

# 740. WHAT YOU SEE: EXAMINING DIFFERENT POINTS OF VIEW

---

---

## Goals

- 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.
- 
- 

## Group Size

A maximum of forty individuals seated at round tables in groups of no more than eight. This works best if people live or work together.

## Time Required

Approximately one hour, depending on differences among and number of people.

## Materials

- The What You See Lecturette for the facilitator.
- A sheet of blank paper for each participant.
- A pen or pencil for each participant.
- Flip chart and felt-tipped markers or an overhead projector and transparency sheets and markers.
- A timing device.

## **Physical Setting**

A room that comfortably seats groups of five to eight at round tables. The surface and lighting should be sufficient for map drawing and the room should permit individuals to hear each other without microphones.

## **Process**

1. Do not identify the goals of the activity prior to the completion of the process. Do not introduce the activity with a discussion of diversity.
2. Ask participants to form groups of from five to eight who know one another and work together, if this is possible. Hand out blank sheets of paper, one to each person, along with a pencil or pen. Ask the participants to draw a map of a space they all encounter regularly, a space with which they are all familiar (each group can choose what to draw, for example, the campus, the plant, or the department in which they work). Instruct them not to start until you say go and that they will have five minutes to draw the map. They may not talk with anyone nor use materials. Do not ask if there are questions. Ask if they are ready—if they all have a pencil that works and paper. If they ask questions about what kind of map is desired or about the space to be mapped, do not respond. Just repeat: “Draw a map of ‘X.’ You have five minutes.”

*Note:* Do not give them too long to draw the maps. The longer the time, the more they will feel required to make the maps approximate an “objective” transportation guide. (Ten minutes.)

3. When the time has passed, announce: “Time is up.” Ask individuals within each group to share their maps and discuss what they notice about each map. (Individuals might be different in their work roles, ages, where they live, social class, or any other dimension that could affect their experience with the space they see.) (Ten minutes.)
4. Facilitate a reporting out of the main discussion points for the total group. They should see similarities and differences and they should see that the differences reflect the details of their distinctive experiences with the space (where their office is located, how long they have functioned in the space, where they live, their mode of transportation to the space, etc.) Ask questions such as:
  - What distinguishes the maps from one another?
  - Why do people see the same thing in different ways?

- In what ways do our prior experiences and our present positions influence what we see?

(Fifteen minutes.)

5. Deliver the What You See Lecturette. When you are finished, ask questions such as:

- Based on what you have just heard, what other insights do you have about why you each experience the same space differently?
- What factors might lead to different experiences with the space? (For example, commuter students tend to draw maps of campuses that emphasize roads, parking lots, and the buildings they use. Residential students tend to draw maps that emphasize walkways or buildings between the dorms and their classrooms. New students show maps with less detail than do advanced students. People who live in inner cities often show public transportation stops while those who live in suburbs show highways when drawing the same city.)
- How might different perspectives affect our interactions within a space?
- What have you learned about each other that you can use when working together in the future?
- In what ways will you act differently with one another?
- What can we generalize from this experience?

(Fifteen minutes.)

---

Submitted by Anne M. McMahon and C. Louise Sellaro.

*Anne M. McMahon, Ph.D., is a professor of management at Youngstown State University, organizer for the Partners for Workplace Diversity initiative with Youngstown area employers, and a member of the National Workplace Diversity Committee of the Society for Human Resource Management. She has published in several interdisciplinary journals.*

*C. Louise Sellaro, D.B.A., is a professor of management at Youngstown State University, Youngstown, Ohio. She teaches and has published teaching cases in the area of strategic leadership. She works with Partners for Workplace Diversity and is an active member of the nationwide organization, Initiative for Competitive Inner Cities (ICIC). She also does consulting related to program development focused on education of the disadvantaged.*

## WHAT YOU SEE LECTURETTE

Everyday experience is always a complex, nearly overwhelming set of sights, sounds, shapes, and movements. Since people try to affect what happens to them, they attend to what is going on. So much is going on and there are so many details that make up any experience that much of it is not relevant to the person, who then filters out some of the details and organizes the rest in a way that enables him or her to understand the experience in terms of what is important to him or her. People ignore some sights, movements, sounds, and the like, focusing on others. Two individuals acting in the same “objective setting” will recognize different dimensions in the experience, organize them differently, and remember them differently because they do not share the same perspective on the setting. That is, they encounter the specifics differently because they never occupy the same space in the setting, for example, one person is at the front of the room or acting in one role while another is at the back of the room acting in another role. They are in the same “objective setting,” but encounter different sights and sounds and their roles sensitize them to other differences.

