative name. The next person to the right then says, “Hello, may I present _________, and my name is __________.” The third person presents the first two and himself or herself, and so on, until the end, when the facilitator takes the last turn, presenting each of the participants (in order) and then himself or herself. (When someone cannot remember a name, the group gives hints and any other help needed.)

4. The facilitator leads the group in debriefing the activity. Participants may wish to ask questions of others about their adjectives. The facilitator can conduct a discussion of personal meanings of names, learning/forgetting names, and how individuals wish to be perceived during the group activity.
Variations

- More than one adjective can be chosen, or adverb-adjective combinations can be permitted. (Examples: Energetic, Eager Ed; Terribly Tasky Trish.)
- Participants can be instructed to make the introductions in any order, not just around the circle.
- The participants can compare first impressions of each other and the adjectives chosen.

This activity is constantly reinvented; its origin is not credited to any one individual.
AUTOGRAPHS: AN ICEBREAKER ACTIVITY

Goals
- To facilitate the getting-acquainted process in a large group.
- To alleviate anxiety experienced during the beginning of a training session.

Group Size
Twenty or more participants.

Time Required
Approximately one-half hour.

Materials
- One copy of the Autographs Work Sheet for each participant.
- A pencil for each participant.

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

Process
1. The facilitator briefly discusses the goals of the activity, establishing the expectation that the activity will be both useful and fun.
2. The facilitator distributes one copy of the Autographs Work Sheet and a pencil to each participant and instructs the group members to follow the instructions on the form. He or she tells them that they have three minutes in which to select the ten autographs they want to solicit.
3. The facilitator announces the beginning of the autograph-seeking period, which will last approximately twenty minutes.
4. When almost all participants have completed the task, the facilitator calls for everyone’s attention and ends the activity. Any member who has an autograph missing can ask the entire group to find an appropriate person to sign.
5. The facilitator leads the group in debriefing the activity.
Variations

- The list can be expanded or adapted to local conditions and issues.
- Participants can be instructed to obtain as many autographs as possible.
- Subgroups, based on some items, can be formed for discussion of the activity.
### AUTOGRAPHS WORK SHEET

*Instructions:* Select any ten of the following items by placing an X in front of each of your choices. During the autograph-seeking session you will be interviewing people to find one person who fits each of the ten categories or conditions that you have selected. You will then obtain that person’s autograph in the appropriate space. You must have a different autograph for each of the ten items.

- 1. Thinks the President is doing a good job
- 2. Born under my astrological sign
- 3. Prefers to work alone
- 4. Likes liver
- 5. Reads poetry
- 6. Looks attractive to me
- 7. Has a female boss
- 8. Lives alone
- 9. Might be intimidating to me
- 10. Believes in magic
- 11. Enjoys gardening
- 12. Is new to his or her work
- 13. Appears to be friendly
- 14. Manages others
- 15. Advocates openness
- 16. Plays a musical instrument
- 17. Works on weekends
- 18. Enjoys competition
- 19. Sleeps on a waterbed
- 20. Drives a sports car
BIRTH SIGNS: AN ICEBREAKER ACTIVITY

Goals
- To facilitate the getting-acquainted process in a large group.
- To alleviate participants’ anxiety at the beginning of a training session.

Group Size
Fifteen or more participants.

Time Required
Approximately one-half hour.

Materials
A poster or sign for each birth-sign group, as follows:

- ARIES, the Ram
  March 21-April 19
- TAURUS, the bull
  April 20-May 20
- GEMINI, the Twins
  May 21-June 20
- CANCER, the Crab
  June 21-July 22
- LEO, the Lion
  July 23-August 22
- VIRGO, the Virgin
  August 23-September 23
- LIBRA, the Balance Scales
  September 24-October 23
- SCORPIO, the scorpion
  October 24-November 21
- SAGITTARIUS, the Archer
  November 22-December 21
- CAPRICORN, the Goat
  December 22-January 19
- AQUARIUS, the Water Bearer
  January 20-February 18
- PISCES, the Fish
  February 19-March 20

(These signs are posted on the walls of the room prior to the activity.)

Physical Setting
A room large enough for groups to meet without disrupting one another.
Process

1. The facilitator briefly discusses the goals of the activity, establishing the expectation that the activity will be both useful and fun.

2. The facilitator instructs the participants to mill around and find the persons whose months and days of birth are closest to theirs.

3. The participants are referred to the birth-sign posters and subgroups are formed according to astrological signs. (If the total group is small, subgroups are formed according to clusters of birth signs: spring, summer, autumn, and winter; or earth, air, fire, and water.)

4. The facilitator instructs each subgroup to discuss two topics and to prepare a one-minute report for the total group. The topics are:
   - What we have in common in addition to our sign, and
   - How we are likely to behave in this training event.
   (Ten minutes.)

5. The facilitator calls for a one-minute report from each subgroup.

6. The facilitator leads a discussion of how participants can be sensitive to one another during the training. The danger of stereotyping one another is also pointed out.

Variations

- Subgroups can be established on the basis of Chinese birth-year signs. (These can be found in any world almanac.)

- The facilitator can hand out a description of each birth sign to focus the discussion. The subgroup can “own” or “disown” parts of the descriptions.

- Step 2 can be eliminated.
HUMDINGER:
A GETTING-ACQUAINTED ACTIVITY

Goals

- To break a large group into subgroups in a nonthreatening manner.
- To facilitate contact among all members of a large group in a related climate of fun and humor.
- To explore a novel way of generating movement and activity.

Group Size

Unlimited. There should be a minimum of eight participants.

Time Required

Approximately thirty minutes.

Materials

- A folded strip of paper with the title of a common, popular song for each member of the group (one set of song title strips for each subgroup desired).

Physical Setting

A room large enough for all participants to circulate and converse in their subgroups.

Process

1. The facilitator begins by stating that “There is a great deal of talent and skill in this room. We are here to explore some of this talent. Each of you will be given a piece of paper on which is written the title of a common song. Please look at the title, but don’t share it with anyone else. When I say go, please mill around the room humming your tune until you find all of the other members of your subgroup with the same song.”

Suggested Songs:

2. When the subgroups have been formed, the facilitator asks each subgroup to sit in a circle. Subgroups are instructed to discuss how they felt beginning and during the activity, how they felt when they found the first subgroup member, and how they felt when their subgroup was completely identified.

3. The total group is reassembled to share its feelings and expectations.

**Variations**

- When the facilitator has prior knowledge of the participants, the songs can be prearranged to form desired subgroupings.
- The facilitator can tell the participants how many others have the same song. This will accelerate the activity.
- Instead of one song per strip, several songs can be listed. For example: (1) “Mary Had a Little Lamb,” (2) “Jingle Bells,” (3) “Home on the Range.” The first song is used to form pairs, the second song quartets, and the third a task subgroup of any number for some later activity.
- Subgroup members can be assigned the task of coming up with a subgroup name or a song title to express their feeling as a subgroup.

Submitted by A. Donald Duncan.
JIGSAW: FORMING GROUPS

Goal

- To establish group cohesion by forming a large number of participants into groups with predetermined compositions.

Group Size

Unlimited. (This example is based on forty participants who form equal-sized subgroups. The technique is easily adapted for various numbers of participants.)

Time Required

Approximately thirty minutes.

Materials

- Four giant jigsaw puzzles, each cut from a 4' x 6' sheet of plywood. Each puzzle is painted a different color. Each puzzle should have approximately twenty pieces.

Physical Setting

A room large enough to allow four subgroups of ten participants each to construct the four puzzles on the floor.

Process

This design may be used to control the composition of subgroups in laboratories with two or more “types” of participants, such as students and teachers or administrators and staff.

In this example, the facilitator wants to form four ten-person subgroups, with men and women proportionally divided within each subgroup. The forty participants consist of twenty-four men and sixteen women.

1. The facilitator prearranges the puzzle pieces on the floor in the following manner:
   - Puzzle 1 is divided into ten sets of two pieces each. Four of these sets are placed on one side of the room for the women participants; the remaining six sets are placed on the other side of the room for the men participants. Each of the other three puzzles is divided in the same way. The facilitator always keeps the two pieces in each set together.
2. The facilitator then directs men and women to the appropriate sides of the room and announces that each person is to pick up a set of puzzle pieces. The facilitator declares three ground rules: (1) participants may not talk; (2) no participant may abandon his or her pieces; and (3) no participant may give away his or her pieces. The facilitator gives no further directions.

3. Participants assemble the four puzzles, thereby forming subgroups that have cooperated on an ambiguous task.

4. Each of the four subgroups meets for ten to fifteen minutes to process the exercise.

5. The facilitator notes the behaviors during the formation of the subgroups and leads a general discussion of the activity.

Variations

- By altering the number of puzzle pieces in a set, the size of the subgroups can be varied.
- The exercise can be made more difficult by having two or more puzzles painted the same color, or by painting one piece of each puzzle a different color.
- The facilitator may let participants talk while solving the puzzles.
- Smaller constructionpaper puzzles can be used and assembled on tables.
LIMERICKS: GETTING ACQUAINTED

Goals

- To acquaint and involve participants with one another through nonthreatening physical activity.
- To divide a large group into subgroups in a climate of humor and cohesiveness.

Group Size

An unlimited number of participants, preferably divisible by five.

Time Required

Approximately thirty minutes.

Materials

- One set of five Limericks Strips, prepared according to the Directions for Making Limericks Strips, for each five participants.

Physical Setting

A large room in which participants may move about freely.

Process

1. The facilitator posts a demonstration limerick and informs the participants that each of them is to receive one line of the five-line limerick and that their task is to find the other four members of their limerick group.
2. Limerick Strips are randomly distributed, and the search begins.
3. When all quintets have formed, the facilitator asks each subgroup to recite its limerick for the entire group.
4. Subgroups are then instructed to proceed with the task that is specified on the back of their set of Limericks Strips.
5. After ten minutes, the facilitator requests that one member from each group report, in turn, on the group’s discussion.
Variations

- Couplets or haiku can be used for smaller subgroups.
- Prose selections, such as fables, can be used to form larger subgroups.
DIRECTIONS FOR MAKING LIMERICKS STRIPS

Each five-line limerick (see samples following) is typed triple-spaced on a 3" x 5" card. On the reverse side of the card, the group’s task is typed, as follows:

Your group’s task is to discuss individuals’ expectations concerning this training event. At the end of ten minutes, the facilitator will ask for a brief report on your discussion.

Each card is then cut into five strips, one limerick line to each strip.

Sample Limericks

He received from some thoughtful relations
A spittoon with superb decorations.
When asked was he pleased,
He grimaced and wheezed,
“It’s beyond all my expectorations.”

The limerick is furtive and mean;
You must keep it in close quarantine,
Or it sneaks to the slums
And promptly becomes
Disorderly, drunk, and obscene.

The limerick packs laughs anatomical
Into space that is quite economical.
But the good ones I’ve seen
So seldom are clean,
And the clean ones so seldom are comical!

Elton John stopped off once in Hong Kong
And composed a new national song.
The song that he wrote
Was all in one note,
But it sounded superb on a gong.

There was a young lady named Bright
Whose speed was much faster than light.
She went out one day
In a relative way
And returned on the previous night.

A wonderful bird is the pelican.
His mouth can hold more than his belican.
He can take in his beak
Enough food for a week.
I’m darned if I know how the helican.

A certain young lady named Hannah
Was caught in a flood in Montannah.
As she floated away,
Her beau, so they say,
Accompanied her on the piannah.

There was a young man from the city
Who met what he thought was a kitty.
He gave it a pat
And said, “Nice little cat.”
They buried his clothes, out of pity.

God’s plan made a hopeful beginning,
But man spoiled his chances by sinning.
We trust that the story
Will end in God’s glory
But, at present, the other side’s winning.

There was a young girl named Irene
Who was chosen as Stock Exchange Queen,
For when in the mood,
Was successfully wooed
By Merrill, Lynch, Fenner, and Beane.

There was an old man from Nantucket
Who kept all his cash in a bucket.
His young daughter Nan
Ran off with a man
And as for the bucket, Nantucket.

A tutor who tooted the flute
Tried to tutor two tooters to toot.
Said the two to the tutor
“Is it harder to toot, or
To tutor two tooters to toot?”

Disorderly, drunk, and obscene. They buried his clothes, out of pity.

The limerick packs laughs anatomical Into space that is quite economical. But the good ones I’ve seen So seldom are clean, And the clean ones so seldom are comical!

Disorderly, drunk, and obscene. They buried his clothes, out of pity.

The limerick packs laughs anatomical Into space that is quite economical. But the good ones I’ve seen So seldom are clean, And the clean ones so seldom are comical!

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The limerick packs laughs anatomical Into space that is quite economical. But the good ones I’ve seen So seldom are clean, And the clean ones so seldom are comical!
TWO-FOUR-EIGHT: BUILDING TEAMS

Goal
- To divide a large group into workable subgroups in such a way as to increase group cohesiveness and identity.

Group Size
Any number. The example is based on thirty-two participants who are divided into four subgroups. This design is easily adaptable to groups of other sizes.

Time Required
Approximately thirty minutes.

Physical Setting
Participants should sit on chairs which can be moved easily as subgroups form.

Process
1. Participants are asked to number themselves off using “one, two, one, two,” etc., in order to form two large subgroups.
2. Participants labeled “one” are asked to stand on one side of the room and those labeled “two” on the other side.
3. Each number one invites a number two to form a pair. Number ones are asked to invite someone they do not know or, if they know all participants, someone they do not know well. Pairs move to a neutral location until all have been formed.
4. The facilitator divides the pairs into two groups of eight pairs each, which relocate on opposite sides of the room.
5. After a consultation that should take no more than three minutes, a pair from one side of the room invites a pair from the opposite side of the room to form a quartet. A pair may not decline an invitation to join another pair. One by one, pairs from the same side of the room issue invitations until all eight quartets are formed.
6. The quartets then caucus for no more than three minutes to determine which other quartet they would like to join.
7. Quartets successively ask another quartet to join them. Invitations to join may be declined. If an invitation is declined, the next quartet makes its offer. This process continues until all quartets have been chosen.
8. The octets are now ready to work. Their first task is to discuss the experience of choosing and being chosen.

**Variations**

- Invitations to join may be rejected in forming the various groupings.

- To achieve maximum heterogeneity, participants are urged to invite only the persons they know least well. After octets are formed, the facilitator shifts membership to get an even representation in each subgroup based on some relevant criteria, such as no supervisor and subordinate in the same group, proportional representation by males and females, or age. The criteria can be announced prior to the invitations or following.

- Open-ended statements can be provided at each stage of the teams’ formation to heighten the developmental process. Examples:

  Pairs: I chose you because . . .
  
  When you chose me, I felt . . .

  Quartets: We chose you because . . .
  
  Our reaction to being chosen was . . .

  Octets: My first impression of you was . . .
  
  Right now I’m feeling . . .
**BEST FRIEND: A GETTING-ACQUAINTED ACTIVITY**

**Goals**
- To afford participants the opportunity to introduce themselves in a nonthreatening manner.
- To develop a climate for group interaction by sharing personal information.

**Group Size**
Any number of subgroups of eight to ten participants each.

**Time Required**
Approximately forty-five minutes.

**Materials**
- A Best Friend Introduction Sheet for each participant.
- A blank sheet of paper and a pencil for each participant.

**Physical Setting**
An empty chair should be set in the center of the room.

**Process**
1. The facilitator briefly discusses the goals of the activity.
2. The facilitator instructs the participants to “identify in your own mind that one person outside this subgroup who you think knows you better than anyone else—it may be your mother, father, wife, husband, brother, sister, or a close friend. We will call this person your ‘best friend.’ ”
3. The facilitator distributes the Best Friend Introduction Sheets and pencils and tells the participants to complete the sheets according to the instructions given. (Five to eight minutes.)
4. Using the data from the Best Friend Introduction Sheet, each participant in turn is directed to stand behind the empty chair in the middle of the group and to introduce himself or herself as his or her “best friend” would be expected to do it. Other
information not on the sheet may also be added to the introduction. (Approximately two minutes each.)

5. During the introductions, other participants are encouraged to make note of information they might wish to pursue with each person being introduced. (Questions and comments are prohibited until all participants are introduced.)

6. The facilitator leads a discussion of the activity, including relevant questions, comments, and feedback to the participants. The group participants then discuss what they learned about themselves, and then about each other, as a result of the activity.

**Variations**

- After step 3, participants can be grouped in pairs to share the information on their Best Friend Introduction Sheets. They can be instructed to introduce each other to the entire group.
- Participants can be encouraged to respond personally to the items on the Best Friend Introduction Sheet, i.e.:
  
  “I am the kind of person who likes . . .”
  “I very much appreciate and value . . .”
  “Someday I would like to . . .”
- After step 3, the participants can tape their Best Friend Introduction Sheets to their chests and mill around silently, reading the sheets of other participants.

Submitted by Donald L. Garris.
BEST FRIEND INTRODUCTION SHEET

Instructions: Answer the following questions as you would expect your best friend (outside this subgroup) to describe you.
I would like to introduce: __________________________________________________________ (name)

He/she is the kind of person who likes:

1.

2.

3.

He/she greatly appreciates and values:

1.

2.

3.

Some of his/her dislikes or pet peeves are:

1.

2.

3.

Someday he/she would like to:

1.

2.

3.
COLOR ME: GETTING ACQUAINTED

Goals

- To introduce the participants to one another.
- To offer the participants an opportunity to become acquainted in a way that allows them to reveal as much or as little about themselves as they wish.

Group Size

As many as twenty participants.

Time Required

Approximately forty-five minutes with twenty participants.

Materials

- A copy of the Color Me Information Sheet for each participant.
- A newsprint flip chart and a felt-tipped marker.
- Masking tape for posting newsprint.

Physical Setting

A room with movable chairs arranged in a circle.

Process

1. The facilitator welcomes the participants and announces that the upcoming activity will give them a chance to become acquainted with one another.

2. Each participant is given a copy of the Color Me Information Sheet and is asked to read the sheet and to be prepared to introduce himself or herself on the basis of a color discussed on the sheet. The facilitator gives the following instructions for choosing a color and making an introduction:

   - The color choice may be based either on how the participant presently characterizes himself or herself or on how the participant would like to be perceived. The choice should not be based on a color preference but rather on the characteristics associated with a particular color.
The participant may share as little or as much personal information as he or she wishes.

The introduction is to be stated in these terms: “My name is and you can color me because.”

The facilitator writes the introduction phraseology on newsprint and posts the newsprint so that the participants can refer to it during the introduction process. (Ten minutes.)

3. The facilitator asks the participants to take turns introducing themselves.
   (Approximately one minute per participant.)

4. The facilitator leads a brief concluding discussion by asking questions such as these:
   - What went through your mind in choosing a color to represent yourself? How did you feel when introducing yourself?
   - What similarities did you notice in the introductions? What differences did you notice? How do you account for those similarities and differences?
   - What did you learn about introducing yourself to a group of new people? What can be generalized about first meetings?
   - When you meet people for the first time on the job or are responsible for assisting others in meeting people, how can you use what you have learned?

**Variations**

- If the activity is used to begin diversity-awareness training, the facilitator may add this question to step 4, second item: How might race, ethnicity, creed, background, or other affiliations have affected the similarities or differences in choices of color or in introductions?
- If there are more than twenty participants, the facilitator may assemble subgroups for step 3.
- The facilitator may provide swatches of fabric in the information-sheet colors and ask each participant to choose the appropriate color of swatch and to wear that swatch attached to his or her name tag. The fabric device serves as a conversation starter between or among participants from different subgroups.
- The participants may be asked to circulate around the room, introducing themselves one on one.
- Participants who choose the same color may be instructed to meet and discuss their reasons for choosing that color. Spokespersons from the color subgroups should summarize reasons for the total group.

Submitted by Jacque Chapman.
COLOR ME INFORMATION SHEET ¹

Instructions: You will be asked to introduce yourself to the group by selecting one of the colors described below, based on the characteristics of that color rather than your preference for that color. When you introduce yourself, state how these characteristics apply to you.

Red is the color of extroversion, of people with desire, appetite, and a will to live fully. Those who identify with this color have great interest in the world rather than in themselves and are somewhat aggressive, impulsive, and perhaps athletic. They tend to exaggerate and are quick to let others know their feelings and emotions. “Red” people form opinions rapidly, express them boldly, and choose sides quickly but may be swayed easily from one viewpoint to another.

Orange connotes people who are extroverted but are less aggressive and intense than those who choose red. Orange is the color of expectation and optimism. “Orange” people are able to make friends readily; they have a remarkable talent for small talk. They are generally good natured, likable, and social. Those who select orange care profoundly for people and are natural-born politicians.

Yellow is a radiant color associated with a high intellect and is preferred by those who have great expectations and who diligently seek self-fulfillment. “Yellows” are well aware of contemporary happenings, have superior minds, and enjoy using their minds. They may tend to be aloof, though not shy. They are often liked and admired for their orderly minds.

Green is preferred by those who exhibit a balance between introversion and extroversion. They are constant, persevering, sensible, and respectable, while being social with many friends. They are also ambitious but not unduly aggressive. Of top importance to “green” people are social standing, financial position, and reputation.

Blue represents people who prefer a calm life—neat and orderly, with peace and tranquility. They are introverts, often deliberate and introspective but not too intellectual. “Blue” people are steady, diligent, hard working, and with the persistence to become successful and make a lot of money. They are admired and respected for their sensitivity to others and their secure hold on their emotions. “Blues” know how to concentrate and how to accept responsibilities and obligations.

Purple is for those who are introspective, probably temperamental, and creative. They have a deep understanding and observe subtle things that go unnoticed by the average

¹ Adapted with the permission of Macmillan Publishing Company from COLOR IN YOUR WORLD, Revised Edition by Faber Birren. Copyright © 1962 by Crowell-Collier Publishing Company. Copyright © 1977 by Faber Birren.
person. “Purples” have grand ideas about how the world should be; they have things to do that are meaningful and to which they are passionately devoted. They are versatile in the arts, are seekers of culture, and admire artists.

**Brown** is preferred by those who are steady in their ways, persistent and tenacious, rational, and sensible. “Brown” people tend to indulge themselves; they have an ageless quality and never seem to change. They are able to think things through and assume responsibilities. They never seem to make promises that they do not intend to carry out, and they are conscientious in all they undertake.

**White** is totality, the blend of all colors, sometimes thought of as impersonal. Those with a preference for white cherish innocence, purity, and chastity.

**Black** represents a number of things to different people. Although it is associated with mourning, in other situations it represents sophistication, wit, savoir-faire, poise, discretion, and sagacity. Those preferring black choose to look life coolly in the eye and bravely challenge it. They mind their own business and want others to do the same.
GROUP SAVINGS BANK: AN INTRODUCTORY ACTIVITY

Goals

- To help the participants to become acquainted with one another.
- To develop the participants’ readiness for involvement at the beginning of a group session.
- To provide the participants with an opportunity to experiment with abandoning old behaviors and/or adopting new behaviors.

Group Size

A maximum of ten trios.

Time Required

Approximately forty-five minutes.

Materials

- Three large signs designated as Sign 1, Sign 2, and Sign 3, respectively, and printed with copy as follows:
  - Sign 1: Welcome. You are to work on your own to complete the first phase of this group session. Start now with Sign 2.
  - Sign 2: Think for a moment about two services offered by banks: the use of a safe-deposit box and the provision of loans.
  - Sign 3: This is the newly formed Group Savings Bank, which offers unique safe-deposit and loan services that will be of use to you. Pick up a copy of the handout entitled “Group Savings Bank Procedures” and follow the instructions provided.

- A copy of the Group Savings Bank Procedures for each participant.
- Masking tape.
- A pencil for each participant.
- An envelope for each participant.
- A number of index cards equivalent to approximately ten times the number of participants.
- A shoe box.
**Physical Setting**

A room large enough to accommodate all participants as they complete their individual banking activities. Movable chairs should be provided for the participants. Sign 1 should be placed at the entrance to the room, Sign 2 farther into the room, and Sign 3 on the wall above a table holding the pencils, envelopes, index cards, and shoe box.

**Process**

1. As each participant arrives, he or she follows the written directions on the three signs and the procedures handout. The facilitator monitors and observes this process and answers questions as necessary. (Fifteen minutes.)
2. After all of the participants have arrived and completed the introductory banking activities, the facilitator assembles the participants into trios and instructs the members of each trio to share the contents of their deposits, loans, and grants. (Ten minutes.)
3. New trios are formed, and the members of each trio again share the results of their banking transactions. (Ten minutes.)
4. New trios are formed again, and step 3 is repeated. (Ten minutes.)
5. The facilitator directs the participants’ attention to the content of the rest of the activity.

**Variations**

- Between steps 4 and 5, the facilitator may ask the participants to form subgroups on the basis of similar desired qualities or behaviors. Within these subgroups the participants contract for new behaviors.
- This activity may be used at the beginning of an extended workshop. In this case the procedures handout should be altered to include the following paragraph:

  The bank will remain open during the entire workshop. If, at any time, you find it necessary either to make a withdrawal from your safe-deposit box or to take out a loan or grant in order to use a specific quality or behavior, you are welcome to return to the bank to do so. Similarly, you may make a deposit whenever you wish.

The facilitator may also want to lead a total group discussion between steps 4 and 5 by asking the following questions:

- How did you feel when you deposited some of your characteristic qualities and behaviors? How did you feel when you assumed loans or grants?
- From what you have heard about the qualities and behaviors deposited and assumed, what is your sense of the members of this group?
How can you help yourself to retain the qualities and behaviors that you desire for this workshop? How can you obtain help from the other members in this regard?

Intermittently throughout the workshop and at the closing, the participants share feedback with one another regarding their success at abandoning and adopting specific behaviors.
GROUP SAVINGS BANK PROCEDURES

The bank materials on this table include pencils, envelopes, index cards, and a shoe box. Write your name on the outside of one of the envelopes, which will serve as your safe-deposit box. It is to be stored at the bank in the shoe box.

Next think of several different qualities or behaviors that you see as characteristic of yourself. If you would like to abandon one of these qualities or behaviors from time to time, write it on an index card and place it in your safe-deposit box. Use as many cards as you need for this purpose.

In addition, the bank will provide qualities or behaviors that you desire but do not already possess. Such a provision can be either a short-term loan or a permanent grant. To make use of this service, designate on an index card whether you want a loan or a grant and write the quality or behavior that you wish to assume; then keep the card. Again, use as many cards as you need for this purpose.

If you have any questions regarding bank services, direct them to your facilitator. After you have completed the tasks described in this handout, wait until the facilitator instructs you further.
WHO AM I?:
A GETTING-ACQUAINTED ACTIVITY

Goal

- To allow participants to become acquainted quickly in a relatively nonthreatening way.

Group Size

Unlimited.

Time Required

Approximately forty-five minutes.

Materials

- For each participant: one 8½" x 11" sheet of paper with the question, “Who am I?” written in one-inch letters at the top.
- Pencil for each participant.
- Piece of masking tape, a safety pin, or a straight pin for each participant.

Physical Setting

Large room in which participants may move freely.

Process

1. Participants receive the materials and are allowed ten minutes in which to write ten different answers to the question, “Who am I?” The facilitator should stress legibility, because participants must be able to read these answers easily from a distance.
2. The participants fasten their completed sheets to the front of their clothing.
3. Participants circulate in a cocktail-party fashion, but without speaking. They are instructed to make eye contact with each person they encounter.
4. The facilitator asks participants to move on to another person about every two minutes.
5. After this nonverbal phase, participants are told to return to two or three different people they thought would be interesting. They may now talk with each other. They may be encouraged to ask questions which they ordinarily would not.

Variations

- Instead of the question, “Who am I?,” participants can be instructed to complete the open-ended statement, “I am becoming the kind of person who . . .” Another focus can be made by using the incomplete sentence, “I am pretending that . . .” (It is important that at least ten different responses be called for, so that participants move beyond superficial self-disclosure.)

- Participants may be asked to avoid giving demographic data in their answers. The facilitator may illustrate by pointing out the difference between “What am I?” (husband, father, counselor, etc.) and “Who am I?” (tense, a taker of risks, managing myself toward openness, etc.).

- Self-descriptive adjectives can be called for instead of answers to the question. A second column of adjectives could be in response to the question, “How would I like to be?”

- Participants may be permitted to speak in step 3.

- After the processing, participants can tape their sheets to a wall, so that the complete getting-acquainted data are available for study at all times. Persons may be encouraged to edit their sheets at any time during the training event.

- As a closure activity, participants may be instructed to write what they learned during the training. The type of learning or topic may vary. For example, in a personal growth laboratory the topic can be, “What I learned about me”; in a leadership/management development laboratory, the topic could simply be, “What I learned” or “What I am going to do differently.”
WHO AM I?” VARIATIONS:
A GETTING-ACQUAINTED ACTIVITY

Goal
- To allow participants to become acquainted quickly in a relatively nonthreatening way. (These variations may be especially appropriate for participants who have difficulty writing about themselves.)

Group Size
Unlimited.

Time Required
Approximately forty-five minutes.

Materials
- Sheets of paper, 12" x 20", one to be fastened around each participant’s neck “bib style,” with a string.
- Ball of string and scissors.
- Pencils or felt-tipped markers.

