

710. INTERNET IMPRESSIONS: RESPONDING TO DIFFERENT LEVELS OF SELF-DISCLOSURE

Goals

- 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.
-
-

Group Size

Eight to thirty participants, in groups of four or five.

Time Required

One hour and ten to fifteen minutes.

Materials

- One copy of Internet Impressions Female Personals Ad A for half the participants and Internet Impressions Female Personals Ad B for the other half.
- One copy of Internet Impressions Male Personals Ad A for half the participants and Internet Impressions Male Personals Ad B for the other half.
- Two copies of the Internet Impressions Worksheet for each participant.
- Pens or pencils for each participant.
- A flip chart and felt-tipped markers for each subgroup.
- Masking tape.

Physical Setting

A room that has tables where subgroups of four or five members can complete their assignments without disturbing one another as they work.

Process

1. Have participants divide into groups of four or five members each, using any method you wish, and be seated at separate tables.

2. Introduce the activity to the group.

“There are many different types of work situations in which we meet people for the first time through their written communications. This occurs when a job is advertised and resumes are sent in reply, when information from customers or suppliers is received, when correspondence is sent to us from co-workers in another part of the organization or at a different locale, and when notes are left for us in our work areas. These communications often give us different types of information about the person who sent them. Knowingly or unknowingly, we use this information to form an impression or opinion of the other individual. In this activity, we will explore these first impressions and how they are formed using Internet dating personal ads as examples.”

(Five minutes.)

3. Distribute one Internet Impressions Female Personals Ad A (or B) and one Internet Impressions Male Personals Ad A (or B) and two Internet Impressions Worksheets and a pen or pencil to each participant. Give out both A and B ads within each subgroup.
4. Ask participants to read the Female Personals Ad they have received and to individually answer the questions on the worksheet. Tell them that when it appears that everyone at their table has completed the worksheet that they are to share their responses to each question. Have each table select one member of its group to record individual member responses on the flip chart. (Ten minutes.)
5. Instruct participants to follow the same steps for the Male Personals Ad. (Ten minutes.)
6. After everyone has finished, facilitate a discussion with the entire group using the following questions:
 - In general, what sorts of topics came up in your group? How similar or different were the discussions between the male and female ads? Between ads A and B?

- What kinds of conclusions did you draw about each person who placed an ad, based on the information in the ad?
- Why did you arrive at these conclusions?

(Fifteen minutes.)

7. Summarize the participants' comments and share your own observations. (Five minutes.)

8. Draw a continuum on a flip chart. Label the left side of the continuum "low self-disclosure" and the right side of the continuum "high self-disclosure." Explain that low self-disclosure includes small talk, such as the weather or sports, and is typically guarded in nature, not revealing anything personal. On the other hand, high self-disclosure communicates a lot of personal information, going beyond physical characteristics, and includes topics such as philosophy of life; personal aspirations, wishes, hopes or dreams; traumatic incidents; and pet peeves. Lead a concluding discussion using the following information and questions.

- What does level of self-disclosure have to do with the first impressions that we formulate about other people?
- How much self-disclosure is in each of the personal ads?
- How do we stereotype others based on what they write?
- How do our personal biases make us jump to conclusions about other people, either negatively or positively?
- What causes us to stereotype and/or jump to conclusions based on our first impressions?

(Fifteen minutes.)

9. Explain that we form opinions and judgments very quickly based on limited information. Our brains are wired so that we learn to do this. Our skill in sorting people into categories is rooted in the survival of the species, as it is necessary to distinguish friend from foe. Filtering information received through the senses and intuition—and making decisions based on that information—is a strength in the human species. However, a strength overused can become a weakness. For example, sometimes we make snap judgments that we learn later were errors. Jumping to conclusions could lead to things like the wrong person being reprimanded for an error or our not confronting the person who is actually responsible and holding him or her accountable. This may create ill will among staff. However, the reverse is true as well. Taking too long to form an opinion

about someone else can mean that we lose an opportunity to hire someone or that we don't form a relationship that could be advantageous. (Ten minutes.)