Memories are representations of a person’s experiences. If individuals see an experience as a “repeated version” of an earlier one, their representation of it will be somewhat “generalized,” but only within the range of their own personal experiences. Thus, each individual forms cognitive views of his or her experiences that are always representative of personal interactions with the world. In other words, the world is always more complex than any one person’s representation of it.

People tend to presume that their remembered representations are accurate, faithful, objective records of what happened. People later use what they remember as accurate. They form expectations of what will, can, and should happen as well as what things mean. Moreover, they are likely to presume that others in the setting have a vision of the experience very similar to their own. This is particularly so when an interaction goes well and when the setting is repeated.

The presumption that other individuals enter an experience with similar cognitive perspectives can create serious difficulties for our interactions. When differences do emerge, they are likely to be seen as issues of “reality contact” or “right and wrong.” When differences in perspectives overlap demographic differences, such as age, race, or time on the job, inferences are often made about the demographic group associated with the difference (for example, “You know how young people are today” or “She’s ready for the

golden parachute”). Thus, understanding that all individuals enter an experience with different cognitive perspectives is a key diversity awareness. That is, an individual who perceives another as similar ought never to conclude that they both share a similar perspective as they continue to interact. Coping with differences in perspectives effectively is a basic diversity competence.



# 741. EARLY MEMORIES: LEARNING ABOUT STEREOTYPES\*

---

---

## Goals

- 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.
- 
- 

## Group Size

Up to thirty participants as racially balanced as possible, who know and trust one another relatively well.

## Time Required

Approximately one hour.

## Materials

- One copy of the Early Memories Lecturette for the facilitator.
- A flip chart and felt-tipped markers.

---

*\*Note:* This activity should not be used until the group has built a level of trust with one another. This activity is effective in discussing race in the United States and is not applicable to adults who have grown up in other countries or cultures.

## ***Physical Setting***

Participants need adequate room to pair off and discuss issues without over-hearing one another.

## ***Trainer's Note***

While often uncomfortable for participants, this activity can permit participants to recognize that having stereotypes about others is universal human behavior and is nothing to be ashamed of. Only when stereotyping is raised to a conscious level, however, can we effectively change our behavior and reactions. The goal is to bring the participants to a point at which the desire to deny or minimize the impact of racism in our society is replaced by an understanding that racism is, in fact, deeply embedded in our national psyche. In accepting this fact, participants can recognize the universality of their experience, de-personalize it, and begin to explore its implications for their current attitudes and beliefs.

## ***Process***

1. After stating the goals of the activity, begin by delivering the Early Memories Lecturette to the group. (Five minutes.)
2. Ask the group to form pairs of mixed race. If necessary, it is possible to use triads. Do not go larger than triads.
3. Once the group is paired up, ask the participants to be silent and to reflect on the following question: "Go to your very earliest memory or understanding about race. This may be your first understanding about what race you are, or what race others are. Find the first memory you can—when you realized there was a difference. What is that memory?" Let the group reflect in silence. (Five minutes.)
4. Call time and ask the pairs to face each other and share their memories with one another. (Ten minutes.)
5. After the ten minutes, recognize for the group that this may have been an emotional or difficult experience for some participants. Say, "Conversations about race are risky and loaded with unresolved emotions. You may have found this conversation very difficult, but I congratulate you on taking the risk, because it is by engaging in these kinds of discussions that we experience the greatest understanding of others and personal growth."

6. Ask the group to think about the following question silently: “When you first became aware of race in the incident you remembered, did you have a sense of which race you *perceived* it was better to be?” (Be very careful to use the word *perceived*, as there should be no implication that there is actually a “better” race to be.) (Two minutes.)
7. After allowing them to reflect for a few minutes, ask people whether they did have such a perception. Usually, there will be general assent from the participants that they had a perception of which it was “better” to be. Ask how young they were at the time of their memory. People may volunteer to answer this question. (Five minutes.)
8. Ask the following questions:
  - How early in life were your views about race formed?
  - What was the impact of your gaining some perception of race at an early age?(Ten minutes.)
9. Discuss their answers, making the following points: (a) It is perfectly normal human behavior to hold stereotypes and (b) only after we have acknowledged this natural behavior can we begin to manage our reactions and behaviors on the emotional issue of race. (Ten minutes.)
10. Use the group’s understanding of the points above as a stepping off point to further explore the issues of race, stereotypes, and personal responsibility. Participants may wish to make a list of actions to take or mantras to remember about racism and stereotyping.

