

**2000-2003 Supplement
to Reference Guide
to Handbooks and Annuals
(1999 Edition)**

**2000-2003 Annuals,
Volumes 1 and 2**

Jossey-Bass
Pfeiffer

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INTRODUCTION

The Reference Guide to Handbooks and Annuals serves as an index for all of the *Handbooks* and *Annuals* published by Pfeiffer/Jossey-Bass since 1969. The 1999 edition of the *Reference Guide* and this supplement can be used to locate materials published from 1969 through 2003 by title, author, category, or key word.

This supplement to the *Reference Guide to Handbooks and Annuals* (1999 edition) provides the listings for the 2000 through 2003 *Annuals*. It is arranged in the same manner as the *Reference Guide*. Each category listed in the supplement indicates the page number in the *Reference Guide* on which that category can be found. Thus, if you begin looking for a specific category in the *Reference Guide*, you can continue to look for that category in the supplement by using the Contents (page iii) to find any additional entries for the 2000 through 2003 *Annuals*. If you begin looking in the supplement and also wish to check the *Reference Guide* for additional entries, you will find a listing at the beginning of the category in the supplement directing you to the appropriate page in the *Reference Guide*.

EXPERIENTIAL LEARNING ACTIVITIES

INDIVIDUAL DEVELOPMENT: Sensory Awareness

learning personal growth role analysis self-awareness	(page 25 of 1999 <i>Reference Guide</i>) '00 (1)-11 (Time required: approx. 1 hr.) 643. Learning Shifts: Seeing the Impact of Learning on the Whole Self, by Judith A. Free <ul style="list-style-type: none">■ To introduce the concept of individual roles and the complexity of the whole self.■ To develop awareness of the impact learning has on individuals' whole being.■ To develop awareness that learning shifts beliefs, assumptions, language, and behaviors.
encouragement nurturing personal growth	'00 (2)-11 (Time required: varies, over several sessions.) 657. Secret Sponsors: Mirroring the Self, by Gary Gemmill and Barbara Hanson <ul style="list-style-type: none">■ To acknowledge our projections and thereby incorporate them into self-expression.■ To experience our own nonthreatening, wise, and positive qualities.
self-awareness self-perception spirituality	'01 (1)-11 (Time required: 2 to 2½ hr.) 670. Spirituality at Work: Aiding Personal Growth, by Steven L. Phillips and Christina L. Collins <ul style="list-style-type: none">■ To provide participants with an understanding of spiritual and personal growth at work.

- To provide an opportunity for participants to explore techniques for knowing themselves, connecting with others, and reaching their full potential.
- diversity
diversity awareness
perceptions
perceptions of
work environment
sensory awareness
- '03 (2)-11 (Time required: approx. 1 hr.)
- 740: What You See:** Examining Different Points of View, by Anne M. McMahon and C. Louise Sellaro
- To experience that we filter and organize elements of experience in line with what is personally important to us.
 - To recognize that we all selectively encounter and record experiences.
 - To understand that others with whom we share a common space perceive differing dimensions of it.
 - To learn that different perspectives can serve as a basis for conflict.

INDIVIDUAL DEVELOPMENT: Self-Disclosure

- (page 27 of 1999 *Reference Guide*)
- personal growth
spirituality
value clarification
- '00 (2)-15 (Time required: 1½ to 2 hr.)
- 658. Spirituality at Work:** Enhancing Spiritual Values Through Renewal, by Krista Kurth and Suzanne Adele Schmidt
- To offer individuals a framework for reflecting on their spirituality.
 - To identify actions through which individuals may enhance spiritual renewal at work.

achievement
personal growth

'02 (1)-11 (Time required: 1 hr. and 20 min.)

696. The Imposter Syndrome: Getting in Touch with Success, by Adrian F. Furnham

- To help participants identify their level of comfort with the successes they've achieved.
- To identify ways participants can increase their willingness to succeed.

bias
impressions
self-disclosure
stereotyping

'02 (2)-11 (Time required: 1 hr. and 10 to 15 min.)

710. Internet Impressions: Responding to Different Levels of Self-Disclosure, by Lori Silverman and Karen Ostrov

- To explore the impact of self-disclosure on first impressions we have of another person.
- To develop awareness of how stereotyping, bias, and jumping to conclusions affect our first impressions of others.

individual
development
personal growth
win/win situations

'03 (1)-11 (Time required: approx. 2½ hr.)

723. Purposeful Spot Game: Creating Winners in Business, by Teri-E Belf

- To explore the relationship between the self and the whole.
- To create a context for making choices that are congruent personally, professionally, and organizationally.
- To experience making purposeful choices in a partnership or a group setting where multiple or competing goals exist.
- To increase awareness of how one operates in a partnership or a group when a personal purpose,

agenda, or goal may be contrary to that of the group purpose or goal.

- To learn how to create win-win scenarios in any setting and under any circumstances.

INDIVIDUAL DEVELOPMENT: Diversity

	(page 38 of 1999 <i>Reference Guide</i>)
cultural diversity diversity	'00 (1)-15 (Time required: 1 to 1½ hr.) 644. Tortuga Place and Your Place: Understanding Diversity, by C. Louise Sellaro, Anne M. McMahon, and Betty Jo Licata <ul style="list-style-type: none">■ To give participants a framework for understanding diversity in the workplace.■ To help participants recognize the potential impact of different sources of diversity.■ To enable participants to identify various sources of diversity in their own organizations.■ To provide an opportunity to examine the impacts of diversity on different levels of an organization.
bias cultural values culture diversity value clarification	'00 (2)-25 (Time required: approx. 1½ hr.) 659. Unearned Privilege: Understanding Dominant-Culture Advantage, by Julie O'Mara and Aja Oakman <ul style="list-style-type: none">■ To acquaint participants with the concept of "privilege" as it pertains to diversity (unearned advantage or opportunity afforded members of the dominant culture).

- To provide an opportunity for participants to identify, examine, and study examples of privilege in the workplace.
- To develop participants' awareness that privilege is inherent in organizations.
- To explore how awareness of privilege can encourage the effective use of human resources in participants' organization(s).

Baby Boomers
diversity
Generation X
intergroup conflict

'01 (2)-11 (Time required: 60 to 90 min.)

683. What's Your Gen X IQ? Heightening Intragroup Awareness, by H.B. Karp and Danilo Sirias

- To familiarize participants with issues of generational diversity.
- To introduce the issue of intragroup conflict.
- To learn to diagnose intragroup conflict issues.

diversity
diversity awareness
perceptions
values

'02 (1)-19 (Time required: 1 hr. and 40 min. to 2 hr. and 5 min.)

