EFFECTIVE DECISION MAKING WORKSHOP

A graduate project submitted in partial satisfaction of the requirements for the degree of Master of Arts in

Speech Communication

by

Virginia Lee Cisi

May 1987
The Graduate Project of Virginia Lee Cisi is approved:

Dr. William Eadie

Dr. James Hasenauer

Dr. Paul Krivonos, Chair

California State University, Northridge
ACKNOWLEDGEMENTS

I am grateful for the invaluable support of Dr. Paul Krivonos, my committee chairman, for providing information on organizational communication and for his guidance throughout this project. His assistance has made this a tremendously successful project and his strikingly polished professionalism in the workforce and the academic community is insurmountable.

Additionally, I would like to thank committee member Dr. Jim Hasenauer for his well appreciated high level of energy and creativity. His course on Group Communication served as a solid basis for the development of this project. I would also like to thank Dr. Bill Eadie, the other committee member, for his generous encouragement, support and guidance.

I would like to extend special thanks to my graduate advisor, Dr. William Freeman. His support, encouragement and professional assistance has made it possible for me to complete this graduate program.

My deepest appreciation is given to Cheryl Moore, Director of Human Resources at National Broadcasting Company in Burbank. Cheryl, a recognized professional in the preparation and delivery of workshops and seminars, has willingly shared her expertise and provided me with the opportunity to develop a workshop for the company. Without
her help, it would not have been possible to test my project at NBC. I extend my warmest thanks for her support from the beginning to the end of this project.

I also thank Stan Klubek, Vice President, Personnel, NBC, West Coast, for his approval of this project and for meeting with me to discuss its goals and objectives. Many thanks are also extended to Mary Harris, Lucy Kochik, and Malia Campbell for their assistance and providing me with materials and volunteers that were required for the successful completion of this project.

Many thanks are given to Joan Mulligan and Emily Bernhardt, my co-workers at NBC, who provided their time and support. Joan devoted a great amount of time proofreading several drafts of my project. Emily spent countless hours listening and critiquing my rehearsal of the workshop's material one week before delivering it. She also proofed my project's final draft.

Clayton Steffensen, my boss, provided moral support while I devoted many hours toward the completion of my master's degree. I am really thankful for his support and encouragement. I also thank Larry McEwen, a co-worker, for his moral support.

Greg Rosenkrans, my husband and best friend, proved to be a citadel of emotional strength and mental health during the past two years while I divided my time between graduate school and full time employment. The completion of this material is due, to a great extent, to his endless
encouragement and unconditional love.

To Richard and Joyce Cisi, I would like to extend a thousand thanks and "I love you's" for convincing me that I could do anything. To my brother Joe, I owe at least a thousand tuna fish sandwiches and chocolate chip cookies for putting up with me for the two years I attended graduate school. I would also like to thank my dear friend Cathy Larsen for her support and friendship.

Most importantly, I would like to thank our Lord Jesus Christ for giving me the opportunity to attend graduate school. I also extend my thanks to Him for my job career growth at NBC and for giving me the opportunity to apply my graduate project there. Christ has made it possible for me to attend graduate school full time while working at NBC full time.
# TABLE OF CONTENTS

Acknowledgements ................................................. iii
Abstract ........................................................... vii

Chapter 1: Decision Making Review of Literature ............ 1
  Communication and Group Decision Making ............ 9
  Decision Making Process and Techniques .......... 10
  Conflict and Decision Making .................. 25
  Faulty Decisions ...................................... 37

Chapter 2: Project Design and Rationale ...................... 41

Chapter 3: Evaluations ......................................... 53

References ....................................................... 71

Appendix A: Completed Evaluation Forms .................... 78
Appendix B: Facilitator's Manual .............................. 84
ABSTRACT

EFFECTIVE DECISION MAKING WORKSHOP

by

Virginia Lee Cisi

Master of Arts in Speech Communication

This graduate project's goal was to design a decision making training program which would develop and enhance the decision making skills of N.B.C. non-exempt employees in personal and business situations and which would foster effective independent and group decision making and improved communication in group settings.

This project contains a review of literature on decision making (Chapter 1), one fully tested
decision making workshop design (Chapter 2) accompanied by an overall evaluation of the workshop and suggestions for improvement (Chapter 3). A copy of the entire Facilitators Manual (Appendix B) will be given to N.B.C.'s Human Resource Department to serve as an official Decision Making Training Package with the various material that the facilitator can choose to create his/her own design.
This project is an applied workshop in communication training at the National Broadcasting Company (N.B.C.) in Burbank. A successful workshop or training seminar in any organization is directly proportional to success in communicating information to others (Goad, 1982). Communication is the trainer's most potent, invaluable tool. It is recognized in many of the trainer's techniques used to convey a message of information, thought, or action. The type of communication that is transmitted from the facilitator to the participants may range from a single speech to a multi-media event using lectures, audiovisual aids, and discussion and feedback from the members of the workshop. Not only does a trainer need to communicate effectively during a workshop or training session, but the participants are actively communicating through listening. Effective communication
between learners contribute to the entire learning process during the workshop or training session. The particular communication context of this applied project involves group decision making.

A group is more than a collection of individuals; it is a communication system linked with participants that are affected by personal and social factors. These factors affect the cohesiveness (socioemotional aspects) and productivity (task aspects) of the group (Pace, 1979).

Before a facilitator even begins the preparation and delivery of a workshop in an organization, a training needs analysis must be done. N.B.C. in Burbank, California, strives to make its employees more knowledgeable and successful in communication skills directly related both to their jobs at N.B.C. and in personal situations. N.B.C. offers workshops that range from eight hours to three day training sessions. These workshops are offered to N.B.C. exempt and non-exempt employees. The following are only a few of the workshops that are offered to N.B.C. exempt and non-exempt employees at the Burbank location:

- Communicating Effectively
- Creative Problem Solving
- Leadership Styles
- Effective Management Practices
- Interpersonal Skills
- Power: A Helpful Source
• Presentation Skills
• Business Writing
• Communication Styles

The training needs analysis for Burbank employees (approximately 2,000 West Coast employees) was compiled by the West Coast Human Resource Department to determine which workshops are needed to enhance employee development. This needs analysis was accomplished by distributing internal surveys and questionnaires. Different workshops are desired and conducted for non-exempt employees. Effective Decision Making was one workshop that was requested by a large number of non-exempt personnel, therefore the Human Resource Department recommended a decision making workshop design for the non-exempt employees.

The reason for the development of this project is to create a one day decision making workshop for N.B.C. non-exempt employees which will be offered to them annually. The pilot workshop is intended to test a decision making workshop so the N.B.C. facilitators can choose the tested design (Chapter 2 and 3; Appendix B, Chapter 9). Following the Director of Human Resources request, a facilitator's training manual/package on effective decision making has been compiled for the N.B.C. facilitators (Appendix B). This package consists of a decision making review of literature (Chapter 1 condensed), case studies, exercises, handouts and
evaluations. The N.B.C. facilitator can create his/her own decision making workshop design or choose the one tested (Chapter 2 & 3).

We are constantly in the position of making decisions throughout our lives. They may be simple decisions such as selecting an ice-cream from 31 Flavors or more complex decisions as to whether or not an organization should fully automate its departments. Such decisions are based on current needs of the individual or organization.

This project examines how group decision making can enhance the quality and effectiveness of an organization's decision as well as a personal decision. Understanding and utilizing group decision making within an organization or personal setting is important because it can produce more accurate, effective, high quality decisions. While the main focus is on group decision making, information on how individuals make decisions are included. The development and delivery of a decision making workshop for N.B.C. non-exempt employees is explored in full detail in this project.

Various aspects of group decision making and how individuals can achieve decisions through group decision making are discussed. Because communication is the organizing element of a decision making group, it is important for us to recognize this before proceeding to the identification of the decision making processes. These processes are illustrated by Hirokawa and Scheerhorn.
(1985) and Fisher (1970), who demonstrate the phases of communication that take place during decision making. This leads to the identification of characteristics that are related to the quality of group decisions.

Once members of a group begin to understand the phases of decision making and the characteristics related to high quality decisions, an illustration of the various techniques used for group decision making are stated. When the group chooses a technique to apply to their decision making process, members may encounter conflict and faulty decisions. Therefore, this project includes the types of conflicts that can occur in group decision making, how to recognize conflict and cope with it, and how to avoid faulty decisions.

Poole (1985) explains that a given decision involves a series of activities and choices, and that there are no guidelines for separating a major or minor decision. Decision making consists of problem solving, planning and organizing the full spectrum of our thinking and actions. According to Elbing (1978), decision making is considered by many researchers as choice making. To make a decision is to select among alternatives. This is the principle concept in decision making. Kelly and Thibaut (1959) support this finding when they indicate that decision making involves a process of choosing among alternatives.

Individuals have four styles for making decisions (Vroom & Jago, 1974). These styles include delegation of
decision making, authoritarian decision making, consultive decision making, and group decision making. To delegate decision making, the individual with the authority gives the power to another person or a group of people and allows them to carry out the decision.

Authoritarian decision making is made by the person in charge of the decision. This person seeks information from others, but does not let them know why he/she needs the information. Then, he/she pools the information from others and combines it with his/her own information to arrive at a decision.

The third course of action that an individual may take to arrive at a decision is the consultive method. The decision is made by the individual after talking with one or more people about the problem. He/she may share the problem with one or more individuals individually and then arrive at a decision, or the problem may be shared with a group of people at a meeting, then the decision is made by the individual.

The final route that a person may choose to arrive at a decision is the group decision making method. This method is often considered the most effective method for decision making and is noted for its success in producing effective decisions (Tubbs, 1984; Maier, 1969; Hall & Watson, 1971; Kogan, 1965; Fisher, 1974). Massirk (1972) provides a list of several types of groups that can participate in decision making, including T-groups,
sensitivity training groups, recovery groups, Alcoholics Anonymous, survival groups, human interaction groups, gestalt groups, Weight Watchers, church groups, personal growth labs, confrontation groups, integrity groups, and bio-energetic groups. Even a family is considered a group decision making unit (Tallman, 1970). The group decision making method requires full participation from all members in the group. Although the decision making group is not the most popular type of group, it is considered the most important (Seaman, 1981). Businesses and organizations could not survive successfully without decisions on employment, productivity, investment, and research. Most people are likely to support an action if they are committed and involved in a positive decision. In group decision making, all members share the problems with each other and all members arrive at a consensus.

Decision making can be difficult and complex, therefore, many researchers recommend group decision making as more effective and accurate. There is more information in a group and groups have an advantage over individuals in decision making because there is a greater number of approaches to a problem (Maier, 1963; Collins & Guetzkow, 1964; Barnlund & Haiman, 1980). While individuals can make effective decisions alone, their decisions may not be as accurate as a group decision, especially if the task is complex. Findings from the NASA case study developed by Hall and Watson (1971) indicated
that the group rankings of survival needs on the moon were more accurate than the scores obtained by individuals who made the decisions. When a task involves the creation of ideas and brainstorming, there is more potential of producing information from one of several people than a single individual would produce himself/herself (Zander, 1982; Hirokawa & Poole, 1986).

It has been shown that individuals fall into their own patterns of thinking (Duncker, 1945; Maier, 1930; Wertheimer, 1959); because group members rarely have the same approaches and abilities, each person can contribute by disencumbering his/her own patterns of thinking. Groups are more willing than individuals to take risks to reach a decision (Wallach & Kogan, 1965). Also, the increased amount of participation in decision making increases the acceptance of a decision and there is better comprehension within a group (Maier, 1963; Tubbs, 1984).

In group decision making, group members are more likely to support an action because they are committed to it, there are a greater number of approaches to a problem, more risks are taken, more accurate decisions are made, and there is more information generated from group members than an individual decision maker. Thus, group decision making is effective. However, there are some problems associated with it. For example, groupthink can occur. Groupthink is a cause of ineffective group decision making. This happens when a desire for consensus
overrides the group's good sense in evaluating the actions available. Instead of choosing the best alternative, they choose the most compatible (Zander, 1982; Janis, 1982). Zander (1982) describes the characteristics of groupthink: members discuss only a few solutions instead of all of them, they fail to examine the adverse consequences that might follow their action, members tend to drop alternatives that appear less than adequate; and they enforce very little effort to seek advice and information from experts.

COMMUNICATION AND GROUP DECISION MAKING

Communication is the organizing element of a decision making group (Fisher, 1974). Through communication, participants exchange ideas, process information, and achieve consensus on decisions. Fisher (1974) also states, "Communication is the crux of the task and social dimension of all groups" (p. 74). Communication is the element that organizes people into a social system for the purpose of performing some task, especially decision making. Pool and Hirokawa (1986) also emphasize the core of communication in a decision making group: "Communication is the catalyst... it is widely recognized as a key force in group decision making" (p. 15).