### **Variation**

- Use with other ethnic groups, religions, or genders if desired.

---

Submitted by Renée Yuengling.

*Renée Yuengling is the managing partner of the Whitman Group, Inc. and can be reached at whitmangroup@earthlink.net. Ms. Yuengling specializes in diversity and intercultural coaching for executives. She is a specialist in the area of multi-cultural leadership and works with the U.S military on cross-cultural leadership and followership issues.*

## EARLY MEMORIES LECTURE\*\*

“I’m colorblind.”

“I don’t notice what color someone is.”

“I’m not racist.”

“You don’t really think racism is still a problem do you? Didn’t we solve that in the Sixties?”

“Oh, I don’t have any stereotypes about people. I really don’t think that way.”

How many times have we heard a well-meaning person make one of the comments above? Individuals who make these claims do so in all earnestness, believing themselves to have risen above or never to have acquired the ugly stereotypes that populate our modern lives. The reality, of course, is that stereotypes reside deep in our subconscious, are a universal human behavior, and are impossible to remove once acquired. They can only be managed through awareness of them.

Talking about race in America is fraught with danger and fear. Most of us would prefer to think the racial divide was bridged in the 1960s and all that is asked of us today is not to “behave” in racist ways. The thought of discussing bigotry and prejudice in a racially mixed group can produce extreme anxiety.

Often, the greatest reticence to engage in an honest discussion about race can come from European-Americans, but it can be difficult for African-Americans as well. For European-Americans, it is easy to accept the notion that there is no longer a racial problem in the United States and that African-Americans may be simply “too sensitive.” European-Americans often seem bewildered when confronted with the racism experienced by others, although they may have experienced ethnic stereotyping themselves. And many are surprised and defensive when African-Americans react with anger at their bewilderment. But their bewilderment is not always counterfeit. After all, European-Americans generally are not touched by racism; they probably don’t experience racism in day-to-day life or recognize it for what it is when they do see it. Because European-Americans usually do not experience racism and aren’t required to cope with it, they may assume that, if it doesn’t exist for them, it doesn’t exist. African-Americans, on the other hand, are on the receiving end of lingering racism in America and must cope with it on a daily

---

\*\**Note:* The terms European-American and African-American are used to connote individuals who have grown up in the United States and who are of either European or African heritage.

basis. Such widely divergent experiences create many of the misunderstandings and much of the anger that can arise in any discussion of race.

Americans live in a society so permeated by our history of racism that it is probably not possible to be truly “colorblind,” nor is it really desirable. The goal of this activity is simply to recognize that we all have prejudices held deeply in our subconscious that were imprinted early in our childhoods.

To say “I don’t notice what color someone is” may really mean you haven’t examined your own attitudes about it. Only through personal reflection can we recognize societal influences on our understanding of race. Once we realize that it is impossible to escape these influences, then and only then are we ready to do the necessary personal work to understand and manage the influences and the stereotypes we ourselves hold.

We will learn today the extent to which we were taught at a very early age what we still subconsciously believe. This activity also serves as a call to you as individuals to accept the difficult truth of our humanity: It is natural and normal to harbor stereotypes about others. All people in all cultures have them. What is important is to understand what stereotypes we hold, to examine them, and to manage them according to our personal values.



# 742. BLIND SOCCER GAME: FOLLOWING THE LEADER

---

---

## Goals

- 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.
- 
- 

## **Group Size**

Ten to twenty participants.

## **Time Required**

Forty-five to sixty minutes.

## **Materials**

- One small size soccer ball.
- Blindfolds, one for each participant.
- Four orange cones (used by children's basketball or soccer teams).

## **Physical Setting**

This activity can be conducted indoors or outdoors. The optimal area is approximately fifty feet wide by one hundred feet long without any plate glass windows or patio doors or other breakable objects.

## **Process**

1. Explain that they will be doing a physical activity, but that it does not require athletic prowess and will not be physically demanding.