697. Cultural Triangle: Determining the Effect of Values on Customers/Client Perceptions, by Homer Warren, Anne M. McMahon, C. Louise Sellaro, and Carol Mikanowicz

- To give participants a tool for reflecting on the effects of their own values on perceptions of others.
- To identify a broad range of diverse participant identities that are sources of values that impact perceptions of others.
- To give participants an opportunity to articulate how their own perceptions of others might affect organizational life.

creative problem
solving
creativity barriers
diversity awareness
perceptions

'03 (1)-25 (Time required: 2 to 3 hr.)

724. Other Perspectives: Fostering the Creative Spirit, by Mila Gasco Hernandez and Teresa Torres Coronas

- To demonstrate that there is always more than one way of looking at anything.
- To demonstrate that it is important to identify and assess the factors that limit our creativity.
- To help participants eliminate their own barriers to thinking creatively and to seeing other perspectives.

diversity
personal growth
stereotyping

'03 (2)-17 (Time required: approx. 1 hr.)

741. Early Memories: Learning About Stereotypes, by Renee Yuengling

- To open a discussion on racism in American society.
- To reduce defensiveness on the part of participants when discussing racism.
- To recognize that attitudes about race are developed very early in childhood and are not forgotten.
- To open a discussion on management of unconscious attitudes and stereotypes.

INDIVIDUAL DEVELOPMENT: Life/Career Planning

procrastination time management	(page 49 of 1999 <i>Reference Guide</i>) '00 (1)-27 (Time required: 1½ to 2 hr.) 645. From Good Intentions to Results: Avoiding Procrastination, by Robert Younglove <ul style="list-style-type: none">■ To encourage follow-through after a learning experience or a meeting.■ To enhance the participants' understanding of the dynamics of procrastination.■ To encourage the participants to generate ways to overcome their own procrastination.
learning style professional development	'01 (1)-21 (Time required: approx. 2 hr.) 671. What Works Best? Identifying Learning Styles, by Lois B. Hart <ul style="list-style-type: none">■ To identify participants' preferred styles for learning.■ To develop plans for professional growth using the identified learning styles.
organizational values personal characteristics personal values professional development	'01 (1)-35 (Time required: approx. 3 hr.) 672. Passion and Purpose: Helping Employees Realign with the Organization, by Patricia Boverie and Michael Kroth <ul style="list-style-type: none">■ To offer the participants an opportunity to examine their passion for work.■ To offer the participants an opportunity to examine what they perceive to be their purpose in life.■ To help align individuals' passion and purpose with organizational goals.

COMMUNICATION: Awareness

- (page 57 of 1999 *Reference Guide*)
- change
culture
organizational
rules
organizations
- '00 (2)-33 (Time required: 40 to 50 min.)
- 660. Supreme Court:** Examining Organizational Rules, by Frank A. Prince
- To examine both written and unwritten rules of an organization.
 - To discuss the impact of rules.
 - To take action on outmoded rules.
- performance
personal
effectiveness
work conditions
- '01 (2)-23 (Time required: approx. 90 min.)
- 684. Music While You Work:** Lightening the Load, by Adrian F. Furnham
- To demonstrate the benefits of background stimulation (specifically music) when performing routine tasks.
 - To explore the distracting effects of background stimulation when performing complex and involved tasks.
 - To investigate how individual personality traits affect how people respond to music while working.
- communication
effectiveness
skill development
skills training
- '02 (1)-29 (Time required: approx. 90 min.)
- 698. Speed Up!** Increasing Communication Skills, by Marlene Caroselli
- To learn methods to respond more quickly in business situations.

- To develop the ability to read more quickly and to isolate key details.
- To increase the ability to write more succinctly
- To develop concentration skills.

command decisions
communication
barriers
group leader
competency
group leadership
leadership
effectiveness
team leadership

'03 (2)-23 (Time required: 45 min. to 1 hr.)

742. Blind Soccer Game: Following the Leader,
by Brad Humphrey and Jeff Stokes

- To demonstrate the importance of clear communication between leaders and their workers.
- To demonstrate the importance of the whole group (team) of people understanding the direction (goal), versus only the leader (coach) understanding.

COMMUNICATION: Building Trust

communication
in organizations
organizational
communication
organizational
culture
trust
trust building
truth

(page 65 of 1999 *Reference Guide*)

'00 (2)-37 (Time required: 1 to 1½ hr.)

661. What to Say: Telling the Truth in Organizations,
by Barbara Pate Glacel and Emile A. Robert, Jr.

- To demonstrate that “truth” is subjective and depends on circumstances and priorities.
- To allow participants to express their own truths and to hear how others define truth.
- To assess the impact on an organization, employees, and client systems when truth is ambiguous.

expectations
self-disclosure
stereotyping
team building
trust
trust building

'03 (2)-27 (Time required: 1½ hr.)

743. A Fine Predicament: Checking Expectations of Others, by Doug Leigh

- To provide team-building opportunities using a process of inquiry while having fun getting to know co-workers and teammates better.
- To learn to listen more critically, argue our cases more convincingly, and understand others' points of view through dialogue.
- To make a distinction between our expectations of others and the conclusions we make about them that support or defy those expectations.
- To differentiate what we already know about others from what we learn about them.
- To examine our ability to predict others' thoughts, words, and decisions.

COMMUNICATION: Conflict

communication
conflict

(page 69 of 1999 *Reference Guide*)

'00 (2)-45 (Time required: 40 min.)

662. Retaliatory Cycle: Introducing the Elements of Conflict, by Daniel Dana

- To identify the five sequential elements that are present in every interpersonal conflict.
- To understand how conflict escalates (spirals up) and how it causes relationships to wither (spiral down).
- To illustrate that conflict is always a reciprocal process.

conflict
conflict
management
customer service
emotional
responses
emotions
personal growth

'01 (1)-43 (Time required: 2 to 3 hr.)

673. Workplace Scenarios: Dealing with Emotional Behavior, by Robert William Lucas

- To identify causes of emotional behavior in the workplace.
- To raise awareness of language that can cause emotional escalation of a situation.
- To provide strategies for defusing emotional situations.

conflict
management
performance
feedback

'03 (1)-33 (Time required: 1½ to 2 hr.)

725. Choices: Learning Effective Conflict-Management Strategies, by Chuck Kormanski, Sr., and Chuck Kormanski, Jr.

- To acquaint participants with effective strategies for conflict management.
- To provide participants with a format for analyzing contingencies in conflict situations.
- To offer participants an opportunity to practice conflict management skills and receive performance feedback.

COMMUNICATION: Feedback

feedback
mentoring
objectivity
supervisory skills

(page 74 of 1999 *Reference Guide*)

'00 (1)-37 (Time required: 1 hr. and 20 min.)

646. Coloring Book: Giving Objective Feedback, by Joanne R. Zukowski

- To demonstrate the impact of critical or vague feedback.