Physical Setting
Large room in which participants may move freely.

Process
1. Participants receive the materials and are allowed ten minutes for any of the following activities to introduce themselves to fellow participants. The facilitator may choose one variation for all participants or allow participants to choose any variation they wish.
   - Participants may draw a picture or pictures of themselves: a caricature, a cartoon strip, etc.
   - Participants may draw a pie with different-sized wedges to illustrate percentages of themselves devoted to certain life focuses—for example, a love distribution pie or an energy pie.
Participants may draw a “life line”—a graph of their lives to the present, showing high points—or a projected total life line that indicates where they are now.

Participants may write a series of words, such as adjectives. Words might be selected through free association.

Specialty groups, such as musicians, math engineers, or chemists, may identify themselves with their own symbols.

Participants may draw pictures of animals, objects, or music with which they identify.

Participants may write words to indicate their own values.

2. The participants tie their completed sheets around their own necks.

3. Participants circulate in cocktail-party fashion, but without speaking. (Background music is optional.)

4. The facilitator asks participants to move on to a new person every minute for a total of ten to fifteen “meetings.”

5. After this nonverbal phase, the participants are told to return to two or three people they thought would be interesting, based on their previous encounters. They may now speak to one another. They may be encouraged to ask questions they ordinarily would not ask.

Variations

Instead of the question, “Who am I?,” participants can complete the open-ended statement, “I am becoming the kind of person who . . .” or the sentence, “I am pretending that . . .” (It is important that at least ten different responses be called for, so that participants move beyond superficial self-disclosure.)

Participants may be asked to avoid giving demographic data in their answers. The facilitator may illustrate by pointing out the difference between “What am I?” (husband, father, counselor, etc.) and “Who am I?” (tense, a taker of risks, managing myself toward openness, etc.).

Self-descriptive adjectives can be called for instead of answers to the question. A second column of adjectives could be in response to the question, “How would I like to be?”

Participants may be permitted to speak in step 3.

After the processing, participants can post their sheets on a wall, so that all the getting-acquainted data are available for study at all times. Participants may edit their sheets at any time during the training event.
As a closure activity, participants may be instructed to write what they learned during the training. The content may be varied. For example, in a personal growth laboratory the topic could be, “What I learned about me”; in a leadership/management development laboratory, the topic could simply be, “What I learned” or “What I am going to do differently.”
FIRST NAMES, FIRST IMPRESSIONS: A FEEDBACK ACTIVITY

Goals
- To get acquainted with other members of a small group.
- To discover one’s initial impact on others.
- To study phenomena related to first impressions—their accuracy and effects.

Group Size
Six to twelve participants.

Time Required
Approximately one hour.

Materials
- Two sheets of paper and a pencil for each participant.

Physical Setting
Group members should be seated in a circle, with lapboards for writing.

Process
1. At the first meeting of the group, the facilitator directs the participants to give their first names and one or two significant facts about themselves.
2. Participants are then instructed to turn their chairs around, away from the circle, so that they cannot see the other group members. They are told to write down as many of the first names as they can remember.
3. After about three minutes, they turn their chairs back toward the group and find out whose names they forgot. They may ask for additional information to attach to the names that they found difficult to remember.
4. The group discusses names, feelings attached to them, difficulties experienced in remembering them, and reactions of the participants whose names were not remembered.
5. The facilitator hands out additional sheets of paper, and participants are directed to write a group roster (names in the same order on each). Then they are asked to note briefly their first impressions of each group member.

6. These first-impressions papers are collected by the facilitator. Without revealing the identity of the writers, the facilitator reads all impressions of the first participant, who is then asked to comment on the accuracy of the impressions, his or her feelings while hearing them, and surprising items. Then all impressions of the second participant are read aloud, reacted to, and so on.

7. The group members discuss the accuracy of first-impression data, the effects of first impressions, and their reactions to this activity.

Variations

- Each participant reads aloud his or her first impressions of each of the other members of the group.
- Present impressions can be substituted for first impressions, if participants have known one another before.
- First and present impressions can be used.
- Participants can be instructed to predict what impressions they will hear.
- Participants can be encouraged to include negative and puzzling impressions of one another.
- The person receiving feedback can be directed to make a poster displaying what everyone says about him or her.

Submitted by John E. Jones.
LABELING: A GETTING-ACQUAINTED ACTIVITY

Goals

- To provide opportunities to become acquainted with other members of a group.
- To promote feedback and self-disclosure among participants regarding initial perceptions.

Group Size

Up to thirty participants.

Time Required

Approximately one hour.

Materials

- Twelve blank name tags, labels, or strips of masking tape for each participant.
- A copy of the Labeling Category List for each participant.
- A copy of the Labeling Interview Sheet for each participant.
- Pencils or felt-tipped markers.

Physical Setting

A room large enough to allow participants to move around and talk in pairs.

Process

1. The facilitator describes the activity and discusses its goals.
2. The facilitator presents a lecturette on first impressions.
3. The facilitator distributes a copy of the Labeling Category List to each participant.
   Each participant is told to copy each category on a separate blank name tag, label, or strip of masking tape.
4. Participants mill around and choose a person who seems to fit each category best.
   Participants stick a category label on the clothing of the person they select and engage in a one-minute conversation with that person. (Approximately twenty minutes.)
5. The facilitator forms subgroups of five to seven members each and instructs them to discuss their reactions to being categorized and labeled (or not labeled) by others’ first impressions. (Approximately fifteen minutes.)

6. The facilitator forms pairs, instructing participants to choose someone whom they would like to know better.

7. When all pairs are formed and seated separately, the facilitator distributes a copy of the Labeling Interview Sheet to each participant and answers procedural questions.

8. Pairs are allotted ten minutes (five minutes per person) for interviewing. The facilitator stresses the use of nontraditional questions by the interviewer.

9. The total group meets together, and each participant introduces his or her partner.

10. The facilitator leads a discussion on the outcomes of the activity.

**Variations**

- Participants can generate their own list of categories.
- When there is a large number of participants, subgroups of six to twelve can be formed for the introductions, following the paired interviews. Thus, the activity can be part of a group-building design.
- Each of the two components of the activity can be used separately.
- The number of labels given participants may be varied according to the size of the total group.

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Submitted by Charles L. Kormanski.
<table>
<thead>
<tr>
<th>Happy</th>
<th>Fun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendly</td>
<td>Sexy</td>
</tr>
<tr>
<td>Sincere</td>
<td>Commands Respect</td>
</tr>
<tr>
<td>Intelligent</td>
<td>Mysterious</td>
</tr>
<tr>
<td>Aloof</td>
<td>Warm</td>
</tr>
<tr>
<td>Fatherly</td>
<td>Motherly</td>
</tr>
</tbody>
</table>
LABELING INTERVIEW SHEET

Instructions: Each of you will interview the other. The interviewer will choose five nontraditional questions to ask. (Some examples are provided below. You may, however, create your own questions.) Following the first interview, you will reverse roles. After both interviews, you will introduce your partner to the group.

Examples of nontraditional questions:

What is your favorite object?
How do you feel right now?
Whom do you trust the most?
What do you most often dream about?
Where do you go to be alone?
What do you think is very exotic?
How would you define friendship?
When do you feel most affectionate?
What value is most important to you?
When do you feel most comfortable?
What do you expect of me?
If you weren’t what you are, what would you be?
When do you feel uncomfortable?
How do you deal with your own anger?
Under what circumstances would you tell a lie?
What is difficult for you to do?
What is a favorite joke of yours?
LEARNING EXCHANGE: A GETTING-ACQUAINTED ACTIVITY

Goals
- To provide an opportunity for participants to get to know one another.
- To demonstrate the knowledge and skills that the participants have brought to the group.
- To raise awareness of factors that enhance the teaching-learning process.

Group Size
Any number of pairs.

Time Required
Approximately one hour.

Materials
- A blank 3” x 5” index card for each participant.
- Blank paper and a pencil for each participant.
- Newsprint and felt-tipped markers.

Physical Setting
A room large enough that each pair can work without disturbing the others.

Process
1. The facilitator introduces the goals of the activity. He or she states that much of what we learn has little to do with schools or teachers but, rather, occurs as people seek to pursue their hobbies or to solve life’s daily problems. Examples are learning how to repair a faucet, make chili con carne, take out a second mortgage, mix cement, or plan a political campaign.
2. The facilitator encourages the participants to recall some of the skills they have acquired in this informal way during the past year and to select one or two of these skills that they could teach to another person.
3. The facilitator distributes blank index cards, blank paper, and pencils to the participants and says that participants are to write their names and the skills they are prepared to teach on the index cards.

4. The facilitator collects the skill cards, lays them out in the middle of the room, and directs the participants to examine all the cards and either select a skill they would like to learn or agree to teach their skill to another participant. (Five minutes.)

5. The pairs of participants, each consisting of a teacher and a learner, then engage in the teaching-learning process. If they wish, the learners may take notes. (Ten minutes.)

6. The selection and teaching-learning process is repeated with different pairs of participants. (Ten minutes.)

7. The entire group reconvenes, and participants report briefly on their experiences during the teaching-learning sessions. (Ten minutes.)

8. The facilitator lists on newsprint the factors that seem to enhance teaching and learning as these are identified by the participants and then leads a brief discussion of how these learnings can be used. (Ten minutes.)

**Variations**

- The participants can list learning needs rather than skills. These learning needs can then be reviewed by all the participants in order to identify those members who can teach the desired skills.
- The activity can be conducted only once.
- In debriefing the activity, the facilitator can use the principles for effective learning and teaching that are agreed on by the participants to establish categories for a feedback sheet to monitor subsequent progress of the learning group.
REBUS NAMES: GETTING ACQUAINTED

 Goals
- To facilitate the getting-acquainted process among members of a new group.
- To facilitate the involvement and interaction of individuals in a newly formed group.

 Group Size
Subgroups of three to five members each.

 Time Required
One hour.

 Materials
- A copy of the Rebus Names Sample Sheet for each participant.
- Two sheets of blank paper for each participant.
- A felt-tipped marker or crayon for each participant.
- Newsprint.
- Masking tape.

 Physical Setting
A room large enough for the participants to move around comfortably and ample writing surfaces for all participants.

 Process
1. The facilitator introduces the activity as one that will be fun and will help the participants to learn one another’s names.
2. The facilitator states that memory experts agree that developing a visual image to accompany a name can be an aid in remembering the name. The facilitator says that, in this activity, the group members will provide images of their own names to aid the other members in remembering those names.
3. The facilitator distributes a copy of the Rebus Names Sample Sheet, two sheets of blank paper, and a felt-tipped marker or crayon to each participant and says that each participant will be drawing symbols or pictures to represent the syllables of, or portions of, his or her own first and last names. Shortened forms of proper names,
e.g., “Bill,” “Art,” “Patty,” may be used. Words and/or letters may not be used except as illustrations forming part of a picture. (The participants are referred to the illustrated names on their Rebus Names Sample Sheets.) The facilitator emphasizes that artistic talent is not a factor in this activity. (Five minutes.)

4. The facilitator announces a practice session and divides the participants into subgroups of three to five members each. Each subgroup is given a sheet of newsprint and is told that, as a “practice” activity, it will draw a rebus-like illustration of the name of a famous person. The facilitator then assigns one of the following names to each subgroup and tells the subgroups to keep their assigned names confidential until the completion of this phase of the activity.

- Neil Armstrong
- Oscar Hammerstein
- Socrates
- Art Carney
- Napoleon Bonaparte
- Winston Churchill

(Ten minutes.)

5. The practice drawings are posted, and the participants guess the names that are illustrated. (Ten minutes.)

6. The facilitator announces the beginning of the personal rebus round and reminds the participants to illustrate their own first and last names. The facilitator may serve as an advisor to participants if requested to do so during this step. (Five minutes.)

7. When the name drawings are completed, masking tape is distributed, and the participants are directed to tape their drawings to their chests and to mill around, guessing the names of the other participants and compiling a list of as many names as they can decipher. (Twenty minutes.)

8. Still wearing their drawings, the participants stand in a circle and, one by one, announce their names and the names by which they wish to be addressed. Any questions about names may be answered at this time. (Ten minutes.)

9. The participants volunteer their reactions to the activity.

Variations

- Participants can work in pairs to produce their name drawings.
- A prize can be awarded to the person who deciphers the most names.
- Name puzzles can be worn for reference during the beginning session.

Submitted by Anne Davis Toppins.
REBUS NAMES SAMPLE SHEET

A “rebus” is a representation of a word or phrase by pictures or symbols that suggests that word or phrase or its syllables. The following rebuses illustrate the syllables of the names of famous people.

Woodrow Wilson

George Washington
GETTING TO KNOW YOU: DIFFERENT APPROACHES, DIFFERENT PERCEPTIONS

Goals

- To introduce group members to one another.
- To demonstrate that our perceptions of others and our interactions with them are influenced by the information we solicit from them.

Group Size

Five to ten pairs.

Time Required

One to one and one-half hours. (Larger groups will require more time.)

Materials

- A Getting To Know You Instruction Sheet for each participant. (Those participants who receive “Self-Disclosure” instructions must be paired with others who have the same instructions.)
- A pencil for each participant.

Physical Setting

A room in which the pairs can work without distracting one another.

Process

1. The facilitator introduces the activity only as a getting-acquainted activity.
2. The group members are paired off into pairs, preferably with persons whom they do not know well.
3. The members of the pairs are told that they will be getting to know one another in a manner that will be directed by the instruction sheets that they will receive and that after they become acquainted with their partners, they will introduce their partners to the group. Each person is encouraged to take notes on his or her partner’s responses to attempts to become acquainted.
4. Each participant is given one of the Getting To Know You Instruction Sheets and a pencil. (If one member of any pair receives the “Self-Disclosure” instruction sheet, his or her partner also must receive a “Self-Disclosure” instruction sheet. Any
combination of the other instruction sheets is permitted.) The participants are told not to share their instructions with anyone, including their partners.

5. The participants are directed to take a few minutes to read their instructions and to plan how they will attempt to become acquainted with their partners, based on their instructions.

6. Each pair is directed to find a place in the room and to take ten minutes (five minutes per person) to become acquainted. The facilitator informs the pairs when five minutes have passed. (Ten minutes.)

7. The total group is reconvened, and the participants are told that they will now introduce their partners to the group and that their introductions should only contain information gained during their "getting-acquainted" conversations, not their initial instructions. Each person then introduces his or her partner to the group. (Two or three minutes per participant.)

8. The facilitator reveals how the interviews were structured. (Five minutes.)

9. The group discusses the activity. The following questions can be asked:

   - How did it feel to have someone try to get to know you in this way? to try to get to know someone else in this way? If it was frustrating, why was that? How effective was this method of getting to know someone?
   - How did you feel about being introduced to the group?
   - How do you think the manner in which you were introduced to the group might influence how people relate to you in the future?
   - What did you learn from this activity? How can you use this insight in the future?
   - What can you summarize about effective approaches to getting to know someone? What can you summarize about forming perceptions?

   (Twenty minutes.)

**Variations**

- One person can be interviewed by several other people, each of whom has different instructions, and then introduced to the group by each of them. The different perceptions of the one person then can be compared and discussed.
- The mix of instruction sheets can be varied.
- After step 9, another round of interviewing can be conducted with everyone using the method that the group considers to be the most effective.

Submitted by David E. Whiteside.
GETTING TO KNOW YOU INSTRUCTION SHEETS

Each instruction sheet should be reproduced on a separate, full sheet of paper, so that the participant has room to take notes. Each participant should receive only one instruction sheet.

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**Getting To Know You (Whatever)**

You are to get to know this person by asking him or her any questions you like, as you would normally.

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**Getting To Know You (Physical)**

Get to know this person only by asking questions about his or her body, health, or physical activities. For example: “How much do you weigh?,” “What kind of illnesses have you had?,” “What do you currently do for exercise?”

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**Getting To Know You (Attitudes)**

Get to know this person only by asking about his or her likes, dislikes, opinions, values, preferences, etc. For example: “What is your favorite color?,” “Do you like your job?,” “How do you feel about the President of the United States?” Do not ask factual questions such as “Where are you from?,” “Are you married?,” etc.

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**Getting To Know You (Family)**

Get to know this person only by asking questions about his or her family of origin. For example: “How big was your family?,” “Whom were you closest to?,” etc.

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**Getting To Know You (Job)**

Get to know this person only by asking questions about his or her job or career (past, present, or future). For example: “What kind of work do you do?,” “Do you like it?,” “What kinds of jobs have you had in the past?,” etc.
**Getting To Know You (Analogy)**

Get to know this person *only* by asking him or her to respond to a series of questions using this format: “If you were a ______________, what ________________ would you be?” For example: “If you were a color, what color would you be?,” “If you were an animal, what animal would you be?,” etc.

**Getting To Know You (Opposite Sex)**

Get to know this person *only* by asking questions about his or her relationships (past, present, or future) with the opposite sex. For example: “What kind of men (women) do you like?,” “Are you involved with someone now?,” “Did you have many male (female) friends when you were a child?,” etc.

**Getting To Know You (Facts)**

Get to know this person *only* by asking factual questions. For example: “Where were you born?,” “How long have you worked at your present job?,” etc. Do *not* ask questions about the person’s likes, dislikes, feelings, attitudes, etc.

**Getting To Know You (Self-Disclosure)**

You and your partner are to get to know each other by taking turns telling each other about yourselves. Mention whatever you think would enable the other person to get to know you. When one of you is talking, the listener is not to ask any questions. (You must be paired with someone who has the same instructions.)
I REPRESENT: A WORLD MEETING

Goals

- To facilitate the getting-acquainted process.
- To enable participants to express indirectly how they would like to be perceived.

Group Size

Twelve to twenty-four participants.

Time Required

One to one and one-half hours.

Materials

- A blank self-stick name tag for each participant.
- A narrow felt-tipped marker for each participant.

Physical Setting

A room large enough for participants to move about and converse with one another.

Process

1. The facilitator announces the first goal of the activity.
2. Each participant is given a blank name tag and a felt-tipped marker.
3. The facilitator asks each participant to select a country that he or she would like to represent at a world meeting and to write the name of that country on the name tag. Any country may be selected except the country in which the participant was born. Each participant is instructed to leave room on the name tag to write his or her own name and three more words.
4. After all participants have selected their countries, the facilitator asks each participant to write two or three words on the name tag to indicate why he or she would be a good representative of that country.
5. Each participant is then asked to write his or her own first name on the name tag and to wear the tag throughout the rest of the activity.
6. The participants move about the room and ask one another questions about the personal importance or significance of the words on the name tags. (Two minutes per participant.)

7. The facilitator reassembles the total group, explains the second goal of the activity, and leads a discussion on the following questions:

- What kinds of words are on the name tags?
- What were the reasons given for the choice of words?
- What connections can you make between the person’s choice of words and the way that person wants to be perceived?
- What conclusions can be drawn about self-presentation from this activity?
- What changes would you like to make in your initial self-presentation?
- What back-home benefits could this activity have?

(Twenty minutes.)

**Variations**

- The participants can be divided into small groups for the conversations.
- Cities can be selected. The participants would be instructed to choose cities in which they were not born.
- Participants can be instructed to select individual countries or states that they have visited. Each participant then shares an experience that he or she had in the chosen country or state.

Submitted by Patrick Doyle.
JUST THE FACTS: GETTING ACQUAINTED

Goals

- To provide an opportunity for members of a group to become acquainted with one another in a nonthreatening manner.
- To create an atmosphere conducive to group interaction and sharing.

Group Size

Five to ten participants.

Time Required

One to one and one-half hours.

Materials

A sheet of blank paper and a pencil for each participant.

Physical Setting

A room that is large enough for all participants to move around and interact.

Process

1. The facilitator introduces the activity as an opportunity for members of the group who do not know one another to become acquainted.

2. The facilitator distributes blank paper and a pencil to each member, then instructs each member to list the names (or identifying characteristics if a name is not known) of the three persons in the room whom they would like to know better. (Three minutes.)

3. After the names have been recorded, the group members are directed to interview each person on their lists and to record three facts about each person. The facilitator specifies the following rules:
   - Only one person may be interviewed at a time.
   - Each interview should take approximately two minutes.
   - The interviewee may not tell the same facts to more than one interviewer.
   - The facts may be obtained through the interviewer’s questions or may be offered spontaneously by the interviewee.
Twenty minutes will be allowed for the activity.

(Two minutes.)

4. During the interviewing phase, the facilitator may need to remind the participants of the rule of one-on-one interactions only. The facilitator also should announce the time in five-minute intervals. (Twenty minutes.)

5. The facilitator calls time and directs the participants to form a circle.

6. The facilitator solicits a volunteer to share the three facts about the first person on his or her list. (The person being described is to remain silent.) Other members are then asked to share any information they learned about that particular person. (Five minutes.)

7. The participants continue (around the circle) to share information. If the first person on someone’s list already has been described, the second person on the list is introduced. This process continues until all participants have shared all their facts about other members of the group. (Five minutes for each group member.)

8. After the sharing process is completed, the facilitator raises the following issues:
   - Do any participants need to correct information given about them?
   - Were any people not on a list? Would they like to share anything about themselves or any feelings?
   - Were any people on a majority of the lists? What are their feelings about being introduced to the other members of the group?

9. The facilitator initiates a brief discussion of the activity. The participants may review surprises they experienced in learning about one another, reactions to the activity, and any changes in their feelings about themselves or the group. The following questions may be considered:
   - How did participants feel during and about the interviewing process?
   - How did participants feel during and about the reporting process (both reporters and those being described)?
   - What were the surprises or disappointments?
   - How have people’s feelings changed since the beginning of the activity?

**Variations**

- The facilitator can provide a list of sample questions. These questions can vary according to the level of readiness of the group members, i.e., factual questions for low readiness, emotional or symbolic questions for high readiness. Examples of such questions include the following:
  - What do you want for your birthday?
- What is your favorite song (color, food, book, dessert)?
- Where were you born?
- What do you like to read?
- Do you have any pets? If so, what kind?
- What would you change if you could change anything in the world?
- What do you like best about yourself?
- Who is your favorite actor or actress (writer, historical figure)?
- What do you dislike most?
- What color (sound, animal, title) typifies you?

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This variation of the classic interview icebreaker activity was submitted by Robert N. Glenn.
CHOOSE AN OBJECT: A GETTING-ACQUAINTED ACTIVITY

Goals
- To increase perception of oneself.
- To provide an opportunity to share personal perceptions.
- To provide an opportunity to receive feedback on perceived behavior.

Group Size
Up to thirty participants.

Time Required
Approximately two hours.

Materials
- A collection of objects—at least twice as many objects as participants—of varying size, weight, composition, tactile sensation (roughness, smoothness, compressibility, etc.), and color.
- A container large enough to accommodate all the objects so that the participants may not see the objects.

Physical Setting
A room in which the participants can be seated in a circle.

Process
1. The facilitator briefly discusses the goals of the activity.
2. The container full of objects is placed in the center of the circle, and the facilitator gives the following directions:
   - At the indicated time, the participants are simultaneously to move to the center of the circle and to select an object that they can identify with from those within the container.
   - Each participant is to identify with a single object.
The participants are to examine as many of the objects as they can before selecting one.

The participants are to make their identification partially, at least, on the basis of color, texture, weight, size, and complexity of the object.

3. The facilitator instructs the participants to return to their original positions as soon as they have selected an object.

4. As soon as all participants have returned to their positions, the facilitator indicates that participants are to explore their objects and their identification with them. (Five minutes.)

5. The facilitator then directs each participant to share verbally with the group his or her identification with the object. (The facilitator encourages the participants to speak in the first person, e.g., “I am rough in some places and smooth in others,” in order to emphasize that the activity involves self-description rather than object description.)

6. The facilitator directs the participants to give feedback to one another as to whether the projected identifications match or do not match their perceptions.

7. The facilitator then divides the participants into subgroups of three or four and indicates that they are to examine one another’s objects and give one another feedback on (a) similarities or dissimilarities with their own object images and (b) their own identification with the objects of others.

8. The observers report on their observations of the activity and the facilitator elicits observations from all members on the learnings gained from the activity.

Variations

- Step 8 can be eliminated.
- More than one of each object can be included.
- Objects can be traded within the subgroup.
- Participants can be instructed to select an object while wearing blindfolds or with their eyes closed.
- Participants can be sent outside to select their objects.
- In a community session, participants can select objects that represent how they see themselves in relation to the group.

Submitted by Donald L. Thompson.
PARSLEY, GARLIC, GINGER, PEPPER: INTRODUCTIONS

Goals

- To introduce the participants to one another.
- To develop an atmosphere conducive to group interaction.

Group Size

Up to thirty participants.

Time Required

Forty-five minutes to one hour.

Materials

- A copy of the Parsley, Garlic, Ginger, Pepper Characteristics Sheets A, B, C, and D for each participant.
- A pencil and a clipboard or other portable writing surface for each participant.
- Signs made in advance to designate corners of the room as “Parsley,” “Garlic,” “Ginger,” and “Pepper.”
- Masking tape for posting signs.

Physical Setting

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

Process

1. The facilitator briefly discusses the goals of the activity, establishing the expectation that the activity will be both useful and fun.
2. The facilitator distributes pencils, portable writing surfaces, and copies of the Parsley, Garlic, Ginger, Pepper Characteristics Sheets A, B, C, and D. Each participant is instructed to choose the one seasoning he or she most identifies with. (Five minutes.)

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3. While the participants are reading, the facilitator labels each corner of the room with a sign indicating one of the seasonings.

4. The participants are instructed to move to the area of the room designated for the seasoning they chose and to form subgroups. It is not important that each type be represented; if no one chooses a particular type, the activity continues without it. (Five minutes.)

5. The facilitator instructs each subgroup to prepare a brief (two to three minute) introduction for itself based on questions like the following:
   - What would be our strengths in a team?
   - What would be our areas for growth?
   - How would we act in a conflict situation?
   - How would we act when there is a problem to be solved?
   - How would we act as a participant in a training event?
   - How would we act as a manager of human resource development?
   - How would we act on a blind date?
   - In what ways do we complement the other seasonings?
   (Ten to fifteen minutes.)

6. Each subgroup introduces its members in terms of the preceding questions or others of their choice. (Ten to fifteen minutes.)

7. The facilitator leads a discussion of how participants can be sensitive to one another during the training. The danger of stereotyping one another is also pointed out. The facilitator elicits discussion using questions such as the following:
   - How did you react to being instructed to place yourself in a group based on certain characteristics?
   - What were your reactions to others in your group during the activity? When making and hearing introductions?
   - What did you learn about being in a homogeneous group?
   - What did you learn about introducing yourself to others? What did you learn about how introductions contribute to setting the atmosphere? How will this help you to be more sensitive to your fellow participants?
   - What implications do these learnings have for you back on the job?
   (Fifteen to twenty minutes.)
Variations

- The facilitator may bring in parsley, garlic, ginger, and pepper for the participants to sample to decide which subgroup to join or for subgroups to use in their descriptions of themselves.
- The activity can be used as an introduction to diversity.
- The activity can be used a part of a team-building effort.

Submitted by Marian K. Prokop.
PARSLEY, GARLIC, GINGER, PEPPER CHARACTERISTICS SHEET A

Parsleys Like:
  Dwight and Mamie Eisenhower
  Good cheddar
  French impressionists
  Disneyland
  Oklahoma!