Variations

- Give half of the subgroups Female Ad A and Male Ad A, the other half Female Ad B and Male Ad B. (*Note:* both ads are from the same person in each case). Have them write down their perceptions about the ads and then share with the other subgroups.
- Give half of the subgroups Female Ad A and Female Ad B, the other half Male Ad A and Male Ad B. Then assign each subgroup the task of finding the differences between the ads and to share their first perceptions about the ads with the other subgroups.
- Have male only and female only subgroups. Give them the same ads to work on.
- Resumes can be used instead of personal ads as long as identifying information is removed from them.

Submitted by Lori Silverman and Karen Ostrov.

Lori Silverman, M.S., M.B.A., is the author of Critical SHIFT: The Future of Quality in Organizational Performance and the owner of Partners for Progress, a management consulting firm that helps organizations achieve and maintain a sustainable competitive advantage in their marketplace. She has a wide range of public- and private-sector consulting experience in strategic management, enterprise-wide change, and performance improvement. Ms. Silverman is also a faculty associate with the Fluno Center for Executive Education at the University of Wisconsin-Madison.

Karen Ostrov, Ph.D., is the president of KONECT, an executive and management coaching and training company. Dr. Ostrov is a practicing psychologist, working with decision makers in private and public sector corporations. She brings a fresh psychological perspective to demonstrating effective human communications in the workplace. Her training programs focus on learning the intra- and interpersonal skills required of today's leaders. She also serves as adjunct faculty with the Fluno Center for Executive Education at the University of Wisconsin-Madison.

INTERNET IMPRESSIONS FEMALE PERSONALS AD A

- Age 35 ~ Taurus
- Average body
- 5' 7"
- Caucasian (white)
- College graduate
- Christian
- Nonsmoker
- Drinks occasionally
- Divorced

Investing in a new relationship is mentally, emotionally, and financially exhausting. I have found that most men don't like change any more than I do. Lucky for you I've found a solution that will work for both of us. Not only do I already have Smith as a last name, but everything in, on, and around the house already has the name stenciled or decoratively burned in, saving you from all the backbreaking work of scraping, filling, and repainting. Your towels (monogrammed BS) are already hanging in your bathroom, and your collection of BOB coffee mugs hangs on the tree next to the automatic drip coffee pot—the one with a timer so you can set it yourself before retiring to bed. On the butler next to our matching twin beds is your favorite bowling shirt silk-screened with your league nickname, "The Big B.S.er". Don't worry if your Christian name isn't really Robert. Many men use Bob as a nickname to cover up embarrassing or complicated names containing more than three characters. I wouldn't even worry about your last name not being Smith. A name change won't cost you all that much. My other Bobs eventually got used to their new names, and you will too. Please respond before Tuesday, which is garbage day and league night.

INTERNET IMPRESSIONS FEMALE PERSONALS AD B

- Age 35 ~ Taurus
- Average body
- 5' 7"
- Caucasian (white)
- College graduate
- Christian
- Nonsmoker
- Drinks occasionally
- Divorced

Never Be Penniless. This expression is something that flows easily from my pen, my keyboard, my lips. My heart is BIG. It has to be to hold all the dreams I passionately create on rainy afternoons and in the early evening as the sun sets. The wind's howling cry carries my plea for companionship into the deep woods, winding rivers, and back streets of cities and villages on quiet, snowy nights. And I sit on my balcony awaiting the echoed return of my plea—hoping, praying that its voice is not merely a copy of my own. Adversity is my companion, although I never allow him to lead. He follows me about like a lost puppy in search of things I cannot allow him. I never look behind, for if I did I'd see the pillar of salt from the tears I have shed standing as a looming monument to the life I have not only survived but have determinedly seized a hold on and dared to live. The Lord is my compass. The warmth of his brilliance guides my days; on cold, quiet nights his heavenly angels illuminate my shattered dreams across the darkened sky, daring me to continue to dream; and in the interim a childlike spirit finger paints the sky in swirling colors of adoration. I have traveled the length of the earth being careful not to ignore my own back yard—a back yard full of family barbecues, friendly gatherings, and neighbors whose identities are more than names on a mailbox. I have loved and I have lost—borne and buried—risen and fallen—been rich and poor—but through it all I have never been penniless. The keys to unlocking my heart lie at your fingertips. Win me with words.