- To practice ways to make objective statements.
 - To develop participants' awareness of effective behaviors to practice when giving feedback.
- affirmation
feedback
feedback skills
personal growth
- '01 (1)-63 (Time required: approx. 2 hr.)
- 674. I Appreciate:** Giving Affirmations, by A. Carol Rusaw
- To learn two stylistic approaches to showing appreciation to others.
 - To list some common benefits and barriers to showing appreciation.
 - To practice giving appreciation to others.
- assumptions
expectations
performance
feedback
- '03 (1)-47 (Time required: 1 to 1½ hr.)
- 726. Performance Expectations:** Making a Sandwich, by Lynne Andia
- To understand the value of creating and communicating clear performance expectations.
 - To create performance objectives that are measurable.
 - To demonstrate that creating behavioral objectives helps motivate learners and helps focus their attention on learning, making the learning outcome measurable.

COMMUNICATION: Styles

- awareness
influence
information
sharing
- (page 85 of 1999 *Reference Guide*)
- '02 (1)-51 (Time required: 40 to 45 min.)
- 699. Memories:** Influencing Others, by Sandra Stroope
- To increase participants' awareness of behaviors or factors that make influencing others challenging.
 - To identify various approaches to or styles for influencing others.
 - To learn which behaviors are most effective for influencing others.

COMMUNICATION: Technology

- communication
technology
- (page 88 of 1999 *Reference Guide*)
- '00 (1)-43 (Time required: 45 min. to 1 hr.)
- 647. Mediated Message Exchange:** Exploring the Implications of Distance Communication in the Workplace, by Heidi A. Campbell
- To investigate the impact of computer-mediated distance communication on dialogue between two people.
 - To allow individuals to reflect on ways that limitations and/or benefits of computer-mediated communication can shape their personal communication and their treatment of those with whom they communicate.

- To simulate the process of e-mail communication in a workshop setting to enable individuals to consider the implications this technology has for their own work.
 - To consider the impact of industry trends toward distance working.
- communication technology '00 (1)-51 (Time required: 45 min. to 1 hr.)
- 648. Telephone Conference: Preparing for Best Results**, by Debra Reed
- To learn and practice ways to achieve best results from a telephone conference.
 - To experience a telephone conference with and without participating in a prior forming activity.

PROBLEM SOLVING: Generating Alternatives

- (page 88 of 1999 *Reference Guide*)
- causal models process improvement '00 (2)-51 (Time required: 30 min.)
- 663. Deck of Cards: Using Deming's Funnel Experiment**, by Kristin J. Arnold
- To demonstrate the harmful effects of overadjusting a process.
- decision making group decision making influence '01 (2)-33 (Time required: 45 to 50 min.)
- 685. Decisions, Decisions: Reaching Agreement in a Group**, by Kristin J. Arnold
- To demonstrate the ways in which groups make decisions.
 - To develop participants' awareness of their own decision-making preference(s).

- To discover factors that influence group decisions.
 - To discover ways in which groups can make better decisions.
- prioritizing
problem
identification
problem solving
- '02 (2)-21 (Time required: approx. 90 min.)
- 711. Ask Everyone:** Generating Solutions, by Yvette Delemos Robinson
- To identify organizational problems in a structured manner.
 - To increase understanding of the impact of certain organizational problems.
 - To examine possible solutions to organizational problems that have been previously identified and to identify benefits of those solutions.
 - To identify and prioritize action steps quickly.
 - To involve participants in problem solving and provide a forum for candid discussion.

PROBLEM SOLVING: Information Sharing

- (page 95 of 1999 *Reference Guide*)
- presentations
problem-solving
skills
problem-solving
techniques
skill building
- '03 (1)-53 (Time required: 1 hr. to 1 hr. and 10 min.)
- 727. Persuasion? No Problem!** Evaluating Effective Presentation Skills, by Marlene Caroselli
- To explore various techniques used by presenters to persuade an audience.
 - To encourage in-depth problem solving.

PROBLEM SOLVING: Consensus/Synergy

- consensus seeking
decision making
information
sharing
problem solving
- (page 101 of 1999 *Reference Guide*)
'00 (2)-55 (Time required: approx. 45 min.)
- 664. Shift Happens:** Dealing with Different Information, by Steve Sugar and Robert C. Preziosi
- To demonstrate how personal agendas influence group decision making.
 - To generate discussion around multiple alternative solutions to a stated problem.
 - To demonstrate the dynamics of reaching consensus in a group when it appears there is more than one correct answer.
- consensus
consensus
decisions
decision making
- '02 (1)-55 (Time required: approx. 1 hr.)
- 700. Electric Company:** Deciding by Consensus, by John E. Fernandes
- To practice using the consensus decision making process
 - To become proficient in and see the advantages of the consensus decision making process.
 - To develop participants' awareness of poor decisions that can be made in a crisis situation.
- consensus
consensus-seeking
methods
consensus-seeking
techniques
leadership traits
- '02 (2)-25 (Time required: 50 to 60 min.)
- 712. Successful Leadership Traits:** Reaching Consensus, by Robert Alan Black
- To examine the traits, behaviors, and skills of highly successful leaders.
 - To discuss learnable traits, behaviors, and skills associated with leadership.
 - To identify skills and attributes required for reaching consensus.

decision making
energizers
group decision
making
group discussion

'03 (2)-37 (Time required: 30 to 40 min.)

744. Decision Making: Voting with Your Feet, by M.K. Key

- To perform a quick assessment of group views on one or several issues.
- To allow a group to share views, opinions, abilities, or interests easily with one another.
- To energize participants in a classroom or group meeting.

PROBLEM SOLVING: Action Planning

overcoming
opposition
persuasion
planning

(page 108 of 1999 *Reference Guide*)

'00 (1)-57 (Time required: 1 hr. and 15 min.)

649. Diametrically Opposed: Persuading Others, by Marlene Caroselli

- To heighten awareness that complex issues may present diametrically opposed opportunities.
- To provide a way for participants to create a plan for change.
- To develop persuasion skills.

creativity
group dynamics
planning

'00 (2)-63 (Time required: 30 to 50 min.)

665. Make a Mark: Experiencing the Importance of Planning, by Edward Earl Hampton, Jr.

- To demonstrate the necessity for setting goals prior to expending resources.
- To demonstrate that planning is necessary for goal achievement.

- To demonstrate the importance of a leader in group activities.
 - To demonstrate how a sense of ownership affects group behavior.
 - To demonstrate how chaos (the absence of patterns) can evoke reflex behavior.
- action planning
organizational goals
organizational innovation
- '01 (1)-75 (Time required: approx. 2 to 3 hr.)
- 675. New Owners:** Planning Organizational Action, by Robert L. Bunning
- To provide participants the opportunity to examine their organization as though they were the owners with ultimate accountability for outcomes.
 - To provide a forum for participants to suggest, discuss, and decide on practical courses of action to improve organizational efficiency.
 - To give participants the opportunity to participate in a collaborative group process.