Famous Parsleys:
  Doris Day
  Pat Boone
  Mary Martin
  Art Linkletter
  Annette Funicello
  Frankie Avalon
  Jane Pauley
  Perry Como
  Marilyn Monroe
  Troy Donahue

Key Traits of Parsleys:
  Crisp
  Fresh
  Tender and traditional

What Parsleys Do:
  Drive station wagons
  Own garden tools
  Make good brownies
  Play Christmas carols on the electric organ
  Have an ice cream freezer

Parsley Careers:
  Librarian
  Antique-reproduction furniture maker
  Keypunch operator
  Dump truck operator
  Roofer
  Home economics teacher
  Carpenter
  Tool-and-die maker
  Crafts worker
  Zoological-park animal feeder
PARSLEY, GARLIC, GINGER, PEPPER CHARACTERISTICS SHEET B

Garlics Like:
Zane Grey and Louis L’Amour
Baked beans
Sports trivia
Square dancing and polkas
Touch football

Famous Garlics:
Dolly Parton
Marlon Brando
Ann-Margret
Harry Belafonte
Tina Turner
John Wayne
Beverly Sills
Omar Sharif
Maria Callas
Rudolf Valentino

Key Traits of Garlics:
Ripe
Generous
Reeking of life

What Garlics Do:
Keep your children, pets, or relatives overnight
Have party snacks and beverages always ready for action
Smoke and overeat without guilt
Leave the tops off wine bottles, rubber cement, and nail polish
Never clean out a drawer or throw anything away

Garlic Careers:
Cosmetologist
Rehabilitation counselor
Bank cashier
Massage therapist
House parent
Shoe salesclerk
Missionary
Newspaper reporter
Orderly
Health-services administrator
PARSLEY, GARLIC, GINGER, PEPPER CHARACTERISTICS SHEET C

Gingers Like:
- Alistair Cooke and Jackie Onassis
- Crisp vegetables
- Oil paintings
- Psychotherapy
- Fresh linen

Famous Gingers:
- Audrey Hepburn
- Humphrey Bogart
- Joanne Woodward
- Laurence Olivier
- Katharine Hepburn
- Andy Warhol
- Joan Crawford
- Truman Capote
- Glenda Jackson
- Frank Sinatra

Key Traits of Gingers:
- Mysterious
- Caustic
- Subtle

What Gingers Do:
- Like old culture, old paintings, old furniture
- Always have four types of mustard on hand
- Edit their conversations before they speak
- Name their pets after characters in literature
- Serve as excellent sources for resolving questions of etiquette

Ginger Careers:
- Archaeologist
- Electrocardiograph technician
- Interior decorator
- Political commentator
- Welder
- Art gallery curator
- Bookbinder
- Air-traffic controller
- Food chemist
- Chamber music choral director
PARSLEY, GARLIC, GINGER, PEPPER CHARACTERISTICS SHEET D

Peppers Like:
Fred Astaire and Ginger Rogers
Hot crab in a chafing dish
Folk art
The Greek Islands
Swan Lake

Famous Peppers:
Lauren Bacall
Groucho Marx
Zsa Zsa Gabor
Cary Grant
Judy Garland
Mickey Rooney
Lena Horne
Gene Kelly
Shirley MacLaine
Phineas T. Barnum

Key Traits of Peppers:
Fiery
Sensuous
Dramatic

What Peppers Do:
Are constantly in motion
Seek out applause
Wear conspicuous jewelry
Drive late-model, expensive cars
Give their children family names, but never call them by their given names

Pepper Careers:
Broadway star
Government spokesperson
Funeral director
Heart transplant surgeon
TV star
Talk show host
Festival organizer
University president
Monarch
Public relations specialist
YOUR BOOK JACKET: GETTING ACQUAINTED

Goals

- To offer the participants an opportunity to become acquainted with one another.
- To offer the participants an opportunity to share personal information with one another in a nonthreatening way.
- To encourage the participants to think creatively.
- To offer a means of increasing participants’ self-esteem.

Group Size

Up to thirty participants.

Time Required

Thirty-five minutes to one hour, depending on the size of the group.

Materials

- Assorted colors of 8½” x 11” construction paper, to allow at least one sheet for each participant. (Lighter shades of paper will be most suitable.)
- Felt-tipped pens in assorted colors, to allow at least one pen for each participant.
- A clipboard or other portable writing surface for each participant.

Physical Setting

A room with chairs in which the participants can sit comfortably.

Process

1. The facilitator announces that the participants will have the opportunity to become acquainted with one another in a creative way and gives the following instructions:
   “Please select one sheet of construction paper and a felt-tipped pen. Fold the construction paper in half lengthwise. This will become your book jacket.”
   (Five minutes.)
2. The facilitator gives further instructions as follows:

“Please close your eyes and participate in a visioning activity with me. It is a beautiful day. You are walking down a street in a busy shopping district. You are passing a popular bookstore. In the front window, you see a display of a book that you have written on a subject that is very important to you. Please open your eyes now and write down the title of your book on the front cover of your book jacket.”

(Five minutes.)

3. The facilitator continues with the following instructions:

“Once again, close your eyes and envision yourself in the bookstore, holding your book. You are proud. You turn the book over and you see a photograph of yourself. There is a paragraph under your picture that shares some interesting information about you and praises you highly. What does it say? Please open your eyes, turn over your book jacket, and write down the paragraph that accompanies your photograph.”

(Five minutes.)

4. Each participant is asked to choose a partner. The members of each pair are instructed to read their book jacket information to each other. Partners are encouraged to ask questions and to share information about themselves as openly as they feel comfortable. (Five minutes.)

5. The total group is reassembled. The facilitator gives these instructions:

“You are to assume the role of editor of your partner’s book. Using what you know about your partner, introduce him or her to the group.”

(Five minutes to thirty minutes, depending on the size of the group.)

6. After all participants have been introduced, the facilitator leads a discussion of the activity based on questions such as the following:

- What were your reactions to thinking about yourself in this way (as an author)?
- What are your feelings about and reactions to sharing this personal information?
- How did you feel when you were being introduced to the group? How do you account for that?
- How is this similar to other situations where you had to get to know people?
- How can you use what you have learned in getting to know people? Helping others get acquainted? Building trust in a group?

(Ten to fifteen minutes.)

**Variations**

- Each person may introduce himself or herself to the group.
Different themes may be highlighted by suggesting in the guided imagery that the participants are visiting a specific section of the bookstore (e.g., business, computer, psychology, history, etc.). The book jackets then will all have the same theme.

The exercise can be extended by having people describe what kind of book it is, what the chapter headings are, how it would begin, and how it would end.

Submitted by Bonnie Jameson.
BINGO: GETTING ACQUAINTED

Goals

- To offer the participants a chance to become acquainted in a nonthreatening way.
- To generate involvement in an upcoming training event.

Group Size

Up to twenty-five participants.

Time Required

Forty-five minutes.

Materials

- One copy of the Bingo Card for each participant. (Note to the facilitator: The cards are easier to handle if they are copied on card stock.)
- A pencil for each participant.
- A copy of the Bingo Caller’s List, completed prior to conducting the activity. The facilitator either may ask the participants to fill in the information on the list as they arrive or, if the information is available in advance, may complete the list before the participants arrive. (Note to the facilitator: If the group is small, one or more spaces on the Bingo Card may be declared “free spaces,” meaning that the space is considered filled.)
- Prizes (optional).

Physical Setting

A room large enough to allow the participants to circulate freely.

Process

1. The facilitator announces that this will be a getting-acquainted activity and gives each participant a copy of the Bingo Card and a pencil. (Five minutes.)
2. The participants are told that they will have twenty minutes to mingle, during which time they are to introduce themselves to one another and “collect” the initials of the
people they meet. One set of initials is written in each box on the Bingo Card, and the boxes may be filled in any order the participant chooses. The facilitator instructs the participants to begin mingling. (Twenty minutes.)

3. After twenty minutes the facilitator calls time and explains that he or she will call out initials from the Bingo Caller’s List. The participant whose initials are called stands and introduces himself or herself to the group by repeating the initials, followed by his or her name and organization or department. (Note to the facilitator: If more than one participant has that set of initials, they introduce themselves in the same round, in any order.) The remaining participants check their Bingo Cards; if they have met that person and collected his or her initials, they draw an “X” through the box containing those initials. The facilitator continues to call out initials until a participant fills a row (horizontally, vertically, or diagonally) of five boxes with X’s. At that time, the participant calls out “Bingo” and is declared the winner. Prizes (optional) are awarded at this time. (Ten minutes.)

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

- How many of you met more than half of the participants? Less? How do you account for the difference?
- What about this activity made it easy to meet people? Difficult?
- What did you learn about the getting-acquainted process?
- How might this be useful to you in the future?

(Ten minutes.)

**Variations**

- Participants may be directed to record names in the “B,” “I,” “N,” “G,” or “O” column, depending on which letter is included in the person’s first or last name (e.g., “Henry James” in the “N” column, “Carly Smith” in the “I” column, etc.).
- Participants may record both the person’s name and organization or department.
- When a participant’s name is called, each may be asked to respond to the following question: “What nonathletic games—other than bingo—do you play and why?”

Submitted by Patrick Doyle.
BINGO CARD

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**BUTTERMILK: AWARENESS EXPANSION**

**Goals**
- To demonstrate the processes of interpersonal influence and personal change.
- To “warm up” groups that are interested in exploring the dynamics of change.

**Group Size**
A maximum of fifty members.

**Time Required**
One-half hour.

**Materials**
- One clean glass.
- One unopened quart of buttermilk, injected with blue food coloring.

**Physical Setting**
A circle of chairs with two chairs placed in the middle and a small table placed between the two chairs to accommodate the glass and buttermilk.

**Process**
1. The facilitator asks who in the group loves buttermilk and who hates buttermilk. One person is selected from each of these groups, and the two are directed to stand by the chairs in the center of the circle. The remaining participants are instructed to seat themselves in the circled chairs.
2. The facilitator explains that the lover of buttermilk will have the task of persuading the hater of buttermilk to drink some buttermilk. The unopened quart of buttermilk and the glass are then brought out. (The buttermilk has previously been injected at the fold of the carton with blue food coloring and resealed with candle wax.)
3. The facilitator advises the person who dislikes buttermilk not to be unduly influenced by the group-on-group situation, i.e., neither unduly resistant and obstinate nor unduly inclined to yield because of the audience. Rather, the participant is advised to behave as naturally as possible.
4. The facilitator instructs the advocate of buttermilk to use whatever verbal techniques
he or she chooses, but not to pour the milk until the resister agrees to try it or the
advocate has exhausted all verbal approaches and does not know what to do except
to show the resister the buttermilk.

5. The advocate and resister are told they may stand or sit as they choose, and the
process of persuasion is begun. It ends in approximately ten minutes when either the
resister agrees to drink the buttermilk and the advocate pours it or the resister is
obviously not going to try it. In this case, the facilitator then suggests that the
advocate pour a glass and show it to the resister.

6. The facilitator leads a discussion of the activity, including:
   - What was the reaction of the advocate to the buttermilk?
   - What does each participant’s reaction to the color of the milk say about change
     processes?
   - What different tactics did the advocate use? Which seemed most successful in
     stimulating change?
   - What tactics did the resister use to withstand change? Which seemed most
     successful?
   - What are the differences between demanding/advocating change and accepting
     change?
   - What learnings from this activity can be applied to understanding personal
     change?

**Variations**

- The physical setting may be altered to make the persuasion process more difficult;
  e.g., the chairs may be set far apart or at awkward angles, or a high table may be
  placed between them.
- Several participants may be allowed to replace one another as advocates or resisters of
  drinking the buttermilk.
- The advocate can speak to the entire group of resisters until one is persuaded to
  comply.

Submitted by Thomas R. Harvey.
GUNNYSACK: AN INTRODUCTION TO HERE-AND-NOW

Goal

- To establish the norm of attending to here-and-now data and “gunnysacking” (not talking about) then-and-there data.
- To help participants to become aware of their own here-and-now reactions.

Group Size

Unlimited.

Time Required

Approximately thirty minutes.

Physical Setting

A room large enough for participants to sit or lie down without touching each other. A carpeted room without chairs (if participants are dressed casually) is preferable.

Process

1. Participants are asked to move quietly to a comfortable place in the room and to become as physically alone as they can.

2. The facilitator asks that participants close their eyes and adjust themselves to become physically comfortable. They are told that they are going on a guidedimagery trip with the facilitator as their guide.

3. Instructions such as the following should be given in a nonabrasive tone of voice:

   - Try to remember the first memory of which you are capable. The first thing that you can remember happening in your life . . . (Pause about twenty to thirty seconds.)
   - Now try to remember the first day you ever went to school. What was it like? What kind of person were you then? . . . Think through your first two or three years of school. One of the little kids. What were you like? . . . Now think about when you were in the last two or three years of elementary school. One of the big kids. What was your life like then? . . . Now remember junior high. What was it like the first day? . . . Your body was changing; new relationships were forming. What kind of person were you becoming? . . . Think about your first day in high school. How was that experience for you? . . . Remember your senior year. One of the big people.
Who were you becoming? . . . Remember graduation. What kind of feelings did you have? . . . Now relive your initial encounter with education beyond high school. What were you like? . . . Think about the beginning of this year. How were you changing? . . . Think back to the beginning of this week. What was going on with you? . . . Remember getting out of bed this morning. How did you feel? . . . Remember getting dressed, preparing to come to this event. What kinds of feelings were you experiencing? . . . Think about when you came into this room. What was happening inside you? . . . Remember what you felt when I asked you to find a private place and become comfortable. How did you react to that? . . . Focus on how you responded when I said that we were going on a guided-image trip. What did that do to you? . . . Sift back through the experience of this trip. How has it been for you? . . . Now I want you to imagine that I am giving each of you a large gunnysack and a cord. I want you, in your mind’s eye, to imagine stuffing all of the things you have been remembering into the sack. That’s it, put them all away. Pack them down tight . . . . Now take the cord and tie the neck of the sack tight . . . . I want you to imagine that we all get up, pick up our sacks, and carry them out into the hall . . . . We stack them up in a large pile and look at them and at each other. We come back into the room and find our places again and close our eyes again . . . . All that stuff that we put into our sacks will stay out there in the hall, and we will be trying to tune in to the immediate present as it emerges here among us . . . . Pay attention to all that is going on inside your body right now. Listen to your breathing . . . . Find your pressure spots . . . . Monitor all of the sensations you are experiencing right now. Think of some adjectives that you could put together that might describe you right here right now . . . .

4. Participants are asked to pair off with someone close by and share their here-and-now feelings.
THE "T" TEST:
AN EXPERIENTIAL LECTURE ON TRAITS

Goals
- To introduce the concept of personality traits.
- To illustrate the process of inferring characteristics from behavior.
- To help diminish some of the unproductive anxiety that is often associated with filling out psychological instruments or inventories.

Group Size
Unlimited.

Time Required
Approximately thirty minutes.

Materials
- Pencil and paper for each participant.
- Newsprint and felt-tipped marker.

Physical Setting
Participants should be seated comfortably for writing. They should be able to see the display of group results.

Process
1. Without telling why, the facilitator announces that a test will be administered. Pencils and paper are distributed and participants are asked to get ready.
2. Participants are told the following: “For the next minute I want you to make as many T’s on the sheet as you can. Make the letter T as many times as you can in one minute. Go!”
3. After one minute the facilitator says, “Stop! Now I want you to count the number of T’s that you made and to write down that number.”
4. When all have finished counting, the facilitator determines the highest and lowest “score” and makes a distribution on the display chart. For example, if the highest score is 210 and the lowest scored 64, the facilitator would make a chart like the one on the following page.
5. The facilitator then asks, “What does this T-Test measure? It is obvious that, whatever is being measured, we don’t all have equal amounts of it.” Participants call out ideas about the constructs that may explain the individual differences in T-making behavior. All of these ideas are posted.

Following is a typical list of what participants hypothesize to be measured in the test:

- eye-hand coordination
- dexterity
- ability to follow directions
- creativity
- competitiveness
- T-making behavior
- anxiety
- quickness
- achievement need
- compulsiveness

6. The facilitator initiates a discussion of the validity of the “test” (what is presumably measured by the procedure) with the participants. He or she offers a treatment of the concept of traits, which are arbitrary labels devised by psychologists to “explain” behavior by hypothesizing linear continua within people.

7. The facilitator begins to explore the meaning of traits from a conceptual point of view. The facilitator points out that the responses offered by the group are trait-terms. In the list shown above each of the terms is generally considered a trait name,
with the exception of “ability to follow directions,” “eye-hand coordination,” and “T-making behavior.” Next the facilitator offers the following definition of traits: “Traits are sets of categories invented by behavioral scientists to permit the orderly description of behavior.” From this definition a short discussion may be centered around the idea that traits do not exist in and of themselves in the person; there is no part of the individual that houses compulsiveness, for example. Rather, individuals respond to stimuli. Behaviors are elicited from individuals. The person who constructs tests calls traits into being—invents them—in an attempt to help describe behavior and classify it within meaningful categories.

In calling a trait into being, the test-constructor or theorist must define the trait. He or she does this at two levels—theoretical and operational.

- **Theoretical Level:** The theoretical definition of a trait generally consists simply of the sets of words used to describe the trait. In the “T” test, for example, one trait name generated by the participants was that of “competitiveness.” A theorist interested in the study of “competitiveness” may define the trait theoretically as follows: “Competitiveness is the motivation for a person to enter a structured task with the objective of out-performing all other persons engaged in the task.”

- **Operational Level:** With the above theoretical definition it is necessary to develop some set of operations—an operational definition of the trait—in order to enable persons to respond behaviorally in such a way that the trait can be assessed. In the “T” test, the set of operations is the actual reproduction of T’s on a piece of paper, which merely consists of the specific behaviors employed to do the task. In and of themselves such behaviors have little meaning. However, when the term “competitiveness” is invented and defined, one must then elicit and measure corresponding behaviors.

**Variations**

- Ask participants to record their reactions to the instructions immediately after the test, before scoring. (This should heighten the participation in the brainstorming of constructs.)
- Correlate the “scores” with some demographic characteristics of the participants. For example, tally men and women separately, or plot scores against age in a scatter diagram, such as follows:

- Compare the persons with high scores with those with low scores. Encourage participants to discover other differences between the two groups.

- Ask participants to devise another test of competitiveness (or other trait) and compare outcomes with the “T” test in terms of possible validity. Some examples:
  - Names of countries (“World Geography Test”).
  - Circles within circles (“Concentric Patterns Test”).
  - Words beginning with the letter H (“H-Test”).
  - New uses for a brick (“The Brick Test”).

- The “T-Test” activity can be followed by administering a commercially available instrument. Part of the processing can be focused on definitions of the traits being measured.

Submitted by Anthony J. Reilly.
COMMUNICATION ANALYSIS: A GETTING-ACQUAINTED ACTIVITY

Goals
- To establish a laboratory-learning climate in the initial stages of a group composed of hostile or reluctant participants.
- To experience openness in exploring positive and negative feelings in a nonthreatening atmosphere.
- To examine how affective elements (especially negative feelings) influence the result of communication.

Group Size
Twelve or more participants.

Time Required
Approximately one hour.

Materials
- Eight sheets of newsprint, each of which bears a different heading from the Communication Analysis Work Sheet.
- Felt-tipped markers and masking tape.
- A copy of the Communication Analysis Work Sheet and a pencil for each participant.

Physical Setting
A room large enough to accommodate all participants comfortably. A long wall should be available for posting the data on newsprint.

Process
1. The facilitator posts the sheets of newsprint, each containing one heading from the Communication Analysis Work Sheet. He or she expresses interest in the communication that each participant received as inducement to attend the session, because the participant’s feelings about the message, the person who sent the message, and so on, can clearly affect his or her feelings about participating in the event. The facilitator tells the group members, “Rather than just telling you about the
effects that various styles and methods of communication have on us, I would like to examine them with you so that we can learn from one another.”

2. The facilitator asks the participants to share with the group the messages or communications that brought them to the session. Each volunteered message is recorded on the first sheet, “Message Received.”

3. The facilitator continues to elicit information from each participant concerning each heading on the Communication Analysis Work Sheet. (Ten minutes.)

4. The facilitator selects a few (three to six) examples that are representative of good and of poor communication (resulting in support or antagonism from the group) and lists each of these examples on a sheet of newsprint.

5. The facilitator then discusses the similarities and differences between good and poor communication and lists major points on the newsprint.

6. Subgroups of five or six participants each are formed. Each subgroup member is given a copy of the Communication Analysis Work Sheet and a pencil.

7. Each participant is instructed to fill out a work sheet concerning his or her own communications regarding the workshop (ten minutes) and then to discuss his or her responses with other members of the subgroup (twenty minutes).

8. The entire group reconvenes. Each subgroup reports on its discussion and learnings. The facilitator then summarizes the learnings gained from the activity.

Variations

Participants in the subgroups may be asked to respond to the following work sheet:

- Rate on a scale from 1 (poor) to 5 (excellent) the quality of the message(s) you received about this session prior to attending it.
- Rate on a scale from 1 (low motivation) to 5 (high motivation) your attitude about attending this session.
- Identify the basis (reasons) for your ratings.
- Discuss your answers to this work sheet with the members of your subgroup.

Submitted by Ronald D. Jorgenson.
COMMUNICATION ANALYSIS WORK SHEET

Message received:

How did you understand the message?

What did you judge the quality of the message to be?

How was the message given?

Who gave the message?

Type and quality of relationship with giver:

Other influences that affected your feelings about the message:

Feelings and motivation toward session (or workshop):
PERCEPTION OF TASK:  
A TEACHING-LEARNING ACTIVITY

**Goal**
- To examine how perceptions of a learning task by teacher and learner influence teaching styles and learning styles.

**Group Size**
Any number of small groups of five or six.

**Time Required**
One hour.

**Materials**
- Perception-of-Task Briefing Sheets (on 3” x 5” cards) for each “teacher.”
- Perception-of-Task Word Packets for each “teacher” team.

**Physical Setting**
Room large enough for subgroups of five or six to talk. A regular classroom is adequate.

**Process**
1. The facilitator asks participants to form subgroups of five to six members.
2. Each subgroup is instructed to pick two “teachers” and one observer; the rest of the subgroup will be “learners.”
3. Distribute teacher packets, consisting of the Briefing Sheets and a word packet, to the teacher teams.
4. While the “teachers” are studying their assignment, the facilitator tells “learners” that they are learners and will be taught.
5. Observers are briefed to monitor the general process, both verbal and nonverbal. Important note: “Teachers” may involve “learners” at any time, but this should not be announced.
6. At the end of twenty minutes, the facilitator calls time and leads a discussion on the activity. Subgroups may briefly caucus before total-group processing. Optional: “Teachers” may meet as a group, while observers meet, and learners talk together.
Then reports can be heard from each of these groups. Some discussion starters appear below.

Ask teachers:
- How did you define the task?
- What teaching strategy did you use?
- When did you involve the students?
- How did you perceive the students?
- How did your perception of the task and the students influence your behavior?
- How did you feel about teaching?

Ask students:
- How was the learning task presented to you?
- How did you perceive the task—meaningful, useless, how?
- How did you see the “teacher”?
- How did your perception of the “teacher” and the task influence your behavior?
- How did you feel as “learner”?

Submitted by Robert T. Williams.
Teacher: Your task is to work with your teaching partner to teach ten words to your learners. You will have twenty minutes to analyze the task, plan your strategy, and teach these words.
PERCEPTION-OF-TASK WORD PACKETS

Each word should be on 3" x 5" card. The facilitator should develop a list of words appropriate for the group. More words might be appropriate to increase task difficulty. One might want to examine the influence of highly emotional words or sentences on perception of task, teaching style, and learning style.
NEEDS, EXPECTATIONS, AND RESOURCES: BEGINNING A WORKSHOP

Goals

- To allow participants in a long-term training workshop to become acquainted with one another.
- To identify and clarify the needs, expectations, and resources of the group facilitator and the participants in a long-term training workshop.
- To establish a cooperative, nonthreatening climate in the workshop group.

Group Size

Five to fifteen pairs.

Time Required

One and one-half to two hours.

Materials

- Two blank 3" x 5" index cards for each participant.
- A pencil for each participant.
- Newsprint and a felt-tipped marker.
- Masking tape.

Physical Setting

Space for each pair to sit and conduct the interviewing phase without being disturbed by other pairs.

Process

1. The facilitator explains the goals of the activity and distributes one blank index card and a pencil to each participant.
2. The participants are instructed to form pairs, preferably each with a person whom he or she does not know well, and to seat themselves so that the members of each pair can converse without being distracted by the conversations of other pairs.
3. The partners are instructed to interview each other—one at a time for approximately three minutes each—about their learning needs from and their expectations of the
workshop. After each interview is concluded, the interviewer is to take a minute or two silently to record the most pertinent information that he or she can remember about the needs and expectations of the person who was interviewed, but not the person’s name. The facilitator announces time segments (three minutes, change roles, etc.) as the activity proceeds. (Seven minutes.)

4. The index cards are collected, and the participants are informed that each card will be read aloud and that if the information on the card is descriptive of any member of the group, that member is to stand up. If more than one member stands, the person who wrote the description identifies the person about whom it was written. The member being described then states his or her name and occupation and briefly clarifies any errors in the information read. Other members who have stood up add their names and any additional comments on the data that have been expressed. While this is occurring, the facilitator lists all major needs and expectations on newsprint and notes any duplications and any polarities. This list is posted where all can see it. (Twenty to thirty minutes.)

5. The facilitator’s needs from the participants and expectations for learning outcomes from the workshop are posted on newsprint. (Five minutes.)

6. The entire group reviews the list of participant needs and expectations, clarifies any items in question, and selects the most frequently mentioned items or those that the group decides are “priority” agendas. These are starred or posted on a new list. (Five minutes.)

7. Discrepancies between the facilitator’s list and the participants’ list are clarified and negotiated. (Five minutes.)

8. The participants share any feelings about this part of the activity and agree to proceed to the next step. (Five minutes.)

9. A blank 3” x 5” card is distributed to each participant, and the participants are directed to form discussion subgroups of three or four members each. These subgroups are given the task of discovering the resources that each of their members has brought to the workshop and of listing the resources that the subgroup can offer to the workshop to facilitate its objectives. (Ten minutes.)

10. The total group is reassembled, and each subgroup offers its resources to the workshop community. These are listed on newsprint and posted. (Fifteen minutes.)

11. The group members are directed to review their expectations of the workshop in light of the information they have received during the activity and to meet again in their subgroup to discuss their revised, clarified, expanded, or confirmed expectations. (Ten minutes.)

12. The subgroups then are directed to consider and discuss the concept of mutual cooperation in responding to the needs of the workshop community. (Five minutes.)
13. Each member is requested to reflect silently for a few minutes on how he or she can best help the workshop community to achieve its goals by sharing resources and responding to the needs of others. (Two or three minutes.)

**Variations**

- If ongoing groups are to be used within the workshop design, the size and composition of the discussion subgroups can be adjusted to allow these subgroups to begin working during this activity.
- The activity can be divided into two segments (after step 8) and continued after a break or a meal.
- Depending on the nature of the workshop, the facilitator can participate in the initial interview and all subsequent activities.
- Step 7 can be expanded to include strategies for meeting the expressed desires of the participant group through redesign, special-interest sessions, etc.

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Based on material submitted by Joel Goodman and James A. Bellanca.
RESISTANCE TO LEARNING: DEVELOPING NEW SKILLS

Goals
- To provide a model for understanding the phenomenon of behavioral resistance in learning situations.
- To demonstrate various behavioral manifestations of resistance.
- To increase awareness of techniques that can be used to overcome resistance in learning situations.

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

Time Required
Two hours.

Materials
- A copy of the Resistance to Learning Work Sheet for each participant.
- Blank paper and a pencil for each participant.
- Newsprint and a felt-tipped marker for each subgroup.
- Masking tape for each subgroup.

Physical Setting
A room large enough to accommodate the subgroups comfortably and tables with chairs, or circles of chairs, for each subgroup.

Process
1. The facilitator introduces the activity and explains the goals. (Five minutes.)
2. The facilitator introduces the concept of a passive-to-active continuum of resistance to new learnings and unfamiliar situations and discusses the benefits of learning to identify and cope with one’s own personal style of resistance. The Resistance to Learning Work Sheets and pencils are distributed to the participants. (Ten minutes.)
3. The participants are directed to complete the “personal resistance behaviors” portion of the work sheet, identifying passive and active manifestations of their own resistances. (Ten minutes.)

4. Subgroups of five to seven members each are formed and assigned the task of developing summaries of the subgroup members’ identifications of resistant behaviors. Newsprint, felt-tipped markers, and masking tape are distributed to the subgroups so the summaries can be listed and posted. (Ten minutes.)

5. One member from each subgroup displays the subgroup’s poster for all participants to see. (Five minutes.)

6. The facilitator creates a new summary poster that eliminates duplication from the subgroup lists and represents the major or typical resistance behaviors identified by the participants. (Ten minutes.)

7. The facilitator gives a brief lecturette on typical behaviors that exemplify attempts to manage personal and interpersonal resistance and gives examples of both covert and overt behaviors. (Five minutes.)

8. The participants are directed to work individually to complete the “resistance-management behaviors” section of their Resistance to Learning Work Sheets. (Five minutes.)

9. The subgroups are reassembled, and the members are instructed to share their responses as before and develop a subgroup summary of typical behaviors used to manage resistance. Clean newsprint is provided. (Ten minutes.)

10. Subgroup posters are presented, as before. (Five minutes.)

11. The facilitator prepares a new summary report, eliminating duplicates from the subgroup lists. The facilitator then leads a discussion of members’ responses to the resistance-management behaviors that have been identified. Additional strategies for managing resistance are elicited, and the facilitator adds strategies to the list as appropriate. (Fifteen minutes.)

12. Each participant is given blank paper and is directed to identify a particular resistance behavior that has created problems in new learning situations in the past and to state an action that the participant can take to manage the resistance more effectively in the future. (Ten minutes.)

13. The subgroups are reassembled and further divided into pairs or trios. The members’ action plans are then shared, with the partners serving as resources in clarifying the action plans discussed. (Ten to fifteen minutes.)

14. The facilitator reconvenes the total group to provide an opportunity for members to give comments and reactions to the activity and also to reiterate effective techniques for managing resistance to learning. (Ten minutes.)
**Variations**

- Each subgroup can conduct a skit depicting resistance. The other subgroups then develop a response to the resistance.

- The participants can be instructed to identify resistance to new learning in specific situations such as skills acquisition, new social groupings, new cultural settings, etc.

- Further analysis of personal resistance can be effected by identifying factors that influence movement along the continuum from active to passive resistance and from covert to overt management of resistance.

- More detailed action plans for effective management of personal resistance can be developed, with evaluation of efforts and follow-through procedures specified.

- With ongoing groups, a feedback element can be added as an aspect of the subgroup sharing. Subgroup members can comment on the effects of their resistance behaviors and serve as resources to one other in helping to identify additional resistance behaviors.