2. Set two orange cones approximately ten to fifteen feet apart at one end of the space and two more orange cones the same distance apart at the other end of the available space (approximately eighty to one hundred feet away). Say that the cones represent the goals through which the teams will try to kick a soccer ball.
3. Divide the participants into two teams at random. Have each team choose or appoint one member as the team's coach.
4. Give the blindfolds to the two coaches and have them distribute one blindfold to each player. The coaches will not wear blindfolds.
5. Have the players place the blindfolds on themselves. The blindfolds should be tight enough to prevent the players from seeing the playing field, other players, and the goals for their teams.
6. Have the coaches assist each of their players onto the "playing field." Tell the coaches to agree on which goal belongs to which team.
7. Explain to everyone that they can only move when instructed to do so by their own coach. Coaches may walk around the playing field but may not touch the players. They may only use verbal commands to describe who may move, where to move, and when to kick the ball.
8. Begin the game. Be prepared to have the ball kicked everywhere but at the appropriate goal. If the ball is kicked too far from the players, retrieve it and place it next to the closest player. (Ten minutes.)
9. After five to ten minutes of play, stop the game. Have all the players remove their blindfolds and discuss the experience with the group, asking the following:
  - How well did your coach give instructions to all players on your team?
  - What were the positives and negatives of having only the coaches know what was going on?
  - How frustrated were coaches with the situation?
  - What happened when you were solely responsible for knowing the team's goal?
  - How is this situation analogous to others in your life?(Fifteen minutes.)
10. Now blindfold the coaches. Have a few members of each team gently spin their coach around for five to six revolutions and then spin him or her in the opposite direction.

11. Inform the teams that they will participate again in a mock soccer game. Just as in the first game, the team will need to wait for instructions from their coach. This time, however, the players will be sure of where their goal is located. The players must communicate to their blindfolded coaches where the soccer ball is at any given time and where the nearest player is located. The players may not move until they have received instructions from their respective coaches.
12. Start the new game and observe what happens. (Five to ten minutes.)
13. Bring the group together again for discussion of the following questions:
  - Did the second game result in more scoring? Why do you think that was?
  - Is it better for players to see the goal or for the coach to see the goal? (It should be obvious that when players are able to see the goal, they can provide more information to the coach, who in turn can provide more information to the players, who in turn can make faster decisions, positively impacting the scoring of a goal.)
  - How can what you have learned through this experience help you work in groups back on the job?
  - If you are leading a group or task force, what would you do to assure that the members of your group could “score” successfully?
  - If you were a member of such a group, what steps could you take to aim for the proper goal if you were confused or “blindfolded”?(Twenty minutes.)
14. Write plans of action on the flip chart that participants have agreed to implement back on the job. (Five minutes.)

### ***Variations***

- Groups larger than twenty people can participate in this activity. The extra team members might be used to line the perimeter of the makeshift soccer field and take notes for the discussion. Each group can experience being blindfolded while trying to reach a goal.
- Intact work groups can be placed on the same teams and later discussion can center on how the activity was similar to what actually occurs on the job.

---

Submitted by Brad Humphrey and Jeff Stokes.

**Brad Humphrey** is one of the co-founders of Pinnacle Performance Group, leadership improvement specialists. The company provides training and consulting in strategic planning, leadership, project management, process and system analysis, problem solving, continuous improvement, sales, and customer service. He is also the co-author of *The 21st Century Supervisor* and has helped to develop an excellent training course for front-line leaders by the same name. He speaks all over the world, assisting organizations in every industry.

**Jeff Stokes** is a co-founder of Pinnacle Performance Group, leadership improvement specialists. The company provides training and consulting in strategic planning, leadership, project management, process and system analysis, problem solving, continuous improvement, sales, and customer service. He is also co-author of *The 21st Century Supervisor* and has helped to develop an excellent training course for front-line leaders by the same name. Stokes speaks all over the world, assisting organizations in every industry.

# 743. A FINE PREDICAMENT: CHECKING EXPECTATIONS OF OTHERS

---

---

## Goals

- 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.
- 
- 

## Group Size

Twelve participants from an intact work team.

## Time Required

One and one-half hours.

## Materials

- One “Scruples®: Millennium Edition” game, which can be purchased at most large toy stores or online at [www.amazon.com](http://www.amazon.com) or [www.escape.ca/~scruples/](http://www.escape.ca/~scruples/).
- Prepared overhead transparency or flip-chart sheet of the A Fine Predicament Game Objectives.

- Prepared overhead transparency or flip-chart sheet of A Fine Predicament Card Descriptions.
- Prepared overhead transparency or flip-chart sheet of A Fine Predicament Play Guidelines.
- Blank paper and pencils for each participant.
- A timing device.

### **Physical Setting**

A room set up for three teams of four participants each to work in “quads.” Round or square tables are best, but rectangular tables can be adjoined width-side to width-side to form a square.