INTERNET IMPRESSIONS MALE PERSONALS AD A

- Age 42 ~ Sagittarius
- Average body
- 5' 10"
- Caucasian (white)
- Some college courses
- Other religion
- Nonsmoker
- Doesn't drink
- Divorced

Hi there! Thanks for checking me out! I'm a bit shy at first, especially when I find myself attracted to a person. It's a curse I've had since I was a boy. Anyway, I wish to find a life mate who has warmth and tenderness in her heart. A woman who can communicate that warmth through a soft touch, a gentle glance, or a tender kiss. These are the desires that drive my dreams. I enjoy being a kind, caring, and considerate person. I like listening and communicating on an intimate level when in a relationship. My nature is to play and to have fun with life. I seek to create excitement and adventure. Although I have dated off and on since my divorce, I realize that I need to put my shyness aside and become more aggressive in finding the woman of my dreams. I'm down-to-earth, spiritual in many ways. I do not play mind games. I put importance on self-respect and respect of others before material things. I do enjoy and believe in having nice things, insofar as creating beauty in one's life. I believe in simplicity versus complexity. I love music, art, nature. I believe in the importance of family and children. I like to spend quality time with my 14-year-old son; we are very close. One of my favorite movies is *Dances with Wolves*. I identify a lot of myself with the principles in that movie. As far as music, I love the mood that captures me when listening to jazz and world music on the program "Echoes" (Public Radio International-PRI). If you share some of these qualities/interests and would like to find out more about me, take a chance and touch those keys gently my way! Have a wonderful day!!:)

INTERNET IMPRESSIONS MALE PERSONALS AD B

- Age 42 ~ Sagittarius
- Average body
- 5' 10"
- Caucasian (white)
- Some college courses
- Other religion
- Nonsmoker
- Doesn't drink
- Divorced

Please wait a minute. Okay, I'm looking in the mirror. I'll describe what I see. I see an average-looking man, good looking in some respects. He seems kind and gentle, yet there's a sense of fun and excitement. Okay, I don't want to be too weird. I'm a down-to-earth guy, spiritual in nature—meaning I am trying to make sense of this experience we call life. I am for the woman who will make the puzzle of life make beautiful sense. I love the outdoors, nature, art. I enjoy indoor decorating and outdoor landscaping, although I haven't had much time for a while. (Busy with work and all!) I enjoy going to movies and having nice conversations. I like to communicate on an intimate level with the one I'm interested in. I have a 14-year-old son who is a wonderful gift. We hang out and have as much fun as is humanly possible. If any of this is of interest to you, please take a chance and give me a jingle. I'll be waiting!:)

4. What is your overall first impression of this person?

5. If you could choose a nickname for this person, what would it be?

6. Would you be interested in meeting him or her? Why or why not?

711. ASK EVERYONE: GENERATING SOLUTIONS*

Goals

- 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.
-
-

Group Size

Six to eight participants from one organizational work group.

Time Required

Approximately ninety minutes.

Materials

- Two flip charts on stands.
- One flip-chart page for each problem statement posted on the wall.
- Masking tape.
- Assorted felt-tipped markers, at least one per participant.
- Note paper and pencils for all participants.

*We provide this piece as a service for newer group leaders. It is not, strictly speaking, an experiential learning activity as it does not use all of the steps of the Experiential Learning Cycle. However, we believe it to be a highly useful technique for uncovering organizational issues and their solutions.