Submitted by Hyler Bracey and Roy Trueblood.
# RESISTANCE TO LEARNING WORK SHEET

## My Personal Resistance Behaviors

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## My Resistance-Management Behaviors

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TAKING YOUR CREATIVE PULSE:
ENHANCING CREATIVITY AT WORK

Goals

- To acquaint the participants with the six major components of creativity in the workplace.
- To offer each participant an opportunity to assess the degree of creativity with which he or she approaches work.
- To offer a forum for sharing ideas about how to become more creative at work.
- To encourage the participants to take first steps toward becoming more creative in their work.

Group Size
Eighteen to forty-two participants. Six subgroups are formed during the activity.

Time Required
Approximately two hours.

Materials

- A copy of the Taking Your Creative Pulse Quiz Sheet for each of the participants.
- A copy of the Taking Your Creative Pulse Interpretation Sheet for each of the participants.
- A copy of the Taking Your Creative Pulse Action Plan for each of the participants.
- A pencil for each participant.
- A clipboard or other portable writing surface for each participant.
- A flip chart and a felt-tipped marker for each subgroup.
- A roll of masking tape for each subgroup (for posting newsprint).

Physical Setting
A room large enough to allow the six subgroups to work without disturbing one another. Movable chairs must be available, and each subgroup must have access to wall space for posting newsprint.
Process

1. The facilitator announces the goals of the activity.

2. Each participant is given a copy of the Taking Your Creative Pulse Quiz Sheet, a pencil, and a clipboard or other portable writing surface and is asked to complete the quiz according to the instructions provided. (Ten minutes.)

3. After everyone has completed the quiz, the facilitator distributes copies of the Taking Your Creative Pulse Interpretation Sheet and walks the participants through the contents of the sheet, eliciting and answering questions as necessary. (Fifteen minutes.)

4. The facilitator designates six work stations in the room, clarifying each as representing one of the six creativity components (a “Work Quality” work station, a “Future Orientation” work station, and so on). The participants are invited to form six subgroups at those work stations, each participant choosing the creativity component in which he or she would most like to improve. After participants have made their choices, the facilitator may need to ask for volunteers to leave one subgroup and join another so that each subgroup has at least three members. Once the subgroups have been formed, the facilitator gives each a flip chart, a felt-tipped marker, and a roll of masking tape. (Five to ten minutes.)

5. Each of the six subgroups is asked to spend fifteen minutes generating ways to enhance one’s creativity in that particular creativity component. The facilitator stipulates that the ideas selected should be ones that can be used in a variety of professions and industries and suggests using the brief action ideas on the Interpretation Sheet as a springboard for other ideas. Each subgroup is told to list final ideas on newsprint and to choose a spokesperson to spend no more than five minutes presenting those ideas to the total group later. (Fifteen minutes.)

6. The six subgroups take turns posting and presenting their ideas. As presentations are made, the facilitator encourages clarification, discussion, and the generation of additional ideas. The facilitator also invites participants to jot down any ideas that are particularly appealing to them. (Approximately thirty minutes.)

7. The facilitator leads a total-group discussion of the activity by asking the following questions:

   - What did you learn about your own creativity? What information came as a surprise?
   - How did you use your creativity to come up with ideas for your component (Work Quality, Future Orientation, or whatever)?
   - What have you learned about workplace creativity in general?
   - In what ways does an organization benefit when its employees are creative in their work? In what ways do the employees benefit?
How will you use what you have learned from this activity to enhance your creativity at work?
(Fifteen minutes.)

8. Copies of the Taking Your Creative Pulse Action Plan are distributed. Each participant is asked to decide on a first step that he or she will take to increase creativity in one of the six creativity components and to complete the portions of the plan that deal with that first step. (Ten minutes.)

9. The participants are asked to assemble into pairs, and the partners are instructed to spend ten minutes (five per person) discussing their first steps and sharing reactions as well as ideas about how to break down barriers to success, how to obtain any needed resources or help, and so on. (Ten minutes.)

10. Before dismissing the group, the facilitator recommends that the participants complete the entire plan on their own and review it from time to time to assess progress.

**Variations**

- This activity may be used as part of a team-building intervention with an ongoing work group. In this case the entire group works on ideas for increasing creativity in each of the six creativity components, with an emphasis on using creativity in connection with the group’s specific tasks.
- If time permits, the participants may share their first steps within their subgroups or in the total group.
- The participants may be asked to suggest other components that they believe to be critical to creativity.
- The facilitator may begin the activity by asking each participant to think either of a time when he or she was creative or a person that he or she believes is creative. Subsequently, the facilitator may ask each participant to identify the creativity factors involved; then later the participants may be instructed to link these factors to the creativity components.

TAKING YOUR CREATIVE PULSE QUIZ SHEET

Creativity in the workplace consists of six major components. Your responses to the items in the six categories below, which correspond to the six components, will help you to “take your creative pulse,” revealing how creative you are in your work. Then you can consider and plan ways in which you might change your behavior so that you can realize your creative potential.

In each of categories A through F, place a check mark in the blank by the numbered statement that best describes your behavior and attitude. Check only one numbered statement in each category.

A. Work Quality

_____ 1. I work on projects that excite me. My work is an expression of what I value in life.
_____ 2. I work hard. My work is interesting, but I don’t count on it for excitement or pleasure.
_____ 3. At work I do what I have to do. I keep my job and my home life separate. I find fun and excitement during weekends, holidays, and vacations.

B. Future Orientation

_____ 1. I spend time dreaming about what could be rather than what is. I often fantasize about the future.
_____ 2. I sometimes dream about the future but quickly dismiss this pursuit as wishful thinking.
_____ 3. I want to get the job done. Fantasizing about what could be is a waste of valuable time.

C. Compromise

_____ 1. I think compromise in my work is an admission of my failure to stand up for my own ideas.
_____ 2. Of course compromise is not ideal, but it is a practical approach to living harmoniously in this world.
_____ 3. Any reasonable person looks to compromise as the basic tool for getting anything done.
D. Beliefs

_______ 1. I believe my own conclusions are important. I listen to other opinions but rely mostly on my own research and/or instincts to make decisions.

_______ 2. I frequently shift my point of view based on negative input from people with experience.

_______ 3. I take my ideas, beliefs, and approaches from well-known authorities and experts. I see no reason to “reinvent the wheel.”

E. Interests

_______ 1. I read a lot. Much of what I read is unconnected to my work. I do well in games based on general knowledge or knowledge of trivia.

_______ 2. Except for newspapers and the occasional novel, most of my reading is in work-related areas.

_______ 3. I don’t have time to read for pleasure. I get the news from newspapers and television.

F. Knowledge

_______ 1. I know my field well, not just the how-to but also the historical underpinnings and the beliefs of many lesser-known contributors.

_______ 2. I can’t keep up with everything, but I subscribe to journals and make a point of reading relevant articles.

_______ 3. I don’t have time to read all that I should in my field, but I rely on one or two key people for information.
TAKING YOUR CREATIVE PULSE INTERPRETATION SHEET

A. Work Quality

There is a big difference between having an idea and making it a reality. Bringing new ideas to life calls for motivation. Motivation evokes passion and makes you persevere despite naysayers’ reactions. There are lots of motivations—money, power, fear of losing your job—but the ideal creative situation is one in which the work itself provides your motivation—when you love what you do.

If you chose . . . Then . . .
1 You are fortunate to experience such excitement in your work. Keep using that excitement to build and exercise your own creativity.
2 You might want to ask yourself how you can make your work more stimulating.
3 You might be happier in another line of work. If a job change is out of the question, consider a hobby that excites you.

B. Future Orientation

The power of fantasy is often dismissed by businesspeople, particularly crisis managers, who spend much of their time reacting to things that go wrong. Yet look at dreamers like Walt Disney, one of the most successful entrepreneurs of our age. Surely Disney has shown us that fantasy and business are not mutually exclusive. And if you cannot envision what your future will look like in your organization, it is very difficult to devise creative ways to get there.

If you chose . . . Then . . .
1 You’ve seen the future; therefore, you’ve taken the first step toward creating that future.
2 You might want to start allowing yourself to dream; this process actually gives focus to your ideas. You might even ask your children or some of your more imaginative friends to work with you.
3 Although taking life “one day at a time” is often good advice, this approach can be limiting. Without seeing the value of what could be beyond today, it is almost impossible to create.
C. Compromise

Compromise is often touted as a win-win solution. In fact, it can result in a lose-lose situation; everyone is asked to give up something for the sake of harmony. For highly creative people, compromise is unthinkable. It is precisely because innovators have been unwilling to compromise that they have created great win-win systems in which all parties involved get what they want.

If you chose . . . Then . . .

1 This is a healthy attitude provided you meet the other criteria for creativity; knowledge, for example, is essential.

2 Compromise does not always end in harmony; sometimes people end up dissatisfied. You might want to try other approaches by asking yourself how others could get what they want without forcing you to compromise your values.

3 You might consider reexamining your point of view. Compromise can be appealing because it gets things done, but it might also keep you from promoting your ideas.

D. Beliefs

Emerson defined genius as knowing that what is true on the inside for you is true on the outside for everyone else. He said, “Speak your latent conviction and it shall be the universal sense, lest in good time a stranger come along with uncommon good sense and say what you have thought about all along and you be forced with shame to take your opinions from another.” Believing your own ideas are important means not being afraid to promote them even when you are confronted by people who look at them negatively.

If you chose . . . Then . . .

1 You believe in your own ideas and your own conclusions, and that belief is essential for creativity.

2 You might want to work on trusting your instincts more. For twenty-four hours try not to be negative about your ideas; try building up what’s good about them instead. Initially try offering them only to supporters—people who will react positively to them. After twenty-four hours you can subject your ideas to potentially negative reactions. By then you will probably be
able to accept and integrate negative input, thereby making your ideas even stronger.

3 You might want to allow yourself to think about things, to form your own opinions before reading what the experts say. You might be astonished to discover that your conclusions are better than anyone else’s.

E. Interests

One definition of creativity is being able to find connections between things that have not been previously associated. The more you know about fields that are not related to your work, the more likely you are to make the connections that yield wonderful innovations.

If you chose . . . Then . . .

1 You have a characteristic of every highly creative person: You are an omnivorous reader of anything that catches your eye.

2 You might want to broaden your interest base. You could expand your reading to unaccustomed fields, anything that is different and seems interesting. Do not worry about relevance; your mind will make the necessary connections.

3 It might be worth your while to try obtaining your information from a variety of sources. You might also want to set aside a little time to read for pleasure.

F. Knowledge

Creative breakthroughs generally come from people who know a lot about their respective fields. You’ve probably heard the story of Land’s invention of the Polaroid camera. His little daughter suggested that he put the darkroom in the camera so he would have more time to spend with her. Land’s daughter is cited as the inspiration for the Polaroid—and she was—but it’s important to note that she was not the inventor. Her father took his cue from her and used his knowledge of photography to turn her vision into reality.

A solid knowledge of a field is basic to thinking creatively within that realm. Many businesses promote “creativity by musical chairs”—transferring personnel from one department to another in hopes that such changes in venue will make them more creative. This approach rarely works, because people are asked to operate without a base
of accumulated knowledge. They can come up with ideas—the necessary inspiration—but it takes someone with a strong background in the field to act on that inspiration.

**If you chose . . .**

1. You have the knowledge base that allows you to work creatively.

2. You might want to delve deeper into your field and strive to understand the concepts as well as the day-to-day details. Consider a speed-reading course so that you can accelerate your learning.

3. You might want to rethink the extent to which you are executing other people’s ideas. Even if these people are experts in the field, you might be able to add to their ideas by making time to read.
### TAKING YOUR CREATIVE PULSE ACTION PLAN

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AWARENESS EXPANSION: A POTPOURRI

Following are several activities that can be useful in personal growth laboratories to heighten one’s sensory awareness:

1. **Exploring Your Space.** Lie on the floor, eyes closed. With your hands explore the space you occupy. Stretch and contract your space.

2. **Pounding.** Beat vigorously on a pillow or cushion. Focus on all of the feelings elicited.

3. **Yelling.** Yell any of the following as loudly as you can: your name, the name of a significant person, how you are feeling, taboo words, numbers, nonsense syllables, or primitive sounds. Explore your physiological and psychological responses.

4. **Opening an Egg.** Without talking, explore an egg. Try to break it by squeezing on it. While paying attention to your own feelings, think of all the symbolism connected with an egg. Then open the egg in any way you feel appropriate and explore the contents. Alternative: Use an orange. Then eat the orange, focusing on its taste and textures.

5. **Deep Breathing.** Lie on the floor, eyes closed. Breathe as deeply as you can, concentrating on the effects of increased oxygen intake. Fantasize observing your breathing from the inside.

6. **Feeling Hands.** Feel your left hand with your right hand. Be aware of touching yourself. Then reverse, exploring your right hand.

7. **Pressure Points.** Mentally check over your entire body and locate all of the pressure points (your shoes, your belt, etc.).

8. **Washing Hands.** “Wash” your hands with sand, salt, snow, or an ice cube. Pay attention to all the feelings you experience.

9. **Eating Bread.** Eat a piece of bread, free associating on the subject of bread while being aware of the taste and texture.

10. **Stretching.** Extend your left arm as high above your head as you can. Then extend your right arm. Stand as high on your tiptoes as you can. Then try to take up as much space as you can.

11. **Tapping and Slapping.** With your fingertips lightly tap all over your head (or a partner’s head), feeling the effects of the touch. Then slap as many areas of your body as you can.

12. **Sense Census.** Lie down, eyes closed.
   - **Feel** your space, the floor, your body (externally and internally).
- With eyes still closed, *hear* as much as you can right now.
- Stand up, eyes closed. Mill about the room and *smell* as many smells as you can.
- Sit down, eyes still closed, and *taste* a slice of lemon, lick salt from your palm, eat a carrot stick, or suck on a stick of peppermint candy.
- Without turning your head, open your eyes and *see* as much detail in your field of vision as you can. Concentrate on how your peripheral vision operates.
- Stand up and mill around, eyes open, being aware of as many of your senses as possible.
GUIDED IMAGERY: SUGGESTIONS FOR INDIVIDUALS AND GROUPS

Guided imagery techniques are often used in human relations training to promote heightened awareness of self and others. However, these methods are somewhat controversial, and care should be exercised in their use. It is important for the facilitator to make the following considerations:

**Goals**
Guided imagery exercises should be clearly related to the goals of the training. They should no simply be isolated events.

**Affect**
Occasionally guided imagery techniques generate a heightened feeling response, which can be modulated somewhat by facilitator interventions.

**Processing**
It is necessary for the data that are brought into focus by the use of guided imagery methods to be adequately processed.

**Voluntariness**
Participants should not be coerced (either by the facilitator or by the group) into revealing data about themselves.

**Non-Response**
Sometimes participants are unable to create guided imagery material. These “non-responses” should be accepted as legitimate data.

**Theory**
The facilitator should be prepared to justify the use of guided imagery exercises in terms of a well-integrated theory of learning.

**Individual Guided Imagery**
These are suggestions for guided imagery that group participants may create individually. The guided imagery may be made in the group session, to be shared later with partners or with the entire group. Typically the facilitator announces that group participants close their eyes and develop a daydream for two or three minutes. After a brief period of silence for relaxation (quiet music helps), the facilitator “sets up” the beginning of the guided imagery. Innumerable situations are possible. A few of these follow:

1. Locate yourself in some place. Now listen. Someone is calling your name.
2. Imagine yourself somewhere and the rest of the group coming toward you.
3. In a few minutes we will need a volunteer to be the focus of attention in the group. Imagine that right now there are two people in your head debating about whether
you should volunteer. One says you should, one says you should not. Watch them
and listen to them. Let them arrive at some conclusion.

4. Make yourself tiny and enter your own body. Be as aware as you can of what you
see and how you feel. Inventory each of your senses as you move about within your
body.

5. Think of yourself as being at a spot hundreds of miles away from any form of
civilization. How do you feel? What do you see? What do you do?

6. You are standing in front of a cave on the side of a mountain. Go in.

7. You are with some participant of this group, and the two of you are walking through
a city park.

8. If you could be anything other than a person, what would you be?

Guided Individual Imagery

Some group participants experience difficulty in developing guided imagery and may
express anxiety about an inability to fantasize “on cue.” Sometimes it is useful for the
facilitator to help group members by asking them to close their eyes and create a story
out loud. When blockages occur, the facilitator may help by using such suggestions as:
“What are you seeing right now?” “How are you feeling?” “Can you smell anything?”
“Move in a little closer.” “What do you want to do right now? Do it.”

Guided imagery tends to be more emotional than individual fantasies. The
facilitator should be prepared to help the group members deal with feelings elicited.

Following are some suggested situations:

9. You are walking down a road that is bordered by a high brick wall. You come to a
heavy iron gate that is slightly ajar. You go through the gate.

10. You are at the end of a very long culvert. You look in and you cannot see the end—
it is dark inside. You stoop down and begin to crawl into the pipe.

11. You are sitting alone in your living room in the middle of an autumn afternoon.
Someone is knocking at the door.

12. You are all alone on a deserted ocean beach. It is dark, and it is becoming chilly.
You are digging for clams, and you have a bucket full of them that you are going to
take home.

13. You are sitting in a college classroom hearing a boring lecture with three hundred
other students. For some unknown reason you have the strong impulse to tell the
professor that he or she is wasting your time. With some effort you stand up.

Facilitator-Structured Imagery

The following two activities are examples of guided imagery directed by the facilitator.
Both are best conducted by having participants lie on the floor. Subgroups can be
formed immediately afterwards for processing.
14. Imagine yourself inside a cocoon. Feel the inside of the cocoon. Slowly explore your space inside the cocoon. How do you feel? Now slowly get out of the cocoon and be aware of your senses.

15. Think of yourself as a puppet, with strings attached to parts of your body. The puppeteer slowly raises your left hand—up, up, up, and holds it there. Then the puppeteer suddenly lets it drop! Then your right hand is lifted—up, up, up, and held there. Then it is dropped! The puppeteer slowly lifts your left leg, etc.

**Group Imagery**

The following three major variations of group imagery are common:

16. Everyone sits in a circle with their eyes closed. Someone begins a story involving the entire group. Members contribute to the story as they feel included.

17. One member lies on the floor and begins a story. Other participants are free to join that person on the floor, to become a part of the story, and to contribute to it. Individuals may leave the story by getting up from the floor.

18. Group members lie on the floor with their heads together, their bodies forming the spokes of a wheel. In this way, whispers can be heard by all. Someone begins a story, either alone or involving one or more other group participants, and others contribute as they identify with the story.

Most of the suggestions for individual guided imagery would be appropriate for groups. Any participant should feel free to suggest that the imagery be terminated. Later discussion might center around such dimensions as content, group cohesiveness, tensions and subgroupings within the group, feelings experienced, and roles participants played in the story.
HELPING PAIRS: A COLLECTION

Several strategies have been developed for using helping pairs in human relations laboratories. Following are descriptions of four of the more common strategies:

1. Goal-Assessment Pairs. Partners meet three times during the group’s life—near the beginning for an initial assessment of their goals, during the middle for a second assessment, and toward the end of the activity. They follow instructions on the Helping Pairs Goal Assessment Sheet (at the end of this section).

2. Risk-Taking Pairs. Partners meet twice. The first time, each tells the other what sensitive, interpersonal risk he or she is going to take during that day, and they commit themselves to meeting a second time during the day to check out what occurred. Partners help each other to decide what is a risk for each of them, and they support each other in trying new behavior.

3. No-Exit Pairs. Partners meet daily (or weekly) for at least thirty minutes and use the time any way they wish. The only requirement is that they continue to meet regularly. This activity simulates permanent “back-home” relationships, giving the participants an opportunity to plan changes in their no-exit relationships. These pairs may be formed prior to the training event on the basis of objective criteria such as inventory scores, age, or sex. “Compatible” and “incompatible” pairs may be established.

4. Interviewing Pairs. Group members are paired off and take turns interviewing each other according to the Interview Guide Sheet at the end of this section. Each person later gives a brief report on his or her partner to the total group.
HELPING PAIRS GOAL ASSESSMENT SHEET

**Step 1: Initial Assessment**
Take three to five minutes to write on a separate sheet three answers to the following question:

WHAT DO I WANT MOST TO LEARN FROM THIS?
(State your responses as clearly as you can, and do not begin step 2 until your partner has finished writing.)

**Step 2: Revealing and Clarifying Personal Goals**
Take turns going through the following procedure:
1. Read aloud your answers to the question in step 1.
2. Discuss your goals using the following guidelines:
   a. Is each goal specific enough to permit direct planning and action?
   b. Does each goal require personal effort?
   c. Is each goal realistic? Can significant progress be made in the time available in the lab?
   d. How can other participants help you work on these goals?
3. At this point, each of you may need to clarify your goal descriptions. Rewrite your goals and keep them for later reference.

**Step 3: Reassessment**
The purpose of this meeting is to reexamine your goals in light of your experiences so far. Use the questions under step 2 to help reassess your goal statements.
Take turns discussing your goals. Describe how far you have progressed in attaining your goals. Then write your modified and/or reconfirmed goals.
HELPING PAIRS INTERVIEW GUIDE SHEET

1. Decide who will be the first to be interviewed.
2. Conduct a ten-minute interview, focusing on the questions below. The interviewer should feed back to the interviewee a paraphrase after each answer. The goals are openness and accurate listening. Do not take notes.
3. After ten minutes switch roles and repeat the process.
4. Take three minutes to talk with your partner about the interviewing experience.
5. Give a brief report to the total group on the person you interviewed.

Interview Questions:

1. What personal goals do you have toward which you might work in this group? (Be as specific as possible.)
2. What concerns do you have about this group so far? (Be as specific as possible.)
3. What concerns are you willing to share with the group right now (for example, concerns about particular group members, how you see yourself, your impact on the group, your interpersonal relationships)?
NONVERBAL COMMUNICATION: A COLLECTION

Although numerous techniques in human relations training supplement and enhance learning that results from verbal interaction, nonverbal techniques (NVT’s) also have become popular with both facilitators and laboratory participants. As Mill and Ritvo¹ point out, however, the potentialities of NVT’s may be counterbalanced by a number of pitfalls. They suggest as guidelines three questions which the facilitator should be able to answer with “some sophistication”:

1. How does your selection and use of an NVT fit into your understanding of the way people change (learning theory)?

2. What position does this NVT hold in the context of the laboratory goals toward which you are working (training design)?

3. What immediate and observable needs does this NVT meet, at this time and with these participants (specific relevance)?

As with any activity, the verbal exploration that follows the NVT is at least as important as the exercise itself, if the application of laboratory learning is to be ensured. When using NVT’s, therefore, it seems doubly important to allow ample time to process data generated.

1. Exaggeration. A group member is asked to stand in front of another and express his or her feelings toward that person nonverbally and with exaggeration as in mime.

2. Pass-the-Object. Any object—such as a pen, a book, or an ashtray—is passed from member to member in a circle. Participants may do anything they wish with the object.

3. Posturing. The group forms itself into two seated lines, facing each other. Participants on one side mirror each of the physical postures of their opposites while the other side has a brief meeting. Purpose: to attempt to increase empathic understanding of another person.

4. Seated Roll. A group member who needs to develop trust in the other members stands in the center of the group. The others sit in a circle on the floor, pressing their feet tightly against the central member’s feet. With closed eyes, the individual falls while the others support him or her with their hands and feet, rolling the member around the circle.

5. Trust Walk—Variations. Participants pair off, and members of each pair decide who is to lead and who is to be led on a blind walk to study interpersonal trust.

Later they reverse roles and repeat. The leading may be done in one of several ways—by barely touching the follower on the elbow, by holding hands only, by placing hands on the other’s shoulders from behind, or by whispering directions.

6. **Nature Walk.** The group takes a walk outside, without talking. Members are instructed to explore as much detail in their environment as they can and to communicate their feelings to each other without words.

7. **Hand-Talk.** Participants pair off and move apart; members of each pair face each other. The facilitator announces that each member of a pair should take turns attempting nonverbally to communicate to his or her partner the feelings named by the facilitator, such as frustration, tension, joy, friendliness, anger, hate, elation, and ecstasy. Each feeling is mentioned separately, with about a minute for both partners’ expressions.

8. **Back-Lift.** Group members form pairs, and partners sit back to back on the floor. They lock their arms together and attempt to stand. Variation: They stand back to back, locking arms, and one member lifts the other off the floor.

9. **Unwrapping.** A member who is experiencing internal conflicts is asked to curl up into a tight ball. Another member tries to “unwrap” the individual, or open him or her up completely. This person may struggle against being unwrapped, or he or she may submit.

10. **Eye-Contact Circle.** The group stands in a circle, and one member goes clockwise around the circle, establishing eye contact and communicating nonverbally with each other member, finally returning to his or her original place. Next the member on his or her left goes around the circle, and so on, until all members have contacted all others.

11. **Ha-Ha.** Group members lie on the floor, each person with his or her head on someone else’s abdomen. One member begins laughing, and all join in.

12. **Sandwich.** Participants stand in a line, all facing in the same direction, with their arms locked around the person in front of them. They lie down together, still holding on, and slide across the floor by alternately moving their legs and shoulders in unison. The group attempts to stand without breaking the chain.

13. **Draped Milling.** Participants drape themselves with bedsheets and mill around the room, encountering each other nonverbally. Pairs may be formed to communicate their feelings verbally and then nonverbally during the activity.

14. **Under the Bridges.** Participants form a circle, holding hands. One member frees one hand and leads the others “under the bridges” of hands. The group ties itself into a knot.

15. **Big and Small Circles.** Participants join hands in a circle. The facilitator instructs them to stretch the circle as large as possible and then to make the circle as small as possible.
16. *Imaginary Object.* Participants form circles of eight to twelve members each. The facilitator announces that he or she is going to place an imaginary spherical object on the floor in the center of each subgroup. Someone is to pick up the object, make something out of it, and pass it on. After about ten minutes, each subgroup processes the activity, and then the sequence is repeated, with an imaginary cubic object.

17. *Meadow Walk.* In a large, cleared room, participants are asked to line themselves against one wall. The facilitator announces that the space in front of them is a meadow in springtime. They are to explore it individually and to return to the wall. Then they do the same thing in pairs, quartets, octets, and finally all together. Small groups are formed for verbal processing.
NONVERBAL COMMUNICATION: ANOTHER COLLECTION

Although numerous techniques in human relations training supplement and enhance learning that results from verbal interaction, nonverbal techniques (NVT’s) also have become popular with both facilitators and laboratory participants. As Mill and Ritvo\(^1\) point out, however, the potentialities of NVT’s may be counterbalanced by a number of pitfalls. They suggest as guidelines three questions that the facilitator should be able to answer with “some sophistication”:

1. How does your selection and use of an NVT fit into your understanding of the way people change (learning theory)?
2. What position does this NVT hold in the context of the laboratory goals toward which you are working (training design)?
3. What immediate and observable needs does this NVT meet, at this time and with these participants (specific relevance)?

As with any activity, the verbal exploration that follows the NVT is at least as important as the activity itself if the application of learning is to be ensured. When using NVT’s, therefore, it seems doubly important to allow ample time to process data generated.

1. *Sticks and Stones.* Dowel rods and golf-ball-sized stones are placed in the center of the group, and members are told to use them, without talking, in any way appropriate to convey their reactions to each other.

2. *Posture Feedback.* One group member at a time receives nonverbal feedback: All other members assume body postures that indicate their impressions of that person. There is a processing session after each member has received this feedback.

3. *Sociogram.* Group members form a living sociogram by placing and moving themselves and each other around the room in ways that are meaningful to them. The final form of the sociogram is drawn on newsprint and then discussed.

4. *Drum Dance.* Someone plays drums (or a recording of drums) while group members dance freely. Suddenly the drums are stopped, the participants freeze for a moment, observe one another, and then pair off to discuss their observations.

5. *Body Talk.* Group members take turns trying to express various emotions with their bodies. The facilitator hands a participant a slip of paper indicating both the name of a feeling and the part of the body that the participant should use to

express that emotion. Other participants try to guess the feeling expressed. (Examples: fright, anger, attraction, boredom.)

6. **Red Rovers.** Participants form two lines facing each other. Those at the head of each line cross over to the end (tail) of the opposite line. After all members have had this experience, collisions and styles of aggression and avoidance are discussed.
VERBAL ACTIVITIES WITHIN GROUPS: A POTPOURRI

Following are listed a number of activities that can be structured into group meetings for various purposes. The facilitator may use them as openers when meetings of the group are infrequent, or use them as interventions within meetings.

1. Room-Design Imagery. Participants are asked to close their eyes and to take about three to five minutes silently to design a room for themselves. They are encouraged to try to remember as much detail as possible. Members share their designs with the group and discuss their selections. (This self-disclosure exercise is useful in the early life of a group.)

2. Opposite Behavior. Participants are asked to try to experience the reverse of their feelings and to express themselves verbally and nonverbally.

3. Role Trading. Two group members are asked to trade roles and to “be” each other for a few minutes during the group meeting, as an attempt to enhance empathy.

4. Nonsense Syllables. Participants are instructed to try to convey their feelings to one another by using nonthreatening nonsense syllables, such as “foo, zak, ook, lig, paa,” etc.