### **Process\***

1. Introduce the goals of the session.
2. Form groups of four players and seat them at tables facing one another so that their cards will not be visible to other players. Explain that they will be playing a game called Scruples. Display the A Fine Predicament Game Objectives and describe the general objectives of the game by saying: “In this game, players (Questioners) take turns choosing another player at the table (the Answerer) whom they think would respond to a situation in a way that matches the response card the Questioner has drawn. For each match the Questioner makes, he or she earns one point. Incorrect matches earn no points. The winner of the game is the person who earns the most points.” Answer any questions participants may have at this point. (Ten minutes.)
3. For each group of four players, place twelve Scruples Red Reply Cards face-down in the center of the table. Randomly distribute three Scruples Dilemma Cards to each player, asking them not to share what is written on the cards with their tablemates. Also, give each player one Scruples Ballot Card. (Five minutes.)
4. Display the A Fine Predicament Card Descriptions and raise a sample of each type of card in turn and explain: “Yellow Dilemma Cards pose ethical dilemmas. Red Reply Cards specify the answer that the Questioner

---

\*Note that the process described here is an adaptation of the original rules of Scruples® intended to save time and allow for more discussion following the game.

is seeking from the Answerer. There are three possible answers, 'Yes,' 'No,' and 'It Depends.' The Ballot Cards have two sides—a halo on one side and a pitchfork on the other. In the event that a Questioner does not believe the Answerer's response to the Dilemma Card, all players vote whether the Answerer would, in reality, do what the Questioner thought in response to the dilemma posed.

5. Illustrate the play of the game by the following example while showing A Fine Predicament Play Guidelines. Hand yellow Dilemma Card #185 to any one of the four players in a quad (Scruples cards are numbered in the lower right-hand corner). Explain by saying, "In this game, players take turns as 'Questioners,' asking ethical dilemma questions of another player (the Answerer) in hopes of getting the answer they're looking for." (Five minutes.)
6. Give the Questioner a red Reply Card that reads "Yes," but ask him or her not to share it with anyone else. Then instruct the Questioner to ask the question on Card #185 ("Guests are due when your dog snatches the turkey and drags it out the door. Do you retrieve and serve it?") of any other player in the quad (the Answerer) whom he or she believes will provide the answer specified on the Reply Card that he or she has drawn. Explain by saying, "Since Questioners are trying to get a match between the word printed on the Reply Card they drew just prior to their turn (yes, no, or it depends) and what the Answerer actually responds, the game involves asking the question on the Dilemma Card of the one other player whom you believe is *most likely* to respond with the word listed on the Reply Card." Clarify if required. (Two minutes.)
7. Now ask the Answerer to answer the question "yes," "no," or "it depends" (in which case the person has to give a brief explanation of why it depends). Say, "If the Reply Card and the response match, the questioner earns one point." (Two minutes.)
8. Tell the Questioner to say whether or not a point was earned. If so, discard the yellow Dilemma Card. Play then moves clockwise to the next player, who reads the dilemma on his or her yellow Dilemma Card and picks the player whose answer he or she thinks would match that on the Reply Card he or she has drawn. Explain what happens if the answer does not match by saying, "Of course, the Questioner might not get the answer he is looking for from the Answerer, in which case the Questioner can choose not to pursue the issue further, and lose the point, or challenge the issue, which brings us to 'Ballot Cards.'" (Two minutes.)

9. Explain Scruples Ballot Cards by saying, “Let’s say that the Answerer says she would not serve the turkey, but the Questioner believes she would in fact do so. To challenge, the Questioner announces that he or she thinks the Answerer is bluffing. The Questioner then has twenty seconds to convince the other two players in the group that the Answerer is bluffing, citing evidence from the Answerer’s disposition, temperament, or past behavior.” (Two minutes.)
10. For the sake of the example, ask the Questioner to play along and make a twenty-second argument that the Answerer would, in reality, serve the turkey after all. Explain by saying, “The Answerer then has twenty seconds to convince the other players that he or she is telling the truth and would not serve the turkey.” Ask the Answerer to defend his or her answer. (Two minutes.)
11. Explain by saying, “The winner of the challenge is decided by a vote. The Answerer’s sincerity is determined by a simultaneous vote in which all four players individually (including the Questioner and the Answerer) hold up the halo side of the Ballot Card if they think the Answerer is sincere, or the pitchfork side if they think it’s a bluff.” Clarify if necessary. (Two minutes.)
12. Ask all players in the quad to hold up the halo side of their Ballot Cards if they think the Answerer is sincere, or the pitchfork side if they think he or she is bluffing. Tally up the votes. Explain by saying, “If the Questioner wins the challenge, he or she earns the point. If the Answerer wins the challenge, he or she does. In the event of a tie vote, the Answerer earns the point. In any case, the Questioner discards the yellow Dilemma Card and draws a new red Reply Card that he or she keeps secret. Play then continues clockwise to the next player, who asks his or her Dilemma Card question of any other player. This process repeats until all questions have been asked, at which time the winner of the game (or winners, if players tie for points) is announced.” (Two minutes.)
13. Ask if there are any questions regarding the process of play, then announce the following play guidelines: “Keep Dilemma Cards and Reply Cards face-down for the time being. You already have your Ballot Cards, which you keep throughout the game. Decide among your quad which player starts first and proceed in a clockwise fashion. Make use of challenges! Lively discussion is the ultimate goal of the game. Challenging makes the game more fun and provides some teachable moments as well.” (Two minutes.)