Physical Setting

A room large enough to seat participants comfortably is required, with sufficient space to hang seven to fifteen flip-chart sheets on the wall where they can be seen by all participants.

Process

1. Explain to the group that the purpose of the session is to gather their input on problem(s) previously identified within the organization or work group. These problems could have been found by an employee survey or be problems that the group itself has previously brought up. Post the problem statement(s) on the flip-chart sheets and use masking tape to affix them to a wall where everyone can see them.
2. Say to the group, “We will be spending the next ninety minutes gathering information and your recommendations with regard to the posted problem(s). To make the best use of time, we will follow a standardized process.
3. Hand out paper and pencils and explain the process: “I will ask each person, going around the group, to state very clearly what you think the central *cause* of the problem is, the *impact* of each issue or cause, and how you would *solve* the problem if money and resources were not a concern. Last, I want to know what the *benefit* is to employees and to the organization if we are able to solve the problem.” (*Note:* The key is to help the group members to channel their emotions, to craft their input in a way that all can understand, and to gather information very quickly. By completing one chart for each issue and by capturing potential solutions and benefits on the same chart, it is easy to summarize and prioritize later in the session.)
4. Write the letter “A” in the upper left-hand corner of a flip-chart sheet containing a problem statement and circle the letter. Write the word “Cause” on the next line. Then list the causes that each participant verbalizes on the flip chart. If anything is unclear, ask the person to clarify before continuing. (Two minutes.)
5. Next, ask each participant in turn, “What impact has this issue had on you (or others)?” Write the word “Impact” on the flip chart and note what each participant says. Again the goal is to write a clear and concise statement of the impact of the problem on others. (Two minutes.)

6. Now seek each participant's input on how the issue should be addressed. First write the letters "IWBNI" on the flip chart to stand for "It would be nice if. . . ." Again, write what each participant suggests. (Two minutes.)
7. Write the word "Benefits" on the flip chart; then write the participants' responses to the question, "What are the benefits to individuals (or to the organization) if we were to implement this solution?" (Two minutes.)
8. Post the completed flip-chart sheet on the wall with masking tape.
9. Repeat Steps 4 through 9, asking the participants in turn to respond to each of the problem statements previously posted, giving each the next letter of the alphabet, "B" for the second chart, "C" for the third chart, etc. Keep the pace moving. The average number of charts for a ninety-minute session with six to eight participants is twelve. Remember that any participant may have knowledge about any issue. Encourage open dialogue, but keep the group on track. (Eight minutes per problem statement.)
10. Now help the group to prioritize the issues that you have posted. Place the flip-chart pages in order around the room and direct the participants to decide on their priority on a piece of scratch paper, from 1 through [the number of issues].
11. Briefly review each of the charts. Provide everyone with felt-tipped markers. Then ask participants to write their priority ranking for each of the topics on the appropriate flip-chart sheets. (Five minutes.)
12. While the participants are completing Step 11, draw a matrix on a flip chart by first listing all of the letters used for the issues vertically. Then create rows equal to the number of participants plus one, to create columns horizontally.
13. Fill in the matrix after examining the rankings given by participants. Then total each row and write the total in the last column.
14. With a different color marker, circle the three *lowest* scores. These are the issues, noted by the letter, that participants have indicated are of greatest importance. Solicit participant observations on the score and the process. (Five minutes.)
15. Thank the participants for their time in contributing to improving the organization. Advise all about the organization's next steps with regard to implementing solutions.

Variations

- The same process can be used with multiple focus groups on the same problem. For example, five focus groups can be held at different times. Utilizing the same format and problem statement will allow you to identify trends across a larger sample size. Like issues should be combined when creating a report on aggregate results.
- Subgroups may be formed if there are too many issues for the entire group to handle within the time frame.

Submitted by Yvette Delemos Robinson.