5. Animal Connotations. Participants choose an animal that they associate with their feeling reactions to each of the other group members. All animal connotations associated with one member are expressed and discussed, then the second member receives feedback, and so on.

6. Opening the Gunnysack. When participants seem to be “sitting on” significant reactions to each other (gunnysacking), the facilitator asks them to write down what they cannot say to each of the others. These papers are collected, and the facilitator reads them aloud anonymously.

7. Test Profiles. A personality inventory such as Cattell’s 16PF, Bass’s Orientation Inventory, Schutz’s FIRO-B, or Shostrom’s Personal Orientation Inventory is administered. Each person’s form is scored and a profile is prepared for each, using a code number for the person’s name. In a group meeting the facilitator explains the meaning of the several scale scores derived from the instrument. The facilitator then places all the profiles in the center of the group and asks the members to determine which profile belongs to which member.

8. New Names. Participants assume new identities for the duration of the group’s life. These new names may be chosen at the first meeting from suggestions based on first impressions.
9. *Accommodating.* One participant plays whatever role is necessary to allow another member to express withheld feelings.

10. *Pair Descriptions.* Members pair off and then write, independently and individually, free-association descriptions of themselves and their partners. They share these with each other to check perceptions and develop commitment.

11. *Sociogram.* As feedback, a group member positions all other members according to the ease with which he or she is relating to them. They may be characterized as in, out, or on the fringe.

12. *Spontaneous Expression.* Any members experiencing difficulty expressing their feelings are seated, one at a time, in the center of the room. Another member sits behind them and nudges them when it appears they are suppressing their feelings. The members are asked to blurt out whatever they are feeling at the moment they are prompted.

13. *Stupid Statements.* As an icebreaker early in a group’s life, participants stand in a circle and take turns saying or doing something stupid or nonsensical.

14. *Intimate Statements.* Group members are asked to write a series of intimate statements about themselves. Then the group decides what to do with these data.

15. *I-You.* Two members who are not listening well to each other are seated face to face. They take turns making two statements, one beginning with “I” and one with “you.” They continue until they feel they understand each other.

16. *Active Listening.* To enhance interpersonal understanding, one participant makes a declarative statement. The receiving member acknowledges the message in the following way: “You feel (somehow) about (something).” The sender simply answers yes or no. Then the receiver may make a statement that is to be acknowledged by the first sender. They continue until they are satisfied they understand each other.
EMPTY CHAIR: AN EXTENDED GROUP DESIGN

Goal

- To allow all participants to become involved voluntarily in a group-on-group activity when the size of the total group makes discussion impractical.

Group Size

Unlimited. (The example described here is based on a total group of more than fifteen participants.)

Time Required

Open.

Physical Setting

Circle of seven chairs in the center of the room, with an outer circle of chairs for the rest of the group.

Process

1. The facilitator solicits six volunteers for an inner-circle group to sit in the chairs provided. (This leaves one vacant chair.)

2. Individuals from the outer group are told they may join the inner group, one at a time, when they want to contribute some data or to clarify inner-group data. (Remaining outer-group members may not talk.) An outer-group individual may stay in the inner group only for the time required to process his or her input and then must vacate the seventh chair to make room for another outer-group individual. Under no circumstances may anyone become a permanent member of the inner group. The facilitator may need to enforce this rule. It is not necessary for an outer-group member to be in the inner circle at all times; outer-group members may participate when they wish.

Variations

- The permanent members of the inner circle may be polarized: In a university setting, for instance, they may consist solely of deans and radical students, while members of the outer circle may be professors and conservative students.
The permanent members of the inner circle may be hierarchical: In a business setting, for instance, they may consist solely of managers, while the outer circle contains only hourly employees.

The number of empty chairs in the inner circle may be varied. The inner circle may contain enough chairs for the total group.

The facilitator may require that the person who occupies the empty chair wait for a “natural” opening in the discussion to offer comments. Members of the inner circle may be instructed to “open the gate” for that person.

After about thirty minutes the inner and outer groups can be reversed, or a new inner group can be selected.

Members of the inner group may be free to leave the circle, allowing more than one outer-group member at one time to join the inner circle.
ASSUMPTIONS ABOUT HUMAN RELATIONS TRAINING: AN OPINIONNAIRE

Goals

- To allow the group (in this case, a human relations training staff) to assess the degree to which it has consensus on a number of assumptions that underlie laboratory learning.
- To assist co-facilitators in identifying each other’s biases about training.
- To discover some possible “blind spots” that the training staff may have about training.

Group Size

Unlimited.

Time Required

Minimum of one hour.

Materials

- Copies of Opinionnaire on Assumptions About Human Relations Training for all participants.
- Newsprint and felt-tipped marker.
- Pencils for all participants.

Physical Setting

Participants should be seated comfortably for writing. They should be able to see the display of group results.

Process

1. Copies of the opinionnaire and pencils are distributed, and participants follow the instructions on the form.
2. When everyone has finished, the facilitator announces that tallies of responses to particular items will be made. Participants indicate which items they would like to have tallied. The facilitator makes a tally chart on newsprint with the following heading:
3. Items are tallied and discussed one at a time. Particular attention is paid to items on which there is dispersion of response and to those on which there is near unanimity (possible blind spots).

4. Co-facilitators meet to exchange their responses to items of mutual interest.

**Variations**

- A shorter form of the opinionnaire can be developed by selecting items that most closely fit the goals of the training event.

- Staff members can predict one another’s responses to particular items.

- In a personal growth laboratory, an abbreviated form of the opinionnaire can be used to elicit expectations of participants.

- Instead of tallying the group’s responses in the session, clerks can develop staff norms during another activity, such as a meal.

- Individuals or an ongoing training staff can use the opinionnaire several times over a long period to study changes in assumptions underlying their work.

Submitted by John E. Jones.
OPINIONNAIRE ON ASSUMPTIONS ABOUT HUMAN RELATIONS TRAINING

Name ____________________________ Date _________________________________

Instructions: Assumptions about personal growth groups and participants in laboratory training are listed. Use a five-point scale: 5, strongly agree; 4, agree; 3, uncertain; 2, disagree; and 1, strongly disagree. Report your reaction to each item in the space at the left of the item number.

_______ 1. A substantial number of group participants, when confronted with others’ behaviors and feelings in an atmosphere of psychological safety, can produce articulate and constructive feedback.
_______ 2. A certain degree of communality is necessary if the feedback is to be helpful for the individual.
_______ 3. The behavior emitted in the group is sufficiently representative of behavior outside the group so that learning occurring within the group will carry over or transfer.
_______ 4. Psychological safety can be achieved relatively quickly (in a matter of hours) either among complete strangers or among associates who have had varying types and degrees of interpersonal interaction.
_______ 5. Almost everyone initially lacks interpersonal competence; that is, individuals tend to have distorted self-images, faulty perceptions, and poor communication skills.
_______ 6. A trusting atmosphere is conducive to self-revelation.
_______ 7. People are more accepting of themselves when they perceive that others accept them.
_______ 8. Negative feedback is conducive to change.
_______ 9. People love and trust others to the extent that they love and trust themselves.
_______ 10. In understanding others better, we understand ourselves better.
_______ 11. Authenticity is desirable in personal growth groups.
_______ 12. The progress of a personal growth group is dependent upon the skill of the trainer.
_______ 13. Self-revelation is necessary for change.
_______ 14. A poor trainer/cotrainer relationship is deleterious to the functioning of a group.
5 = Strongly Agree   4 = Agree   3 = Uncertain   
2 = Disagree   1 = Strongly Disagree

_____ 15. People in the helping professions tend to underestimate the strength and resilience of normal people.
_____ 16. Most persons feel freer to change their behavior when they feel they are understood and cared for.
_____ 17. People can be seriously hurt by their experiences in a personal growth group.
_____ 18. Trainers who participate in the group to satisfy their own needs prevents the group from completing its development.
_____ 19. The conditions leading to behavior change require the person to feel frustrated or fearful.
_____ 20. Behavior changes become more or less permanent according to the person’s perception of the rewards for such behavior.
_____ 21. People who usually are quiet in the personal growth group sessions do not get as much out of the experience as people who participate more actively.
_____ 22. People who have not cried in the personal growth group have not shared their true feelings.
_____ 23. The members of a personal growth group generally can be trusted to stop short of a participant’s breaking point.
_____ 24. The value of a personal growth group experience can be justified on whatever grounds seem appropriate to any participant.
_____ 25. The personal growth group experience may decrease a person’s sense of individual responsibility for what he or she does.
_____ 26. Personal growth group training sponsored by an institution should not produce outcomes inconsistent with the stated goals of the supporting institution.
_____ 27. Almost everyone can profit from experience with a personal growth group.
_____ 28. Through the personal growth group experience, you can see that all people are deserving of your love.
_____ 29. There should be no restrictions on the behavior of personal growth group participants, with the exception that no one should be allowed to strike another person with a solid object or closed fist.
5 = Strongly Agree    4 = Agree    3 = Uncertain
2 = Disagree    1 = Strongly Disagree

_______ 30. For most people in a laboratory setting, sexual intercourse is an appropriate and desirable form of interaction.

_______ 31. The trainer, to be effective or useful, should feel free to interact and participate just as any other participant in the group.

_______ 32. Without the introduction of theory units—either in separate sessions or, as appropriate, in personal growth group meetings—the laboratory method of teaching produces little generalizable information for the participant.

_______ 33. Nonverbal exercises are potentially useful techniques for generating additional data in a personal growth group.

_______ 34. The personal growth group’s time is more productively employed by looking at and discussing the “here and now” rather than a participant’s problems at home or at work.

_______ 35. People generally approach learning and change with ambivalence.

_______ 36. Immediate feedback is more useful than delayed feedback.

_______ 37. Emphasis on the “here and now” is more effective than discussion of life-history data.

_______ 38. Knowledge of one’s impact on others leads to more effective interpersonal functioning.

_______ 39. Task groups that study their own process are the most effective.

_______ 40. Data-based decisions are better than intuitive (instinctive) ones.

_______ 41. Democratic decision making results in the most effective action.

_______ 42. With regard to decision making in groups, efficiency is less important than effectiveness.

_______ 43. As bases for decisions made in groups, feeling data are equally as important as what participants think.

_______ 44. Common problems cannot be solved well in groups without participation of those affected by the solution.

_______ 45. The final arbiter of the rightness of any collective judgment or arrangement is the procedure of consensual validation.

_______ 46. Motive analysis is to be avoided in the personal growth group.

_______ 47. One can teach others only if he or she can enlist the others in thinking and learning for themselves.
5 = Strongly Agree   4 = Agree   3 = Uncertain
2 = Disagree   1 = Strongly Disagree

48. Confronting a personal growth group participant with the effects of his or her behavior is an effective way of helping.
49. Empathic understanding is a necessary condition for giving help.
50. The effectiveness of the trainer is more a function of his or her personality than it is a function of academic preparation.
51. Competition within a group generally produces better decisions.
52. The use of taboo words is an index of the level of authenticity in the group.
53. Conflict should decrease in the human relations group as the members come to know one another better.
54. Asking for help in the human relations group appears to be more difficult for most members than giving help.
ASSUMPTIONS ABOUT HUMAN RELATIONS TRAINING:
NORMATIVE DATA

Percentage Norms

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1 Based on results obtained from 238 experienced group facilitators—71 percent of those contacted.
PARTICIPANT-STAFF EXPECTATIONS: REDUCING THE GAP

Goals
- To provide participants and facilitators the opportunity to examine and discuss mutual expectations and perceptions regarding the training program.
- To reduce the “expectation gap” between participants and facilitators.

Group Size
Between five and six participants. Several groups may participate simultaneously.

Time Required
Approximately one hour.

Materials
- Felt-tipped markers.
- Newsprint.
- Masking tape.

Process
1. Participants are asked to work as a subgroup to draw two pictures or sketches describing how they (a) see themselves as participants and (b) see the facilitators. The training staff forms a separate subgroup and performs a similar task, i.e., (a) how they see themselves as facilitators and (b) how they see the participants. Each subgroup is given fifteen minutes to complete the task.
2. After completion of the task each subgroup selects one member to explain the subgroup’s sketches to the total group. Sketches are posted on the wall for discussion.
3. General discussions of the contents of the posters follows. Expectations are clarified.

Submitted by Adolfo H. Munoz.
PROCESS INTERVENTION:
A FACILITATOR PRACTICE SESSION

Goals
- To provide practice in intervening in small groups.
- To generate feedback on intervention styles.

Group Size
Six to twelve facilitators. This is a staff development exercise.

Time Required
Unlimited. At least one hour.

Materials
- Some object that can be held in the hands of the person designated as “facilitator for the moment”: ashtray, book, chalkboard eraser, etc.
- Paper and pencils.

Physical Setting
A circle of chairs.

Process
1. The facilitator-participants choose a person to act as the facilitator of the group. This person holds the chosen object.
2. Members have a “here-and-now” meeting. The “facilitator” makes two interventions. When the facilitator thinks that a third intervention is appropriate, he or she raises the object, and the meeting stops.
3. The members individually write down what they think is the most appropriate intervention at this point. These are read aloud and discussed, and the person who appears to have devised the best intervention is designated to be the next facilitator and is given the object. Before the group meeting continues, the members offer feedback to the first facilitator on his or her interventions.
4. The group holds another “here-and-now” meeting, and the process is repeated with the second “facilitator.” The group works through as many cycles as time permits.
Variations

- Members can take turns being the facilitator, instead of being designated by group consensus.
- Co-facilitators can be used.
- Each segment of the “here-and-now” meeting can be videotaped for replay during the facilitators’ feedback periods.
- The number of interventions that any one facilitator makes can be varied.
TRAINING PHILOSOPHIES: A PERSONAL ASSESSMENT

Goals
- To assist the participants in clarifying their individual training philosophies.
- To help the participants to clarify their perceptions of the relationship between training and management.

Group Size
Any number of subgroups of three to four participants each.

Time Required
One hour.

Materials
- A copy of the Training Philosophies Profile for each participant.
- A copy of the Training Philosophies Score Sheet for each participant.
- A copy of the Training Philosophies Interpretation Sheet for each participant.
- A pencil for each participant.

Physical Setting
A room with movable chairs for the participants.

Process
1. The facilitator distributes copies of the Training Philosophies Profile and pencils and asks each participant to complete the form. (Fifteen minutes.)
2. The facilitator distributes copies of the Training Philosophies Score Sheet and asks each participant to score his or her profile and to note the philosophy that corresponds to the highest score. (Five minutes.)
3. Each participant is given a copy of the Training Philosophies Interpretation Sheet and is asked to read this handout. Subsequently, the facilitator leads a discussion about the philosophies dealt with in the profile. The questions that follow may be helpful during this discussion.
What did the profile reveal about your training philosophy? How do you feel about your discoveries?

What type of philosophy do you see as predominant in your organization? with trainers in general?

What might be the result of each of the underlying attitudes? How can each be used productively?

How can you work to change training philosophies for the better?

(Twenty minutes.)

4. The participants are assembled into subgroups of three or four each and are invited to discuss how they feel about their scores and the implications of what they have learned.

Variations

After step 2 each participant may be asked to predict his or her highest-scored philosophy.

The participants may be asked to compare their own training philosophies with those of their organizations.

The facilitator may request that the subgroup choose an “ideal” philosophy and discuss ways of acting in accordance with that philosophy.

Submitted by G.E.H. Beamish.
**TRAINING PHILOSOPHIES PROFILE**

*Instructions:* For each of the following thirty-six pairs of statements, allocate 3 points between the alternatives. Make your determination by deciding which of the two better describes how you feel about training. All 3 points must be allocated, but any distribution from 3-0 to 0-3 is permitted. Only whole points may be allocated. *(Note: This instrument consists of nine different sentences that are repeated throughout in different combinations to form the pairs.)*

<p>| 1.   | A  | Training makes a valuable contribution to effective management, and this contribution can be clearly demonstrated. |
| 2.   | B  | Training makes little difference, but it can be a rewarding job if the trainer deals with acceptable subjects. |
| 3.   | C  | Training could really help some people, but those who could benefit most do not risk taking part. |
|      | D  | Training has little contribution to make to management; the real action is outside the field of training. |
| 4.   | E  | Training is not yet perfect, but trainers come closer to the final answer with each new idea. |
|      | F  | Training should not move faster than the organization; it should be accomplished step by step. |
| 5.   | G  | Training seldom changes anything directly, but the trainer who knows the system can stay ahead of the game. |
|      | H  | Training consists of finding ways to open up the organization and thereby make it more effective. |
|      | I  | Training is not about methods; it is about changing and learning to cope with change. |
|      | A  | Training makes a valuable contribution to effective management, and this contribution can be clearly demonstrated. |</p>
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<td>Training seldom changes anything directly, but the trainer who knows the system can stay ahead of the game.</td>
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TRAINING PHILOSOPHIES SCORE SHEET

For each of the letters A through I, total the number of points and enter the result in the appropriate box. The grand total of all scores should be 108.

\[
\begin{array}{cccccccc}
A & B & C & D & E & F & G & H & I \\
\square & + & \square & + & \square & + & \square & + & \square & = & 108
\end{array}
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The letters A through I represent philosophies as follows:

- A - Justification
- B - Rationalization
- C - Cynicism
- D - Escapism
- E - Miracle seeking
- F - Pragmatism
- G - Political expedience
- H - Pursuit of learning
- I - Achievement integration
<table>
<thead>
<tr>
<th>Philosophy</th>
<th>Behavior</th>
<th>Self-Image</th>
<th>Underlying Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Justification</td>
<td>Denies that there is anything wrong with training. Conducts evaluations and cites validations to prove this point.</td>
<td>Teacher who battles against ignorance.</td>
<td>People will eventually recognize the contributions of trainers.</td>
</tr>
<tr>
<td>B. Rationalization</td>
<td>Deals only with “safe” subjects; does not “rock the boat.”</td>
<td>Teacher who is trying to avoid personal burnout.</td>
<td>Training is easy if the trainer maintains a low profile.</td>
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<tr>
<td>C. Cynicism</td>
<td>Uses training to punish others or to belittle them for their naïveté.</td>
<td>Clinical observer who understands people’s hidden motives.</td>
<td>Training could “save” everyone, but people do not deserve it or recognize its value.</td>
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<tr>
<td>D. Escapism</td>
<td>Leaves the profession.</td>
<td>Expert who is too good to waste on a useless or unrewarding occupation.</td>
<td>There is no real future for trainers.</td>
</tr>
<tr>
<td>E. Miracle seeking</td>
<td>Earnestly seeks the ultimate answer; open to evangelistic fads.</td>
<td>Messiah (designate).</td>
<td>All uncertainty about training will be resolved when the right technique is discovered.</td>
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<tr>
<td>F. Pragmatism</td>
<td>Makes changes that people will tolerate.</td>
<td>Change agent who achieves progress in small increments.</td>
<td>Slow but steady improvement is possible through training.</td>
</tr>
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<tr>
<td>G. Political expedience</td>
<td>Uses the system, usually to his or her personal advantage.</td>
<td>Shrewd manipulator.</td>
<td>If and when training changes things for the better, the improvement will help me.</td>
</tr>
<tr>
<td>H. Pursuit of learning</td>
<td>Seeks ways to improve effectiveness.</td>
<td>Honest and open seeker of wisdom and truth.</td>
<td>Training can improve organizations by showing people how to pull together.</td>
</tr>
<tr>
<td>I. Achievement integration</td>
<td>Promotes change, sometimes without knowing how.</td>
<td>Mover.</td>
<td>Organizations are changing, and training teaches people how to cope with change.</td>
</tr>
</tbody>
</table>
MEDIAL FEEDBACK:  
A “MID-COURSE CORRECTION” ACTIVITY

Goals

- To generate evaluative data about the effects of a laboratory education design while there is still time to modify it.\(^1\)
- To study group process phenomena both as a participant and as an observer.

Group Size

Ten to twenty-four.

Time Required

Approximately one hour and a half.

Materials

- A 5” x 8” card and a pencil for each participant.
- Medical Feedback Process Observer Form for each participant.

Physical Setting

Room large enough to form subgroups that can be instructed simultaneously without disturbing each other.

Process

1. Two subgroups of approximately equal size are formed randomly and are designated Group A and Group B.
2. Members of Group A are given 5” x 8” cards and pencils and instructed to go to one end of the room and work independently while the members of Group B are receiving instructions. Group A participants are to write on one side of the card at least two positive statements about the activity so far and on the other side at least two negative statements about the activity so far.
3. Members of Group B are given pencils and copies of the Medical Feedback Process Observer Form. Each member is assigned a particular section of the form to use to record observations, in order for most of the relevant aspects of the process to be

\(^1\) This design can be adapted for an evaluation session at the end of a training event.
observed. If there are more members than five, two or more may be assigned to observe the same dimensions. This briefing should take about ten minutes.

4. Group A is assembled in a circle in the center of the room, with members of Group B spread around it as observers. (If there is any doubt about member names, members of Group A are asked to give their first names in the order in which they are seated. These may be posted.) Members of Group A are instructed to discuss their reactions to the activity up to this point. Each individual has three responsibilities: to make at least one of the statements from each side of his or her card, to make certain that he or she is understood, and to hear what everyone else says. The group meets for twenty minutes.

5. The group has the superordinate task of agreeing on three positive and three negative statements. (This group task generates much of the data for the observers.)

6. The facilitator reminds Group B of criteria for giving feedback effectively (be specific, be descriptive rather than evaluative, focus on modifiable behavior, check to see whether it is heard, check it out with others) and asks that observers give brief reports (no speeches and no theories) while Group A listens. Then members of Group A react briefly to process observations. This feedback and reaction phase should last about fifteen minutes.

7. The subgroups switch positions with Group B writing their reactions and Group A becoming process observers. A different pair of questions is introduced, e.g., “What have been your major personal and professional learnings so far in this workshop?” The superordinate task is comparable to the one described in step 5.

8. Observation is done one-to-one with the observer using the same process observation guide as in the first phase. The observer should sit facing the person he or she is observing in order to see nonverbal cues. The feedback portion of this round is done one-to-one.

9. After the processing of the second phase the facilitator solicits observations about process differences in the two phases. Then design modifications for the remainder of the activity can be explored with the group. The facilitator may model nondefensive receptivity to feedback by summarizing the content of the two group sessions and by explaining what will be done with the data.
MEDIAL FEEDBACK PROCESS OBSERVER FORM

Record verbal and nonverbal behaviors engaged in by specific members of the subgroup in the section on this form assigned to you. Guide your observations by the statements and questions included in your section. Try to focus on the processes that emerge in the meeting rather than on the content of what is said. Imagine that you are a process consultant called in by this subgroup to assist it in improving its internal functioning.

1. Structure: how the subgroup organizes to accomplish its task. What ground rules emerge? What leadership behaviors are displayed? How are decisions made? How is information treated?

2. Climate: the psychological atmosphere of the meeting. How are feelings (as opposed to points of view) dealt with? What nonverbal behavior indicates changes in climate? How do members’ voices denote feeling tone?

3. Facilitation: how subgroup members influence the development of the subgroup. Does the subgroup process itself? What group-building behaviors (bringing in silent members, harmonizing conflict, reinforcing participation, etc.) are engaged in?

4. Dysfunctions: behaviors that hinder the accomplishment of the subgroup’s task. What anti-group behaviors (blocking, recognition-seeking, dominating, withdrawing, etc.) are seen? What communication patterns develop that are dysfunctional to the subgroup?

5. Convergence: how the subgroup moves from independence to collective judgment. What behaviors promote agreement? What consensus-seeking behaviors are observed? What “false” consensus behaviors (such as “me too,” “I’ll go along with that”) are displayed?
ZODIAC FOR TRAINERS:
DETERMINING COMPETENCIES

Goals

- To assist the participants in identifying attitudes and skills that they feel are essential to being an effective human resource development (HRD) trainer.
- To provide the participants with an opportunity to assess their levels of competence in various trainer attitudes and skills.
- To offer the participants an opportunity to discuss ways to capitalize on their strengths as trainers and ways to address their areas for improvement as trainers.

Group Size

Twenty-four to forty-five participants. This activity is designed for use with practicing and prospective HRD trainers as participants.

Time Required

One hour and forty minutes to two hours.

Materials

- One copy of each of the Zodiac for Trainers Horoscope Sheets for each participant. (Each participant receives only one of these sheets, the one that represents his or her birthday. However, by preparing a copy of each of the sheets for each participant, the facilitator ensures that enough copies of the horoscope sheets will be available.)
- A copy of the Zodiac for Trainers Theory Sheet for each participant.
- A copy of the Zodiac for Trainers Assessment Sheet for each participant.
- Blank paper and a pencil for each participant.
- A clipboard or other portable writing surface for each participant.
- Twelve newsprint posters prepared in advance. The facilitator writes one of the following Zodiac signs and its corresponding dates at the top of each poster:
  - Aries (March 21-April 20)
  - Taurus (April 21-May 21)
  - Gemini (May 22-June 21)
  - Cancer (June 22-July 23)
Leo (July 24-August 23)
Virgo (August 24-September 23)
Libra (September 24-October 23)
Scorpio (October 24-November 22)
Sagittarius (November 23-December 21)
Capricorn (December 22-January 20)
Aquarius (January 21-February 19)
Pisces (February 20-March 20)

- If the facilitator wishes, he or she may tape a copy of the appropriate Zodiac for Trainers Horoscope Sheet under the sign and dates on each poster.

- A newsprint flip chart and a felt-tipped marker.

- Masking tape for posting newsprint.

**Physical Setting**

A large room in which the twelve subgroups can work without disturbing one another. Each of the subgroups meets next to one of the twelve posters of Zodiac signs described in the Materials section. (Prior to conducting the activity, the facilitator tapes the twelve posters to the walls, thereby creating twelve stations for subgroups.)

Movable, lightweight chairs should be provided. Before the activity the facilitator places the chairs in the center of the room; when the participants are asked to assemble into subgroups and then to reconvene as a total group, they take their chairs with them.

**Process**

1. The facilitator states that during the upcoming activity the participants will identify the specific attitudes and skills that a HRD trainer must have in order to work effectively with groups.

2. The facilitator points out the twelve Zodiac signs on the walls and asks each participant to go to the sign that represents his or her birthday. The facilitator mentions that some of the signs may not be represented.

3. The facilitator gives each participant a copy of the appropriate Zodiac for Trainers Horoscope Sheet, a pencil, and a clipboard or other portable writing surface. The members of each subgroup are asked to spend ten minutes reading and discussing the horoscopes and then choosing *two attitudes and/or skills* represented in those horoscopes that they feel are essential to being an effective HRD trainer. The facilitator stipulates that once each subgroup has made its choices, one member should mark these choices or jot them down on his or her handout and should be prepared to announce them to the total group. (Ten to fifteen minutes.)
4. After ten minutes the facilitator calls time, reconvenes the total group, and asks representatives from the Zodiac subgroups to take turns announcing the subgroup choices. As these choices are announced, the facilitator records them on newsprint. (Ten minutes.)

5. The facilitator leads a discussion about the listed items, helping the participants to clarify meanings; to check for attitudes and skills; and to reach a decision about items they want to retain, combine, delete, or add. This discussion continues until the participants are satisfied with their selections. The resulting items are recorded on newsprint. (Fifteen minutes.)

6. The participants are given copies of the Zodiac for Trainers Theory Sheet and are asked to read this sheet. (Five minutes.)

7. The facilitator assists the participants in drawing connections between the items on their list and the content of the theory sheet. If the participants decide to amend their list, the facilitator records their changes. (Ten minutes.)

8. The facilitator distributes copies of the Zodiac for Trainers Assessment Sheet and states that as the items on the participants’ list are read aloud, the participants are to write them in the left column of their assessment sheets. (Five to ten minutes.)

9. Each participant is instructed to review each item written on the assessment sheet; to determine his or her competence level in that attitude or skill; and to record the number from 1 to 10 that represents that competence level. The facilitator adds that after all items have been assessed in this way, each participant is to identify his or her three greatest strengths and the three areas in which he or she most needs to improve; the strengths are to be marked with the letter “S” (for “strength”), and the areas for improvement are to be marked with the letter “I” (for “improvement”). (Ten minutes.)

10. The facilitator assembles subgroups of four or five participants each, distributes blank paper, and asks the members of each subgroup to discuss ways in which they use their strengths as well as ways to improve. The participants are encouraged to make notes about any ideas that they find useful. (Fifteen to twenty minutes.)

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

- What reactions do you have to the attitudes and skills that appear on the assessment sheet?

- What similarities do you see in the attitudes and skills listed on the assessment sheet? What differences do you see?

- What have you learned about your own competence in the attitudes and skills listed on the assessment sheet?

- What does the list of attitudes and skills tell you about HRD training competencies in general?
What approaches or techniques were mentioned in your subgroup work on strengths and areas for improvement? Which of these approaches or techniques do you plan to try in future training activities? How will you apply them?

(Fifteen to twenty minutes.)

12. The facilitator encourages the participants to keep their assessment sheets and their theory sheets and to add information to them from time to time as they gain experience in training.

**Variations**

- The theory sheet may be omitted.

- In step 3 each Zodiac subgroup may be asked to choose only one attitude or skill. In this case the participants’ final list for the assessment sheet would be shorter. Similarly, in step 9 each participant may be asked to select one strength and one area for improvement (instead of three of each).