A decision making group is more than just a collection of people. The group is a communication system linked
with members that are affected by personal and social factors (Pace, 1979). Verderber (1982) states, "Group decision making is two or more people communicating with one another using logical means, in public or private, to arrive at mutually satisfying decisions" (p. 18). Because communication is one of the major components of decision making, the chances of communication failure within group decision making are reduced when individuals work together in executing the decision and participate in making it (Tubbs, 1984). There is a greater understanding of the solution when decisions are made in the group since there is no need to explain why the choice(s) were made. The entire group is aware of the alternatives that were considered and reasons why the alternatives were discarded. When an individual makes a decision, the decision must be communicated from the individual, who is the decision maker, to the decision executors. Therefore, individual decision making requires that one extra step of relaying the decision to others and the explanation for that decision.

**DECISION MAKING PROCESS & TECHNIQUES**

An individual makes a decision or several decisions every day. Each one of us has learned some method of decision making somewhere in our life. However, people
have varying degrees of skill and differing styles of decision making. One way in which people can improve their decision making skills is to understand the processes and phases of communication in decision making as well as to identify the characteristics related to the quality of group decisions. Once one understands the process of decision making the various techniques that can be used to reach effective decisions begin to make sense.

Many researchers have devoted a great deal of time in studying the group decision making process (how groups arrive at their decisions) or the dramatic phases that occur during decision making. Tubbs (1984), Barnlund and Haiman (1980) labeled this type of study which focuses on the emergence of decision making the "descriptive" approach. The descriptive method reveals how the group arrives at a decision as contrasted with the "prescriptive" method, which is described as how a group should arrive at a decision; that is, the techniques and skills involved in reaching effective decisions. Examples of the descriptive method are Hirokawa and Scheerhorn (1985) and Fisher (1970).

Hirokawa and Scheerhorn (1985) indicate that there are four basic steps during the decision making process. The first step involves the group's assessment of the situation. There is an attempt to clarify and comprehend the circumstances that the group is encountering. During this step, questions are asked frequently. An information
base is developed, and the group begins to rely on this information base to understand the situation. The information may be obtained from outside sources or through the group's own members.

Once the group understands the situation, it proceeds in one of two directions: the group members may strive for an alternative course of action, or the members may identify the objectives of their goal. If they strive for an alternative course of action, the members generate choices and examine them. If the group's members identify their goal, they will try to reach consensus and avoid all negative outcomes as a result of their choice making. In either direction, the group will cover two aspects in this second step: (1) striving for alternative action; and (2) identifying the objectives of the goal.

The third step during the decision making process involves the group's assessment of the positive and negative consequences associated with the various alternative choices. The members do this to determine which choice offers the best possible outcome. To assess these positive and negative consequences, the group's members rely on the group's information base and the group's knowledge and/or experience of similar events or actions.

The final step of this process is the arrival at a decision. If the decision is dubious, the members may rebound to the generation of alternative choices or the
identification of the objectives of the goal.

Fisher (1970) also found four different phases that occur in group decision making. These phases include the orientation phase, conflict phase, emergence phase, and reinforcement phase. During the orientation phase, each group member becomes acquainted with his/her social position within the group. Members tend not to assert their decisions on the matter because they are not sure how to manage the task. Therefore, there is a search for ideas and direction to aid the member's decision making efforts.

When the member's become aware of their group's direction and decision proposals, disagreement occurs, which is characteristic of the conflict phase. Conflict of ideas emerge and there are more unfavorable comments than favorable. Many efforts are made to persuade disfavoring members during this phase. Argumentation arises from the differing of opinions. Members provide data and evidence to support their beliefs, and all ideas are challenged and tested.

When the conflict and arguments begin to dissipate, an emergence phase is recognized. Members will begin to agree on some solutions to the problem. Some conflict can exist during the emergence phase but it will subside.

Reinforcement, the final phase, is apparent when the verification of one's suggestion is no longer necessary and argument is no longer important. There tends to be an
expression of more favorable attitudes to reinforce favorable opinions. A sense of unity is uprooted since all members are in agreement, and the group members strive to reveal that agreement through reinforcement.

These two approaches to the decision making process posited by Hirokawa and Scheerhorn (1985) and Fisher (1970) present how group members arrive at decisions. Both approaches recognize the need to understand the problem, an attempt to solve the problem by acquiring valid information, confronting others' views, the need to work collectively, and discovering some form of agreement to arrive at a decision. Implications for our understanding of group decision making processes that can be drawn from these two approaches include: (1) not every group may follow each phase in either sequence; (2) the two approaches do not seem to be inclusive of the decision making process; and (3) the two approaches can be combined for a fuller understanding of the group process.

Once we understand these descriptive approaches to decision making (Hirokawa and Scheerhorn 1985; and Fisher 1970), we may become familiar with the "prescriptive" approaches: the skills and techniques of decision making. There is no one correct technique for making any given decision, but researchers such as Dewey (1910), Osborn (1953), Nelson, Patelle, & Monroe (1974), Larson (1969), Harris & Schwahn (1961), Kepner & Tregoe (1965) and Pfeiffer & Jones (1969) have developed effective
techniques for group decision making, and individuals apply these techniques as the situation warrants.

Using a technique for decision making seems to be better than using no technique. Larson (1969) experimented with different groups using one of three types of techniques (Single Form, Ideal Solution Form, and Reflective Thinking Technique) or the No Pattern Form (no technique at all). He had the groups solve problems to discover the "best" answer which had already been previously determined by experts. The group that used a technique to arrive at their decision found the "best" answer more often than the groups that did not use any particular method.

One of the most popular and widely used technique of group decision making is the Reflective Thinking Method which was developed by Dewey (1910). The Reflective Thinking Process was originated for individual decision making, but it has been adopted by groups that also strive for effective decisions. The Reflective Thinking Technique can be used for individual or group decision making.

The first step of the Reflective Thinking Method is the problem phase. During this phase, the problem should be identified as well as what type of difficulties the problem has presented. Then, decision makers need to analyze the difficulty by listing the facts of the problem. These facts must be formed through a full
collection of all available data. Assessment must be done before trying to determine the cause of the trouble. Once that has been accomplished, we can determine the origin or the causes of the problem.

The second step involves the establishment of criteria. Group members must state the principle requirements of the solution, determine the limitations that are to be placed on a solution, and determine the relative importance of the criteria.

Step three pertains to the solution phase. The Group must find all possible solutions and test how good each solution is. Each possible solution can be tested by listing the unfavorable and favorable consequences. The best solution can be found by ranking it and testing it to see if a combination of solutions is best.

The final step in the Reflective Thinking Technique is the implementation phase. The group implements a choice by listing and following the steps it takes to put the decision or solution into effect. This technique is valuable for decision making, and if groups choose this method for decision making, there should be enough time allotted to complete all of the steps satisfactorily with thoroughness (Barnlund & Haiman, 1980). This process though, makes the Reflective Thinking Technique a lengthy method for arriving at a decision.

The Single Question Form developed by Harris and Schwahn (1961) is another efficient group decision making
technique, which does not require as much time as the Reflective Thinking Technique. This method provides a pattern to narrow a topic and work it into answerable questions and sub-questions. Practically no time is allowed for broad ramifications of the problem, even if the group does not have enough information to answer the sub-questions. This method forces a "best" guess about the decision. Once all of the questions are answered, the group arrives at only a single solution for the decision. The following list of questions is the composition of the Single Question Form (Harris & Schwahn, 1961):

- What is the one and only question that a group needs to know to accomplish its purpose?
- What sub-questions must be answered before answering the single question formulated?
- Do we have enough information to answer the sub-questions? (If yes, then answer them. If no, continue.)
- What are the most reasonable answers to the sub-questions?
- Assuming that the sub-questions are correct, what is the best possible solution to the problem?

Another efficient method that can be used for group decision making is the Ideal Solution Form (Kepner & Tregoe, 1965), which formulates the problem in the first step. The Ideal Solution Form includes the following
questions (Kepner & Tregoe, 1965):

- Are we agreed on the nature of the problem?
- What is the ideal solution from the perspective of all the members involved in decision making?
- What conditions within the problem could be changed for the ideal solution to be achieved?
- Of all the solutions available, which solution is the best?

Brainstorming (Osborn, 1953) is another popular and widely used individual or group technique devised to generate ideas for alternative choices during a decision making process. Brainstorming can be applied in Dewey's Solution Phase, and is recognized in Hirokawa and Scheerhorn's observation of the group's attempt to strive for alternative actions. Brainstorming can be applied to almost every decision making technique. Osborn (1953) illustrates how a person or a group of people can arrive at a variety of alternatives and provides a critical technique that can assist anyone during decision making.

Osborn (1953) places rules on his brainstorming technique. First, all judgments and evaluations must be placed temporarily aside. All members of a group must incorporate the "try anything" attitude. This means that all people involved in brainstorming must not find any faults because fault finding interferes with ideas. A person's criticism may destroy ideas and we must remember
that all thoughts stem from ideas. All members should let their imagination soar. This is the second rule to brainstorming. The crazier the ideas, the better, since it is much easier to tame ideas than to think of them. After thinking of crazy ideas, the third rule is to generate as many ideas as possible. When there are more ideas to choose from, there is a greater chance for a good one to emerge. During this step, we should try many different creative approaches to generate ideas. Another rule is that the members of a group or an individual brainstormer, must look for combination and improvement. Previously mentioned ideas can be combined. This step also includes the improvement and enhancement of ideas (though again, not the criticism of ideas). If brainstorming is in a group, the members should take advantage of the group's association and diversity of ideas. In brainstorming, it is important to record all ideas.

Finally, after all ideas are recorded, the members of a group or the individual decision maker must evaluate each idea at a later session. Each idea, during this session, must be approached with a positive attitude, and the ideas must be examined and tested. All judgments to an idea need to be applied slowly. After ideas have been generated, an individual or a group needs to think of adding, subtracting, multiplying and dividing the different ways of modifying the ideas.
There is also a method that may be used to supplement the brainstorming technique. Nelson, Patelle, & Monroe (1974) designed a list of topical clues that are used to stimulate idea generation. They feel that the application of a topical system aids the creative process in decision making and is a valuable extension to the brainstorming technique. The topical system can be easily linked to the brainstorming technique, which provides an individual or group members with a structure to maximize idea creation.

The 16 topics include:

- Existence
- Degree
- Spatial
- Time
- Genus-species
- Motion
- Form
- Substance
- Capacity to change
- Potency
- Desirability
- Feasability
- Causality
- Correlation
- Similarity or dissimilarity
- Possibility or impossibility
Although we may apply the effective techniques described, individual and group decision makers should recognize the many factors that impede decision making effectiveness. Elbing (1978) indicates that there are a number of obstacles that we may encounter during decision making. If we are able to increase our awareness of these obstacles, it will decrease the possibility of any of them prevailing and will enhance the effectiveness of decision making. Elbing (1978) posits that there are several obstacles that decrease the effectiveness of decision making.

First, to equate old and new experiences, can be an obstacle in decision making. Not every situation or outcome is the same, and if we rely on a past experience it compels us to search for similarities between the old and new experience and reduce the situation to the stipulation of the old one. Elbing (1978) states that "... in general people merely learn an experience rather than learning from that experience" (p. 184). Also, we should never merely evaluate a situation, but inquire and delve into a fuller understanding of it.

A second factor that impedes the effectiveness of decision making is confusing the symptoms and problems. We should always search beyond the symptoms to discover the problem(s). For example, a manager who has just hired a new secretary in the department has noticed that for two weeks the memos were misfiled, the stock supply room was
depleted, the computers were left on over night, and the new hire's desk was disorderly. The manager may respond to these stimuli without further investigation and accept the situation as a problem. On the other end of the spectrum, these stimuli may be evidence that the secretary is having difficulty adjusting to the demands of the job and needs help. This is a major obstacle and can be corrected if the manager does not confuse symptoms with problems.

Third, when we direct our decisions toward a single goal and overlook the "unsolvable" problems, effective decision making will be stymied. We should never overlook goals that are more relevant in a specific situation, and we must maintain a vivid picture of the goals. Also, those situations which have been endured for any length of time as a problem situation may be labeled "unsolvable." If this occurs, it is important to find the factors that cause the problem(s). Though Elbing (1978) identifies other obstacles to decision making, these three are the most important.