Yvette Delemos Robinson is a director at PricewaterhouseCoopers LLP Management Consulting Services in Fairfax, Virginia. A skilled facilitator, Ms. Robinson has helped both private- and public-sector organizations implement major learning and organizational change initiatives. She has successfully led projects at Nortel Networks, ETS, Amtrak, and Avon. Ms. Robinson holds a B.S. degree from Drexel University and an M.B.A. from Pennsylvania State University.

712. SUCCESSFUL LEADERSHIP TRAITS: REACHING CONSENSUS

Goals

- 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.
-
-

Group Size

Any size in subgroups of five.

Time Required

Fifty to sixty minutes.

Materials

- A copy of the Successful Leadership Traits Listing for each participant.
- A Successful Leadership Traits Collage of current leaders' photos on one sheet as a handout, prepared by the facilitator prior to the session.
- A feature photo from a magazine or newspaper of each of the leaders to be discussed, prepared in advance by the facilitator. The photos may be posted on the wall.
- A copy of the Successful Leadership Traits Sample List of Successful Leaders for the facilitator.
- Paper and pencils for participants.
- Two flip charts and felt-tipped markers.

Physical Setting

A room arranged with tables that will accommodate five people.

Process

1. Lead a short discussion about traits, skills, and behaviors of highly successful leaders. Post the participants' ideas about them on the flip chart. (Five minutes.)
2. Give everyone copies of the Successful Leadership Traits Listing and compare it with the list generated by the participants. (Five minutes.)
3. Distribute the prepared Successful Leadership Traits Collage with photos of ten to twelve well-known contemporary leaders on it. Also distribute paper and pencils.
4. Explain to the group that they are to answer the first two questions that you write on the flip chart individually. Write the following on a flip chart.
 - Which individual traits stand out for you in the leaders shown on the handout?
 - Which traits do all the leaders have in common?(Five minutes.)
5. When everyone has finished, form subgroups of five at tables and ask them to reach consensus on the next two questions after you post them on the flip chart:
 - Which of the leadership traits you listed earlier can be taught?
 - Which traits are most needed in today's workplaces?(Ten minutes.)
6. When the time is up, ask for two volunteer scribes to record the traits that *can be taught* and the traits that *are most needed* on two separate flip charts at the front of the room. Have the scribes capture the responses from the groups one at a time. Facilitate the capturing of the answers while they record. (Ten minutes.)
7. Bring closure with the following discussion questions:
 - What are the most common traits listed?
 - What are the most significant ones in today's workplaces?

- How easy was it to reach consensus on the most desirable traits required in today's workplace?
- Which ones can be taught easily?
- Given what you believe are the most necessary, how easy will it be for leaders to learn those particular behaviors and traits?
- What behaviors hindered your group reaching consensus?
- What behaviors/skills helped you reach consensus?
- How can you use what you have learned through this activity to work in groups in the future?
- To reach consensus in the future?
- To select leaders in your organizations?

(Twenty minutes.)

Variations

- Warm up the group with a list of leaders from the past representing different nationalities, races, cultures, professions (governmental, military, business, educational). (See the sample listing.)
- Include leaders from an occupation or profession that is familiar to group members.

Submitted by Robert Alan Black.

Robert Alan Black, Ph.D., CSP, founder and president of Cre8ng People, Places & Possibilities, is a creative thinking consultant and award-winning professional speaker who specializes in the S.P.R.E.A.D.ng™ of Cre8ng™ and creative thinking throughout workplaces around the world. Each year he speaks at many executive development institutes, conferences, and conventions in the United States, Canada, Turkey, and South Africa. He has written eleven books and over two hundred articles that have been published throughout the United States, Canada, Malaysia, Turkey, and South Africa.