14. Ask if there are any remaining questions and announce that you (the facilitator) will be circulating around the room to troubleshoot. Instruct participants that they have the next thirty minutes to play the game. Start a timer and then circulate among the tables. (Thirty minutes.)
15. After participants have used all of their yellow Dilemma Cards (or the time has expired), debrief the game with the following questions:
  - As Questioner, what influenced your decision when picking whom to ask a Dilemma question of? (*Teaching point:* There's no shame in being wrong in your expectations; better to formulate a reasonable expectation based on what you know about a person and be wrong than to ask questions randomly and stumble on the answer you're looking for.)
  - In situations where "It Depends" was the answer actually given by the Answerer, were you as Questioner surprised by the rationale given? (*Teaching point:* As we don't know what the Answerer would do if his or her dog had dragged a frozen turkey from the kitchen *before it was cooked*, thus, our expectations are limited when we don't consider the influence other people, places, times, and circumstances might have on a situation.)
  - The questions and answers asked in the game are clearly of the "what if" variety. How much confidence do you have that the answers you received to your questions accurately reflect what people would do in a given situation? (*Teaching point:* There are no right answers in this game. Just because an Answerer supported or refuted the Questioner's Reply Card doesn't mean the Answerer's response was truthful. Only the Answerer [and perhaps not even that person] knows how he or she would really behave in the ethical dilemma presented. Such is often the case in our dealings with others—we don't know with absolute certainty that our findings are "true" or "facts.")
  - Were you ever challenged by another player and lost the vote, even though you were telling the truth? How did it feel? (*Teaching point:* The old maxim of the tyranny of the majority holds that everybody can agree and still be wrong.)
  - Did you ever bluff, bend the truth, or just plain lie as an Answerer? What are the dangers of doing this in a work setting? (*Teaching point:* Bluffing about something you have done in the past requires you to make even more elaborate lies to patch holes in your story. Bluffing about what you would do in the future might be dangerous in that others develop expectations regarding your behavior that you may or may not be willing or able to live up to.)

- How can you use what you have learned from playing the game—about yourself and about others in the group—when you return to the workplace?

(Twenty minutes.)

### **Variations**

- If there are fewer than twelve participants, divide into groups with one or two teams of three participants as necessary. For teams smaller than four participants, distribute three Dilemma Cards and three Reply Cards to each player.
- If there are more than twelve participants, purchase another Scruples game so that there is one box for each twelve participants, two boxes for thirteen to twenty-four participants, etc.
- Some questions presented on the Dilemma Cards may be too sensitive for some groups. The following card numbers from the Millennium Edition are recommended for play among business colleagues or students in a classroom (cards are numbered in the lower right corner): 4, 8, 10, 20, 22, 37, 39, 44, 53, 56, 60, 66, 67, 74, 76, 81, 84, 87, 91, 92, 93, 100, 103, 105, 107, 109, 110, 112, 116, 117, 119, 124, 125, 127, 129, 132, 133, 138, 139, 141, 143, 145, 147, 156, 160, 176, 177, 188, 190, 196, 200, 201, 205, 208, 211, 215, 223, 224, 227, 228, 235, 240, 242, 244, 246, 248.
- Rather than using the Dilemma Cards included with the game, you can make up your own. For example, for a business audience you might make up a card reading “There are unsubstantiated—but perhaps true—rumors going around the office that a new employee has recently been in prison for a tax evasion charge. Do you ask him if it’s true?”

---

Submitted by Doug Leigh.