Almost everyone who is involved in individual or group decision making wants to arrive at a high quality decision. Hirokawa & Pace (1983) indicate what constitutes a high quality decision and the characteristics related to the quality of individual and group decisions. They studied how the group communication process functions to affect the quality of group decisions
and found that the way which groups examine opinions and assumptions made by members is related to the quality of group decisions. For a high quality decision, members must carefully examine opinions and assumptions made by members in the group. Low quality decisions develop because group members accept the opinions and assumptions from others without considering their validity. Group members must carefully evaluate the alternatives in relation to established criteria. When a group carefully and thoroughly examines each alternative to determine whether it meets the criteria for a "good" decision, it increases its chances of detecting any flaws or problems with the alternative. Low quality decisions occur when the alternatives are not tested against the criteria.

High quality decisions are based on facts, assumptions, and inferences found in the information presented. This information serves as the basis for their choice. When a group selects an alternative choice over other available options, it is done because they believe that the choice is extracted from certain facts, assumptions, and/or inferences which they have accepted to be true. If the facts, assumptions, and/or inferences that appeared to be the basis for the group's decision are not valid and accurate, then there is a greater chance that the group will arrive at a low quality decision (Hirokawa & Pace, 1983).

Another characteristic related to the quality of group
decision making is the influence of the group's members on the group (Hirokawa & Pace, 1983). In just about every group, there is a member (or members) who has the ability to influence the stream of thought and discussion of the group. When a member drives a group to a high quality decision, the group tends to arrive at a higher quality decision. Influential members are more likely to persuade the others to accept certain information as being true, and then they are able to convince the group to accept certain alternatives over others based on the "facts" that he/she has convinced the group to accept. There are also members that force a negative influence on a group and they prevent the group from striving toward a high quality decision.

Hirokawa (1985) continued to expand on his research in group decision making and still confirms that a high quality decision is apparent when group decision making is dependent upon the group's ability to appraise the negative qualities with the alternative choices.

Effective decision making is something that everyone wants to accomplish. The techniques of decision making are only guidelines to aid us in the process of decision making and communicating. In group decision making, group consensus breeds higher quality decisions (Hirokawa & Poole, 1986; Hirokawa & Pace, 1983; Pfeiffer & Jones, 1969). Hirokawa (1980, 1982, 1983) emphasizes that the more a group interacts and agrees on the criteria for the
final decision, the more effective the final decision will be. All group decision makers should strive for consensus.

Pfeiffer and Jones (1969) offer some basic rules to help group members achieve consensus. The first is to avoid arguing for our own individual judgments. We must learn to approach solutions on the basis of logic. We must avoid changing our minds just to reach an agreement or to avoid conflict. We need to support the solutions we are able to agree with. Members of a group should avoid all "conflict-reducing" techniques such as majority vote, averaging or trading, or even drawing straws. Another rule that helps groups to achieve consensus is to view differences of opinions as helpful and not a hindrance in decision making. Also, the best decisions are made when individuals accept responsibility for listening and being listened. All of these rules, described by Pfeiffer & Jones (1969), will help group members achieve consensus, which in turn, will result in a high quality, effective decision.

CONFLICT AND DECISION MAKING

During the course of group decision making, conflict can, and often will, occur. Frost and Wilmot (1978) describe conflict as an "expressed struggle between at least two independent parties, who perceive incompatible
goals, scarce rewards, and interference from the other party in achieving their goals" (p. 87). According to Deutsch (1969), conflicts arise whenever incompatible actions prevent, destruct, and interfere with effective decision making. They may occur intrapersonally (within a single person), interpersonally (between two or more people), in an intragroup setting (within a single group) or an intergroup setting (between two or more groups). Deutsch (1969) states that there are different types of conflicts. These conflicts include the veridical, contingent, displaced, misattributed, and false conflict.

The veridical conflict exists objectively, and it is perceived accurately. It is difficult to solve this type of conflict unless there is complete cooperation between the two parties. It can be solved if the two are able to agree upon a jointly accepted mechanism such as drawing straws or flipping a coin. An example of a veridical conflict can be seen when two roommates are trying to decide who gets the spare bedroom in their apartment. One roommate may want to use the room as a workout center and the other may want to use it as a computer room. The two have a true conflict, especially if their time schedules for usage of the room are identical.

A conflict which is dependent on rearranged circumstances, but is not recognized by the conflicting parties, is a contingent conflict. The example given from the previous paragraph for the veridical conflict would be
a contingent one if there were an attic or garage that could be converted to a workout center or a computer room. This type of conflict dissipates when an available resource for satisfying the "conflicting" needs are met.

The displaced conflict occurs when two or more individuals are arguing about the wrong thing. In displaced conflict the experienced conflict is the manifest conflict, while the conflict that is not being expressed is the underlying conflict. An office dispute involving two secretaries who both need to use the computer to complete his/her own assignment can be a displaced conflict. The underlying conflict, or the real thing that they are arguing about, may be that the two are fighting to obtain what each considers his or her own fair share of the office equipment. The manifest conflict can only be resolved temporarily unless the underlying conflict is settled or if the two conflicts are handled in isolation.

A conflict which is between the wrong parties and usually over the wrong issues is labeled a misattributed conflict. A coordinator who blames his/her secretary for purging a file when the secretary's director ordered him/her to, may be the victim of a misattributed conflict.

A latent conflict is one that should be occurring, but it is not. It may not be occurring because it is either repressed, displaced, or misattributed.

The final type of conflict that Deutsch (1969) reveals
through his research is the false conflict. This conflict has no objective basis. It implies misunderstanding, and although a conflict may begin as false, it may elicit attitudes and behavior that transform it into a true conflict.

Deutsch (1969) and Buley (1979) attest that there are conflicts over basic issues. These issues include the control over resources, preferences and nuisances, beliefs, values, the relationship between two parties and over meanings. The attempt to gain control over resources such as money, property, prestige, or food, results in conflict, which occurs because these resources are nonsharable, especially if both parties seek possession or part of it. When a preference of one person impinges on another, it creates tension and conflict. It is a symbolic struggle because the underlying issue is vague to others.

Conflict can also exist over beliefs. O'Donnell and Kable (1982) state, "a belief is an inference that a person makes about the world. It is a cognition about the existence of things, events, ideas, and persons." (p. 19). Beliefs can be about a past, present, or future event. They can also be conceptual in nature which is based on experience. For example, we believe that the sun rises in the east and sets in the west. This is a conceptualized belief. A belief can also be about causal connections. There are thousands of beliefs that are not
all equally important. Some beliefs can be changed easily while others are more difficult.

Milton Rokeach (1969) indicates that there are five basic levels of beliefs. Primitive beliefs are based on unanimous consensus. This consensus is by the members of society or universe, or one which is a strong conviction for an individual. For example, people believe where they are born, how old they are, etc. Primitive beliefs are based on zero consensus, and are private and personal. A primitive-zero consensus may be, "I believe Dad and Mom love me." The authority belief is based on highly credible sources of information or people. A person may believe in the Bible because the Bible has authority. Derived beliefs are based on the derivation from previous beliefs. Some people believe that abortion is morally wrong. This belief can be derived from a previous belief in the Pope. Finally, Rokeach (1969) adds that there are inconsequential beliefs, those beliefs which are not central to others. Inconsequential beliefs do not affect other beliefs and can be changed immediately. For example, one person may prefer confirming contracts with another party by speaking over the phone instead of a face-to-face situation because he/she may believe it is more effective than speaking in a face-to-face situation.

During a conflict of belief, we must remember that the more primitive the belief, the more difficult it is to change. In group decision making, individuals carry many
different beliefs which can lead to conflict. Buley (1979) supports Deutsch's (1969) findings in the area of values and conflict, such that people who have different values may clash. Rokeach (1969) indicates that values are enduring primitive beliefs that do not change easily and are long lasting. Values are particular kinds of beliefs that are abstract measuring sticks of how a person ought or ought not to behave. Values make a difference in what we do. It is very difficult to agree on values because some are extremely personal. Many communication breakdowns and conflicts occur because we have such differing values.

Rokeach (1969) indicates that there are five assumptions concerning values. These five assumptions include: (1) there are a small number of values; (2) everyone has the same values, but in differing degrees; (3) values are organized into hierarchies and occur in hierarchy, varying in situations and change with time (When a value is threatened, that value becomes important. For example, if a person's freedom is threatened, that value will become the most important in his/her life); (4) people learn values and live them; and (5) values reveal themselves through behaviors. Yet, a value conflict offers us an opportunity to learn and increase our awareness that people are different.

Another issue that Deutsch (1969) says may result in conflict is the relationship between two parties. Quite
often a conflict over a relationship is too difficult to
tackle and it becomes displaced, latent or misattributed.

Conflicts can stem from another source. Buley's
(1979) findings indicate that there are conflicts over
meanings. He insists that we must take the other's
perspective. When people interact with others, they tend
to assume that what someone says or does is a response
cased by what other people say or do. Meanings are not
in words, they are in people (Korzybski, 1921). Concepts
are based on common meanings among people. Each
individual has his/her own detailed meaning attached to a
concept held by many others. It is these details that can
cause perception differences. Korzybski (1921) explains
how people acquire meanings. He says that meanings are in
people, not in words or symbols. Meanings change with
time. In the 1800's, the word "gay" triggered the
interpretation and commonly held meaning to society as
'merry" or "happy." Today, the word "gay" means to most
people "homosexual." People also tend to react to
language like they do to a traffic signal. Korzybski
(1921) urges people to view and grasp the meanings of
words, phrases and symbols as they may mean to others.

Throughout group decision making, members may encounter
these differences of meanings which lead to conflict. A
basic understanding of a member's meaning of a word or
phrase will help clarify ambiguity and prevent conflict of
meanings from emerging.
Many times, in group decision making, people want to do things in a different way. This is the concept of incompatible goals. For conflicts to emerge, the differences must be pronounced and communicated (Pace, 1983). What can be expressed through nonverbal kinesics, physical brawls, sarcasm, and verbal attacks. One may detect the gradual development of conflicts by recognizing their signs. These early conflict indicators include unfriendly tones, lapses in attention, slumping, turning away, or harsh verbal expressions.

Seaman (1981) points out how we can recognize conflict by the following characteristics of the group's members: (1) members become impatient with each other, are reluctant to listen, and slow to respond; (2) ideas are attacked before they are completely expressed, and members take sides; they refuse to compromise; (3) there is a disagreement on plans; (4) comments and suggestions are made with vehemence; (5) members attack each other on a personal level; (6) members insist that the group does not have the knowledge or experience to get anywhere; (7) members feel that the group cannot get ahead because it is too large or too small; (8) members disagree with the leader's ideas and suggestions; (9) members accuse each other of not understanding the real point; and (10) members hear distorted fragments of other members' contributions. Some individuals have their own personal conflict styles (Hall, 1969; Blake & Mouton, 1970; Kilmann
& Thomas, 1975). For effective group decision making, it is beneficial to be able to identify the widespread personal conflict styles that individuals possess, because it enables us to realize what is happening and that actions should be taken to prevent individuals from interfering with effective decision making.

Anecdotally, many people believe that a conflict within oneself or within a group during decision making is a drawback toward accomplishing goals. While it is true that disagreements can result in unpleasant experiences, hard feelings and personal apprehension, research has disclosed how conflict is beneficial and constructive to a decision making process (Barnlund & Haiman, 1960; Feldman, 1985). Disagreements lead to a reexamination of opinions, a sharing of diverse ideas, and the discovery of creative solutions (Bower, 1965; Harper & Askling, 1985). Disagreement is thus essential for effective decisions and it produces higher quality decisions than when there is no conflict.

For group decision making, any good discussion thrives on conflict (Howell & Smith, 1956). The conflict, however, must be a conflict of ideas and solutions and not personalities. Just because a group operates on cooperation does not mean there will be an absence of conflict. Deutsch (1971) emphasizes that conflict has positive consequences.

There are two differences that need to be managed to
use conflict creatively and constructively (Barnlund & Haiman, 1960): differences in understanding and differences based on feelings. To manage differences in understanding, we must discover what the other person/party means. We need to test the validity of evidence and reasoning, because it is always possible for two people to reason from the same data and arrive at different conclusions. Individuals should locate the source of the evidence and determine how accurate it is. To manage the differences based on feelings, we must increase the self esteem of those with whom there is disagreement by providing ego support. Decision makers need to involve each member in the discussion, use summaries to show the group where it has been going, and finally, aim toward achieving consensus. Managing these two differences will assist decision makers to use conflict constructively.

When conflict does arise between two or more people during group decision making, there are strategies that can be used. These strategies include conflict avoidance, conflict defusion, conflict containment, and bargaining (Feldman, 1985). Using conflict avoidance strategy, an individual can ignore the conflict through the absence of action. This method is effectively used when the conflict is trivial or the issue is symptomatic of other basic issues. Conflict can also be avoided by forcing the conflictive parties to accept a solution, but the use of
this strategy in such a situation is an ineffective one.