GROUPS: How Groups Work

- (page 113 of 1999 *Reference Guide*)
- consensus
decision making
organizational politics
- '00 (1)-65 (Time required: approx. 2 hr.)
- 650. Piccadilly Manor:** Improving Decision Making in a Political Milieu, by A. Carol Rusaw
- To study conditions under which rational and nonrational decisions are often made.
 - To examine the use of rational and nonrational decision-making concepts when resources are

limited, political stakes are high, and group goals are diverse.

- To develop skills for reaching consensus in a diverse group.

team building
team development
team identity
team traits

'01 (1)-81 (Time required: approx. 2 hr.)

676. Logos: Taking Pride in Team Products, by Bonnie Jameson

- To help members of a new team become acquainted through sharing personal information.
- To develop a team through creating and producing a product.
- To create a team identity and sense of pride.

decision making
information
sharing

'01 (2)-37 (Time required: approx. 90 min.)

686. Neutral Corner: Deciding on an Issue, by Linda Raudenbush and Steve Sugar

- To learn why others hold the views they do about a current issue.
- To create a platform and an ongoing dialogue about different perspectives on an issue.
- To allow members who hold positive, negative, or neutral views on a topic to identify and explain their rationale.
- To present one's own view in a clear, logical, persuasive manner.

- group effectiveness '02 (2)-31 (Time required: 90 min.)
group problem solving
group process
- 713. Construction Project: Task vs. People Orientation in Teams**, by Edward L. Harrison and Paul H. Pietri
- To highlight the importance of planning for task completion.
 - To demonstrate group affinity for addressing task-related issues versus people-related issues.
 - To experience difficulties involved in changing work teams from a task-oriented culture to a task-and-people-oriented culture.
 - To demonstrate the influence of involvement and work role on job satisfaction.
- group decision making
measurement
objectivity
subjectivity
- '03 (1)-61 (Time required: approx. 45 to 55 min.)
- 728. Rulers: Determining Objective Measures**, by Bob Shaver
- To demonstrate the issues that exist when members of a group must make subjective measurements.
 - To demonstrate the challenges of objective measurement.
 - To show how people create subjective measures when they do not have access to objective measures.
- perceptions
self-disclosure
team building
- '03 (2)-41 (Time required: 1 hr. and 15 min. to 1 hr. and 40 min.)
- 745. Art Appreciation: Taking a Field Trip**, by Donna L. Goldstein
- To encourage self-disclosure and develop greater awareness of the goals, backgrounds, preferences, and personalities of individual team members.

- To develop a more cohesive team through a consensus choice team-building activity.
- To expose participants to an experience of art and one or more cultural institutions in their community.

GROUPS: Competition/Collaboration

power team building	(page 123 of 1999 <i>Reference Guide</i>) '00 (2)-67 (Time required: 1 to 1½ hr.) 666. Powerful Exercise: Exploring the Dynamics of Power in Teams, by Andy Beaulieu and Karon West <ul style="list-style-type: none">■ To determine the distribution of power within a group.■ To explore and address any negative imbalances of power within a group.■ To examine personal responses to use of power in groups or teams.■ To identify and understand models of power and the implications for group facilitators.■ To initiate an action plan for using power in positive and productive ways.
competition hidden agendas negotiation strategies power trust	'02 (1)-69 (Time required: 45 to 90 min.) 701. Power Poker: What's in It for Me?, by Linda Raudenbush and Steve Sugar <ul style="list-style-type: none">■ To demonstrate the dynamics of negotiating, competition, and power.■ To explore issues involved in comparing individual values to group values.

- To discuss issues of hidden and open agendas.
 - To explore issues of group member status.
 - To demonstrate issues of trust.
- competition
risk taking
- '02 (2)-37 (Time required: approx. 1 hr.)
- 714. Team Traps:** Learning to Take Risks, by Lynn A. Baker, Sr.
- To help teams learn to plan for and adapt to high-risk situations.
 - To demonstrate less than effective ways that groups may deal with intense competition.
 - To sharpen team members' skills for generating options under competitive conditions.
- collaboration
communication
competition
individual
performance
teamwork
work styles
- '03 (1)-65 (Time required: 1 hr. to 1 hr. and 15 min.)
- 729. Tear It Up:** Learning Three Types of Interaction, by Lorraine Ukens
- To compare and contrast the concepts of individualism, competition, and cooperation
 - To explore feelings and reactions during the three types of social interaction.
 - To identify appropriate uses for the three types of interactions.

TEAMS: How Groups Work

- group dynamics
problem solving
- (page 136 of 1999 *Reference Guide*)
- '00 (2)-73 (Time required: 1½ to 2 hr.)
- 667. Share the Load:** Experiencing Intragroup and Intergroup Problem Solving, by Terry Murray
- To develop the participants' skills in communicating effectively, working cooperatively, and solving problems.
 - To develop the participants' awareness of their individual communication and problem-solving styles within a group.
 - To provide an opportunity to compare and contrast subgroup products that contribute to a whole group task.
- decision making
group leadership
group process
leadership
- '01 (1)-85 (Time required: 30 to 45 min.)
- 677. When Shall We Meet Again?** Assessing Information in Teams, by Kristin J. Arnold
- To demonstrate how teams assess information to make a decision.
 - To develop participant awareness of the group's process for evaluating information.
 - To demonstrate the importance of having a process to make a decision.
 - To show the emergence of leadership in a new team.

competition
icebreakers
teamwork

'02 (1)-85 (Time required: 15 min.)

702. Sweet Tooth: Bonding Strangers into a Team, by Robert Alan Black

- To provide a fun icebreaking experience at the start of a workshop or with a fun challenge for people who know one another.
- To introduce the concept of teamwork.
- To provide participants an opportunity to experience key points and learning related to teamwork.
- To help establish a comfortable and supportive environment.

team development
teamwork
values

'03 (2)-45 (Time required: 1 hr. to 1 hr. and 10 min.)

746. Teams by Any Other Name: Examining Team Values, by Robert Alan Black

- To provide a challenging and pleasant activity to help generate team spirit among members of an intact team.
- To provide participants an opportunity to examine new ways to look at teamwork.
- To generate team spirit among all participants.

TEAMS: Roles

getting acquainted
team awareness
team planning
teamwork

(page 141 of 1999 *Reference Guide*)

'00 (2)-85 (Time required: approx. 1 hr. and 45 min.)

668. Appreciative Introductions: Building Teams, by Sherene Zolno

- To introduce participants to one another and begin building an effective team environment.

- To create an “appreciative” understanding among team members.
- To develop participants’ ability to formulate positive questions.

roles
team roles

'02 (2)-41 (Time required: 1 hr.)