*Doug Leigh, Ph.D., earned his doctorate in instructional systems from Florida State University and is an assistant professor of organizational leadership with Pepperdine University’s Graduate School of Education. He is a co-author of Useful Education Results with Roger Kaufman and Ryan Watkins (Proactive Publications) and frequently contributes to professional publications and conferences regarding the topics of needs assessment, strategic planning, evaluation, SWOT analysis, and data-based decision making.*

## **A FINE PREDICAMENT GAME OBJECTIVES**

- In this game, players (as Questioners) take turns trying to match the response they see on a Reply Card they have drawn with the actual answer given by another player (the Answerer).
- Each match made is worth one point. No points are earned if answers do not match.
- The winner of the game is the player who earns the most points.

# A FINE PREDICAMENT CARD DESCRIPTIONS

## **Dilemma Cards**

- These cards pose ethical dilemmas.
- Each player starts the game with three yellow Dilemma Cards and discards each after the question is asked.

## **Reply Cards**

- These cards specify the answer that the Questioner is seeking of the Answerer.
- There are three possible answers: “yes,” “no,” and “it depends.”
- Questioners draw Reply Cards just prior to their turn and discard them after their turn is over.

## **Ballot Cards**

- Used by all players in the event of a challenge by the Questioner to vote whether the Answerer would, in reality, act as he or she responded to the dilemma posed by the Questioner.

## **A FINE PREDICAMENT PLAY GUIDELINES**

- Decide among your group which player goes first and proceed in a clockwise fashion.
- Make use of challenges! Lively discussion is the ultimate goal of the game. Challenging makes the game more fun and provides some teachable moments as well.
- Don't be reluctant to bluff.
- Keep track of the number of points each person has earned.
- Please return all cards at the end of the game.



# 744. DECISION MAKING: VOTING WITH YOUR FEET\*

---

---

## Goals

- 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.
- 
- 

## Group Size

Two to two hundred.

## Time Required

Thirty to forty minutes, including a short break.

## Materials

- Overhead transparency or flip-chart sheet with voting directions prepared in advance, as shown in Step 3.
- A flip chart listing of issues to be reviewed or flip-chart space for the group to generate them.
- A flip-chart easel with plenty of paper or an overhead projector and transparency film.
- Markers (appropriate for the medium).
- Masking tape.

---

\*We provide this piece as a service for newer group leaders. It is not, strictly speaking, an experiential learning activity, but we believe it to be a highly useful technique for polling a group.

## **Physical Setting**

Room for all participants to stand and move about easily. Sufficient gathering space on the right, left, and middle portions of the room to put up easels or post sheets on the wall.

## **Trainer's Note**

Sometimes a team or group has reached an impasse or a point at which they are talking around a decision but are unable to make it. Physical movement may help them to break through the barrier.

## **Process**

1. Post a controversial issue or decision options that the group has previously generated. These can be recorded on a flip chart or a blank transparency.
2. Explain to the group members that they are not making a final decision through this process, but that it is a way to see how people stand on the issue right now.
3. Explain the ratings and post the flip-chart sheet you prepared in advance, as shown below. Point out and verbally label the left, center, and right sides of the room as the “yes,” “neutral,” and “no” zones. If desired, hang a piece of chart paper to identify each. (Five minutes.)

**Yes** ←————— **Neutral** —————→ **No**

4. Ask participants to stand and move to the area classifying their vote on the issue in question. (Five minutes.)
5. Count the people in each area. Call out the results and record them where all can see. Lead a discussion of the meaning of the ratings, if needed. (Ten minutes.)
6. Ask everyone to take a ten-minute break. (Ten minutes.)
7. When everyone returns, summarize what happened and ask whether people have any new thoughts or would like to change their positions. Lead a discussion of the new thoughts and ask again for a final decision. (Ten minutes.)

## **Variations**

- The ratings can be used to determine: Where do we go from here?
- A series of quick, playful yes-no questions can be used as a warm-up, such as “Who likes broccoli?”
- Rather than having only three possible “votes,” there can be a scale from 1 to 5 or 1 to 10. If most people are clustered above or below the middle, this is a discussion point.
- Nominal categories, such as being aware of the concept, using the concept, or being ready to teach others, can be used.
- Use a sketch of a plan on a flip chart and ask participants to go “stand by their plan”—that is, what they are willing to do.
- In Step 4 above, participants may raise their hands for “yes,” turn thumbs down for “no,” and cross their arms for “neutral.” This adaptation accommodates a larger audience or works even if space is too limited to move about.
- As a variation on recording, take a photograph of the human array, or have people write their names on the chart and/or overhead transparency.

---

Submitted by M.K. Key.