Conflict defusion is a strategy used by smoothing the situation. Alderfer (1977) indicates that intergroup conflict occurs often between older and younger parties because of their differences in political and moral views. When this happens, members can smooth the situation by persuading the members that they are not so far apart from their viewpoints as they think they are. This can be done by indicating similarities in their positions.

Another strategy used to attack conflict is the conflict containment strategy. This method is usually used during intergroup conflicts. When this occurs, representatives from each group can represent their own group's opinions and viewpoints (Blake & Mouton, 1961). Also, structuring the interaction can increase the amount of contact. Structuring can be accomplished by decreasing the amount of time between the decision making meetings, decreasing the interaction between the conflicting parties during the early stages of conflict, or decreasing the formality during the decision making discussion. If this strategy is not chosen, Feldman's (1985) final strategy is to confront conflict through the use of problem solving.

Verderber (1982) also suggests many effective methods of how we can cope with conflict in a positive way. He says not to be afraid of conflict when it occurs. Conflict is a positive occurrence because it can make the
group examine alternatives and test the group's thoughts. He suggests to strive for a goal which all members support. Members should always collect supportive material related directly to the issue at conflict. With a conflict of fact, inference and/or definition, members should delay decisions until information is gathered for support. We can also cope with conflict by trying to be open-minded about the others' views. Verderber (1982) stresses not to be dogmatic, but open-minded since it allows us to seek for commonality so that some type of agreement can be reached.

Intergroup or intragroup competition can breed conflict. If it does, members need to persuade the competitors to become cooperators by showing them that the conflict wants to be resolved mutually, by avoiding any verbal messages that might escalate the conflict, and by watching verbal and nonverbal behavior (Verderber, 1982). Verderber (1982) notes that, "conflict often results when two actions are proposed but only one can be accomplished" (p. 113). When conflicts do emerge, some people deal with them negatively and destructively through withdrawal, capitulation, or aggression. There are ways which an individual or a group of individuals can prevent destructive conflict from occurring during decision making. Destructive conflict can be prevented by avoiding railroading and majority vote (Tubbs, 1984). Railroading occurs when one or more group members force their will on
the group. This produces tension and unnecessary conflict. The majority vote should be avoided since the wishes of at least 51% of the group's members may be angrily opposed. This bitterness can lead to unnecessary and destructive conflict. Tubbs (1984) suggests to always strive for consensus since it is the most successful resolution in a group decision making process, and because there is an agreement among all members of the group.

**FAULTY DECISIONS**

Group decision making is not always 100% free from failure because most group members fail to recognize reasons for faulty choices. Faulty decisions or choices can be eliminated by educating the group on how to avoid faulty decision making. When a group makes a faulty decision, a sense of failure and frustration dwells within the group. However, there are reasons for groups or individuals arriving at faulty decisions. Hirokawa and Scheerhorn (1986) have researched and investigated faulty or poor decisions made by groups. They examined why groups arrive at a "faulty" or "low quality" decision which gives insight for those who want to avoid those types of decisions.

Basically, there are five main reasons for arriving at a poor decision. Although Hirokawa and Scheerhorn (1986) apply this information to group decision making such
behavior is dynamic and interactive, thus individuals may also examine these explanations and apply them to their own decision making processes. The assessment of a choice making situation is the initial step in decision making. If any errors occur here, they will most likely carry throughout the entire process. If a group fails to recognize a problem, it will create implications for decisions that it makes. When there is a failure to correctly identify the cause(s) of the problem, this leads to the selection of a course of action that does not even address the problem that occurred in the first place. The alternative which was selected will be proved ineffective.

Another reason why faulty decisions occur is attributed to the establishment of inappropriate goals and objectives. This is done by neglecting to identify the objective or the selection of unnecessary objectives (Hirokawa & Scheerhorn, 1986). A third explanation they posit for groups arriving at a poor decision may be the improper assessment of the positive and negative qualities associated with the range of choices: (1) overlooking or underestimating the problems; (2) overlooking or underestimating the positive values; (3) overestimating the positive outcomes; and (4) underestimating the negative outcomes.

Finally, another major explanation for arriving at a faulty or low quality decision is attributed to a flawed information base. Janis (1982) states that the invasion
to invade Cuba, during the Bay of Pigs, was made because of the group's acceptance of invalid information. Gouran (1982) stresses that inaccurate information increases the probability that a group will make a poor or ineffective decision. Hirokawa and Scheerhorn (1986) say that errors in the establishment of a group's information base happens in many ways. First, the errors that are made in valid information are accredited to the decision maker's establishment of an information base supported to a preferred course of action. Second, the acceptance of invalid information is due to improper assessment of the positive or negative consequences associated with the choices. Third, a group may collect too little information to properly assess the situation. This may lead to an insufficient amount of information to cope with a problem or a decision. One must always assess the positive and negative consequences that are correlated with all of the alternatives. Finally, just as too little information may be an obstruction, too much information causes confusion and results in a very dilatory decision making process. When too much irrelevant information has been established within the information base, it functions as a distraction from other or more relevant information, which may lead to a course of action for a selection of an alternative that may not be as desirable as other ones.

Individuals or group members must, then, learn to avoid the unnecessary actions that induce faulty
decisions. They must properly assess their choice making situation, establish appropriate goals and objectives, properly assess all of the positive and negative aspects associated with the alternatives, avoid a flawed information base by correctly and accurately collecting enough information that is related to alternatives, and avoid all faulty reasonings based on an information base. These suggestions will help one to successfully achieve high quality, effective decision.

This project, then, attempts to incorporate effective group decision making, communication, conflict, and reasons for faulty decisions in a one-day applied training workshop to help non-exempt employees at N.B.C. improve their individual and group decision making skills.
CHAPTER 2

PROJECT DESIGN AND RATIONALE

This chapter provides the proposed schedule (logistics and time frame activities) of the project's design. It explains what was originally planned and developed for the execution of the decision making workshop. The project's goal was intended to design a decision making training program which would develop and enhance the decision making skills of N.B.C. non-exempt employees in personal and business situations so as to foster effective group decision making and improved communication in group settings. A secondary goal of the training program was to help the non-exempt employees improve their individual decision making skills. The objectives of the project were for 15-20 participants to:

- DEMONSTRATE the various techniques involved in effective individual and group decision making and communication in group settings.
- IDENTIFY faulty decision making, techniques used to enhance effective, high quality decisions, the processes involved in group decision making, reasons for conflicts, positive vs. negative conflicts, how to cope with conflict, and how to prevent
destructive conflicts.

• USE the various types of decision making techniques.

• MAKE work-related and personal decisions by incorporating the skills and techniques developed.

• DESIGN a plan of action for continued use of skills and knowledge in the area of effective decision making and communication in group settings.

The materials that were needed for this training design were:

• Complete training package for participants which included:

  Roster
  Agenda
  Goals & Objectives
  Reflective Thinking Technique
  Brainstorm Technique
  How to Cope With Conflict
  How to Achieve Consensus
  Achieving High Quality Decisions
  How to Recognize Conflict
  Avoiding Destructive Conflict

• Material needed to distribute to participants:

  Desert Survival Exercise
  Employee Case Study
Meanings Are In People Exercise
Spy Exercise
Brainstorm Exercise
Evaluation Forms
Newsprint
• Transparencies
  Conflicts over Six Basic Issues
  Reflective Thinking Technique
  How to Recognize Conflict
  Creative vs. Destructive
  Avoiding Destructive Conflict
• Overhead Projector
• Two easels
• Newsprint
• Preprinted material on newsprint
• Large table to place the following materials on:
  Three-hole punch
  Masking tape
  All handouts
  Marking pens
  Pencils
  Paperclips
  Blank name cards
  Stapler
• Round tables and chairs for participants with the
  following material placed on each table:
  Blank name cards
Marking pens
Packets
Pencils
• Materials for "Spy" exercise

LOGISTICS

The training room consisted of six round tables with three to four chairs to each table. This provided ample room for the participants to spread out their packet, handouts, notes, and other necessary materials. The facilitator/trainer had a large table to serve as a place to keep all materials needed for the workshop.

Upon arrival, a training packet was provided for each participant. The training packet included the agenda, goals and objectives. Handouts were distributed intermittently throughout the course of the day so that they were able to be inserted in the packet. According to Stipancic (1985), written materials offer students the ability to absorb information at their own pace and review them as needed. These handouts/materials amplified the lectures given by the trainer.

In the following sections, a block-to-block detailing of the organization of the workshop is provided.
9:00 - 9:30

The first 30 minutes of the workshop was spent discussing each participant's background. This included their name, their department or division where they work in the company, their past experiences in decision making, and their expectations of this workshop. This informal assignment was conducted to create a small group discussion and for all the participants to become familiar with each other. It was important to establish these experiences, values and interests before continuing with the substance of the workshop so that participants were able to adapt learning experiences to their attitudes and level of understanding (Michalak & Yager, 1979; Stipancic, 1985). The introduction helped the participants to identify and feel more comfortable with one another. The participants were asked to print their names on the blank cards provided and set them upright on their table.

The participants were told that the purpose of the decision making workshop was a company-wide effort to develop and enhance the decision making skills of N.B.C. non-exempt employees in personal and business situations so as to foster effective independent and group decision making and improved communication in group settings. The participants were told that the objectives of the workshop could be found in their packets.
The facilitator distributed the Desert Survival Experience packet (see Appendix B, pp. 117-124) and read the situation aloud. The purpose of this exercise was to teach the effectiveness of consensus seeking behavior and the quality of decisions in task groups through comparative experiences with both individual and group decision making (University Associates, 1979). The trainer instructed the group to complete the exercise independently without seeking any advice or inquiry from others in the workshop. After approximately 10 minutes the facilitator formed groups of three to five people. The learners were instructed to complete the exercise once again, this time through a group effort. It was stressed that it was desirable that the effort be made to achieve success in this task. After 25 minutes, the trainer distributed the Desert Survival Feedback Form and asked them to complete it. After completion, the expert's rationale (answers) was distributed. At approximately 10:20 the facilitator summarized the statistics on a prepared newsprint. After summarizing the results on the flip chart, the facilitator led a discussion on the comparative outcomes of individual and group rankings.

Break.
The facilitator lectured on the various types of
decision making techniques. These techniques included The
Reflective Thinking Technique and Brainstorming
Technique. These techniques are described in Chapter 1,
pp. 15-17, 18-20 and in the facilitator's manual located in Appendix B, pp. 92-93, 95. An overhead projector was
used to display the material while lecturing because
overhead provides for visual aids which are inexpensive,
flexible in applications, are adaptable in various
situations, easy to use, and do not require a darkened
room (Goad, 1982). During the lecture, the facilitator
directed questions to the participants. Asking questions
can help a trainer to be more effective (Goad, 1982) in
addition to a variety of other purposes. Questions arouse
interest, stimulate thinking, keep people on track,
solicit information, and keep the participants involved
with the discussion (Goad, 1982). Overhead transparencies
were prepared in advance to correlate with the lecture on
decision making and techniques. This lecture material can
be found in the training package located in Appendix B,
pp. 92-93, 95. This oral presentation/lecture, delivered by the trainer, was used to transmit factual information.
Through the use of a lecture, the trainer was able to
reinforce the key ideas and concepts with repetition
(Donaldson & Scannell, 1979). Participants were able to
refer to their training package for material on the lecture (Appendix B, pp. 154, 157).

11:35 - 12:00

The trainer asked the learners to form small groups of three to five people and distributed the brainstorming exercise found in Appendix B, pp. 135-137. The facilitator followed the instructions printed on the brainstorming exercise, and led a large group discussion on their experiences after the completion of their exercise. This exercise allowed participants to practice the brainstorming technique which was a component of the Reflective Thinking Technique and reinforced an approach to creative problem solving during decision making.

12:00 - 1:00

Lunch.

1:00 - 1:45

Following lunch, the facilitator assembled the participants into large groups of three to four and planned to distribute an Employee Case Study to each group. This case study can be found in Appendix B, pp. 149-150. The groups were to be asked to arrive at a decision through consensus by using the Reflective Thinking Technique. After the groups had been together
for 30 minutes, the facilitator was to direct the entire workshop group in a discussion about the decisions of each group, and tell each group to select a spokesperson to explain their decisions. The facilitator intended to record each group decision on newsprint. This exercise was designed to give the participants the opportunity to practice the Reflective Thinking Technique, but was not included in the actual training session (see Chapter 3 for explanation and analysis).

1:45 - 2:00

The trainer lectured on the six basic issues of conflict (Chapter 1, pp. 28-32) The facilitator asked questions to enhance the understanding of the lecture, and an overhead projector, with prepared transparencies, was used as a visual aid to supplement material presented.