SUCCESSFUL LEADERSHIP TRAITS LISTING

Adventurous
Boundless energy
Committed
Creative
Curious
Dedicated
Encouraging
Focused
Goal-oriented
Headstrong
Intelligent
Jewels (finds them in people)
Kaleidoscopic, willing to try anything
Loyal
Measures the odds of risk
Negotiates when necessary
Organized for success
Passionate about their cause
People-focused
Praises others
Quick to act when necessary
Reduces wasted effort
Secure in his/her thinking
Supportive
Task-focused
Tough
Unwilling to give up
Valiant
Willing to work hard
X-ray vision of problems
Zealous

SUCCESSFUL LEADERSHIP TRAITS SAMPLE LIST OF SUCCESSFUL LEADERS

Adolf Hitler
Alexander the Great
Anita Roderick (The Body Shop)
Attila the Hun
Ben and Jerry
Betty Friedan
Bill Gates
Billie Jean King
Caesar Chavez
Chang Kai-shek
Colin Powell
Confucius
Dwight D. Eisenhower
Eleanor Roosevelt
Fidel Castro
General Norman Schwartzkoff
Gloria Steinem
Harry S. Truman
Henry Ford
Henry Kissinger
Joseph Stalin
Julius Caesar
Karl Marx
Malcolm Baldrige
Margaret Sanger
Margaret Thatcher
Martin Luther

Martin Luther King, Jr.

Mohandas Gandhi

Mother Teresa

Napoleon Bonaparte

Nelson Mandela

Pearl Buck

Rosa Parks

Teddy Roosevelt

The Dalai Lama

Walt Disney

William Safire

William Shakespeare

Winston Churchill

713. CONSTRUCTION PROJECT: TASK VS. PEOPLE ORIENTATION IN TEAMS

Goals

- 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 Size

Up to thirty-two in subgroups of five to eight members. Especially powerful with intact work teams.

Time Required

Approximately ninety minutes.

Materials

- Construction Project Instructions prepared in advance and posted on newsprint by the facilitator.
- Rating scale prepared in advance on newsprint by the facilitator (see explanation in Step 10).
- One large set of Tinkertoys[®] per subgroup.
- Paper and a pen or pencil for each participant.
- Newsprint and felt-tipped markers.

- Retractable tape measure.
- A calculator.

Physical Setting

One room that will accommodate the total group plus small breakout rooms if desired. Otherwise, a room sufficiently large so that subgroups can work without distracting one another. (*Note:* it is preferable that subgroups not see one another's output.)

Process

1. Explain that the activity will be focused on team orientation when working on a task. Form teams A, B, C, etc., of five to eight participants each with equal numbers of members and assign breakout rooms (or if in a single room, the separate work areas) or put intact work groups together. (Three minutes.)
2. Display on newsprint (prepared in advance) the following Construction Project Instructions:

“Your team objective is to construct the tallest freestanding structure you can, using only materials found within the resource canister that your team receives. Your structure must stand by itself for at least ten seconds to qualify and will be measured from base to top. Total construction time will be ten minutes.”

Explain that “freestanding” means they may not wedge structures into the ceiling, lean them against a wall, hold onto them, or use other means to keep them from falling. Although the structure may be placed on a table or desk, this added height will not be counted when measuring the results. Clarify the instructions if necessary, and then hand out construction materials (the Tinkertoy canisters) to teams in their work areas. (Five minutes.)

3. Tell everyone to begin construction. Circulate among the groups to observe and to be available for questions. (Five minutes.)
4. After five minutes, call a temporary time out and have all participants return to their seats in the main room. Give everyone paper and pens or pencils and ask them to write their team letters (A, B, C, etc.) on half of a sheet of paper and to rate themselves on the following question (post on newsprint if desired) on a scale of 0 to 10, 10 being high and 0 being low. Say, “On a scale of 0 to 10, indicate your degree of satisfaction with

the part you have played *thus far* as a team member in building the structure. Do not let anyone see your score.” (Five minutes.)