715. Island Survival: Choosing Roles in a Group,
by Nancy Jackson

- To allow participants to discuss the importance of roles in a group.
- To allow participants the opportunity to choose roles in an unstructured situation.
- To allow participants to acknowledge their responsibility and the affect of their choices on the whole group.
- To give a team the opportunity to recognize its role patterns—its strengths and areas to improve.

hidden agendas
leadership
leadership style
task instructions
task leaders
team-leadership
effectiveness
teamwork

'03 (1)-73 (Time required: approx. 30 min.)

730. Decode: Working with Different Instructions,
by Sivasailam “Thiagi” Thiagarajan

- To explore factors that facilitate or inhibit a person from assuming a take-charge leadership style when it is appropriate.
- To learn how to work effectively in teams.

group behavior
group
maintenance
roles
group task roles
team development
team performance
team roles

'03 (2)-51 (Time required: 3 to 4 hr.)

747. Group Roles: Determining Their Effectiveness, by Michael B. Dahl, Sara Keenan, and Helene C. Sugarman

- To understand the different kinds of roles played by group members.
- To discover the roles one plays and how the roles are chosen.
- To learn the impact of one's chosen role on other group members.

TEAMS: Problem Solving/Decision Making

planning
risk taking

(page 146 of 1999 *Reference Guide*)

'01 (1)-89 (Time required: 45 min.)

678. Risk Tolerance: Understanding the Utility of Taking Risks, by Edward Earl Hampton, Jr.

- To explore and understand risk as it relates to planning and decision making.
- To demonstrate the duality of risk.
- To enable risk-averse participants to explore their negative bias toward risk.
- To demonstrate how a long-term view of risk can create short-term risk tolerance.
- To demonstrate that investments and loans can be used to express and manage risk. (If use advanced rules and variation.)

decision making
team building
team effectiveness
team problem
solving

'01 (2)-45 (Time required: approx. 90 min.)

687. Jet Away: Making Group Decisions Under Time Pressure, by Lynn A. Baker, Sr.

- To demonstrate the need for effective teamwork when facing a deadline
- To sharpen problem-solving and decision-making skills.
- To enhance participants' awareness of counter-productive group member behaviors.

team awareness
team functioning
teamwork

'02 (1)-91 (Time required: 50 min.)

703. Puzzles: Practicing Team Process, by Kristin J. Arnold

- To demonstrate the team process of generating ideas, organizing them, building a consensus to selection, and taking action.

collaboration
group problem
solving
planning

'02 (2)-45 (Time required: 80 to 90 min.)

716. Scrambled Words: A Problem-Solving Task, by Phyllis Cooke and Ralph R. Bates

- To develop participants' awareness of the importance of planning to the problem-solving process.
- To highlight the importance of utilizing individual talents in team or group problem-solving tasks.
- To provide a structure for participants to begin the team-building process by working collaboratively to solve a problem.

team development
team functioning
team leadership

'03 (1)-81 (Time required: 20 to 30 min.)

731. Aardvark and Antelope: Examining Team Leadership, by Kristin J. Arnold

- To demonstrate in a creative way the idea that one cannot rely on the team leader/expert to make all the decisions.

TEAMS: Feedback

active listening
performance
feedback
team development
team performance

(page 150 of 1999 *Reference Guide*)

'01 (1)-97 (Time required: approx. 90 min.)

679. Nicknames: Summarizing What You Hear, by Michael P. Bochenek

- To develop skills in creative thinking and active listening.
- To generate performance feedback in an established group through the use of nicknames.
- To receive feedback on how participants perceive one another.

CONSULTING AND FACILITATING: Consulting: Diagnosing/Skills

learning
questioning

(page 174 of 1999 *Reference Guide*)

'02 (1)-95 (Time required: 20 to 30 min.)

704. Interrogatories: Identifying Issues and Needs, by Cher Holton

- To build immediate rapport among team members or group participants.

- To identify questions related to the topic or issue.
- To create a comfort zone and open climate for questioning and sharing.

CONSULTING AND FACILITATING: Facilitating: Opening

icebreakers organizational values	(page 181 of 1999 <i>Reference Guide</i>) '00 (1)-81 (Time required: 20 min.) 651. Alpha “Bets”: Introducing Organizational Issues, by Marlene Caroselli <ul style="list-style-type: none">■ To develop cohesion among participants through use of a challenging icebreaker.■ To heighten awareness of organizational issues.■ To initiate dialogue regarding the relationship between the present training session and organizational issues.
energizers getting acquainted icebreakers	'01 (1)-101 (Time required: 40 min.) 680. Age Barometer: Energizing a Group, by Robert Alan Black <ul style="list-style-type: none">■ To open discussion among participants at the beginning of a workshop or meeting.■ To lighten the mood of a group at any time when energy is low.■ To provide an energizer or way to become acquainted.

energizers
group energy
icebreakers

'01 (2)-49 (Time required: approx. 20 min.)

688. Who Says That? Taking a Break for Fun, by Robert Alan Black

- To open a discussion between participants.
- To provide an energizer and minor bonding activity for after breaks, returning from meals, or returning from the previous day's program.
- To increase the interest and involvement level of participants in any workshop.
- To demonstrate the benefits of diverse groups of people working together.

icebreakers
listening
self-disclosure

'02 (2)-51 (Time required: 30 to 60 min.)

717. Me in a Bag: Breaking the Ice in an Intact Work Team, by Steve Sphar

- To strengthen relationships within a work unit.
- To deepen understanding of teammates within a work unit.
- To increase listening skills.
- To prepare and focus participants for an upcoming training session.

getting acquainted
introductions
personal values
stereotyping
values

'03 (1)-85 (Time required: 25 to 45 min.)

732. Let's Get Personal: Using Slogans to Introduce Oneself, by Phyliss Cooke and Tara L. Kuther

- To establish a warm, personal tone at the beginning of a training event.
- To allow participants an opportunity to use personal slogans as a safe way to introduce themselves as part of the getting-acquainted process.

- To provide trainers with a creative way to establish a desired atmosphere for learning.
- change
change
management
icebreakers
organizational
change
transitions
- '03 (2)-59 (Time required: 50 min.)
- 748. Transitions:** Experiencing Change in a Safe Environment, by David J. Shevrin and Darlene Van Tiem
- To help participants experience what change feels like in a safe environment.
 - To help participants realize the way they personally experience the transition process.
 - To become familiar with the nature of change and transitions.
 - To help participants interact with people they normally don't have a chance to mix with.

CONSULTING AND FACILITATING: Facilitating: Blocks to Learning

- (page 190 of 1999 *Reference Guide*)
- facilitating closings
transfer of learning
- '00 (1)-87 (Time required: 45 min.)
- 652. Benefits and Barriers:** Training for Learning Transfer, by Steve Sphar
- To facilitate learning transfer.
 - To identify barriers participants may encounter when they return to work that will keep them from implementing what they have learned.
 - To overcome internal barriers and resistance that can block new behaviors.