2:00 - 2:45

The trainer asked the participants to form groups of three to four, and distributed the "Meanings Are In People" worksheet. This exercise was designed to demonstrate that meanings are not in words, but in the people who use and hear them (Chapter 1, pp. 31-32; Appendix B, pp. 138-143). It also illustrated that in the perception of words people attribute positive, neutral,
and negative meanings to them. This structured experience
generated the lecture on the six basic issues of
contlict, and involved the learners in an active
participation of perceptions. The trainer followed the
instructions stated on the "Meanings Are In People"
worksheet (Appendix B, pp. 138-140).

2:45 - 3:00

Break.

3:00 - 3:35

For the next 35 minutes, the facilitator lectured on
contlict and use an overhead projector with prepared
transparencies on the area of how to recognize conflict,
creative vs. destructive conflict, and avoiding
destructive conflict. Material on coping with conflict
and how to achieve consensus was prepared on newsprint as
an additional visual aid to enhance the lecture. This
material can be found in Chapter 1, and Appendix B. All
participants were able to refer to these areas of the
lecture because the trainer distributed handouts (Appendix
B, pp. 159-163).
3:35 - 4:30

The Spy Exercise (located in Appendix B, pp. 125-134) was planned to be distributed to all participants. The trainer was to read all of the instructions, furnished on the worksheet, to the participants. The trainer had planned to conduct the exercise. All information on the preparation and instruction of the Spy Exercise can be found in Appendix B, pp. 125-134. This exercise was intended to give the learners the opportunity to experience the decision making process, and the importance of all the decision making aspects covered in this workshop. This exercise was not included in the actual training session (see Chapter 3 for explanation and analysis).

4:30 - 4:45

A large group discussion was planned to be conducted by the facilitator on the results of the Spy Exercise accompanied by an overview of the day's course. This discussion was not included in the actual training session (see Chapter 3 for explanation and analysis). A recap of the day was prepared on newsprint as a visual aid. A handout on how to achieve high quality decisions was given to the participants for their present or future need.

The group was instructed to choose one reasonable
objective stated in their packets and on the easel (Appendix B, p. 153), and meet with another individual in the group in three to four weeks to discuss the progress of meeting that objective.

4:45 - 5:00

Evaluation forms were distributed to all participants. Evaluations on the workshop served as feedback from the participants. Their feedback was used to assist the trainer in the assessment of the strengths and/or weaknesses of the workshop and how to improve the content of the workshop for future training sessions (Goad, 1982). These evaluations can be found in Appendix A; Appendix B, pp. 195-196.
CHAPTER 3

EVALUATIONS

The evaluation of this workshop was based on the participants' assessments (Appendix A), my evaluation of each element of the workshop design (see workshop design in Chapter 2 and Appendix B, pp. 198-203) as it is related to research, and my observations on what occurred in the workshop.

The pilot Effective Decision Making Workshop was held on Saturday, February 7, 1987 in the N.B.C. training room, and began at 9:15 a.m. with an introduction of selves, the objectives, and the goals of the workshop. The individuals introduced themselves by stating their names, their department, what they did at N.B.C., why they wanted to take a decision making workshop, and what they expected to gain from the workshop. Seven N.B.C. employees participated; as a result, some portions of the original workshop design were modified to accommodate the smaller-than-projected number of participants. These areas of modification can be found in the following discussion.

The first exercise, The Desert Survival (see Appendix B, pp. 117-124), was successful because it demonstrated how group decision making offers individuals a broader scope of information than could be gained from the group's
members individually. Individuals were able to examine their own performance in decision making skills, listening, contributing information, and involvement with group interaction during problem solving and critical decision making. The participants expressed an appreciation concerning the content of the material presented in the Desert Survival Exercise and found it to be quite interesting and useful for future reference. Alonzo Pond, who compiled the rationale/answers was cited with some background information on him to increase the credibility and significance of the answers to the exercise.

A lecture on the Reflective Thinking Technique and the Brainstorming Technique followed the break. The lecture was enhanced with trainee participation, overhead transparencies, and the use of the chalkboard. Trainees participated by asking questions and relating the techniques to their own problems. The material covered proved to be quite valuable, interesting, and stimulating for the participants since examples involving some of their own problems and personal decisions were used to demonstrate the Reflective Thinking and Brainstorming techniques. The facilitator asked if anyone in the group had a problem or decision that they wanted to share with the entire group for the facilitator to use as an example for the Reflective Thinking Technique. This exercise was not a part of the original design, but seemed
appropriate to clarify the application of the Reflective Thinking Technique, especially since it was related to their own personal decisions. The participants freely volunteered their personal decisions and problems. This method of involvement was extremely successful since it directly involved the members' own problems. The handouts included a detailed description of the techniques, and gave participants the opportunity to refer to the techniques for future reference.

The group was given the option to continue to use one group member's problem, provided earlier, or to begin a new problem to practice the third step of the Reflective Thinking Technique which was the generation of the use of the technique. The time was appropriate to insert the brainstorming technique since it could be used for the third step of Dewey's Reflective Thinking Technique. The group opted to continue with the member's problem and strived for 45 minutes to follow the proper procedures of the brainstorming rules (see Appendix B, p. 157). For this reason the original brainstorming exercise was not used. The participants generated three newsprint pages of ideas for the group member, and the participants expressed how useful group brainstorming and decision making was because it provided various ideas from all members.

Since N.B.C.'s commissary was closed on Saturday, lunch was not delivered as planned. Instead, N.B.C. paid
for lunch at a nearby restaurant. The workshop design allocated an hour for lunch, but the lunch was extended to one hour forty-five minutes since it was held at a restaurant. To adjust for the long lunch, the Case Study Exercise (Appendix B, p. 176), was eliminated. It was replaced with a quick review of the Reflective Thinking Technique and Brainstorming Technique. The participants revealed a solid understanding and skill in those areas (see Appendix A), and so little was lost by this modification.

A lecture on "Conflict Over Six Basic Issues" was delivered as planned. This lecture was accompanied by overhead transparencies, an easel, and questions directed to participants to enhance their understanding of the lecture material (Chapter 2, pp. 28-32), which was relatively new to the entire group. The trainees expressed an interest and an increased awareness in the content of lecture material by asking questions, relating the material to their own personal experience, and requesting handouts on the material because no handouts were provided in this lecture.

Immediately following the lecture a "Meanings Are In People" exercise was distributed to the participants (Appendix B, pp. 172-173). This exercise was included to demonstrate that meanings are not in words but in the people who use and hear them, to illustrate that people attribute positive, neutral, and negative meanings to
words, and to reveal how our perceptions of words affect our communication effectiveness during decision making. This exercise was extremely successful in demonstrating how meanings are not in words, but in the people who use and hear them (Chapter 1, pp. 31-32). The participants thought the material was interesting and it provided information and an awareness about themselves on meanings and perceptions in comparison to the others. The five words used were: Bob Wright (N.B.C.'s Chief Executive Officer), interviews, supervisor, marriage, and exercise. The participants verbally expressed that these target words were appropriate, but when they had to write six associated words to each target word, it lead to a lengthy exercise (see Appendix B, pp. 138-143 for explanation of the exercise). Some participants expressed that the exercise was useful in demonstrating the purpose of meaning and perception differences among individuals, but needed to be shortened. To captivate the group's attention as a summary for this section, a quotation on perceptions from a book by Saul Alinsky was read to the group (cited in O'Donnell and Kable, 1982):

In Los Angeles four staff members and I were talking in front of the Biltmore Hotel when I demonstrated the point, saying: "Look, I am holding a ten-dollar bill in my hand. I propose to walk around the Biltmore Hotel, a total of four blocks, and try to give it
away. This will certainly be outside of everyone's experience. You four walk behind me and watch the faces of the people I'll approach. I am going to go up to them holding out this ten-dollar bill and say, 'Here, take this.' My guess is that everyone will back off, look confused, insulted, or fearful, and want to get away from this nut fast. From their experience when someone approaches them he is either out to ask for instructions or to panhandle - particularly the way I'm dressed, no coat or tie."

I walked around, trying to give the ten-dollar bill away. The reactions were all "within the experiences of the people." About three of them seeing the ten-dollar bill, spoke first - "I'm sorry, I don't have any change." Others hurried past saying, "I'm sorry, I don't have any money on me right now," as though I had been trying to get money from them instead of trying to give them money. One young woman flared up, almost screaming, "I'm not that kind of girl and if you don't get away from here, I'll call a cop!" Another woman in her thirties shouted, "I don't come that cheap!" There was one man who stopped and said, "What kind of a con game is this?" and then walked away. Most of the people responded with shock, confusion, and silence, and they quickened their pace and sort of walked around me." (p. 172).
A 15 minute break was allotted in the workshop design following the "Meanings" exercise, but this break and the morning break only lasted 5-7 minutes since there were only seven participants and they were anxious to move on with the workshop with the hope of finishing earlier than planned (see Evaluations, Appendix A). Since there were seven eager participants, the breaks were much shorter than were planned. This change gave the facilitator the opportunity to increase the pace of the workshop as well as satisfy the participants' desire to finish earlier than anticipated.

Another lecture on conflict was presented, and it covered the areas of how to recognize conflict, creative versus destructive conflict, avoiding destructive conflict, coping with conflict, and how to achieve consensus (Chapter 2, p. 49). All of the members were actively participating by contributing personal and work related conflict confrontations during decision making. This discussion served as a basis to study and discuss conflict. The group began to realize and become aware of how conflict is essential for effective decisions and how it can produce higher quality decisions than when there is no conflict (Bower, 1965; Harper and Askling, 1985). Participants were informed that the conflict must be over ideas and not personalities for it to become productive (Howell and Smith, 1956). Some individuals wanted to know
more information on personality conflict and how to cope with it (see evaluations, Appendix A). The trainees were able to reflect on their own conflicts and become aware of why the issues were at conflict. One participant realized that her conflict during decision making with another party resulted in a conflict over values, and it broadened her awareness in the areas of why conflict arises and how to recognize it.

The exercise provided in the original workshop design (Spy Exercise, Chpt. 2, pp. 50-51; Appendix B, pp. 125-134) was eliminated because it required a minimum of 12 people. The "Spy" exercise was meant to explore the impact of competition between groups during decision making, to force the members to apply their decision making techniques, and to examine the dynamics of suspicion, distrust and conflict in a group. Another exercise, the Controversial Issues Case Study Sheet, was substituted to meet the size of the group. This exercise was used to give the trainees the opportunity to recognize conflict of ideas, preferences and issues, and how to cope with them. This Controversial Issue Case Study Sheet was not successful because it did not pertain to current issues at N.B.C. (see Controversial Issues Case Study Sheet, p. 174). The members did not experience conflict, but they expressed that they became more aware of the various ideas that everyone had. A Controversial Issues Discussion Guidelines sheet accompanied the
exercise. There were too many Controversial Issues Discussion Guidelines questions to answer. The questions were well worded and appropriate, but perhaps only six questions needed to be on this worksheet instead of eleven. Eleven questions led to a lengthy exercise. The facilitator asked the group what they learned from the exercise. Goad (1986) indicates the importance of asking a group what they learned from their exercise to enhance understanding and learning reinforcement. Once the facilitator asks the group what they learned, he/she can continue by saying, "Here are some things that I observed..."

The final section of the workshop was a recap of the day which included a review of the Reflective Thinking Technique, the Brainstorming Technique, and all of the material on conflict. The participants verbally expressed what they experienced and learned from the workshop. A follow-up assignment, which was not in the original design, was given to the trainees. This assignment was intended as a means of giving the participants the opportunity to use the decision making skills and techniques after completion of the workshop. They were asked to list a few problems or decisions they were presently encountering. Then they were asked to choose one to work on and to apply the skills and knowledge that were gained in the workshop. They were told to meet with one other person in the group within two weeks to discuss
the progress. Finally, the participants were asked to complete an evaluation form and leave it on the table. Five out of seven participants completed the form. The workshop was adjourned at 4:00 p.m., one hour sooner than planned, but this early dismissal did not seem to diminish the effectiveness of the day. Seven participants do not require as much time for each exercise as do 20 participants. Also, participants expressed a desire to complete the workshop earlier than planned and took shorter breaks to accomplish this. Therefore, the quality of the workshop did not suffer because of this time difference.