Submitted by Bonnie Jameson.
ZODIAC FOR TRAINERS HOROSCOPE SHEET

Aries (March 21-April 20)

1. Assess political atmosphere in the workplace and tailor your behavior accordingly. Lend an understanding ear to a distressed friend. Happy hours can be beneficial to your career as well as your social life.

2. Put aside your egotistic tendencies and discover what is really meaningful to you. Financial gain may be yours if you take the initiative and follow your instincts.

3. Don’t be too quick to judge others; find out all the facts first. You will be given additional responsibilities at work. Avoid stress through strenuous daily workouts and rigorous attention to nutrition.

4. Organization is the key to completing assignments quickly and efficiently. Strong passions will play a significant role at home and at work. Clarify misunderstandings as soon as they occur, but hold your ground.

5. Conflicting demands begin to overwhelm you; be assertive and say no with confidence. Also, learn to ask for and accept help when needed. A team effort will make the job more fun and increase the potential for success.

6. Be objective in a difficult situation and make the right choices. Obstinate attitude will not work. Choose a path toward self-improvement; a restful weekend is a good start.

7. New job opportunity involves relocating; commitments are tested. Talk over your concerns with a friend. Try an inventive approach to a recurring dilemma. Get a good night’s rest.

8. Emphasis is on eliminating chaos; make a list of things to do in order of importance. Your ambition and loyalty are attracting attention; continue to establish this reputation. Quiet day provides opportunity for reflection.

9. Follow the advice of your colleagues and avoid being overly sensitive to criticism. Time to review your short- and long-term goals; make sure you are doing what you really want. You will feel good if you do a favor for a friend.


Aries
**ZODIAC FOR TRAINERS HOROSCOPE SHEET**

**Taurus (April 21-May 21)**

1. Be proud of your individuality. You can boost your income by finding an outlet for your creative interests. Take a leadership role in your areas of expertise. Forecast features an increase in social obligations.

2. Heavy workload is stimulating and reassuring, but complete one task at a time. Try an original approach to an old problem. A team effort might be the answer. Revelation will cause you to reconsider your views on a controversial subject.

3. Ability to communicate well comes in handy. Take advantage of opportunities for change; don’t let your insecurities hold you back. Keeping up with your many friendships is demanding; be sure to find time for yourself.

4. A traumatic event will renew your vigor for life and pursuing interests outside of work. Focus on communicating with family and friends. Ask for help or suggestions if you need suggestions at work.

5. Sudden changes at work will cause you some uneasiness; be flexible and patient. It is a good time to review your financial situation and make long-term plans. Treat yourself to a facial or a massage.

6. Investigate sound financial investments; don’t be hasty. Advise a friend about the importance of keeping a budget. A strong, confident appearance during difficult times will be reassuring to others.

7. Resolve to change your appearance: A new suit and a new hairstyle will do you wonders. Explore your heritage; consider planning a family reunion. Reschedule your appointments; emphasize moderation in order to fulfill your many pursuits.

8. Concentrate on completing a critical project. You will soon be in a terrific position to bargain for your interests. A new discovery is on the horizon; stay alert.

9. You will be the center of attention for the next few days; don’t shy away, enjoy. Put your own problems aside and spend time assisting a loved one. Remember that the healing process is slow; just take things one day at a time.

10. Someone new in your life will make you a tempting offer; consider all the implications. Maintaining an old correspondence has its rewards. Your home or office is due for a spring cleaning; get started.
ZODIAC FOR TRAINERS HOROSCOPE SHEET

**Gemini (May 22-June 21)**

1. Be patient while explaining ideas to coworkers; try demonstrating to clarify your ideas. Boss will acknowledge your skills as a writer. An uncomfortable situation will require your wit and imagination.

2. Heed your instincts and be cautious about financial investments; require written documentation once a decision has been made. Complete your projects before starting something new.

3. Solve a problem by trying someone else’s idea. A good sense of humor will turn a bad day into a positive one. Avoid commitment right now; leave your options open.

4. Practice goodwill toward others; consider making a charity donation or spending time as a volunteer. Your past experiences will clarify an old problem; trivial knowledge will also come in handy.

5. Maintain your resolution to be independent; begin a new routine. Set goals for yourself. Having a wide range of acquaintances will be beneficial.

6. Time spent creating an efficient distribution system is rewarded; colleagues show their appreciation. Confront a so-called friend who has been spreading rumors and betraying your confidence. New relationship has its challenges; keep working on those problems.

7. Being an executive means your absences are duly noted; focus on punctuality. Puzzles and games are excellent mental exercises and provide a break from routine work. Overlook a colleague’s minor error.

8. Address problems of irresponsibility at home and at work; you are doing more work than is necessary. It is time to consider going back to school to further your education or to change your career. Loved ones will support you.

9. Team efforts are successful; stick with a good thing. Resist temptation and avoid expensive purchases. You will feel more secure if you continue saving money.

10. Anger and aggression need to be confronted and resolved. In the meantime use extra caution in delicate situations; your intuition isn’t reliable. An unannounced visitor will prove to be an excellent sounding block.
Cancer (June 22-July 23)

1. Complete routine tasks and details quickly and accurately. Find time to spend with friends and relatives. Focus on present problems rather than future plans.

2. Unconventional procedure proves successful; your confidence is boosted. Eliminate potential hazards and use caution. Be sensitive of others; avoid gossip.

3. Surprise a coworker with a special gift. Your ability to remember names will be useful at a social function. Don’t let your sentimental nature hinder your judgment; outline several alternatives.

4. Turmoil at home is causing distress; talk with a friend to get an objective perspective. Use your emotional reserves to avoid problems at work. A hot bath will do you good.

5. Others depend on you during an unexpected crisis at work; utilize your imaginative ability. Someone who cares will take you out to lunch. Rehearse an upcoming interview.

6. Your reserved nature might be a hinderance; be more friendly so others will feel more comfortable around you. An important relationship is about to end; don’t let minor problems ruin a good relationship.

7. Let others take control for a change; enjoy yourself. Spend time playing with children. Highly productive week secures your position as vital to the company. A donation to a charity has many rewards.

8. Make the most of your commute time; listen to music or learn a new language. Jealous coworkers may try to cause problems; ignore them and stay positive. Go shopping this weekend.

9. Decorate your work area at a new job with family pictures and plants. Reveal your frustrations to confidant after a troublesome day, but be sure to review positive aspects first.

10. Shrewd instincts draw praise from your colleagues. Maybe it’s time to say yes to a persistent admirer. Overcome your fear of failure; take a risk. Watch the sunset tonight.
ZODIAC FOR TRAINERS HOROSCOPE SHEET

Leo (July 24-August 23)

1. Transform obstacles into tools for success. Past experience clarifies a business dilemma; focus on logical solutions. Slow down and reserve energy for other endeavors.

2. Be a leader and resolve problems as soon as they arise. Hard work will be rewarded in the near future. Others depend on you for inspiration and motivation. Let your roommates know if you are expecting guests.

3. Recognize your hard work even if others don’t. A past mistake arises; take time to correct it. Unexpected disruptions cause a change in plans; practice flexibility and a sense of adventure.

4. Do not indulge your extravagant tastes; unforeseen expenses might arise. Highlight humor in the workplace to ease tensions. A good friend will call on you in an emergency.

5. Find a balance between your need for independence and a new relationship. Practice clear communication when proposing a new idea. While waiting for a response, refine your skills and increase knowledge.

6. A chance encounter in a stuck elevator has long-term consequences. Breakdown causes inconvenience; be patient and accept fate. Search for quality products rather than cheap imitations.

7. A friend begins to take your good nature for granted; gently decline unreasonable requests. Joining a health club might be the perfect solution to get you back in shape. The pressure is on at work; strive to meet deadlines.

8. Energy drain is making you grumpy; bring a toy to work or read the comics to revitalize. A large bouquet of flowers will make someone’s day. Tonight is a good time to refine your listening skills.

9. While assuming responsibilities for a vacationing supervisor, allude to your authority and make the necessary decisions. Employees respond favorably to praise and recognition of their hard work. Don’t let the rainy weather get you down; wear a bright color to work.

10. Curiosity is high; experiment with new techniques. It is up to you to settle problems between disgruntled workers and begin the project. Discourage negative attitudes.
ZODIAC FOR TRAINERS HOROSCOPE SHEET

Virgo (August 24-September 23)

1. Praise and acknowledge your peers’ successes through written communication. However, don’t pander to their insecurities. Spend time working on a hobby this weekend.

2. Have faith in your abilities; someone will seek you out for a special project. Focus on resolving conflicts. Good news is cause for celebration; make an exception and indulge.

3. Share a new discovery with friends. Help with routine work. Pay attention to details, but don’t let your need for perfection impede progress. Let others have a say in final decisions.

4. Passion is strong, but maintain your sensibility; avoid hasty decisions. Focus on getting your health back so that you can be objective. Refrain from criticizing.

5. Seek out bargains to reduce expenditures. A coworker will ask for your help in organizing files. Scientific research will answer questions about health. A productive week will leave time for exploring new interests.

6. Don’t accept indecision in relationships; an ultimatum may be necessary. You are taking the lead at work, and colleagues are coming to you for recommendations; clarify your position.

7. Start the day off by having breakfast with a friend. Double-check the facts before drawing conclusions. Avoid the trap of perfectionism; search for shortcuts to save time and money.

8. A large sum of money will fall into your hands; think before you spend. A forthright approach will impress a new coworker. Role play upcoming situations that are making you nervous.

9. Constant worrying lately is taking its toll; take time off to renew your energy. Strive for harmony and spiritual growth. This is not a good time to be dieting; instead emphasize moderation.

10. Your phone will be ringing nonstop; get out for a walk during lunch. New acquaintance makes a strong impression. Expect a lot of work in the next week; get plenty of rest.

Virgo
ZODIAC FOR TRAINERS HOROSCOPE SHEET

Libra (September 24-October 23)

1. Coworkers in conflict will turn to you for an empathetic ear. Strive for harmony, but maintain a professional attitude when the office environment gets stormy. You will be asked to attend many social functions; do not feel obligated if other responsibilities are more pressing.

2. A new art exhibit will inspire you. Learn from your failures; accent versatility and optimism. Seek out inexpensive entertainment this weekend. An incident causes old feelings to surface; don’t let them hinder your progress.

3. Take advantage of an opportunity to clarify misunderstandings; a direct approach should work best, but remain diplomatic. Resist the temptation to make an expensive purchase right now; concentrate on saving money.

4. A sense of humor will lighten a tense situation. Use caution when dabbling in areas less familiar to you. Punctuality is rewarded; you will be included on an exciting new project. Relax and enjoy an excellent meal.

5. Reserve some time for career networking this weekend. Advice from an unlikely source could prove rewarding. Your power of concentration is acute right now; volunteer for time-consuming research project.

6. Your sense of justice will compel you to action during a controversy; be careful not to jeopardize your position. Accept reality and continue with your life. Avoid rushing a new relationship.

7. Concentrate on self-control this weekend; sweet treats will be tempting. Additional job benefits are accrued; get details in writing. A loved one needs special care tonight.

8. Stop taking responsibility for other people’s problems; continue with your own life. A new job offer leaves you undecided; do you want to take a risk or stick with security? A quiet evening will give you time for reflection.

9. Don’t delay taking control of your career; get those résumés out. Share a good laugh with a friend; it will do you both good. Seek alliances with those who can help you achieve your goals.

10. A talk will alleviate unwarranted fears; however, it’s up to you to make the first move. You will be asked to help plan a wedding. Organization will get you through the next couple of weeks.
ZODIAC FOR TRAINERS HOROSCOPE SHEET

Scorpio (October 24-November 22)

1. A new clothing purchase will enhance pride in your appearance. Be prepared for some unpleasant times ahead; determination and purpose will steer you through. Review practicality of an old partnership.

2. Confiding in someone will establish the basis of a new friendship. Find peace through inner explorations; start a personal journal to examine feelings and explore dreams.

3. Imagination and ambition are instrumental to career advancement; extra effort will not go unnoticed. Travel plans are confirmed; make preparations now. Look up an old friend.

4. Complete all projects that you begin; be especially aware of details. Recognize your accomplishments, and remember that money isn’t the only measure of success. A dream will be fulfilled unexpectedly.

5. Friend offers support and encouragement through uncertain times; remember to show your appreciation when things are more stable. Push to excel beyond expectations; you may surprise yourself.

6. You will be unusually accident prone this week; use extra caution. A confession will surprise you; strive for an honest response. Don’t accept any phone calls and focus on self-improvement this weekend.

7. Anxiety over uncertain relationship subsides; position is clarified. Solicit help on large projects; fresh input can help those projects. Little one can teach you how to have fun.

8. You may need to wait today; remain patient and calm. Rely on your common sense to guide you through uncharted territory. A new movie will make a big impression on you.

9. Confront your differences with partner; a compromise will satisfy both of you. It is best to keep quiet about a tip on a financial investment. Your zest for work is high; put in some extra hours at the office.

10. Complications are developing, and coworkers are bickering; be alert and avoid getting caught up in messy situations. Sources that you thought were stable are proving fallible; it’s time to search for alternatives.
ZODIAC FOR TRAINERS HOROSCOPE SHEET

Sagittarius (November 23-December 21)

1. Attention revolves around you today; enjoy it and take the initiative. Scrupulous attention to detail involving a money matter pays off. Take your dog for a long walk.

2. Act as a liaison for those who cannot communicate nor work cooperatively. Realize that not everyone holds the same ideals as you; however, you still need to learn to work with everyone. Follow an inspiration and take a short trip.

3. Avoid prejudging other people’s abilities. Find new ways to boost your energy during the day—perhaps a five-minute break to read the comics. Daily routine is disrupted unexpectedly; be flexible and enjoy the change of pace.

4. You will be asked to fill in for someone; take advantage of this opportunity to show off your abilities. Finances are looking good; investigate ownership possibilities.

5. Concentrate on the positive aspects of your job; search for creative ways to make a tedious task interesting. Go along with an unexpected change in plans; the result may be a surprise. Relieve unnecessary worries; get a checkup.

6. A cheerful demeanor will reassure troubled mate. Take advantage of your latest success and ask for an overdue raise. Resolve to be well-read in your field so that you are aware of innovations and changes.

7. A lull in the work load is a perfect opportunity for you to spend time on a special-interest venture. Low-budget entertainment is available right in your neighborhood; check the local paper.

8. It is high time you began setting limits; your credit cards are charged to the maximum. An article about a new scientific development fascinates you; find out more. Invite a friend over for dinner and a movie.

9. A good joke will alleviate a tense situation; others will be grateful for your quick thinking. A busy weekend requires that you get plenty of rest; you won’t want to miss out on anything.

10. This week responsibilities will restrict your freedom; reschedule previously made plans. An emotional acquaintance needs frank and sincere advice. Ask for thorough explanations before granting favors.
ZODIAC FOR TRAINERS HOROSCOPE SHEET

Capricorn (December 22-January 20)

1. Spotlight is on public relations skills; schedule interviews and meetings. Thoroughness is rewarded; keep your options open. Consolidate your financial responsibilities.

2. Lighten the mood at work with a sweets break. Continue to follow your chosen path and success will be yours. Your supervisor recognizes a job well done.

3. Prepare yourself for criticism of an earlier mistake; do not take it personally. You have anonymous admirers. Pay attention to your health; make necessary appointments.

4. If you can’t be there in person, a phone call is the next best thing. Channel your energies into completing projects and you will be rewarded with a leadership role.

5. What seems like a golden opportunity may not be; read the fine print. Take time to brighten your work environment. Avoid steadfast commitment to established routines.

6. Your timing is not accurate as of late; however, don’t lose faith. A friend will offer to support your latest business venture; cover your expenses and have a backup plan. Delve into a good book tonight.

7. Focus on paying off debts incurred from previous indulgences. Feeling of nostalgia are aroused; spend time perusing family photo albums. You will be interviewed by a reporter about your opinion on a local controversy.

8. Refrain from being embarrassed about an unforeseeable mishap; others will admire your professionalism. An upcoming presentation has you feeling nervous; careful preparation and a good night’s rest will calm you.

9. Well-chosen words brightens a coworker’s day. Original augments popularity and success. Family members complain that you are being stingy; persist in an economical approach, and they will be grateful later.

10. Good fortune comes your way; but, beware, prestige causes you to temporarily neglect friends and responsibilities. Regain your senses and make the necessary apologies. A long walk will invigorate you mentally and physically.
ZODIAC FOR TRAINERS HOROSCOPE SHEET

Aquarius (January 21-February 19)

1. Your nurturing instincts can be put to good use through volunteer work. Long-deserved recognition is finally achieved. The go-ahead is given on political ambitions.

2. Numerous requests and tasks each day require organization and commitment. Encourage teamwork when overlap and conflict begin to arise. It is best to put any new ideas in writing.

3. Give your self-esteem a boost; take a class and focus on exercise and nutrition. Bonus money is best spent in a savings account. A friend in need will call on you for support.

4. Beware of trivial disputes; remain sensible and be willing to give in. Subtle gestures are duly appreciated. You may need to distance yourself in order to achieve stability.

5. A peculiar problem requires your analysis. False accusations will make you angry; an emergency meeting may be necessary to get to the facts. A new appliance will alleviate overload.

6. Keep your cool while others are angered; calm manner will be regarded most favorably. Spend the day taking care of errands that have not been done. An eccentric relative with colorful stories to tell shows up on your doorstep.

7. Hard work has been rewarded; it is time for you to take a leadership role. Mend a quarrel with a family member. A lifelong dream once thought unreachable now has definite possibilities.

8. Is it possible to combine an outside interest with career skills into a lucrative business? You can finally be your own boss. Reexamine your vision of the future. A strained relationship demands attention.

9. You’ve outgrown your rebellious nature; consider joining the family business. Plan a busy weekend to burn off some calories. A cautious approach is needed with temperamental associates.

10. Seek out a mentor who can show you the ropes and help you find your strengths. Confront fears that are holding you back from advancing in your career. A light meal at lunch will keep you from feeling drowsy.
ZODIAC FOR TRAINERS HOROSCOPE SHEET

Pisces (February 20-March 20)

1. Taking a chance on a risky opportunity could pay off nicely; however, research legal limitations. Those who have been skeptical will now be firm believers. Contribute to a worthy cause.

2. Hold out for job offers that meet your skill and financial requirements. Focus on fulfilling resolutions at home and at work. Invite some friends over for socializing.

3. Forgive minor bad habits; they aren’t worth the worry. Seek help if you find yourself in dire circumstances. A distant relationship proves beneficial.

4. A positive attitude and a bright smile will keep you going. Your boss will support your ideas. Comparison shopping is time consuming but can save you money; resist sales pitches.

5. New resources will come in handy during recession. Past mistakes can be drawn on in an upcoming decision. Spend your weekends fulfilling outside interests.

6. You will overcome your shyness and voice your opinions during a social gathering. A worthy cause deserves your attention and input. Try meditating to find inner peace, calm, and strength.

7. New acquaintance is indecisive; don’t pursue a commitment right now. Timely payment of debts will ensure excellent credit down the road. Clear up misunderstanding with a coworker; you both will feel better.

8. You will be in the right place at the right time for an exciting new job opportunity. Finding time to spend with a senior will make you all the wiser. Ignore intimidation attacks and stand by your beliefs.

9. Start the day by visualizing yourself as successful and positive. A weekend getaway has added benefits: You will cross paths with influential people. Subtle gesture begets lasting impression; a single rose is all it takes.

10. Immerse yourself in work to avoid brooding over past mistakes. A counselor may help you identify pent-up feelings. Add your own personal twist to an old family recipe.
ZODIAC FOR TRAINERS THEORY SHEET

Human resource development trainers need to develop certain attitudes and skills that will help them to influence and motivate participants to learn and apply new knowledge. Although each trainer has a unique style, these attitudes and skills transcend style and combine to form a facilitator presence—an authenticity that allows a trainer to command personal power with almost any type of group.

The foundation for facilitator presence is self-confidence—knowing and liking oneself enough to have faith in one’s spontaneous actions. There is a point at which a trainer is so competent at particular attitudes and skills that he or she is no longer conscious of using them. The paragraphs that follow describe the attitudes and skills that need to be mastered to the point at which they can be used without conscious effort:

1. **Listening.** To listen effectively, a trainer must pay close attention not only to the words being spoken but also to the nonverbal cues that clarify meaning, to the degree of consistency in verbal and nonverbal messages, and to the feelings and intentions behind the words. The trainer can encourage a speaking participant by maintaining eye contact, nodding, and smiling. Another critical aspect of listening is to hear the entire message before evaluating what is said, and one way to obtain the entire message is to ask questions in a nonaccusing way so that the speaker does not feel judged. Finally, to avoid misinterpretation, the trainer may paraphrase the participant’s message and ascertain whether the paraphrasing reflects what was meant.

2. **Nondefensiveness.** To act nondefensively, a trainer must like himself or herself and must feel confident about the behaviors that he or she chooses to use in front of a group. Feedback from the group—whether verbal, nonverbal, or written—will show whether those behaviors are ones that the participants like; ones that energize them; and ones that allow them to learn, to grow, and to take risks. Nondefensive behavior requires personal awareness and commitment to one’s own growth. The more awareness of personal behavior that a trainer commits to—and the more feedback he or she is willing to receive and process—the better he or she becomes at developing nondefensiveness.

3. **A thirst for knowledge.** A broad base of knowledge is gained by having a lifelong thirst to know, particularly in the fields of psychology, organization development, philosophy, metaphysics, anthropology, history, and all kinds of literature. Self-directed learning builds on itself; as more and more knowledge is gained, connections and patterns are noticed and put to use in creative ways. Trainers who continually learn are increasingly able to apply what they have learned to the training setting, developing spontaneous and intuitive designs and processes for working with groups.

4. **A democratic spirit.** The best trainer attitudes are developed from the idea of the democratic spirit—in the sense of wanting all participants to succeed and to be

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1 The information on listening is adapted from “Poor Listening Habits: Effective Listening Sheet” by J. Seltzer and L.W. Howe, in J.W. Pfeiffer (Ed.), *The 1987 Annual: Developing Human Resources* (p. 30), San Diego, CA: Pfeiffer & Company.
enthusiastic about participating, sharing, and achieving in the group. When the trainer approaches the group with a democratic spirit and the group becomes fused with that spirit, then consensus, winwin solutions, and synergy are a natural by-product.

5. Problem-solving and strategic-planning skills. Group-process skills that are essential in a trainer’s repertoire are problem solving and strategic planning. Facilitating problem solving means helping a group to define a problem, to analyze the problem by collecting and assessing accurate information, to set problem objectives, to generate alternatives and the criteria with which to choose alternatives, to select the best alternative, to implement it, and to evaluate results. Each of these phases, if led by a trainer who exhibits nondefensive behavior and a democratic spirit, can be exciting, energizing, and productive for a work group. The same is true of the strategic-planning process. Developing a mission based on values and ethics, clear policy statements reflected in long-range goals, and specific and measurable objectives for implementing goals can be an exciting experience for a group. Additional group benefits include a sense of teamwork and a respect for group processes, both of which are transferable to and useful in other settings.
### ZODIAC FOR TRAINERS ASSESSMENT SHEET

<table>
<thead>
<tr>
<th>Trainer Attitudes and Skills (The Group’s List)</th>
<th>Your Competence Level on a Scale of 1 to 10</th>
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GOOD WORKSHOPS DON’T JUST HAPPEN: DEVELOPING FACILITATION SKILLS

**Goals**
- To assist the participants in identifying elements of facilitation that are (1) vital to workshop effectiveness, (2) harmful to workshop effectiveness, and (3) reflective of style (rather than vital or harmful).
- To offer the participants an opportunity to consider and discuss facilitation practices, techniques, and styles.

**Group Size**
As many as twenty participants who are practicing or prospective group facilitators.

**Time Required**
Approximately two hours.

**Materials**
- A set of fifty-two 4" x 6" index cards, each containing one of the fifty-two numbered statements on the Good Workshops Don’t Just Happen Statement List.
- A copy of the Good Workshops Don’t Just Happen Suggested-Response Sheet for each participant plus one copy for the facilitator’s use.

**Physical Setting**
A room large enough so that the participants can move about freely to confer with one another. Movable chairs should be available as well as a table on which the facilitator can place spare cards (see steps 2 and 3).

**Process**
1. The facilitator introduces the goals of the activity.
2. The facilitator explains that each participant is about to receive the same number of index cards and that each card bears a statement about facilitating a workshop. The facilitator distributes the prepared cards, leaving the extras on the table. (For example, if there are eighteen participants, each is given two cards, and the sixteen remaining cards are placed on the table.)
3. The participants are told to read their cards and to judge whether or not each card statement describes an element that contributes to the effectiveness of a workshop. The facilitator explains that for the next few minutes the participants will be able to keep their cards or to trade them, one for one, with other participants, in order to obtain statements representing elements that contribute the most to workshop effectiveness. The facilitator also explains that a participant may choose one of the extra cards on the table, discarding another card in exchange and leaving it on the table.

4. After five or six minutes, the facilitator announces that the participants have one more minute to complete the trading process. After another minute the facilitator calls time and asks the participants to be seated.

5. The facilitator asks for volunteers to share card statements that represent elements they consider vital to an effective workshop and to explain why these elements are vital. Before the sharing begins, the facilitator stipulates that after each statement is shared and explained, the listening participants will be invited to respond by agreeing or disagreeing and then stating why; subsequently, the facilitator will read the “suggested response” to that statement from the Good Workshops Don’t Just Happen Suggested-Response Sheet. (Twenty minutes.)

6. Volunteers are asked to share card statements that represent elements they consider harmful to workshop effectiveness and to explain why these elements are harmful. The facilitator again stipulates that the listening participants will be invited to agree or disagree with each assessment and that afterward the “suggested response” will be read. (Fifteen minutes.)

7. The facilitator asks volunteers to share card statements that reflect facilitator style (rather than elements that are vital or harmful) and to state whether these styles reflect their personal preferences. The participants are again informed that the listeners will be invited to comment on each shared statement and that subsequently the facilitator will read the “suggested response” for that statement. (Twenty minutes.)

8. The facilitator leads a discussion about the cards that were left on the table after the trading process, asking the participants to classify the statements as vital to workshop effectiveness, harmful to workshop effectiveness, or reflective of facilitator style. After the participants have shared their opinions of each statement, the facilitator reads the “suggested response.” (Thirty minutes.)

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

- What insights have you gained about your own style of facilitation? What is the difference between a matter of style and an element that is vital to workshop effectiveness?
- What conclusions can you draw about the elements that are vital to an effective workshop? What conclusions can you draw about elements that are harmful?
How might you use some of the facilitation strategies that we have discussed? What is one thing that you can do in your next workshop to make it more effective?

10. Each participant is given a copy of the Good Workshops Don’t Just Happen Suggested-Response Sheet and is encouraged to keep it and to discuss its contents with colleagues in the future.

Variations

- The participants may be divided into three subgroups, each of which is assigned the task of trading for one of the three categories of cards (vital, harmful, or reflective of style). After the trading period, each subgroup is asked to prepare a brief presentation on its cards, citing reasons that those cards were chosen for that category.

- The facilitator may introduce the activity by asking the participants to discuss the best and worst workshops they have ever attended or facilitated and the elements and/or critical incidents that characterized those workshops.

Submitted by Kathleen Kreis.
GOOD WORKSHOPS DON’T JUST HAPPEN STATEMENT LIST

1. I include both total-group and subgroup activities.
2. I offer to clarify any points that I make, asking again and again if I have been clear.
3. When I know that I need to make a workshop presentation, I develop a script in advance and then follow it during the workshop.
4. I keep participants from digressing and make sure that they stick to the topic at hand.
5. I feel comfortable about stopping at any time for participant questions.
6. I delay the start of a workshop until most of the participants have arrived.
7. I urge every participant to speak, to offer his or her opinion.
8. I prepare written plans for any workshop that I facilitate.
9. I begin a workshop on time and end on time, no matter what.
10. I limit the number of times that a participant speaks so that no one dominates.
11. I believe in group confidentiality: What is said in the group stays in the group.
12. I avoid philosophical debates with participants who disagree with the premise of the workshop.
13. I entertain questions only at designated times so that the flow of the workshop is not interrupted.
14. I provide frequent breaks for participants—at least one break every one and one-half hours.
15. I dress as I think most participants will dress.
16. When participants are engaged in lengthy or loud side conversations that are off the topic, I call their attention back to the group.
17. I try to keep the workshop agenda flexible enough to include concerns brought up by participants.
18. I try to respect every participant’s opinions, even if they are totally different from mine.
19. When planning a workshop, I review participant evaluations of previous workshops that I have facilitated on the same subject.
20. I dress up when I facilitate a workshop.
21. I overplan for every workshop that I facilitate—just in case.
22. I consider participant laughter to be a positive sign, indicating that participants are relaxed and that the workshop is going well.
23. I ask participants to raise their hands and be recognized before they speak.
25. I avoid training jargon and try to use a vocabulary that will be easily understood by all participants.

26. At the beginning of a workshop, I share the agenda with the participants, telling them what to expect.

27. Before asking participants to “sign up” as volunteers for an activity, I always explain what the volunteers will be asked to do.