5. Collect the sheets of paper and record each score on a newsprint sheet as shown in the sample below:

Team A	Team B	Team C
5 9 8 5 8 6 2	3 7 6 4 7 5 1	9 4 7 9 6 8 5
ave: 6.14	4.71	6.71

Remind the group that they are not to reveal which number they gave, and then lead a general discussion of some factors that may have caused individuals to give high or low scores. (Five minutes.)

6. Lead a discussion with the entire group, asking the following questions:

- Did any of you actively attempt to involve less participative team members? What was the result?
- Was there a link between the scores and your team’s actual effectiveness in working on the task? What was it?
- If this same question were asked of you in your actual organizations, would results have been similar? How so?
- What conclusions can be drawn about on-the-job behaviors of high scorers and low scorers, if any?

(Fifteen minutes.)

7. Announce that the following two changes will be in effect when the construction process resumes:

- First, each team will have a five-minute planning period before resuming construction; however, no materials are to be touched during the planning period.
- Second, team performance will be based on height of structure (task) *and* team member satisfaction (people), with each factor weighted as 50 percent. Team member satisfaction will be based on a second survey of member satisfaction with their contributions.

(Three minutes.)

8. Send teams back to their areas and have them begin the planning period.

(Three minutes.)

9. Announce the re-start of the construction period and that five minutes of construction time remains. (Five minutes.)

10. Call time and ask everyone to return to the meeting area. Allow participants to take a break while you use a tape measure to measure the height of each structure. Write the heights down on a sheet of paper—not publicly on the flip chart—and assign team task scores on a 10-point basis, for example, tallest structure = 10 points, next tallest (if within a few inches) = 9.7, etc. Structures will typically be within a few to twelve to fifteen inches of each other. (*Note:* The authors typically assign scores ranging from 9.8 to 8.0, with a score of 7.0 to a team whose structure fails to stand freely.) (Ten minutes.)
11. Call everyone back to the primary meeting room and ask participants to again respond to the team member satisfaction rating. (*Note:* Remind participants to be totally honest in giving their scores.) Collect, record, and average the scores. (Five minutes.)
12. Draw a grid on newsprint, as shown in the sample below, and post each team’s Task, People, and Total scores. Recognize the teams with the highest scores (the winner) and the greatest change between scores. (Two minutes.)

Team	A	B	C	D	etc.
Task Score					
People Score					
Average (from Step 11)					
Total Score					

13. Lead a discussion of the results and the entire experience. Key discussion issues should include:
 - What were the major changes discussed in your team’s planning session?
 - Did the five-minute planning period significantly impact your Task score? Why or why not?
 - Which factor, Task or People, did your team primarily address in its five-minute planning period? Why was this so? (*Note:* many groups only superficially, if at all, devote attention to the best way to achieve high member satisfaction.)

- If teams knew before starting the first construction phase that team member satisfaction (People) was to count 50 percent, would this have made a difference?
- What parallels do you see between this activity and what is happening in organizations today?

(Ten to fifteen minutes.)

14. Conclude by saying that this activity highlights the importance of using an approach that includes both Task and People factors to achieve superior performance. The rationale underlying many current organizational culture change efforts is the belief that enhanced performance on the Task elements will more likely come from units with highly committed team members who feel that they play important roles in their teams. (Ten minutes.)

Submitted by Edward L. Harrison and Paul H. Pietri.

Edward L. Harrison, Ph.D., is chair of the Department of Management at the University of South Alabama. He has been an active trainer and consultant for over thirty years for organizations such as International Paper Company, Champion International, U.S. Army Corps of Engineers, Baldor Electric, and Teledyne. Dr. Harrison's articles have appeared in journals such as Organization Development Journal, National Productivity Review, Training & Development, and others.

Paul H. Pietri is a professor of management at the University of South Alabama in Mobile, Alabama. He has been a consultant and trainer for over thirty years. Mr. Pietri is author of ten books, including the current Management: Leadership in Action and Supervisory Management.