On the evaluation forms, each participant ranked 10 items on a scale of one to five where "1" indicated a low (or poor and inefficient) job, "3" indicated a moderate job, and "5" indicated a highly rated (or excellent and well done) job. The ratings reflect the facilitator's performance using the criteria listed in the chart below. The following two charts reveal how the participants ranked each question on the evaluation form:
### TABLE 1

**FREQUENCY DISTRIBUTION ON EVALUATION FORM**

<table>
<thead>
<tr>
<th>CRITERIA:</th>
<th>LOW</th>
<th>MED</th>
<th>HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Involve the group:</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Illustrate &amp; clarify points:</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Hold your attention:</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Provide opportunities for application:</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Explain the various decision making techniques:</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Organize the content:</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilize a variety of group activities:</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Finalize content:</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Manage group's time:</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Utilize effective platform skills:</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 2

**MEANS AND STANDARD DEVIATIONS**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>MEAN</th>
<th>STANDARD DEVIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involve the group:</td>
<td>4.4</td>
<td>0.80</td>
</tr>
<tr>
<td>Illustrate &amp; clarify points:</td>
<td>4.4</td>
<td>0.49</td>
</tr>
<tr>
<td>Hold your attention:</td>
<td>4.2</td>
<td>0.75</td>
</tr>
<tr>
<td>Provide opportunities for application:</td>
<td>4.4</td>
<td>0.49</td>
</tr>
<tr>
<td>Explain the various decision making techniques:</td>
<td>4.4</td>
<td>0.49</td>
</tr>
<tr>
<td>Organize the content:</td>
<td>5.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Utilize a variety of group activities:</td>
<td>3.8</td>
<td>0.40</td>
</tr>
<tr>
<td>Finalize content:</td>
<td>3.6</td>
<td>0.49</td>
</tr>
<tr>
<td>Manage group's time:</td>
<td>3.6</td>
<td>0.80</td>
</tr>
<tr>
<td>Utilize effective platform skills:</td>
<td>4.2</td>
<td>0.40</td>
</tr>
</tbody>
</table>

All evaluators highly ranked the organization of the workshop's content with the highest score on the scale.

The workshop flowed with smooth transitions from one area
of decision making to another. The majority of the members indicated that the facilitator did an excellent job involving the group during the decision making workshop. The group felt they actively participated throughout the day with small group discussions guided by exercises described in Chapter Two. The members also participated by asking questions and delivering their own personal comments and experiences in decision making situations.

According to the evaluations, four participants highly agreed with a ranking of 4 that there were a variety of activities used during the decision making workshop. Only one person ranked this area with a "3." Several different exercises were used to enhance participation and understanding in the areas of decision making and conflict (Chapter 2; Appendix C).

The trainees expressed moderate to high ratings on the area of providing opportunities for application. As previously mentioned in this chapter, the Controversial Issues Case Study can and should be created to directly relate to issues at conflict at N.B.C. (or to any organization) to make the exercise on conflict more applicable.

All group members assigned high scores on the evaluation scale which indicated an excellent job on the illustration and clarification of points as well as explanation of the decision making techniques.
All individuals ranked the presenter's utilization of effective platform skills quite highly. Also, the presenter managed to hold the group's attention throughout the day. Four members ranked the facilitator in this area with a "4" while only one individual assigned a "3."

The workshop design was originally planned for 15-20 non-exempt N.B.C. employees (Chapter 2, p. 41; Appendix B, p. 198). A select group of 25-30 employees were offered the opportunity to attend the workshop through the Human Resource Department three weeks prior the workshop date. The select group was an N.B.C. Support Group, and they were not told that it was a pilot workshop. Only seven members appeared for the Saturday workshop. This affected the design of the original workshop. It had to be modified to accommodate seven participants the day of the workshop. Managing the group's time ran smoothly, but the participants indicated a need to eliminate lengthy exercises, and three members ranked this area a "3" while one member ranked it a "4" and the other a "5." The time allotted for each exercise needed to be shortened because when there are only a few participants it does not take that long to complete an exercise. If there were 20 participants, the time allotted for each exercise would be much longer. Also, when there are only a few participants, the facilitator must recognize that the group works faster. Once again, the workshop was completed one hour earlier than planned to avoid improper
use of time management.

The evaluations also consisted of open-ended questions (see Appendix A). The open-ended questions allowed the participants to freely express their opinions in the following areas: (1) strengths and weaknesses of the workshop and presenter; (2) the value of the workshop; and (3) how the workshop could be improved. The participants indicated that the workshop's strengths lay in the valuable information of the various decision making techniques, the enhancement of member awareness and knowledge in conflicts and opinions that occur in group decision making, and the well researched material. The main weakness of the workshop was the lengthiness of some exercises. One individual indicated that the workshop's pace needed to be accelerated. The workshop could be improved by using shorter exercises and including lecture material on personality conflict. Information on personality conflict and how to cope with it was a main interest to all of the evaluators. The facilitator lectured on conflicts over basic issues which did not include personalities, but focused on conflicts over resources, preferences and nuisances, beliefs, values, meanings and relationships between two parties.

The general strengths of the presenter include: professionalism, a caring attitude, well organized, very knowledgeable, at ease, well prepared, a good speaker, and a high level of energy. According to the evaluators,
there were no weaknesses of the presenter.

Finally, an overall value of the workshop was stated by the participants. Many indicated that the workshop introduced insights on decision making techniques and the reasons for the occurrence of conflict during group decision making.

The Effective Decision Making Pilot Workshop was extremely effective in presenting group decision making skills and areas of conflict to N.B.C. non-exempt employees. To illustrate that group decision making can be more effective than individual decision making, the Desert Survival Situation was applied. The participants felt that this exercise successfully demonstrated the concept of synergy in reference to the outcome of group decision making, that there is more information in the group, and that groups have an advantage over individuals in decision making because there is a greater number of approaches to a problem (Maier, 1963; Collins & Guetzkow, 1964; Barnlund & Haiman, 1980).

The facilitator presented two techniques, the Reflective Thinking Technique and the Brainstorming Technique, to the trainees to build their skills in decision making. All participants expressed that these two techniques were valuable tools to help them arrive at an effective decision (Appendix A).

The remainder of the day was spent looking at conflict during group decision making; positive and negative
aspects of conflict, why conflict occurs, how to avoid destructive conflict, and how to cope with conflict. These areas of conflict were presented through the use of lectures and two exercises, a "Meanings Are In People Worksheet" and a "Controversial Issues Case Study" sheet. The trainees actively participated by contributing personal and work related conflict confrontations during group decision making. Several participants indicated on the open-ended questions of the questionnaire, that information on conflict provided a communication awareness and increased knowledge in conflict. They also indicated an interest in understanding and coping with personality conflict (Appendix A).

The workshop provided N.B.C. non-exempt employees with two techniques to develop and enhance group decision making and communication skills in personal and business situations. It also helped them to improve their individual decision making skills. The participants designed a plan of action for continued use of the skills and knowledge in the area of effective decision making and communication in group settings.

According to the participants (Appendix A), the workshop's pace needed to be accelerated, even though the workshop adjourned one hour earlier than planned. Therefore, the original workshop design needed to be modified even more than it was to accommodate the seven participants instead of 15-20.
The facilitator was rated quite effective in the illustration and clarification of points, captivating the group's attention, providing opportunities for application, organizing the content of the workshop's material, utilizing effective platform skills, and finalizing the content. The facilitator provided a high level of energy and achieved the goals and objectives of the workshop.

We are constantly in decision making situations. Our decisions may be simple or complex and can occur in personal or business settings. We strive to attain the most effective, high quality decisions and try to avoid faulty or wrong ones.

This decision making workshop has provided N.B.C. participants with improved communication and group decision making skills. From structured exercises to open ended discussions, the participants were able to practice group decision making. Reasons for the occurrence of conflict, how to avoid destructive conflict, and how to cope with conflict during group decision making was introduced and discussed. The participants gained an awareness in conflict and applied it to their business and personal decision making situations. This workshop successfully provided the N.B.C. participants with effective decision making skills and conflict awareness.
REFERENCES


APPENDIX A

COMPLETED EVALUATION FORMS
GENERAL EVALUATION FORM

NAME: ___________________________________________ DATE: 2/8/87
ORGANIZATION: ______________________________________
DEPARTMENT: _________________________________ POSITION: __________________________

1. What were the principle strengths of the:
   Workshop: _______________________________________
   Presenter: _______________________________________
   LOTS OF ENERGY
   WELL PREPARED

2. What were the weaknesses of the:
   Workshop: MORE INFORMATION FOR MAKING PERSONAL DECISIONS
   RATHER THAN GROUP DECISIONS.
   Presenter: _______________________________________

3. The value of this workshop is:

4. This workshop could be improved by:
   INCLUDING INFORMATION FOR SOLVING PERSONALITY CONFLICTS
   THAT OCCUR IN DECISION MAKING

5. How well did the presenter:

<table>
<thead>
<tr>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOW</td>
<td>HIGH</td>
</tr>
<tr>
<td>Involve the group:</td>
<td>1</td>
</tr>
<tr>
<td>Illustrate &amp; Clarify points:</td>
<td>1</td>
</tr>
<tr>
<td>Hold your attention:</td>
<td>1</td>
</tr>
<tr>
<td>Provide opportunities for application:</td>
<td>1</td>
</tr>
<tr>
<td>Explain the various decision making techniques:</td>
<td>1</td>
</tr>
<tr>
<td>Organize the content:</td>
<td>1</td>
</tr>
<tr>
<td>Utilize a variety of group activities:</td>
<td>1</td>
</tr>
<tr>
<td>Finalize content:</td>
<td>1</td>
</tr>
<tr>
<td>Manage group's time:</td>
<td>1</td>
</tr>
<tr>
<td>Utilize effective platform skills:</td>
<td>1</td>
</tr>
</tbody>
</table>
GENERAL EVALUATION FORM

NAME: __________________________________________ DATE: 2/7/87

ORGANIZATION: ____________________________ DEPARTMENT: __________

POSITION: ________________________________

1. What were the principle strengths of the:
   Workshop: _______________________________
   Presenter: _______________________________

2. What were the weaknesses of the:
   Workshop: _______________________________
   Presenter: _______________________________

3. The value of this workshop is:
   ______________________________

4. This workshop could be improved by:
   ______________________________________

5. How well did the presenter:
   _______________________________________

<table>
<thead>
<tr>
<th></th>
<th>LOW</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involve the group</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Illustrate &amp; Clarify points</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Hold your attention</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Provide opportunities for</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>application</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain the various decision</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>making techniques</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organize the content</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Utilize a variety of group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finalize content</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Manage group's time</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Utilize effective platform</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GENERAL EVALUATION FORM

NAME: 
ORGANIZATION: NBC 
DEPARTMENT: 
POSITION: 

DATE: 2/18/87

1. What were the principle strengths of the:
   Workshop: IN-DEPTH EXPLORATION OF THE TECHNIQUE 
   OF NEGOTIATION IN THE CONTEXT OF CONFLICT
   Presenter: PROFESSIONAL, WELL POLISHED, WELL PREPARED, 
   CAPTIVATING, ATTENTION TO DETAIL, HIGH ENERGY, 
   SPEAKS CLEARLY

2. What were the weaknesses of the:
   Workshop: NEED TO CUT DOWN LENGTH OF SOME EXERCISES
   Presenter: 

3. The value of this workshop is:
   ACHIEVED SKILL IN EFFECTIVE DECISION MAKING 
   TECHNIQUES - FREE THOUGHT - BRAINSTORMING, ALLOCATING 
   RESOURCES IN CONFLICT - PERSONALITY RECOGNITION, COPING

4. This workshop could be improved by:
   SOLVING PERSONALITY CONFLICTS - INFO. ON 
   PERSONALITIES OF CONFLICT PARTICIPANTS

5. How well did the presenter:

<table>
<thead>
<tr>
<th>HOW WELL</th>
<th>LOW</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involve the group:</td>
<td>HIGH</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illustrate &amp; Clarify points:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Hold your attention:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Provide opportunities for application:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Explain the various decision making techniques:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Organize the content:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Utilize a variety of group activities:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Finalize content:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Manage group's time:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Utilize effective platform skills:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
GENERAL EVALUATION FORM

NAME: Nazma Date: 21/7/87
ORGANIZATION: Affl. Advertising NBC
DEPARTMENT: Affl. Advertising POSITION: Coordinator

1. What were the principle strengths of the:
   Workshop: Awareness building of differing opinions, techniques of intelligent decision making.
   Presenter: Professional, caring.