- awareness
experiential
learning models
learning
learning barriers
- '02 (1)-99 (Time required: 10 min., plus up to 2 hr. to process)
- 705. Crochet Hook:** Learning How We Learn, by Lynne Andia
- To understand ways in which one learns.
 - To see that trainer attitude plays a role in learning.
 - To learn how one's own attitude toward the task can influence learning.
 - To appreciate the role of proper instructions and supplies in learning a task.
 - To understand various aspects of the learning process.
 - To delve into the Experiential Learning Cycle.

CONSULTING AND FACILITATING: Facilitating: Skills

- facilitation skills
facilitation style
intervention skills
- (page 193 of 1999 *Reference Guide*)
- '00 (2)-89 (Time required: 1½ hr.)
- 669. Continuum:** Exploring the Range of Facilitator Interventions, by M.K. Key
- To learn and practice a variety of group interventions, on a continuum from “doing nothing” to being “highly directive.”
 - To assist the group in solving some of its own thorny group-process issues.

job aids
job performance
job training
learning

'01 (1)-105 (Time required: 60 min.)

681. Trade Fair: Designing Job Aids, by W. Norman Gustafson

- To emphasize and reinforce learning of procedures and system operations.
- To allow participants to learn a procedure in detail and remember its meaning.
- To have a concrete method to check a group's understanding of a procedure.
- To allow participants to customize and adapt procedures to their particular job functions.
- To provide a job aid for participants.

facilitation skills
training trainers

'01 (2)-53 (Time required: approx. 90 min.)

689. Rotating Facilitators: Practicing Facilitation Skills, by Mel Silberman

- To provide skill practice in facilitation.
- To obtain feedback on one's facilitation skills.

agendas
meeting
management
meeting purpose

'02 (2)-55 (Time required: 10 to 15 min.)

718. What's Next? Building an Agenda, by Kristin J. Arnold

- To learn how to build a group agenda prior to a meeting.

group
characteristics
group
development
group learning
team building

'03 (1)-89 (Time required: 45 min. to 1 hr.)

733. Yo-Yos: Using Kinesthetic Methods for Learning, by Donna L. Goldstein

- To give participants an opportunity to train and lead a small group.
- To help groups and teams bond through developing and accomplishing a common goal.
- To provide an unusual and enjoyable kinesthetic learning experience.

facilitation
techniques
feedback
resistance

'03 (2)-67 (Time required: 20 to 35 min.)

749. The Skilled Facilitator: Working with Deep Resistance, by H.B. Karp

- To provide a means for retaining or regaining control of a program when resistance surfaces.
- To bring out issues that may be blocking group process.
- To give a training group the experience of resistance prior to presenting relevant material relating to it.

CONSULTING AND FACILITATING: Facilitating: Closing

facilitating closings
management
development
supervisory skills

(page 200 of 1999 *Reference Guide*)

'00 (1)-93 (Time required: 1½ to 2 hr.)

653. Management Wizards: Wrapping Up a Session, by Patti Shank

- To review skills learned in prior management development sessions.

- To apply knowledge gained to typical management dilemmas.
 - To wrap up a series of management development sessions in a meaningful, fun, and impactful way.
- action planning '01 (2)-59 (Time required: 1½ to 3 hr.)
learning
team building
team development
team improvement
- 690. Wrap-Up: Determining Lessons Learned**, by Carol Veronesi
- To identify lessons learned from a specific completed project or from a discrete phase of a large, complex project.
 - To develop an action plan to put learnings into practice.
 - To provide a model for participants to learn how to use their experience to improve future work.
- affirmation '02 (1)-111 (Time required: approx. 30 min.)
presentations
rewards
self-affirmation
self-awareness
self-disclosure
- 706. Certificates: Appreciating Oneself**, by Lois B. Hart
- To allow participants to identify an area in which they would like to be appreciated.
 - To experience public appreciation.
 - To provide an innovative activity to celebrate the end of a workshop.
- closure '02 (2)-59 (Time required: 45 to 60 min.)
reinforcement
- 719. Billboard Sentiments: Saying Goodbye**, by Niki Nichols and Ed Werland
- To close a team-building session or an extended training event on a positive note.

- To reinforce learning points.
 - To validate the contributions of the participants.
- creativity
creativity barriers
- '03 (1)-93 (Time required: up to 60 min.)
- 734. Inner Child:** Applying New Knowledge in a Creative Way, by Robert Alan Black
- To identify ways to implement or apply skills learned in workshops.
 - To demonstrate how quickly the creativeness of a group can be generated and tapped in any workshop.
 - To develop participants' awareness of behaviors that can release and generate creative thinking on demand.
 - To bring closure to a workshop topic.

LEADERSHIP: Interviewing/Appraisal

- (page 206 of 1999 *Reference Guide*)
- communication
feedback
performance
appraisal
- '00 (1)-97 (Time required: 2 hr.)
- 654. Communication Games:** Eliminating Unproductive Behavior During Performance Reviews, by Don Morrison
- To help participants understand the types of dysfunctional communication games that are often "played" in performance review discussions.
 - To help participants recognize communication games and avoid or stop playing them.

interviewing
skills training

'02 (1)-115 (Time required: approx. 2 hr.)

707. Selection Interview: Practicing Both Roles,
by John E. Oliver

- To give participants an opportunity to prepare for a personnel selection interview from the perspectives of both the interviewer and the applicant.
- To allow each participant to experience the roles of interviewer, applicant, and observer.
- To provide participants with an opportunity to give and receive feedback on their interview techniques.

awareness
performance
feedback
performance
improvement
performance
measurement

'03 (1)-99 (Time required: approx. 45 min.)

735. Golf Game: Keeping Accurate Score, by Peter R. Garber

- To emphasize the critically important aspects of performance measurement in a fun way.
- To raise awareness about one's own use of performance feedback and measurement.
- To use an analogy (keeping score in golf) to help the learner better relate to the principles and concepts being presented.

LEADERSHIP: Motivation

leadership
management
planning

(page 211 of 1999 *Reference Guide*)

'00 (1)-119 (Time required: 1½ to 2 hr.)

655. Millennium Mobile: Learning Four Functions of Management, by Erica Nagel Allgood and Terry Carlyle

- To demonstrate the necessity of effective planning as a function of management.
- To demonstrate and investigate methods of organizing as a function of management.
- To demonstrate and investigate leadership as a function of management.
- To demonstrate and investigate control as a function of management.

motivation

'01 (2)-63 (Time required: 1 hr. and 15 min.)

691. The Stephanie Syndrome: Overcoming Lack of Motivation, by Chuck Kormanski

- To heighten participant awareness about motivation.
- To encourage participants to examine their own sources and levels of motivation.
- To aid in understanding the motivation of those with whom participants live and work.
- To assist participants in actualizing their motivational potential

creativity
motivation
problem solving

'03 (1)-107 (Time required: 1 hr. and 30 min. to 1 hr. and 45 min.)