*M.K. Key, Ph.D., is a clinical-community psychologist and the founder of Key Associates, LLC, in Nashville, Tennessee. She is a nationally recognized speaker on leadership, releasing the creative spirit, mediation of conflict, and team development. She has authored over thirty publications on such topics as change management, continuous quality improvement, strategic business issues, and leadership during turbulent times. She also serves as adjunct professor of organization and human development at Vanderbilt University.*



# 745. ART APPRECIATION: TAKING A FIELD TRIP

---

---

## Goals

- 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.
- 
- 

## ***Group Size***

Ten or fewer members of an intact work group.

## ***Time Required***

Depending on the size of the group, one hour and fifteen to one hour and forty minutes, in addition to travel time to and from the site.

## ***Materials***

- Small notepads and pens or pencils for each participant.
- Flip chart and markers for debriefing (optional).
- Postcard, poster, or other souvenir for each participant (optional).

## ***Physical Setting***

An art museum or other cultural institution in your community or at the site where your team-building retreat or conference is being held.

## **Preparation**

Check to see whether any team members serve on the board or are otherwise involved with an institution. If possible, choose an exhibit or collection that would be new to most of your participants. Check with the museum to find a time when it is likely to be less crowded and not conflict with scheduled tours or docents. Be sure that you have discussed this activity, including the goals and purpose, with appropriate museum staff.

## **Process**

1. Gather the group together at your base site, or meet outside of the museum if desired, and distribute small notebooks and pens or pencils to all participants. Explain: "This is a team-building field trip." Describe your goals for the event and encourage the group to enjoy the experience, keep an open mind, and participate fully.
2. Bring the group into the pre-selected exhibit area and describe the task: "Please walk through the exhibit quietly on your own. Look at every piece of art, sculpture, or whatever is on display. Your task is to choose at least *one image* (which can be all or part of a work of art) that you *personally* identify with, in one of the following ways:
  - An image that speaks to or symbolizes *who you are today*.
  - An image that speaks to or symbolizes an *important event or milestone* in your life.
  - An image that speaks to or symbolizes a *challenge you have faced* or are facing.
  - An image that speaks to or symbolizes *who you are becoming*.Jot down the image and any thoughts or notes on your notepad." (Ten minutes.)
3. Tell them they will have fifteen minutes and let everyone go to work. Gather the group together at the end of fifteen minutes. Ask how they did on the task, in general, and take comments on the exhibit or the process. (Fifteen minutes for the project and a few minutes for discussion.)
4. Then ask one member at a time to volunteer to describe his or her choice of a visual metaphor. One at a time, they are to lead the entire group, as a docent would, to the front of their chosen works of art and point out and discuss the images, answering questions about why they chose the pieces.

Encourage other group members to ask questions to better understand the meaning of each individual's choice or metaphor. For example, "I chose the picture of Monet's Water Lilies, because I have been trying to become more calm and peaceful, and when I look at them, I feel that way" or "I spent a year abroad in France and the images make me remember a different, less stressful kind of lifestyle." Give all members the opportunity to become the "docent." (Allow someone to "pass" if for any reason he or she feels uncomfortable and doesn't want to share.) (Up to five minutes per person: One to two minutes for sharing, plus two or three minutes for clarification.)

5. When all members have had the opportunity to share their metaphors, ask the group as a whole, "So what have you learned about your team and team members?" You may hear things like "We all like bright colors" or "We seem to enjoy humorous pieces" or comments about individual team members. If time allows, take a few comments from each person in turn.
6. The final task will be for the group to choose, by consensus, one image that best personifies either:
  - Who they are as a team or organization or
  - Where they are going as a team or organization.

Document the team's choice and discuss the process of making the choice. (Five to ten minutes.)

7. Reconvene the group either back at your site or outside for a debriefing to discuss the following:
  - What surprised you about this experience?
  - What did you learn about yourself?
  - What did we learn about our team?
  - How can we use our metaphor/symbol to remind us of our focus and direction in the future?

If possible, write these answers on a flip chart. (Ten minutes.)

8. Conclude the activity and distribute a postcard, poster, or small souvenir from the museum. If your team building is going to continue, segue learnings and the team's choice of image into the remainder of your session.

---

Submitted by Donna L. Goldstein.

*Donna L. Goldstein, Ph.D., is managing director of Development Associates International, a management consulting and training firm in Hollywood, Florida. Dr. Goldstein and her colleagues have helped over 275 organizations worldwide to create happier staffs, healthier teams, and more productive and profitable workforces. She holds a doctorate in human resource development from Florida International University. She has contributed to fourteen books on HR and OD, including McGraw-Hill's Training and Performance Sourcebooks.*