28. When planning a workshop, I expect it to go well.

29. The facilitator should do most of the talking at a workshop.

30. Before I facilitate a workshop, I prioritize the agenda items, determining what I must accomplish and what I might include.

31. The most important aspect of a workshop is the opportunity for people to meet and share.

32. Spontaneity is an important aspect of every workshop; I plan and prepare as little as possible and let the rest just happen.

33. It is important to distribute handouts that participants can keep.

34. No participant should be forced to speak.

35. I like to control the way in which participants learn during a workshop.

36. A workshop facilitator is like a teacher.

37. I insist on a comfortable workshop environment with movable chairs.

38. Participants should have fun in a workshop.

39. During a workshop I freely share my own experiences and opinions.

40. I thank individual participants each time they offer comments to the group.

41. During a workshop I never talk about myself and only share my opinions when asked.

42. The most important aspect of a workshop is the opportunity for participants to gain confidence and to enhance their self-esteem.

43. I accomplish every item on my workshop agenda, even if I must accelerate my pace to do so.

44. I ignore participants who are engaged in side conversations that are off the topic.

45. The facilitator makes the difference in whether a workshop succeeds or fails.

46. When planning a workshop, I worry about all the things that could go wrong.

47. I include a variety of activities for the participants, including light as well as heavy topics.

48. When I know that I need to make a workshop presentation, I practice in advance.

49. When planning a workshop, I provide participants with something to hear, something to see, and something to do.
50. The most important aspect of a workshop is the new information that participants learn.

51. I point out similarities and differences in points of view from participant to participant.

52. I like to stand at a lectern and have the participants’ chairs arranged in front of me in theater style.
GOOD WORKSHOPS DON’T JUST HAPPEN
SUGGESTED-RESPONSE SHEET

1. I include both total-group and subgroup activities.
   Reflective of style. Learning can take place with either total-group or subgroup activities.

2. I offer to clarify any points that I make, asking again and again if I have been clear.
   Harmful. The first part of the statement—“I offer to clarify any points that I make”—is vital to workshop effectiveness. However, the second part of the statement—“asking again and again if I have been clear”—negates the positive effect of seeking to clarify.

3. When I know that I need to make a workshop presentation, I develop a script in advance and then follow it during the workshop.
   Harmful. Following a script slavishly may indicate inflexibility as well as inadequate familiarity with the material.

4. I keep participants from digressing and make sure that they stick to the topic at hand.
   Reflective of style. However, too much digression can be harmful.

5. I feel comfortable about stopping at any time for participant questions.
   Vital. Unanswered questions may keep participants from learning the next step of a process or skill.

6. I delay the start of a workshop until most of the participants have arrived.
   Harmful. Although some people might say that this practice is a matter of style, it is important to remember that delaying in this fashion punishes the participants who have arrived on time.

7. I urge every participant to speak, to offer his or her opinion.
   Harmful. This practice may be seen as applying too much pressure. Participants should be encouraged to speak, but not addressed individually and urged.

8. I prepare written plans for any workshop that I facilitate.
   Vital. Guidelines for activities, discussions, and so on are essential.

9. I begin a workshop on time and end on time, no matter what.
   Harmful. The phrase “no matter what” indicates inflexibility.

10. I limit the number of times that a participant speaks so that no one dominates.
    Harmful. Some might say that this approach is a style issue; but determining how many times any participant will be allowed to speak and adhering to such a limitation may squelch participation, creativity, and enthusiasm.
11. I believe in group confidentiality: What is said in the group stays in the group.
   Vital. If confidentiality is not ensured, a safe learning environment cannot be created and maintained.

12. I avoid philosophical debates with participants who disagree with the premise of the workshop.
   Vital. Such debates are not resolvable, and they waste the time of those who accept the workshop premise.

13. I entertain questions only at designated times so that the flow of the workshop is not interrupted.
   Harmful. Some might say that this issue is stylistic, arguing that participants can keep lists of their questions to ask at a later time; however, many participants will not ask their questions under these circumstances.

14. I provide frequent breaks for participants—at least one break every one and one-half hours.
   Vital. Breaks allow participants a chance to refresh themselves, to recover from the intensity of learning activities, to become better acquainted with one another, to network, and to continue their learning on an informal basis.

15. I dress as I think most participants will dress.
   Reflective of style. Because of their own individual expectations, participants may or may not respond positively to the facilitator’s imitating their style of dress. Also, this issue may or may not be governed by the dress code of a sponsoring organization.

16. When participants are engaged in lengthy or loud side conversations that are off the topic, I call their attention back to the group.
   Reflective of style. The issue of side conversation has to be dealt with carefully. Some facilitators believe that asking participants to discontinue side conversations is inappropriate because the intervention may feel punitive to the participants. However, side conversations that are lengthy or loud may distract or annoy the participants who are trying to listen to the facilitator or to another participant who has the floor. In this case the facilitator must exercise tact in drawing the conversing participants back to the group. A comment such as “We’d be happy to hear from everyone, but let’s do it one at a time” is a tactful way to address the situation.

17. I try to keep the workshop agenda flexible enough to include concerns brought up by participants.
   Vital. The participants’ concerns represent a significant opportunity for learning and for resolving issues related to the training agenda; they may experience frustration and resentment if they are not allowed to deal with their concerns.
18. I try to respect every participant’s opinions, even if they are totally different from mine.

   Vital. If the participants are to have a positive learning activity, they must feel valued, not denigrated.

19. When planning a workshop, I review participant evaluations of previous workshops that I have facilitated on the same subject.

   Reflective of style. This practice is a good idea but not essential to workshop effectiveness.

20. I dress up when I facilitate a workshop.

   Reflective of style. See the comments on item 15.

21. I overplan for every workshop that I facilitate—just in case.

   Harmful. This attitude may set up an attitude of worry on the part of the facilitator. A more productive attitude would be reflected in the statement, “I plan many options for conveying information.”

22. I consider participant laughter to be a positive sign, indicating that participants are relaxed and that the workshop is going well.

   Reflective of style. Some facilitators choose to incorporate humor into a workshop or to foster it, and some do not. Laughter is not an issue related to the effectiveness of training. Participants may be having a positive learning activity without laughing; on the other hand, they may be relaxed, laughing, and having a good time without learning.

23. I ask participants to raise their hands and be recognized before they speak.

   Harmful. Participants may feel that this practice is too regimented.


   Vital. Consulting with peers is an excellent way to learn, to share, and to improve one’s techniques.

25. I avoid training jargon and try to use a vocabulary that will be easily understood by all participants.

   Vital. The use of uncommon words or jargon may annoy the participants and/or interfere with their learning.

26. At the beginning of a workshop, I share the agenda with the participants, telling them what to expect.

   Vital. Sharing expectations at the beginning promotes trust, commitment, and participation. On the other hand, springing surprises on the participants diminishes the learning environment.
27. Before asking participants to “sign up” as volunteers for an activity, I always explain what the volunteers will be asked to do.

*Vital.* See the comments on item 26.

28. When planning a workshop, I expect it to go well.

*Vital.* Remember the power of the self-fulfilling prophecy and positive self-talk.

29. The facilitator should do most of the talking at a workshop.

*Harmful.* The facilitator is not the only source of useful, pertinent information at any workshop.

30. Before I facilitate a workshop, I prioritize the agenda items, determining what I *must* accomplish and what I *might* include.

*Vital.* This approach to planning means that all of the essential subject matter will be included in the workshop.

31. The most important aspect of a workshop is the opportunity for people to meet and share.

*Reflective of style.* This issue is partially dependent on the purpose and the subject matter of the workshop. The participants’ ideas are always a valuable resource, but they are not necessarily the most important ones.

32. Spontaneity is an important aspect of every workshop; I plan and prepare as little as possible and let the rest just happen.

*Harmful.* Flexibility is important, and spontaneity may be valuable in certain kinds of workshops; but failing to plan and prepare carefully may lead to disaster.

33. It is important to distribute handouts that participants can keep.

*Reflective of style.* Some participants appreciate something tangible to keep and to refer to later. If participants are expected to apply training concepts on the job, as is the case with skills training, handouts may be particularly useful as reinforcement of learning.

34. No participant should be forced to speak.


35. I like to control the way in which participants learn during a workshop.

*Harmful.* Participants have different styles of learning, and all styles need to be respected.

36. A workshop facilitator is like a teacher.

*Reflective of style.* However, an effective facilitator is not like a teacher who only lectures and maintains rigid expectations about learning and about participant behavior.
37. I insist on a comfortable workshop environment with movable chairs.
   
   Reflective of style. Such an environment may simply be unavailable. At some point, though, discomfort interferes with learning.

38. Participants should have fun in a workshop.
   
   Reflective of style. Fun is not essential for learning, but for some participants it may reinforce learning.

39. During a workshop I freely share my own experiences and opinions.
   
   Reflective of style. Productive learning can take place with or without personal sharing on the part of the facilitator. Some participants expect the facilitator to share personal information, whereas others learn more if they do not rely on the facilitator’s opinion. It is important, though, that personal opinions be presented as just that—opinions; presenting them as “truth” undermines the facilitator’s credibility.

40. I thank individual participants each time they offer comments to the group.
   
   Reflective of style. It is important to acknowledge participant contributions, but thanking every participant for every comment may be cloying.

41. During a workshop I never talk about myself and only share my opinions when asked.
   
   Reflective of style. Some facilitators believe that sharing information about themselves personalizes the learning experience for participants; others do not feel that such sharing is necessary.

42. The most important aspect of a workshop is the opportunity for participants to gain confidence and to enhance their self-esteem.
   
   Reflective of style. With certain kinds of skills training, confidence and self esteem may be important components.

43. I accomplish every item on my workshop agenda, even if I must accelerate my pace to do so.
   
   Reflective of style. Completing the agenda may or may not be important, and accelerating the pace may or may not diminish the learning activity.

44. I ignore participants who are engaged in side conversations that are off the topic.
   
   Reflective of style. Some facilitators invite such participants to join in one way or another; some ignore this behavior. It is difficult for the facilitator to be certain that a side conversation is off the topic.

45. The facilitator makes the difference in whether a workshop succeeds or fails.
   
   Harmful. This attitude can lead to assuming too much responsibility and burning out.
46. When planning a workshop, I worry about all the things that could go wrong.  
   *Harmful.* The self-fulfilling prophecy could turn this attitude into reality.

47. I include a variety of activities for the participants, including light as well as heavy topics.  
   *Reflective of style.* It is possible that the subject matter of the training or the issue at hand is inherently heavy. In this situation including some light material might be perceived either as welcome relief or as totally inappropriate.

48. When I know that I need to make a workshop presentation, I practice in advance.  
   *Reflective of style.* Some facilitators cannot feel confident about giving presentations unless they have practiced; others feel confident without practicing.

49. When planning a workshop, I provide participants with something to hear, something to see, and something to do.  
   *Vital.* Participants need to be actively engaged in the learning activity.

50. The most important aspect of a workshop is the new information that participants learn.  
   *Reflective of style.* Other elements may take precedence over new information, particularly in interpersonal or skills training. (For example, gaining confidence and self-esteem or sharing with other participants may be more critical than absorbing new information.) However, most facilitators would agree that if some learning does not take place—whether that learning could be described as “new information” or as something else—then the workshop is a failure.

51. I point out similarities and differences in points of view from participant to participant.  
   *Reflective of style.* Pointing out similarities in points of view highlights themes in the workshop; pointing out differences highlights potential avenues of growth. However, participants can be encouraged to discover similarities and differences on their own. It is also possible that participants can learn without considering similarities and differences, although many facilitators consider this to be an important part of learning.

52. I like to stand at a lectern and have the participants’ chairs arranged in front of me in theater style.  
   *Reflective of style.* Some facilitators believe that this kind of seating arrangement sets up a barrier between the facilitator and the participants.
GROUP LEADERSHIP FUNCTIONS: A FACILITATOR-STYLE ACTIVITY

Goals

- To explore four basic leadership functions of group facilitators.
- To study the relationship between leadership functions and general interpersonal style.

Group Size

An unlimited number of subgroups of three to five members each.

Time Required

Approximately two hours.

Materials

- A copy of the following for each participant: Group Leadership Functions Scale, Group Leadership Functions Interpretation Sheet, and Group Leadership Functions Situations Sheet.
- Pencils.

Physical Setting

A room large enough to allow subgroups to engage in simultaneous, undistracted discussions.

Process

1. The facilitator discusses the objectives of the activity.

2. The Group Leadership Functions Scale is completed by all participants. The facilitator directs the scoring of the scale by distributing the Group Leadership Functions Interpretation Sheet and answering any questions.

3. The facilitator discusses the four leadership functions.¹

4. The facilitator obtains group score tallies by asking for a show of hands for high, medium, and low scores on each subscale.

5. The facilitator leads a discussion of the group norms.

6. Subgroups of three to five are formed. The Group Leadership Functions Situations Sheet is distributed and each subgroup is asked to choose two situations on which to focus.

7. Subgroup members follow the guidelines accompanying the examples. (Twenty minutes.)

8. The facilitator directs a discussion of reactions and learnings in the activity. He or she draws particular attention to the relationship between group leadership functions and general interpersonal style.

**Variations**

- Each subgroup can be assigned one situation to role play, illustrating one of the group leadership functions.
- Persons with similar or dissimilar profiles can be paired to discuss the possible problems that they may encounter when acting as co-facilitators.

Submitted by Robert K. Conyne.
GROUP LEADERSHIP FUNCTIONS SCALE

Instructions: Respond to each of the items that follow with respect to your general and actual interpersonal behavior effectiveness. Consider the entire 1 to 7 scale for each item.

As the facilitator of a personal growth group, I...

<table>
<thead>
<tr>
<th>Item</th>
<th>Very Low</th>
<th>Moderate</th>
<th>Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. reveal my feelings to others.</td>
<td>1 — 2 — 3 — 4 — 5 — 6 — 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. show understanding of others.</td>
<td>1 — 2 — 3 — 4 — 5 — 6 — 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. clarify others’ feelings.</td>
<td>1 — 2 — 3 — 4 — 5 — 6 — 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. suggest or set limits.</td>
<td>1 — 2 — 3 — 4 — 5 — 6 — 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. offer my friendship to others.</td>
<td>1 — 2 — 3 — 4 — 5 — 6 — 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. challenge others’ behavior.</td>
<td>1 — 2 — 3 — 4 — 5 — 6 — 7</td>
<td></td>
<td></td>
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<tr>
<td>7. conceptualize ideas.</td>
<td>1 — 2 — 3 — 4 — 5 — 6 — 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. elicit others’ reactions.</td>
<td>1 — 2 — 3 — 4 — 5 — 6 — 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. manage my time and that of others.</td>
<td>1 — 2 — 3 — 4 — 5 — 6 — 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. confront others.</td>
<td>1 — 2 — 3 — 4 — 5 — 6 — 7</td>
<td></td>
<td></td>
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<tr>
<td>11. interpret others’ statements.</td>
<td>1 — 2 — 3 — 4 — 5 — 6 — 7</td>
<td></td>
<td></td>
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<tr>
<td>12. praise others.</td>
<td>1 — 2 — 3 — 4 — 5 — 6 — 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. accept others.</td>
<td>1 — 2 — 3 — 4 — 5 — 6 — 7</td>
<td></td>
<td></td>
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<tr>
<td>14. exhort others.</td>
<td>1 — 2 — 3 — 4 — 5 — 6 — 7</td>
<td></td>
<td></td>
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<tr>
<td>15. manage activities involving others.</td>
<td>1 — 2 — 3 — 4 — 5 — 6 — 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. explain situations involving others.</td>
<td>1 — 2 — 3 — 4 — 5 — 6 — 7</td>
<td></td>
<td></td>
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<tr>
<td>17. participate actively with others.</td>
<td>1 — 2 — 3 — 4 — 5 — 6 — 7</td>
<td></td>
<td></td>
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<tr>
<td>18. question others.</td>
<td>1 — 2 — 3 — 4 — 5 — 6 — 7</td>
<td></td>
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<tr>
<td>19. give emotionally to others.</td>
<td>1 — 2 — 3 — 4 — 5 — 6 — 7</td>
<td></td>
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<tr>
<td>20. summarize others’ statements.</td>
<td>1 — 2 — 3 — 4 — 5 — 6 — 7</td>
<td></td>
<td></td>
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<tr>
<td>21. suggest procedures.</td>
<td>1 — 2 — 3 — 4 — 5 — 6 — 7</td>
<td></td>
<td></td>
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<tr>
<td>22. am genuine with others.</td>
<td>1 — 2 — 3 — 4 — 5 — 6 — 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. take risks with others.</td>
<td>1 — 2 — 3 — 4 — 5 — 6 — 7</td>
<td></td>
<td></td>
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</tbody>
</table>
24. translate behavior to ideas.  
25. develop close relationships with others.  
26. deal with decision making.  
27. help others understand their experience.  
28. inspire others.

<table>
<thead>
<tr>
<th></th>
<th>Very Low</th>
<th>Moderate</th>
<th>Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. translate behavior to ideas.</td>
<td>1 — 2 — 3 — 4 — 5 — 6 — 7</td>
<td></td>
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<tr>
<td>25. develop close relationships with others.</td>
<td>1 — 2 — 3 — 4 — 5 — 6 — 7</td>
<td></td>
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<tr>
<td>26. deal with decision making.</td>
<td>1 — 2 — 3 — 4 — 5 — 6 — 7</td>
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<tr>
<td>27. help others understand their experience.</td>
<td>1 — 2 — 3 — 4 — 5 — 6 — 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. inspire others.</td>
<td>1 — 2 — 3 — 4 — 5 — 6 — 7</td>
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</table>
**GROUP LEADERSHIP FUNCTIONS INTERPRETATION SHEET**

*The Four Functions*

1. **Emotional Stimulation**
   Release of emotions by demonstration; leader as center; challenging-confronting function; intrusive modeling; sense of mission.

<table>
<thead>
<tr>
<th>Items</th>
<th>Your Score</th>
<th>Group Tally</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ES</td>
<td>High &gt; 41</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Medium 15-41</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Low &lt; 15</td>
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<td>14</td>
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<td>17</td>
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<td>28</td>
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</tbody>
</table>

2. **Caring**
   Love-oriented; supportive; warm; understanding; specific, definable personal relationships.

<table>
<thead>
<tr>
<th>Items</th>
<th>Your Score</th>
<th>Group Tally</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>C</td>
<td>High &gt; 41</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Medium 15-41</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Low &lt; 15</td>
</tr>
<tr>
<td>13</td>
<td></td>
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<td>25</td>
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</table>

3. **Meaning Attribution**
   Cognitizing behavior; “naming” function; translation of feeling and behavior into ideas; group or individual focus.

<table>
<thead>
<tr>
<th>Items</th>
<th>Your Score</th>
<th>Group Tally</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>MA</td>
<td>High &gt; 41</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Medium 15-41</td>
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<tr>
<td>11</td>
<td></td>
<td>Low &lt; 15</td>
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<td>27</td>
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</table>

4. **Executive Function**
   “Movie director”; group provides meaning; limiting setting, pacing, sequencing; expression of emotion through suggestion.

<table>
<thead>
<tr>
<th>Items</th>
<th>Your Score</th>
<th>Group Tally</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>EF</td>
<td>High &gt; 41</td>
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<td>8</td>
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<td>Medium 15-41</td>
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<td>9</td>
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<td>Low &lt; 15</td>
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<td>26</td>
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</tbody>
</table>
GROUP LEADERSHIP FUNCTIONS SITUATIONS SHEET

Recurring Problem Situations in Groups

1. Silent Member. The group has been meeting in weekly two-hour sessions for five weeks. You have been observing that one of the ten members is not actively participating. In fact, that person might be termed a “silent member.” The general trust level among members appears high, and the group members seem to be functioning well. What leadership functions might you use?

2. Hidden Agendas. The group has met twice. The first session was characterized by uncomfortable feelings, tentative behavior, and uncertainty. The second session felt dull, listless, and blocked. You hypothesize that some issues are unmet, unattended to, but present (hidden agendas). What leadership functions might you use?

3. Termination. The group has met for twelve sessions, and two more are scheduled before termination. The prospect of ending seems to be affecting the current behavior of all the members, as evidenced by retreating and withdrawing behavior. What leadership functions might you use?

4. Aggressive Member. During the first three group sessions, a member has consistently interrupted in aggressive hostile ways. This person has been highly verbal and demanding, while also being extremely critical and judgmental of others, including you. What leadership functions might you use?

5. Power and Control. The first eight sessions of the group have resulted in a power distribution among the members that to you seems unbalanced and dysfunctional. You wonder whether other members share these observations and reactions. What leadership functions might you use?

Guidelines for Each Example:

- Assume that you are co-facilitating a personal growth group.
- Try to “flesh out” each situational example in your subgroup so that you can relate to it from a common perspective.
- Write your own responses to the situations.
- When all members of your subgroup have finished, share these responses, considering alternatives.
MINIVERSITY: SHARING PARTICIPANTS’ IDEAS

Goal
- To provide for dissemination of information, using participants as resources, during a conference, workshop, or institute.

Group Size
Unlimited.

Time Required
Time is dependent on the size of the group, the facilities available, and the number of “courses” offered. (The example described here would be appropriate for a group of from fifty to two hundred participants.) The following times are required.

- Cards written—fifteen minutes.
- Cards selected and posted—thirty minutes.
- Four class sessions—a total of two and one-half hours.

Materials
- One 5" x 8" card for each participant.
- Pencils.
- Newsprint, a felt-tipped marker, and masking tape.

Physical Setting
- A large room that will hold the entire group.
- Several rooms for subgroup meetings (four rooms in the example described here).
- A central area for posting course-description cards.

Process
1. The facilitator announces that participants will have the opportunity to offer their special knowledge or experience in the form of half-hour “courses.” Courses will be selected by a screening committee, and a schedule of courses will be established. (The participants can also be notified in advance of the Miniversity design.)
2. The facilitator then illustrates how to make “course-description cards” and posts samples, which remain on display as references for participants. For example:

<table>
<thead>
<tr>
<th>Title of Course</th>
<th>INNOVATIVE APPROACHES TO STUDENT PERSONNEL STAFF DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and “Real-Life” Title of Instructor</td>
<td>Robin Reid, Director The Commons Cornell College</td>
</tr>
<tr>
<td>Description of Course</td>
<td>An audiovisual account of a team-building session held on a raft trip down the Green River in Utah.</td>
</tr>
</tbody>
</table>

3. Blank cards are distributed to participants who wish to present a course.
4. The cards are collected.
5. The facilitator selects a screening committee.
6. The screening committee meets to select courses to be offered.
7. A course schedule is posted on newsprint according to the following format. (Courses may be offered more than once, at different times.)

<table>
<thead>
<tr>
<th>Location</th>
<th>Time</th>
<th>Room 215</th>
<th>Room 216</th>
<th>Room 217</th>
<th>Room 218</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2:00-2:30</td>
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<tr>
<td></td>
<td>2:40-3:10</td>
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<td>3:20-3:50</td>
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<td>4:00-4:30</td>
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</tbody>
</table>

8. Courses proceed according to the schedule posted by the screening committee.

Variations
- Participants may describe courses they want someone to offer. The screening committee then attempts to locate someone to offer the suggested courses.
- The entire activity can be made longer or shorter, depending on learning needs and resources. The time period for each course can be lengthened.
- The screening committee can require preregistration; thus, they can schedule rooms optimally and delete courses not in demand.
- Cards can be handed out to be collected later, e.g., after a meal break. Courses can be taught the next day, to allow teachers some preparation time.
- Similar courses can be combined, through team teaching.
UP CLOSE AND PERSONAL WITH DR. MASLOW: DESIGNING TRAINING TO MEET TRAINEES’ NEEDS

Goals
- To explore Abraham Maslow’s (1970) theory of the hierarchy of needs as the basis for creating a positive learning climate in a training activity.
- To present a format for designing a training module.
- To offer the participants an opportunity to practice designing and presenting a training module that meets trainees’ needs.

Group Size
Four subgroups of four to eight members each. This activity is designed for use with practicing and prospective trainers as participants.

Time Required
Approximately three hours.

Materials
- A copy of the Up Close and Personal with Dr. Maslow Theory Sheet for each participant.
- A copy of the Up Close and Personal with Dr. Maslow Resource Sheet for each participant.
- Four newsprint signs prepared in advance, each listing one of the following questions:
  - What methods or techniques can a trainer use to satisfy trainees’ needs for safety?
  - What methods or techniques can a trainer use to satisfy trainees’ needs for belonging?
  - What methods or techniques can a trainer use to satisfy trainees’ needs for enhancing self-esteem?
  - What methods or techniques can a trainer use to satisfy trainees’ needs for self-actualization?
- Four newsprint flip charts with easels.
- Four felt-tipped markers.
- Four rolls of masking tape for posting newsprint.
Physical Setting

A room large enough so that the subgroups can work without disturbing one another. Plenty of wall space should be available for posting newsprint. Movable chairs should be provided.

Process

1. The facilitator introduces the activity by stating that Abraham Maslow’s (1970) theory of the hierarchy of needs can serve as the basis for creating a positive learning climate during a training activity. Each participant is given a copy of the Up Close and Personal with Dr. Maslow Theory Sheet and is asked to read this sheet. (Five minutes.)

2. The facilitator leads a discussion on the contents of the theory sheet, eliciting and answering questions as necessary. (Ten minutes.)

3. The facilitator posts the prepared newsprint signs in four separate corners of the room and places a newsprint flip chart, an easel, and a felt-tipped marker next to each sign. The participants are assembled into four subgroups of four to eight members each. Each subgroup is instructed to be seated next to one of the four posted signs.

4. Each subgroup is instructed to spend three minutes brainstorming as many answers as possible to the question listed on the newsprint sign posted in its corner. The facilitator asks each subgroup to select a recorder to write the subgroup’s ideas on the newsprint flip chart displayed on the easel (not on the posted newsprint sign).

5. After three minutes the facilitator calls time and asks each subgroup to turn over the newsprint sheets it has filled so that a blank sheet is displayed on the easel. Then each subgroup is instructed to move clockwise to the next posted sign and to repeat the brainstorming procedure previously explained in step 4.

6. Step 5 is repeated twice more so that each subgroup completes the brainstorming procedure for every sign. After the fourth brainstorming period, the subgroups are instructed to remain where they are.

7. The facilitator distributes copies of the resource sheet and asks the participants to read this sheet. (Five minutes.)

8. The facilitator reviews the content of the resource sheet and answers any questions that the participants may have. (Ten minutes.)

9. Each subgroup is instructed to spend forty-five minutes designing and organizing a ten-minute training module on the information generated in that corner. The facilitator explains the particulars of the task:
   - Each training module should be designed and presented in such a way that it meets as many of the needs in Maslow’s hierarchy as possible.
Any newsprint information, generated by any subgroup, may be used.

Each subgroup member must have a role in the presentation.

Visual aids may be used.

Each presentation must follow the guidelines on the resource sheet.

The facilitator encourages the subgroups to be creative and to vary their instructional strategies, gives each subgroup a roll of masking tape for posting newsprint, and then asks the subgroups to begin. While the subgroups work, the facilitator monitors their progress, periodically advises them of the remaining time, and provides assistance if asked.

10. After forty-five minutes the facilitator calls time and asks the subgroups to take turns making their presentations, beginning with the subgroup assigned to safety needs and progressing through Maslow’s hierarchy in order. Before each subgroup begins its presentation, the facilitator asks the remaining participants to move their chairs so that they can see the members of that subgroup. After each presentation the facilitator leads a brief discussion and critique of that training module (based on the content of the resource sheet), assessing which needs were met by the module and how they were met. The facilitator ensures that each critique ends on a positive note. (One hour.)

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

- What is your reaction to developing and presenting a training module in accordance with the guidelines on the resource sheet? How was this different from others you have had in developing and presenting training?

- What similarities did you find in the ways in which information was conveyed in the presentations?

- What have you learned about the relationship between Maslow’s hierarchy of needs and the creation of a positive learning climate? What have you learned about using those needs to design and present a training module?

- How will you apply what you have learned to training that you conduct in the future?

**Variations**

- When clarifying the task, the facilitator may stipulate that each presentation must meet the need(s) about which it presents information.

- The participants may be asked to develop action plans for upcoming training events, incorporating what they have learned.

- To shorten the activity, the facilitator may ask the members of each subgroup to answer only one of the posted questions and then to stay in that corner and develop a module based on the information that they have just generated.
The subgroups may be asked to follow the guidelines on the resource sheet to develop a single activity instead of a training module. Each subgroup may be instructed to show how the activity meets the need to which the subgroup was assigned.

**REFERENCE**


Submitted by Bonnie Jameson.
Abraham Maslow’s (1970) theory of the hierarchy of needs (Figure 1) is generally accepted as part of the foundation of the field of human resource development. The human needs that comprise the hierarchy—physiological, safety, belonging, self-esteem, and self-actualization—are the primary motivators that, if satisfied, will help individuals to understand themselves and, in turn, to understand others. Maslow believed that people meet these needs in ascending order from most basic for survival, represented at the bottom of the triangle in Figure 1, to least basic, represented at the top of the triangle. For example, a person usually meets most of his or her physiological needs before safety needs become a concern; physiological and safety needs are usually met before belonging needs become a concern; and so on.