736. Intrinsic/Extrinsic Motivators: Encouraging Creativity, by Elizabeth A. Smith

- To help participants recognize and discuss various work activities and creative processes.
- To help participants determine the types of motivators that are most likely to reinforce their creativity.
- To encourage participants to discuss the positive influence of intrinsic and extrinsic motivators on others' creativity.

leadership
methods
leadership
strategies
motivation

'03 (2)-71 (Time required: 1½ to 2 hr.)

750. The Motivation Grid: Understanding What Motivates Us, by Bonnie Jameson

- To help participants understand what motivates them.
- To learn some principles of motivation.
- To apply motivation principles to real-life situations.

LEADERSHIP: Diversity/Stereotyping

individual traits
leader behavior
leadership
leadership style

(page 216 of 1999 *Reference Guide*)

'01 (2)-71 (Time required: 60 to 90 min.)

692. Leadership History: Searching the Past for Insight, by Frank A. Prince

- To increase participants' awareness of their leadership styles.
- To compare and contrast individual leadership experiences within a group.
- To allow participants to share their past learnings in a creative forum.

followership
management style
managerial
behavior
values

'02 (2)-63 (Time required: approx. 1 hr.)

720. Supervisory Success: Balancing Followership with What Seems Right, by Bob Shaver

- To examine followership as a supervisory value.
- To recognize different philosophies about supervision.

- To introduce and explore topics such as corporate culture, ethical decision making, loyalty, organizational politics, personal courage, responsibility, and the role of new supervisors.
- To encourage a supervisory team to uncover and discuss differences that may exist within the group.

LEADERSHIP: Styles

- leadership risk taking (page 220 of 1999 *Reference Guide*)
'00 (1)-125 (Time required: 1 hr. and 20 to 40 min.)
656. Leadership Style: Learning to Take Risks, by Lois B. Hart
- To identify one's risk-taking style.
 - To learn how to recognize the level of risk inherent in a situation.
 - To learn how to weigh the pros and cons of taking risks.
 - To identify reasons why willingness to take risks is essential for leaders.
- leadership skill development '01 (1)-109 (Time required: approx. 1 hr.)
682. Show and Tell: Learning About Leadership, by Richard T. Whalen
- To focus group participants on the qualities of leadership shown by selected leaders (real or fictional).
 - To highlight the leadership skills participants want to demonstrate or use themselves on the job.

leadership
online learning
planning
web-based training

- To remind participants of leadership skills they have learned to use when they are back on the job.

'02 (1)-127 (Time required: 2 hr., plus 2 or 3 hr. online)

708. Second to None: Electronically Mediated Personal Leadership Planning, by Robert C. Preziosi

- To identify key tasks and people for ongoing personal leadership development.
- To review personal action plans and receive feedback from fellow leadership development planners.
- To appreciate the value and insight that others' opinions have in determining personal leadership goals.
- To develop a community of leaders by establishing a framework for sharing perspectives and experiences.

leadership
leadership
strategies
management
strategies
managerial
behavior

'03 (1)-119 (Time required: approx. 1 hr.)

737. When I Manage, When I Lead: Separating the Functions, by Steve Sphar

- To demonstrate ways in which leadership differs from management.
- To allow participants to learn the distinguishing characteristics of leadership from their own experience.
- To allow participants to learn about leadership from one another.

- leader effectiveness '03 (1)-127 (Time required: approx. 1 hr.)
leadership style
- 738. Meet My Leader:** Using Analogy to Describe Traits, by Lois B. Hart
- To identify the differences between ineffective and effective leaders.
 - To use more of the human senses to accelerate learning.

ORGANIZATIONS: Communication

- (page 229 of 1999 *Reference Guide*)
- organizational '01 (2)-77 (Time required: 45 min. to 1 hr.)
culture
- 693. Story Weaving:** Building Organizational Culture, by M.K. Key
- To build a stronger sense of culture in an organization.
 - To practice and strengthen the skills of story-telling.
- communication '01 (2)-85 (Time required: 2 hr. or more)
in organizations
knowledge
management
organizational
communication
- 694. Knowledge Is Good:** Learning About Knowledge Management, by Andy Beaulieu
- To understand and learn to apply basic knowledge management techniques to other settings.
 - To design a knowledge management system.

ORGANIZATIONS: Vision, Mission, Values, Strategy

- (new category)
- consulting
organizational
values
value clarification
values
- '01 (2)-97 (Time required: 2½ to 3 hr.)
- 695. It's in the Bag!** Identifying Organizational Values, by Michael Kroth and Angela Spanos
- To identify an organization's core purpose and values.
 - To become better acquainted with individuals in a group or team.
- creativity
planning
strategic planning
- '02 (2)-71 (Time required: 2 to 3 hr.)
- 721. Futures:** Planning Creatively, by Kevin J. Pokorny
- To learn a creative thinking process to develop strategic ideas and direction for an organization.
 - To practice storytelling when presenting strategic ideas.
 - To build on an organization's strategic planning process.
- mission statement
strategic planning
values
vision
vision statement
- '03 (1)-129 (Time required: 1 to 1½ hr.)
- 739. Lasso Your Vision, Mission, and Values:** Building Team Support and Commitment, by Cher Holton
- To create ownership and understanding of an organization's or team's vision, mission, and values statements.
 - To evaluate current actions that contribute to the vision, mission, and values becoming a reality.
 - To identify actions to strengthen the vision, mission, and values, making them a part of the everyday culture of the team or organization.

- team development '03 (2)-77 (Time required: 1½ to 2 hr.)
vision
vision statement
- 751. Read All About It!** Writing Vision Statements, by Kristin J. Arnold
- To discover how others see the organization's or team's vision for the future.
 - To reach agreement on the team or organization's vision for the future.
 - To learn how to create vision statements.

ORGANIZATIONS: Change Management

- (new category)
- personal growth '02 (1)-137 (Time required: 50 min. to 1 hr.)
role playing
- 709. The Alphabet Game:** Developing Confidence and Spontaneity Through Improv, by Izzy Gesell
- To demonstrate how behavior is determined by beliefs about a situation.
 - To experience how a change in thinking can lead to a change in results.
 - To understand how spontaneity can be developed through practice.
 - To develop participants' confidence in dealing with change and uncertainty.
- change '02 (2)-79 (Time required: 45 min. to 1 hr.)
employee morale
motivation
organizational
change
- 722. Pink Slip:** Dealing with Organizational Change, by M.K. Key
- To demonstrate the ill effects of poor organizational change strategies on human motivation.

- To heighten awareness of human needs in times of organizational change.
- To help organization leaders plan healthy strategies for change.

change
change
management
organizational
change
planning
vision

'03 (2)-81 (Time required: approx. 50 min.)