2. What were the weaknesses of the:
   Workshop: Lengthy.

3. The value of this workshop is:
   Expanded views toward conflicts and established decision-making procedures.

4. This workshop could be improved by:
   Shorten exercises.

5. How well did the presenter:

   LOW 1 2 3 4 5
   HIGH

   Involve the group: 1 2 3 4 5
   Illustrate & Clarify points: 1 2 3 4 5
   Hold your attention: 1 2 3 4 5
   Provide opportunities for application: 1 2 3 4 5
   Explain the various decision making techniques: 1 2 3 4 5
   Organize the content: 1 2 3 4 5
   Utilize a variety of group activities: 1 2 3 4 5
   Finalize content: 1 2 3 4 5
   Manage group's time: 1 2 3 4 5
   Utilize effective platform skills: 1 2 3 4 5
GENERAL EVALUATION FORM

NAME: Paula Wagner
ORGANIZATION: Anchor
DEPARTMENT: Anchors
POSITION: Coordinator

DATE: 2/7/87

1. What were the principle strengths of the:
   Workshop: Ran smoothly, covered the objectives
   Presenter: An organized, very knowledgeable

2. What were the weaknesses of the:
   Workshop: Time frame per exercise or section could be more structured
   Presenter: 

3. The value of this workshop is:
   Provides a new perspective on decision making techniques & reveals new insights

4. This workshop could be improved by:
   More information about personality

5. How well did the presenter:

<table>
<thead>
<tr>
<th>LOW</th>
<th>HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involve the group:</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Illustrate &amp; Clarify points:</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Hold your attention:</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Provide opportunities for application:</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Explain the various decision making techniques:</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Organize the content:</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Utilize a variety of group activities:</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Finalize content:</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Manage group's time:</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Utilize effective platform skills:</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>
FACILITATOR'S TRAINING MANUAL

APPENDIX B
INTRODUCTION

The decision making manual has been designed to enhance the impact of design and convenience in implementation for the facilitator, teacher, instructor, leader, and/or presenter. The packaged materials are flexible, allowing the facilitator to adapt to his/her own needs, environment and routine. One does not have to be an expert in the field of communication and decision making, but it is wise become familiar with the materials to allow one to develop a program that is rewarding for the employee.

GOALS AND OBJECTIVES

GOALS - To develop and enhance the decision making skills of NBC non-exempt employees in personal and business situations which will foster effective independent and group decision making and improved communication in group settings.

OBJECTIVES - At the completion of the "Effective Decision Making" workshop, participants will be able to:

1. DEMONSTRATE the various techniques involved in effective individual and group decision making.

2. IDENTIFY:
   a) Faulty decision making.
   b) Techniques used to enhance effective, high quality decisions.
   c) The process involved in group decision making.
   d) Reasons for the occurrence of conflicts, positive vs. negative conflicts, and prevention guidelines.

3. USE the various types of decision making techniques.
4. **MAKE** work-related and personal decisions by incorporating the skills and techniques developed.

5. **DESIGN** a plan of action for continued use of skills and knowledge acquired in the area of effective decision making.

**TRAINING DESIGN**

For the facilitator's convenience, one training design has been developed as a source for creating a training program. This design offers the possibility of how a trainer might approach his/her workshop schedule. The training design is located in Chapter 9.

**CHAPTER LISTINGS**

This package consists of nine decision making chapters. The first four chapters provide theory and application. **CHAPTER ONE** provides an introduction to decision making. It unfolds the definitions of decision making, communication and decision making, individual vs. group decision making, the differences between decision making and problem solving, and the choices individuals have for making decisions. **CHAPTER TWO** delves into the process and techniques of decision making. Each decision making technique or important element of decision making is formatted in an outline accompanied with a brief description and rationale for the use of the method provided. **CHAPTER THREE** confronts the issues of conflict in decision making. It includes the different types of conflicts, where, why and how conflicts occur, conflict prevention, the positive and negative aspects of conflict, and how to deal with conflict. **CHAPTER FOUR** furnishes information on faulty decision making. It includes how faulty decisions occur and how to avoid them. **CHAPTER FIVE** supplies various structured activities to elevate class participation and apprehension. **CHAPTER SIX** provides case discussions. **CHAPTER SEVEN** provides class handouts. **CHAPTER EIGHT** consists of different evaluation forms and **CHAPTER NINE** provides a training design.
CHAPTER 2

DECISION MAKING PROCESS AND TECHNIQUES

We make a decision or several decisions every day. Each one of us has learned some method of decision making somewhere in life. However, people have varying degrees of skill and differing styles of decision making. One way in which people can improve their decision making skills is to understand the process and phases of decision making as well as to identify the characteristics related to the quality of group decisions. It is important to be able to do this before plunging into the various techniques that can be used to reach effective decisions.

Many researchers have devoted a great deal of time in studying the group decision making process (how groups arrive at their decisions) or the dramatic phases that occur during decision making. Tubbs (1984) and Barnlund and Haiman (1980) labeled this type of study which focuses on the emergence of decision making the "descriptive" approach. The descriptive method reveals how the group arrives at a decision as contrasted with the "prescriptive" method, which is described as how a group should arrive at a decision; that is, the techniques and skills involved in reaching effective decisions.

Hirokawa and Scheerhorn (1985) have illustrated how groups arrive at a decision, while Fisher (1970) demonstrated the major phases which are identifiable during decision making. It is important to identify the process and phases that occur to assist in the knowledge of how a particular decision emerges. Then, we can apply the various skills and techniques offered by researchers in the field of communication and decision making. The following is an illustration of the process and phases involved in group decision making to help the facilitator explain to the learners how a group arrives at a decision.

HOW A GROUP ARRIVES AT A DECISION

(Hirokawa & Scheerhorn, 1985)

STEP ONE: Group Assesses the Situation

a) There is an attempt to clarify or fully comprehend the circumstances that the group is encountering.

1. Various questions may be asked to help the members clarify the circumstances.
2. Examples of questions:
   a) What events occurred?
   b) What were the outcomes of these events?
   c) What types of harm evolved from the outcomes?
   d) Who received the harms?
   e) Why did the situation occur?

b) The group begins to rely on their information base to understand the situation.

1. The information obtained by the group members may be from outside sources or through their own members.

2. Some of the information presented may be rejected by the group's members, because the information may have proved to be invalid or unreliable.

3. The information base consists of data accepted by the group.

Once the group understands the situation, it will proceed onto one of two directions:

STEP TWO (a)  
Group members strive for alternative action.  
   a) Members examine the set of choices.  
   b) Members generate many alternative choices.

STEP TWO (b)  
Group members identify the objectives of their goal.  
   a) Members try to reach consensus.  
   b) Members seek to avoid negative outcomes as a result of its choice, making.

STEP THREE (a)  
Group members follow step Two(b).

STEP THREE (b)  
Group members follow step Two(a)
STEP FOUR: The group's members assess the positive and negative consequences associated with the various alternative choices.

a) The members identify the positive and negative ramifications that the alternative choices may have.

b) The members compare the positive and negative qualities of the various alternatives to determine which choice offers the best fraction of the outcomes.

c) To assess the positive and negative consequences the group's members may rely on the group's information base and the group's knowledge and/or experience of similar events or actions.

STEP FIVE: The group arrives at the decision.

* If the decision is dubious, members may rebound to Step Two(a) or to Step Two(b).
FOUR DIFFERENT PHASES THAT OCCUR IN GROUP DECISION MAKING (Fisher, 1970)

PHASE 1: Orientation Phase.
   a) Each group member becomes acquainted with his or her social position within the group.
   b) Socializing occurs.
   c) Members do not assert their decisions on the matter because they are not sure how to manage the task.
   d) There is agreement on the comments from others.
   e) There is a search for ideas and direction to aid the member's decision making efforts.
   f) This phase includes the formation of one's opinions.
   g) Ambiguity of opinions and comments emerge.

PHASE 2: Conflict Phase.
   a) The members are aware of the group's direction.
   b) The members are aware of the decision proposals.
   c) Disagreement occurs.
      1. Conflict of ideas.
      2. Disagreement with the unfavorable comments more than the favorable.
   d) There are efforts made to persuade disfavoring members.
   e) Argumentation occurs from the differing of opinions.
   f) Members within the group provide data and evidence to support their beliefs.
   g) Ideas are tested and challenged.
PHASE 3: Emergence Phase.

a) Conflict and argument begin to dissipate.

b) Some conflict remains, therefore, the reduction of conflict is dilatory.

c) A recurrence of the ambiguity of one's opinions and comments emerge once again.

d) Group members achieve consensus toward a decision.

PHASE 4: Reinforcement Phase.

a) Verifying one's suggestion is no longer necessary.

b) Argument is no longer important.

c) There is an expression of more favorable attitudes to reinforce the favorable opinions.

d) A sense of unity is uprooted since all members are in agreement. They all strive to reveal that agreement through reinforcement.

There is no one correct technique to any given decision making circumstance, but researchers such as Dewey (1910), Osborn (1953), Nelson, Patelle and Monroe (1974), Larson (1969), Harris and Schwahn (1961), Kepner and Tregoe (1965), and Pfeiffer and Jones (1969) have developed effective techniques that we may choose and apply with our own preference within a specific situation. Decision making techniques are useful to learn and adopt since a technique can be applied to any decision that must be made.

Larson (1969) experimented with different groups using one of three types of techniques (Single Form, Ideal Solution Form, and Reflective Thinking Technique) or the No Pattern Form (no technique at all). He had the groups solve problems to discover the "best" answer which had already been previously determined by experts. The group that used a technique to arrive at their decision found the "best" answer more often than the groups that did not use any particular method. Ideally, it is advantageous to learn the techniques that Larson tested and apply any particular technique that one feels comfortable with in a decision making position.
One of the most popular and widely used technique is the Reflective Thinking Method which was developed by John Dewey in 1910. The Reflective Thinking Process was originated for individual decision making, but it has been adopted by groups that also strive for effective decisions. The Reflective Thinking Technique can be used for individual or group decision making.

**REFLECTIVE THINKING TECHNIQUE (Dewey, 1910)**

**STEP 1: PROBLEM PHASE**

A. Identify the problem

1. Determine what situation is creating the occurrence of the problem.
2. Discover how the problem emerged.
3. Find what difficulties the problem(s) possesses.
4. Know to what degree the difficulty is.
5. State what needs to be clarified.

B. Analyze the difficulty

1. List the facts of the problem.
2. Facts must be found.
3. A collection of all available data and assessment must be done before trying to determine the cause of the trouble.

C. Analyze the causes

1. List all possible causes of difficulties.
2. Determine the origin of the causes.

**STEP 2: ESTABLISHMENT OF THE CRITERIA PHASE**

A. State the principle requirements of the solution.
B. Determine the limitations that are to be placed on a solution.
C. Determine the relative importance of the criteria.
STEP 3: SOLUTION PHASE

A. Find all possible solutions.

B. Test how good each solution is:
   1. Determine how it would satisfy the criteria.
   2. List the unfavorable consequences.
   3. List the favorable consequences.

C. Find the best solution.
   1. Rank the solution.
   2. Test to see if a combination of solutions is best.

STEP 4: IMPLEMENTATION PHASE

List and follow the steps that it takes to put the decisions or solution into effect.

The most appropriate times to follow the Reflective Thinking Technique would pertain to an individual or group's decision that weights important consequences. The "importance" is determined either by the individual executing his/her own decision or the group as a unit making their decision. This technique should be used on decisions which require a complete process of reflective thinking, digging into the depths of one's mind.
The Single Question Form, developed by Harris and Schwahn (1961) is an efficient decision making method. The technique provides a pattern to narrow a topic and makes it work into answerable questions and sub-questions. Practically no time is even allowed for broad ramifications of the problem even if the individual or group does not have enough information to answer sub-questions. This method forces a "best" guess about the decision. Once all of the questions are answered, the group arrives at only a single solution for the decision. There is no brainstorming for possible solutions in this method. The following list of questions is the agenda of the Single Question Form.

SINGLE QUESTION FORM (Harris & Schwahn, 1961)

1. What is the one and only question that the group needs to know to accomplish its purpose?
2. What sub-questions must be answered before answering the single question formulated?
3. Do I/we have enough information to answer the sub-questions? (If yes, then answer them. If no, continue.)
4. What are the most reasonable answers to the sub-questions?
5. Assuming that the sub-questions are correct, what is the best possible solution to the problem?

Another efficient method that can be used for group decision making is the Ideal Solution Form (Kepner & Tregoe, 1965). This formulates the problem in the first step. Kepner and Tregoe's Ideal Solution Form includes the following questions:

1. Are we agreed on the nature of the problem?
2. What is the ideal solution from the perspective of all the members involved in decision making?
3. What conditions within the problem could be changed for the ideal solution to be achieved?
4. Of all the solutions available, which solution is the best?

Brainstorming (Osborn, 1953) is another popular and widely used technique devised to generate ideas for alternative choices during a decision making process. Brainstorming can be applied in Dewey's Solution Phase, and is recognized in Hirokawa and Scheerhorn's observation of the group's attempt to strive for alternative actions. Brainstorming can be applied to almost every decision making technique. Osborn illustrates how a person or a group of people can arrive at a variety of alternatives.
and provides a critical technique that can assist anyone during decision making. The following rules for brainstorming are given in an outline format.