**Figure 1. Abraham Maslow’s Hierarchy of Needs**

- **Physiological**: The need for the basic components of existence, such as food, water, and sleep.
- **Safety**: The need for security and stability. The need for order and structure.
- **Belonging**: The need for community, for a place where we feel that we belong. The need for close relationships.
- **Self-Esteem**: The need for a healthy sense of self-respect and the need to be respected by others. The need for competence and achievement.
- **Self-Actualization**: The need that drives us toward that elusive yet compelling goal of self-fulfillment. The need to become the persons that we are meant to become, to utilize our talents and capabilities, to know and understand ourselves and others more fully, and to contribute in positive ways to the world around us.
These needs manifest themselves each time a trainee enters a new training environment. In order to develop a productive group that is committed to achieving training objectives, you, as the trainer, must help the trainees to meet their needs:

1. **Physiological.** Do you make sure that the room is adequate for the purpose of the training, that the furniture is comfortable, that the lighting is appropriate, that the temperature is moderate, that water and/or other refreshments are continually available, that the trainees are given sufficient breaks, and that activities do not extend beyond the trainees’ normal lunch time?

2. **Safety.** Do you greet and welcome each trainee as he or she enters the room? Do you create and foster a relaxed atmosphere that is conducive to learning? Do you explain the goals of the training, give an overview of the agenda, and then follow that agenda? Do you treat each trainee with respect?

3. **Belonging.** Do you take the responsibility for introducing trainees to one another and for ensuring that they become acquainted with the wide variety of resources that exist within the group? Do you provide activities that allow the trainees to work in subgroups?

4. **Self-Esteem.** Do you provide direction (clear goals, tasks, and time frames so that processes run smoothly and trainees can experience a sense of accomplishment) without exhibiting a need for power and control? Do you encourage and allow the participants to assume responsibility for their own experiential-learning opportunities?

5. **Self-Actualization.** Do you give risky assignments so that trainees can try new ideas and release their creative ingenuity? Do you provide activities in which trainees can share information about who they are? Do you offer activities in which trainees can work interdependently?

Few trainees express their needs to be comfortable, to be safe, to meet others, to produce something special, or to be integrated and authentic in the group. The trainees’ physiological needs are fairly straightforward, but the other four needs are not; helping trainees to meet their needs for safety, belonging, self-esteem, and self-actualization can be a difficult challenge. Without the trainer’s active efforts to meet these needs, many trainees become passive and deny the group the joy of knowing who they really are. Thus, as a trainer you must find and use specific techniques and tools to help satisfy trainees’ needs so that the training is as richly rewarding as it can be for every individual.

**REFERENCE**

UP CLOSE AND PERSONAL WITH DR. MASLOW RESOURCE SHEET

When designing a training module, you start by defining the *objective*, which is based on a desired outcome. In other words, you must answer the questions “Why am I conducting this training?” and “What do I expect trainees to gain from this?” The objective can be likened to an organization’s mission: It provides meaning or purpose.

Once you have clarified the objective, you can proceed to designing and organizing the training. Every training module must have three stages: (1) an opening, (2) a body, and (3) a conclusion. The opening accounts for 10 percent of the training time, the body for 80 percent, and the conclusion for 10 percent.


The opening consists of two components: (1) a “hook” (question, statistic, story, skit, role play, group sharing, or example) to capture the trainees’ attention and (2) a review of the objective and the agenda for the training activity. This stage should meet trainees’ needs for safety and belonging.

2. The Body: “Tell Them”

The body of the training module should have no more than three to five main ideas, and each idea should be supported with information that helps to meet the training objective. This stage should meet trainees’ needs for self-esteem and self-actualization.

It is useful to vary the instructional strategies for the ideas. If you present one idea in a didactic fashion (by delivering a lecturette, for instance), then you might want to use a skit, a role play, and a group discussion to convey subsequent ideas.


In the conclusion you summarize the objective and the main ideas that you presented; review action plans, if the trainees have made any, and encourage them to follow through; and answer any questions that the trainees may have. This stage should meet trainees’ needs for self-actualization.
CLOSURE: VARIATIONS ON A THEME

Following are listed several ideas that are intended to be useful in closing human relations training events. They can also be employed for other purposes, such as fostering self-disclosure in personal growth groups. It is important to be sensitive to the amount of data that can be generated through some of the following activities if used as “closure” activities. Adequate time should be allocated for processing such data.

1. **Becoming.** Participants are given paper and pencils and are instructed to write their first names in large block letters on the top of the sheets. Then they are asked to complete the following sentence in as many ways as they can: “I am becoming a person who . . . .” They mill silently, reading one another’s sheets, then they leave.

2. **Eye-Contact Circle.** The group stands in a circle, and one member goes around the circle in a clockwise direction, establishing eye contact and verbally communicating one-way with each other person. The member returns to his or her original place so that other members can communicate with him or her. The design can be speeded up by having the second person follow the first around the circle, the third follow the second, and so on.

3. **Nebulating.** Group members stand in a circle, arms around one another’s shoulders. They gently sway back and forth, making eye contact with one another.

4. **Contracts.** Each participant makes a contract with one or more other persons that he or she will do a certain thing by a certain time. (Variation: These contracts may be written down with carbon copies for the individual’s own use.)

5. **Mail Boxes.** Participants are given packages of 3” x 5” cards on which they are to write final messages to each of the other group members. When all have finished, they write their first names on an extra card and take off their shoes, placing the name card in one shoe so that it can easily be read. Then they deliver their mail to the others, placing their cards in the empty shoes. They collect their mail, put on their shoes, and leave.

6. **Symbolic Gifts.** Group members verbally give one another fantasy gifts (objects, people, ideas) as a parting gesture. They may be asked to stand in front of the persons to whom they are giving gifts and to hold eye contact with them during the process.

7. **Map of Life.** On sheets of newsprint, participants draw maps of their lives, illustrating significant events. In an insert (such as is done with a more detailed
map of a city on a state map) they draw a map of the current week, up to the here-and-now. Each member explains his or her map to the group.

8. **Think-Feel.** Participants are instructed to write on one side of a 3" x 5" card a sentence beginning with the phrase “Now I am thinking . . .” and on the other side a sentence starting with “Now I am feeling . . . .” Then they are asked to interject their thoughts and feelings from both sides of their cards into a final discussion of the activity. The cards can be collected for evaluative data.

9. **Regrets.** Participants are asked to imagine leaving, getting into their cars, driving away, looking in their rear-view mirrors back at the place they are leaving. They try to imagine what they would regret not having said before they left. Then they begin talking through what is left over or has not been said.
SYMBOLIC CLOSING: A NONVERBAL ACTIVITY

Goals
- To finish a workshop or laboratory with a sense of closure.
- To reenact the group process in symbolic nonverbal action.

Group Size
Any number.

Time Required
Depends on the area used and number of people. The exercise should be done slowly. Approximately ten minutes is an average.

Physical Setting
Preferably to be done outdoors but can be done inside. (If done inside, the center of the room must be clear of furniture.) The space allotted for the activity should have some spot that can be designated as the center. Any object will serve that purpose.

Process
1. The facilitator tells the participants that the closing will be a brief, nonverbal exercise. (If the exercise will be outside, it is advisable to ask participants not to go so far that they cannot hear the facilitator’s directions.) The facilitator then conducts them outside (or to another specified location) and asks them to continue in silence throughout the exercise.

2. When the participants reach the area designated, they are told to spread out into a large circle facing outward so that they cannot see anyone. The facilitator asks them to experience the feeling of being by themselves. This should be allotted at least two or three minutes.

3. The facilitator asks the group to slowly turn around and face inward. He or she then instructs them to slowly move toward the center of the field or room and tells them to get as close as they can to the center so that they bunch together as tightly as possible.

4. When they have all bunched together, the facilitator asks them to take time to experience what it feels like to be a group. Again, allot two or three minutes.
5. The facilitator asks the participants to form a circle shoulder to shoulder, arms entwined. Then they are instructed to look at everyone in this group.

6. The group is told to drop their arms to their sides and move three steps backward. The facilitator announces that this will be the last opportunity to look at everyone.

7. Finally, the facilitator asks that the participants face outward once again and move several feet out until they feel they are by themselves again. After about a minute, the facilitator announces that the exercise and workshop or laboratory are over.

**Variations**

- With a group of young people, the center clustering may be a “pile-on,” or they may even crawl to the center and pile on. Be careful if the size of the group is more than twenty since there is a danger of crushing someone.

- At step 5 above, with a small group of about fifteen, one person can be designated as first and another person at the other end of the group designated as last. Ask all to hold hands. Have the last person remain stationary and the first person to wind the group around the last one, like a watch spring. The group ends up in a tight cluster. Ask them to experience where they are: in the middle of the group, on the edge, etc. Then reverse the winding so that the first person is in the middle and the last person is on the outside and take a minute for all to experience where they are, the opposite of their original experience in the “spring.”

- When the group has formed a circle in step 5, there may be spontaneous dancing, rhythmic swaying, or singing by the group, or the facilitator may suggest it. If they spontaneously begin to talk with one another, allow it to run its course.

- Generally speaking, there is no need to process this symbolic nonverbal reenactment of a group coming together and then separating. However, the exercise could be used at the mid-point of a longer lab when there is a day or weekend break. It may be used as the opener of the second half, followed by processing of the dynamics of a group coming together and parting.

*Note well:* Be sure that you clearly announce that this is the last exercise and the closing of the group and take your time. If this is not done slowly, the group may react to what to them seems a very abrupt ending and thus destroy any sense of closure the exercise is trying to achieve.

Submitted by Maury Smith.
KIA ORA: CLOSURE

Goals
- To provide closure at the end of a training activity.
- To provide an opportunity for participants to express feelings generated by the group activity.
- To introduce aspects of Maori culture that pertain to interpersonal encounter.

Group Size
An unlimited number of pairs.

Time Required
Approximately thirty to forty-five minutes.

Materials
- A Kia Ora Booklet for each participant. (Directions for preparing the booklets precede the booklet text.)

Physical Setting
A room that is large enough to permit each pair to converse without disturbing the other pairs.

Process
1. The facilitator explains that the Maori people of New Zealand approach interpersonal encounter in a way that allows for clear expression of feelings and the development of trust. Because the values—courtesy, cooperation, and sincerity—of these people are so pertinent to the training group, their expressions of greeting and farewell are especially appropriate for use at this time, the time to say farewell.
2. The participants (including the facilitator) are formed into pairs, and the facilitator explains that two Maori people who share “aroha”—love, friendship, or sympathy—greet each other with a ritual called “hongi” by touching one’s nose against the other’s, drawing it away a bit, and repeating the procedure two more times while holding or shaking hands. Their greeting, “Tena koe,” the facilitator continues, literally means “so that is you.” The facilitator then greets his or her partner by
touching noses three times and saying “Tena koe” and then invites the other pairs to follow suit. (Five minutes.)

3. Each participant receives a copy of the Kia Ora Booklet, and the facilitator announces that twenty to thirty minutes is allotted for the pairs to work through their booklets. The partners then begin reading their booklets and responding to the items.

4. Following the sharing activity, the facilitator reconvenes the large group and says that the Maori’s general expression for “welcome” and “goodbye” is “Kia ora,” which means, literally, “be well” or “good health.” The facilitator suggests that the participants may want to say “Kia ora” to their partners and then mill around for a few minutes to say “Kia ora” to (and perhaps touch noses with) other members of the group.

5. When the goodbyes have been completed, the facilitator says that one problem that frequently arises in training workshops is that the participants are unwilling to let go of the closeness generated by the activity and to return to the world “out there.” In the Maori culture, when a person must actually go away, there is no attempt to hold that person back uselessly, but, rather, there is a symbolic sending of the person on his or her way, to do what he or she must do. The Maori expression is “Haere ra,” and it means, literally, “go, then” or “farewell.” The facilitator expresses the wish that all the workshop participants will go forth, reinforced by their new learnings, to do what they must do, and says that there is no further need to hold them back. The facilitator then says “Haere ra” to them all.¹

**Variations**

- If the workshop group has a particular interest in another culture, the leave-taking sentiments and rituals of that culture can be used as the focus of facilitator comments in this activity.
- Subgroups of three or four members each can be used instead of pairs.

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¹ If participants request the answer to “Haere ra,” it is “E noho ra”—literally, “stay here.”

Submitted by Peter M. Swain.
KIA ORA BOOKLET

The facilitator should prepare a booklet for each participant in such a way that the pages appear one at a time. The pages are to be numbered as follows:

1. Read silently. Do not look ahead, but finish one page and then proceed to the next. This booklet contains a series of open-ended statements intended to help you express your reactions to the group activity and to prepare you for the termination of this group.

2. During this activity, you and your partner will take turns reading aloud from the pages of this booklet and responding to the items you read. Decide now who will begin; that person will respond to the items on even-numbered pages. The other person will respond to the items on the odd-numbered pages. (Do not write in this booklet.)

3. Opportunities have been provided for you to talk about your feelings and to express yourself nonverbally. It is important that you:
   1. Be open and accepting about your partner’s responses.
   2. Take responsibility for your own feelings; use “I” statements rather than “you” statements.
   3. Feel free to “pass” on any item.
   4. Be willing to take risks.
   5. Try to give spontaneous, here-and-now responses.

If your partner has finished reading, turn to the next page and begin.
One feeling I have about the learning activity that we have just had is . . .

If this whole activity were a movie or a book, the title would be . . .

The part of the activity that I enjoyed most was . . .

The highlight of the activity for me was . . .

The part of the activity that I can make the most use of is . . .

The part of the activity that I can make the most use of is . . .

Something that I learned about myself is . . .
Something that I learned about other people is . . .

Something that I learned about you is . . .

Something that I learned about you is . . .

I laughed most when . . .

Someone else I feel close to in this group of people is . . .

If I were starting this activity again, I would . . .

One thing I regret having done or not done is . . .
Right now, I am feeling . . .

Before we go, I would like to tell you . . .
SYMBOLIC TOAST: A CLOSURE ACTIVITY

Goals
- To provide closure at the end of a training activity.
- To provide an opportunity for participants to give and receive feedback.
- To allow each person to receive some personal validation from each member of the group.
- To affirm the personal strengths of the participants.

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

Time Required
Approximately forty minutes.

Materials
- One paper cup for each participant.

Physical Setting
Participants are seated in a circle.

Process
1. The facilitator reminds the participants that they will soon be leaving the group, and adds that each individual will carry with him or her some essence of each of the others.

2. The facilitator gives each participant an empty paper cup. He or she explains that the participants will fill their cups symbolically with some essence of each of the other group members. The facilitator asks them to look around the room and to decide what they would like to capture from each of the other members.

3. The facilitator asks for a volunteer to be the focus of the first round. Then the facilitator models the process by saying (for example), “John, I wish to capture some of your sensitivity for others.”
4. The other participants continue the process, focusing on the first volunteer, by telling that individual what they wish to take from him or her. The facilitator encourages each participant to maintain eye contact when communicating.

5. This process continues until each participant has had the opportunity to volunteer.

6. The facilitator instructs the participants to take a moment to review the activity and to focus on what they have taken from or given to each of the others.

7. The facilitator invites all group members to toast one another with their cups and to "drink" the essence of each member of the group. The facilitator says, "Now each of you has a part of me and I have a part of each of you. The activity is now ended."

**Variations**

- For larger groups, instead of focusing on one individual at a time, the participants may be asked to mill about the room, symbolically filling their cups with the essence of each of the other group members.

- The activity can be focused on both giving and receiving.

Submitted by A. Donald Duncan and Jo F. Dorris.
ALOHA: A FEEDBACK ACTIVITY

Goals
- To offer the participants an opportunity to give and receive feedback about their strengths and opportunities for improvement in interpersonal relations.
- To provide closure at the end of an experiential-learning event.

Group Size
Any number of subgroups of approximately five to eight participants each. (The composition of each subgroup should be the same as that used throughout the experiential-learning event.)

Time Required
Approximately forty-five minutes.

Materials
- A tennis ball for each subgroup.

Physical Setting
A room with a movable chair for each participant.

Process
1. The facilitator begins by saying that Hawaii is nicknamed “the Aloha State” and that many visitors to Hawaii have learned about the spirit of aloha. The participants are told that the word “aloha” means “hello” and “good-bye” and implies a wish for hope, love, peace, happiness, and friendship. The facilitator explains that the final group session will be based on the spirit of aloha and the giving and receiving of feedback, all of which are particularly appropriate when an experiential-learning event is being completed and the participants are meeting for the last time.

2. The participants are asked to assemble into their customary subgroups, and the members of each subgroup are asked to be seated in a circle. The facilitator explains that he or she will toss a tennis ball to one member of each subgroup in order to start the process. The group member who has received the tennis ball will be the first to receive feedback from each of his or her fellow members. The facilitator stipulates that the feedback is to focus on the recipient’s strengths in interpersonal relations as well as areas in interpersonal relations that the recipient might want to consider as
opportunities for growth and improvement. The facilitator further explains that the recipient is to listen to all feedback without comment, except when clarification is needed. When all feedback has been given, the recipient is to toss the tennis ball to another member, without announcing beforehand who the new recipient will be. Subsequently, this process is to be repeated until all of the participants have received feedback from all of their fellow group members. After explaining the procedure, the facilitator tosses a tennis ball to one member in each subgroup and asks the participants to begin. (Twenty-five minutes.)

3. When the feedback process has been completed, the facilitator elicits any other comments that the participants would like to make. Then the members of each subgroup are instructed to say “aloha” to one another in any way they wish before leaving the session. The participants are also encouraged to repeat the “aloha” process with members of other subgroups as well.

Variations

- Leis may be substituted for the tennis balls. In this case the facilitator places a lei around the neck of one member in each group to begin the feedback process; when all feedback has been given, the recipient removes the lei and places it around the neck of another member, who becomes the next recipient of feedback.

- In step 3 the facilitator may point out that the Hawaiian word “ohana” means a tightly knit, small group and that the participants may want to express to one another what their experiences in their small groups have meant to them throughout the course of the experiential-learning event.

- In step 3 each group member may be given a flower. One member puts his or her flower in the center of the circle and shares a sentiment about the group as a whole. Then the other members take turns completing this process.

Submitted by Thomas H. Patten, Jr.
PAYDAY: A CLOSURE ACTIVITY

Goals
- To provide for self- and group evaluation of each participant’s performance within the group.
- To allow each participant to compare his or her self-evaluation with the group’s evaluation of him or her.
- To give participants experience in evaluating others in a constructive, concrete manner.

Group Size
Eight to sixteen participants. Several subgroups may be directed simultaneously in the same room.

Time Required
Approximately one hour.

Materials
- Blank checks.
- Envelopes.
- Pens or pencils.

Physical Setting
Participants are seated in a circle, with an empty chair in the center of the circle. A desk or table and a chair are placed at one end of the room or in another room so that each participant, in turn, may write in privacy. Blank checks, envelopes, and pens or pencils are placed on the desk.

Process
1. At the end of the training activity, the facilitator leads the group in a recapitulation of the goals that were to be accomplished.
2. The facilitator explains to the group that participants will have an opportunity to evaluate their contributions to and their learnings from the training activity by awarding themselves a paycheck. Participants are asked, in turn, to go to the desk and write themselves a check. The facilitator explains that the “pay scale” ranges
from $0.00 to $100.00. If the participant believes he or she has gained and/or contributed little, the payment should be a small amount, and if the participant believes he or she has gained and/or contributed much, the payment should be a large amount.

3. The facilitator asks each participant to place his or her paycheck in an envelope, seal it, and write his or her name on the outside. The facilitator collects the envelope as each participant returns to the circle.

4. The facilitator tells the group that giving and receiving feedback will be the next step. He or she may wish to review the guidelines for constructive feedback.

5. An envelope is selected by the facilitator at random. That participant is asked to take a seat in the center of the circle. The participant opens his or her envelope and reveals to the group the amount of the check and why. The group then responds to the following points: What did the individual do to earn that pay? What could he or she have done to increase his or her earnings? Is the individual’s pay congruent with the group’s evaluation? The participant responds to the group’s feedback.

6. When all participants have given and received feedback in this manner, the facilitator leads the group in a discussion of the activity, focusing on such points as the similarities between this activity and real life, the ease or difficulty with which we put dollar values on our fellow humans, the “pecking order” that may have been established by the activity, the amount of honesty incorporated in the evaluation, and the value of the total activity.

Variations

<table>
<thead>
<tr>
<th>Participants may award one another paychecks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each participant may be granted a sum of money to begin the activity. “Minus” checks may be issued.</td>
</tr>
<tr>
<td>The total “bank balance” at the end of the activity (the sum of all individuals’ paychecks) may be used to evaluate the group as a whole.</td>
</tr>
<tr>
<td>Before each participant announces his or her pay, the others may be instructed to write down both the amount they think that person earned and the amount that they think the individual paid himself or herself.</td>
</tr>
<tr>
<td>Participants may be encouraged to evaluate personal contribution and personal gain on separate scales, thus basing their total check on up to $50 for contribution and up to $50 for personal gain.</td>
</tr>
</tbody>
</table>

Submitted by Richard L. Bunning.
BREAD MAKING: AN INTEGRATING ACTIVITY

Goals
- To experience collaborating on an unusual group task.
- To focus on the sensory, fantasy, and creative aspects of food preparation.
- To provide a sensory, nonverbal background for integrating learning in the final stages of a workshop.

Group Size
An unlimited number of trios.

Time Required
Approximately one hour and twenty minutes (one sixty-minute period followed by one twenty-minute period later on).

Materials
- Ingredients and utensils appropriate for bread making.
- Copies of a bread-making recipe for each trio.

Physical Setting
A room large enough so that all trios can work separately and a kitchen with ovens that can accommodate all the loaves made.

Process
1. The facilitator discusses the goals of the activity and briefly outlines the process to be experienced. He or she invites the participants to consider the sensory and playful aspects of making bread.
2. The participants are formed into trios (groups of three) and copies of a bread-making recipe are distributed.
3. The facilitator announces that the bread-making activity is nonverbal and directs the trios to begin. (During the times when the trios are not actively involved in the task, the facilitator assigns appropriate discussion topics.)
4. After the loaves are baked, the members sample their bread and share it with others.
5. If the activity is not conducted as a closure activity, the facilitator leads a group discussion of the process.

**Variations**

- Several recipes can be presented on one sheet (or a number of bread-making recipe books can be made available) so that the members of each trio can select the recipe that represents them. They can also vary the recipe and the shape of the loaf to represent or suit themselves.
- The bread-making materials can be organized by committees.
- The trios can be instructed to form on a particular basis, e.g., participants I want to be with, participants whom I perceive to be similar to me, etc.
- The total group can process the activity.

Submitted by Anthony G. Banet, Jr.
GOLDEN AWARDS: A CLOSURE ACTIVITY

Goals
- To provide an opportunity for group and self-appraisal.
- To allow members a chance to see how others perceive them.
- To practice giving feedback to others in a constructive and helpful manner.

Group Size
An unlimited number of subgroups of four to six members, who have worked together previously as a group.

Time Required
Approximately two hours.

Materials
- A copy of the Golden Awards Instruction Sheet for each subgroup.
- Blank 3” x 5” cards, felt-tipped markers of various colors, safety pins, masking tape, and a scissors for each subgroup.

Physical Setting
A room large enough to allow subgroups to meet separately at tables and a separate private space where participants can engage in reflection without being disturbed.

Process
1. The facilitator discusses the goals and design of the activity and presents a lecturette on giving constructive feedback.
2. The facilitator forms subgroups of four to six participants who have previously worked together, gives each subgroup a Golden Awards Instruction Sheet to read, and distributes 3” x 5” cards, felt-tipped markers, safety pins, masking tape, and a scissors to each subgroup.
3. The first candidate from each subgroup retires to a private space to reflect on the kind of award he or she would give himself or herself and the award he or she thinks the subgroup will give him or her, while the subgroup decides on and constructs the candidate’s award. (Fifteen minutes.)
4. The subgroup calls the absent member back. The subgroup presents him or her with a Golden Award and then shares its reasons for the particular form the award has taken. The recipient then shares his or her own feelings and expectations. (Five minutes.)

5. The activity continues until all members of each subgroup have received their Golden Awards.

6. All participants are instructed to move around the room wearing their awards in order to show their awards to one another and exchange comments and feelings.

7. The facilitator leads a concluding discussion on the feelings generated by the activity.

**Variations**

- Instead of retiring from the subgroup individually, award candidates may meet in pairs or with the facilitator to share feelings and expectations.
- The entire group decides on the award for each person.
- Before members receive their awards, they can disclose their expectations and feelings about the process and the expected result.
- Individuals can sit outside their subgroups and listen to the discussion, take notes on their reactions, and share these with the subgroup after the award is given, e.g., “Things that were confirmed for me,” “Things I was surprised to hear (pleasantly or not),” “Things I expected to hear but did not.”
- Subgroups may also give awards to the facilitator(s).
- The activity can be used to allow members to change their awards or work toward new awards.
- The activity can be used as a “medial feedback” activity, to permit participants to plan new behavior for the second half of a training event.

Submitted by John Elliott-Kemp and Graham Williams.
GOLDEN AWARDS INSTRUCTION SHEET

During this activity, you (and, in turn, every other member of your subgroup) will be presented with an award by the rest of the subgroup members.

You will take your turn spending fifteen minutes alone reflecting about what award you think you deserve, based on your personal contributions, and the type of award you expect to receive from the subgroup. While you are away from the subgroup, the other members will prepare an award, designed to appropriately illustrate/symbolize/reflect your personal contributions. The award may incorporate such things as behavioral characteristics, personal qualities, values, social skills, etc.

The subgroup will be given fifteen minutes to design and construct your award, after which you will return to receive the award. The subgroup will share its rationale for the form of the award with you, and you will share your expectations and feelings with the subgroup.
FEEDBACK LETTERS: ACHIEVING CLOSURE

Goals

- To offer group members an opportunity at the conclusion of their group experience to share feedback about the role(s) that each member assumed.
- To offer a forum for resolving and providing closure to any unfinished business in the group.
- To ease the members’ transition out of the group.
- To provide the members with an opportunity to practice giving and receiving feedback.

Group Size

All members (maximum fifteen) of a group that is about to disband (for example, a task force, a project team, or a reengineering team that has completed its assignment). The group needs to have had basic training in group dynamics and communication skills.

Time Required

Thirty-five minutes to one hour and fifteen minutes (excluding prework), depending on the size of the group.

Materials

- A copy of the Feedback Letters Template for each group member.
- Each group member’s completed letters to all group members.
- A pad of paper and a pencil for each group member.

Physical Setting

A room large enough to accommodate a number of two-person conversations simultaneously in such a way that each pair is afforded a degree of privacy. Or the facilitator may have the group members meet in a new and very different setting for the feedback session, for example, in a park.
Process

1. At least a week before the feedback session, the facilitator assembles the group members, describes the activity and its goals, gives each member a copy of the Feedback Letters Template, and reviews the template content. Questions are elicited and answered. The facilitator emphasizes that each member should write honest feedback for every member, including himself or herself, using the template content as a guide. The group members also are encouraged to be creative and include any comments they wish in addition to completing the sentence stems. Each member is instructed to bring all of the completed letters, including the one to himself or herself, to the feedback session.

2. At the beginning of the feedback session, the facilitator asks the members to distribute the letters they have written to others, to read the ones they receive, and to seek out the authors for clarification/discussion at their own discretion. Each member is given a pad of paper and a pencil for making notes as desired. The members are encouraged to ask for clarification of any points of confusion and to resolve any unresolved feelings. The facilitator states that he or she will be available for help with any part of this feedback process. (Ten to forty-five minutes.)

3. The facilitator asks the members to reread the letters they wrote to themselves and to compare the content of these letters with the feedback received from others. (Ten minutes.)

4. The facilitator leads a discussion about the activity by asking the following questions:
   - How did it feel to write the letters to others? How did it feel to write feedback to yourself?
   - What are your reactions to the feedback you received from others?
   - What similarities and differences are there between your view of yourself (as shown in the letter you wrote yourself) and the feedback you received from others?
   - What did you learn about yourself and your roles during your discussions with your fellow group members? What did you learn about your fellow members? What did you learn about giving and receiving feedback?
   - What are your feelings now about leaving the group? What would you like to say to your fellow members now?
   - How will you apply what you have learned about yourself in future group experiences?

(Fifteen to twenty minutes.)
Variations

- The facilitator may change the sentence stems on the Feedback Letters Template to reflect the situations, conditions, or events in the particular group.
- The group may design its own feedback letter.
- Each group member may be asked to include a letter to the facilitator.
- Step 2 may be made more structured by having each member talk with every other member about the feedback letters.

Submitted by Gary Wagenheim and Gary Gemmill.
FEEDBACK LETTERS TEMPLATE

[Date]

Dear [Name],

The way I experienced your behavior in the group is . . .

What I personally think that you contributed to the group is . . .

The role that I think you played in the group is . . .

Something that you might do in future groups to improve your effectiveness as a member would be . . .

A symbolic gift that I would like to give you for use in future groups is . . .

[Other comments]

Sincerely,
[Your name, address, and phone number]