752. Rubber Bands: Envisioning the Future, by Bob Shaver

- To see the “stretch” involved with accepting change.
- To make visible the pull of the past relative to the pull of the future.
- To use a physical activity to reinforce the learning process

INVENTORIES, QUESTIONNAIRES, AND SURVEYS

INDIVIDUAL DEVELOPMENT

- (page 242 of 1999 *Reference Guide*)
- gender bias '00 (1)-135
- gender issues
- gender-related **The Sexual Harassment Survey: Exploring Gender Differences**, by John E. Oliver, Sarah Bartholomew Ellerbee, and S. Andrew Ostapski
- attitudes
- harassment
- sexual harassment
- sexual harassment legalities
- management style '00 (1)-153
- supervisory skills **Manager or Scientist: An Attribute Inventory**, by Elizabeth N. Treher and Augustus Walker
- supervisory transition
- stress management '01 (1)-115
- well-being **PIERS Inventory of Personal Well-Being**, by Melissa I. Figueiredo, J. Elaine Kiziah, and Susan B. Wilkes
- communication '01 (2)-103
- communication
- awareness **Communication Audit: A Pairs Analysis**, by Scott B. Parry
- communication
- effectiveness
- communication
- in organizations
- communication
- skills
- organizational
- communication

behavior '02 (1)-145
diversity
individual
effectiveness
individual traits

The Archetype Inventory for Organizations,
by Patrick J. Aspell and Dee Dee Aspell

learning '03 (1)-139
learning readiness
online learning
self-assessment

Readiness for Online Learning Self-Assessment,
by Ryan Watkins

individual '03 (2)-87
development
individual values
personal energy
management
personal growth
self-assessment

Renewal at Work Self-Assessment, by Krista Kurth and
Suzanne Adele Schmidt

COMMUNICATION

(page 247 of 1999 *Reference Guide*)

dysfunctional '01 (1)-129
behavior
negotiation
negotiation
strategies

The Negotiation Continuum Questionnaire, by Nancy
Jackson

communication in '02 (1)-161
organizations
organizational
climate
organizational
tools
organizational
values

Organizational Values and Voice Audit, by Diane M.
Gayeski

- interpersonal '02 (2)-89
feedback
trust
trust building
- Cornerstones: A Measure of Trust in Work Relationships**, by Amy M. Birtel, Valerie C. Nellen, and Susan B. Wilkes

GROUPS AND TEAMS

- (page 252 of 1999 *Reference Guide*)
- goals '00 (2)-97
groups
motivation
positive thinking
teamwork
- Team Hope Survey: Enhancing Performance in Teams**, by Susan B. Wilkes, Terry L. Hight, John D. DelCarmen, and Melissa I. Figueiredo
- team building '01 (2)-117
team development
team performance
- A Survey for Team Learning**, by Barbara Pate Glacel

CONSULTING AND FACILITATING

- (page 257 of 1999 *Reference Guide*)
- organizational '00 (1)-167
culture
training culture
transfer of training
- Transfer Climate Assessment**, by Paul L. Garavaglia
- organizational '00 (2)-117
assessment
organizational
change
- The Organizational Readiness Inventory (ORI): Diagnosing Your Organization's Ability to Adapt to the Future**, by James L. Moseley and Douglas J. Swaitkowski

- organizational climate
organizational culture '00 (2)-137
Organizational Profile: Determining a Match, by Scott B. Parry
- change agent roles
change agents
change process
problem solving '01 (1)-141
Change Agent Gap Analysis, by Paul L. Garavaglia
- career planning
consulting skills
external consulting
self-development '02 (2)-103
Successful Consulting Orientation and Readiness Evaluation (SCORE), by Ralph R. Bates and Phyllis Cooke
- evaluation
evaluation models
program
evaluation
training evaluation '03 (1)-151
Evaluating Training: Before, During, and After, by Susan Boyd

LEADERSHIP

- (page 264 of 1999 *Reference Guide*)
- mentoring
personal strengths
preferences '00 (1)-179
Aptitude for Becoming a Mentor Survey, by H.B. Karp
- influence
leader effectiveness
leadership
leadership
techniques '01 (2)-133
Language of Leadership Survey, by Marlene Caroselli

management '02 (1)-171
techniques
manager-
subordinate
issues
Maslow's
motivation
hierarchy
motivation
resistance
to change

Why Don't They Do What I Want? Understanding Employee Motivation, by Janet Winchester-Silbaugh

emotional '03 (2)-99
intelligence
(EG)
leader behavior
leadership

The Leader Emotional Quotient Survey, by Gerald V. Miller

ORGANIZATIONS

(new category)

empowered '02 (1)-185
organizations
empowerment

Empowerment Inventory, by K.S. Gupta

organizational '02 (2)-113
assessment
strategic thinking
systems thinking

Systems Thinking Best Practices Instrument, by Stephen G. Haines

information '03 (1)-169
sharing

The Knowledge Management Assessment Tool (KMAT), by David J. Maier and James L. Moseley

knowledge
management

organizational
excellence
organizational
performance
organizational
planning

'03 (2)-145

Ten P's: Assessing Corporate Excellence, by Biswajeet Pattanayak, Rajnish Kumar Misra, Phalgu Niranjana, and Sanjyet Pethe

PRESENTATION AND DISCUSSION RESOURCES

INDIVIDUAL DEVELOPMENT: Developing Awareness and Understanding

(page 273 of 1999 *Reference Guide*)

balancing life
and work
organizational
culture
spirituality
values

'00 (2)-153

Spirituality in the Workplace: Ten Things the HR Professional Needs to Know, by Steven L. Phillips

sexual harassment
training design

'01 (1)-157

Preventing Sexual Harassment: Stop Shortchanging Your Organization with Diversion Programs, by Harriet Cohen and Debbie Newman

communication
conflict
management
conflict resolution
listening skills

'02 (1)-199

Hurling Kindness Rather Than Stones, by Marlene Caroselli

decision making
personal growth
prioritizing
self-awareness
self-esteem
work/life balance
work values

'03 (2)-163

Be Worth a Million at Work, by Peter R. Garber

INDIVIDUAL DEVELOPMENT: Personal Growth

- (page 278 of 1999 *Reference Guide*)
- action research '00 (2)-167
- learning
learning
meditation
organizational
learning
- The Potent Pause: How Organizations and Individuals Learn from Experience**, by David R. Glaser
- communication '01 (1)-167
- communication
effectiveness
creativity
influence
- Knowledge Is Not Power; Creativity Is!** by Marlene Caroselli
- communication '02 (1)-207
- interpersonal skills
personal growth
- Developing Interpersonal Intelligence in the Workplace**, by Mel Silberman
- Appreciative '02 (2)-131
- Inquiry
organizational
change
organizational
culture
problem solving
- Appreciative Inquiry: New Thinking at Work**, by Sherene Zolno
- motivation '03 (1)-189
- personal growth
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