BRAINSTORMING TECHNIQUE (Osborn, 1953)

I. PLACE JUDGMENTS AND EVALUATIONS TEMPORARILY ASIDE
   A. Incorporate the "try anything" attitude.
   B. Do not find any faults. It interferes with ideas.
   C. One's criticism may destroy ideas.
   D. All thoughts stem from ideas.

II. LET YOUR IMAGINATION GO!
   A. The more crazy the ideas, the better.
   B. It is easier to calm down ideas than to think of them.
   C. A crazy idea may be the only solution to bring out a good one.

III. THINK OF AS MANY IDEAS AS POSSIBLE
   A. Quality stems from quantity.
   B. When there are more ideas to choose from, there is a greater chance for a good one to emerge.
   C. Try many different creative approaches to generate ideas.

IV. LOOK FOR COMBINATIONS AND IMPROVEMENT
   A. All ideas do not have to be original.
   B. Combine previously mentioned ideas.
   C. Improve and enhance the ideas.
   D. If brainstorming in a group, take advantage of the group's association and diversity of ideas.

V. RECORD ALL IDEAS

VI. EVALUATE EACH IDEA AT A LATER SESSION
   A. Each idea must be approached with a positive attitude.
   B. Examine and test each idea.
   C. Judgments are to be applied slowly.
After ideas have been generated, an individual or a group as a whole unit should think of adding, subtracting, multiplying and dividing the different ways of modifying all the ideas.

There is also a method that may be used to supplement the brainstorming technique. Nelson, Patelle, and Monroe (1974) designed a list of topical clues that are used to stimulate idea generation. They feel that the application of a topical system aids the creative process in decision making and is a valuable extension to the brainstorming technique. The topical system can be easily linked with the brainstorming technique. This can provide an individual or group members with a structure to maximize idea creation. The 16 topics include:

1. Existence  
2. Degree  
3. Spatial  
4. Time  
5. Motion  
6. Form  
7. Substance  
8. Capacity to change  
9. Potency  
10. Desirability  
11. Feasability  
12. Causality  
13. Correlation  
14. Genus-species  
15. Similarity or dissimilarity  
16. Possibility or impossibility.

Although one may apply the effective techniques described, individual and group decision makers should recognize the many factors that impede decision making effectiveness. Elbing (1978) posits several obstacles that we may encounter during our decision making process.
SEVEN FACTORS THAT IMPEDE
THE EFFECTIVENESS OF DECISION MAKING (Elbing, 1978)

I. EQUATING NEW AND OLD EXPERIENCES

A. Not every situation or outcome is the same.
B. A reliance on past experiences compels one to search for the similarities between the old and new experience and to reduce the situation to the stipulation of the old one.
C. Experience is useful, but Elbing states, "... in general people merely learn an experience rather than learning from that experience."
D. Treat each situation in its own way.

II. EVALUATION

A. Inquire, do not evaluate.
B. Plunge into a fuller understanding of the situation.

III. CONFUSING SYMPTOMS AND PROBLEMS

* Search beyond the symptoms to discover the problems.
EXAMPLE: A new secretary is hired in a department. The boss notices that for the entire week the memos are misfiled, the stock supply room has been depleted, the computers are left on over night, and the desk is disorderly. The boss may respond to these stimuli without further investigation and accept the situation as problems. On the other end of the spectrum, these stimuli may be evidence that the secretary is having difficulty adjusting to the demands of the job and needs help.

IV. DEALING WITH PROBLEMS IN THE TERMS WHICH IT IS PRESENTED

A. Investigate the situation before dealing with the problems.
B. Ask questions related to the problems.

V. DIRECTING DECISIONS TOWARD A SINGLE GOAL

A. Do not overlook goals that are more relevant in a specific situation.
B. Maintain a vivid picture of the goals.
VI. OVERLOOKING "UNSOLVABLE" PROBLEMS

A. Those situations that have been endured for any length of time as a problem situation may be labeled "unsolvable."
B. Find the factors that cause the problem.

VII. LOOKING AT THE REFERENT

A. First, consider the evaluator.
B. Understand why the evaluation was made.
C. Understand what evidence supports it.
D. Understand what the circumstances were.
E. After the above steps, then one may decide whether or not to agree with the evaluator.

Almost everyone who is involved in individual or group decision making wants to arrive at a high quality decision. What constitutes a high quality decision? What are the characteristics related to the quality of individual and group decisions? Hirokawa and Pace (1983) studied how the group communication process functions to effect the quality of group decisions.

CHARACTERISTICS RELATED TO THE QUALITY OF GROUP DECISIONS (Hirokawa & Pace, 1983)

1. THE WAY THAT GROUPS EXAMINE OPINIONS AND ASSUMPTIONS MADE BY MEMBERS

• For a high quality decision, members must carefully examine opinions and assumptions made by members in the group.

• Low quality decisions develop because group members accept the opinions and assumptions from others without considering their validity.

2. THE WAY WHICH GROUPS EVALUATE ALTERNATIVES

• For a high quality decision the members must carefully evaluate the alternatives in correlation with the established criteria. When a group carefully and thoroughly examines each alternative to determine whether it meets the criteria for a "good" decision, it increases its chances of detecting any flaws or problems with the alternatives.

• Low quality decisions occur because the alternatives are not tested against the criteria. A poor decision may occur because the group members did not discover that the selected alternative did not meet the criteria.
3. THE NATURE OF DECISIONAL PREMISES

- High quality decisions are based on facts, assumptions and inferences found in the information presented.

- The information (facts, assumptions, inferences) that a group possesses serves as the basis for their choice.

- When a group selects an alternative choice over other available options, it is done because they believe that the choice is extracted from certain facts, assumptions and/or inferences which they have accepted to be true.

- The facts, assumptions, and inferences that the members cling to as true serve as premises which decisions are made.

- If the facts, assumptions and inferences that appeared to be the basis for the group's decision are not valid and accurate, then there is a greater chance that the group will arrive at a low quality decision.

4. INFLUENCE OF THE GROUP'S MEMBERS ON THE GROUP

In just about every group, there is a member or members who have the ability to influence the stream of thought and discussion in a group. When a member forces a group to a high quality decision, the group tends to arrive at a higher quality decision. Influential members are more likely to persuade the group to accept certain information as being true, and then they are able to convince the group to accept certain alternatives over others based on the "facts" that he/she has convinced the group to accept. There are also members that force negative influences on a group. They can prevent the group from striving toward a high quality decision.

Hirakawa (1985) continued to expand on his research in group decision making and still confirms that a high quality decision is apparent when group decision making is dependent upon the group's ability to appraise the negative qualities associated with the alternative choices.

Effective decision making is something that everyone wants to accomplish. The techniques provided in the previous pages are only guidelines to aid us in the process of decision making. In group decision making, group consensus breeds higher quality decisions (Poole, 1985; Horokawa, 1980, 1982, 1983; Hirokawa & Pace, 1983;
Pfeiffer & Jones, 1969). Hirokawa (1980, 1982, 1983) emphasizes that the more a group interacts and agrees on the criteria for the final decision, the more effective the final decision will be. All group decision makers should always strive for consensus. Pfeiffer and Jones (1969) offer four basic rules to help group members achieve consensus.

FOUR RULES TO HELP GROUP MEMBERS ACHIEVE CONSENSUS
(Pfeiffer & Jones, 1969)

• Avoid arguing for your own individual judgments. Approach solutions on the basis of logic.

• Avoid changing your mind just to reach an agreement or to avoid conflict. Support the solutions you are able to agree with.

• Avoid "conflict-reducing" techniques such as majority vote, averaging or trading.

• View differences of opinion as helpful and not a hindrance in decision making.
CHAPTER 3

CONFLICT

During the course of individual or group decision making, conflict can, and often will, occur. Frost and Wilmot (1978) describe conflict as an "expressed struggle between at least two independent parties, who perceive incompatible goals, scarce rewards, and interference from the other party in achieving their goals." According to Deutsch (1969), conflicts arise whenever incompatible actions prevent, destruct, and interfere with effective decision making. They may occur intrapersonally (within a single person), interpersonally (between two or more people), in an intragroup setting (within a single group) or an intergroup setting (between two or more groups). Deutsch (1969) states that there are different types of conflicts. These conflicts include the veridical, contingent, displaced, misattributed, and false conflict.

The veridical conflict exists objectively, and it is perceived accurately. It is difficult to solve this type of conflict unless there is complete cooperation between the two parties. It can be solved if the two are able to agree upon a jointly accepted mechanism such as drawing straws or flipping a coin. An example of a veridical conflict can be seen when two roommates are trying to decide who gets the spare bedroom in their apartment. One roommate may want to use the room as a workout center and the other may want to use it as a computer room. The two have a true conflict, especially if their time schedules for usage of the room are identical.

A conflict which is dependent on rearranged circumstances, but is not recognized by the conflicting parties, is a contingent conflict. The example given from the previous paragraph for the veridical conflict would be a contingent one if there were an attic or garage that could be converted to a workout center or a computer room. This type of conflict dissipates when an available resource for satisfying the "conflicting" needs are met.

The displaced conflict is a type of conflict when two or more individuals are arguing about the wrong thing. In displaced conflict the experienced conflict is the manifest conflict while the conflict that is not being expressed is the underlying conflict. An office dispute involving two secretaries who both need to use the computer to complete his/her own assignment can be a displaced conflict. The underlying conflict, or the real thing that they are arguing about, may be that the two are fighting to obtain what each considers his or her own fair share of the office equipment. The manifest conflict can only be resolved temporarily unless the underlying
conflict is settled or if the two conflicts are handled in isolation.

A conflict which is between the wrong parties and usually over the wrong issues is labeled a misattributed conflict. A coordinator who blames his/her secretary for purging a file when the secretary's director ordered him/her to, may be the victim of a misattributed conflict.

A latent conflict is one that should be occurring, but it is not. It may not be occurring because it is either repressed, displaced, or misattributed.

The final type of conflict that Deutsch (1969) reveals through his research is the false conflict. This conflict has no objective basis. It implies misunderstanding, and although a conflict may begin as false, it may elicit attitudes and behavior that transform it into a true conflict.

Deutsch (1969) and Buley (1979) attest that there are conflicts over five basic issues. The issues are given below.

CONFLICTS OVER SIX BASIC ISSUES (Deutsch, 1969; Buley 1979)

1. CONTROL OVER RESOURCES
   • Space
   • Money
   • Property
   • Prestige
   • Food

   This occurs because the resources are nonsharable, especially if both parties seek possession or part of it.

2. PREFERENCES AND NUISANCES

   This issue exists when the preferences of one person(s) impinges on others. This is a symbolic struggle because the underlying issue is vague to others. A crash in conflict may occur if one employee enjoys watching television in his or her office, and another employee in the same area loathes the sound of television while working. This is a conflict over preferences. Or, the office neighbor who blasts the radio from a paper thin wall may create a nuisance or disturbance to another individual. These are both issues over preferences and nuances.

3. BELIEFS

   O'Donnell and Kable (1982) state, "A belief is an inference that a person makes about the world. It is a cognition about the existence of things, events, ideas, and
persons." Beliefs can be about a past, present or future event. It can also be conceptual in nature which is based on experience. For example, we believe that the sun sets in the west. This is a conceptualized belief. A belief can also be about causal connections. There are thousands of beliefs. They are not all equally important. Some beliefs can be changed easily while others are more difficult. Milton Rokeach (1969) indicates that there are five basic levels of beliefs. These levels of beliefs are:

- **PRIMITIVE:** Based on a unanimous consensus. This consensus is by the members of society or universe, or one which is a strong conviction for an individual. For example, people believe where they are born, how old they are, etc.

- **PRIMITIVE:** Based on a zero consensus. These beliefs are private and personal. They are not by universal consensus. A primitive-zero consensus may be, "I believe Dad and Mom love me."

- **AUTHORITY:** Based on highly credible sources of information or people. One may believe in the bible because the bible has authority.

- **DERIVED:** Based on the derivation from previous beliefs. One may believe that abortion is morally wrong. This can be derived from a previous belief in the Pope.

- **INCONSEQUENTIAL:** Not central to other beliefs. These beliefs do not affect other beliefs and can be changed immediately. For example, one may prefer speaking to someone in person over speaking to someone over the telephone because he/she believes that it is more effective.

During a conflict of belief, one must remember that the more primitive the belief, the more difficult it is to change.

4. **VALUES**

Buley (1979) supports Deutch's findings in this area. He states that individuals carry different values and they may clash. Many primitive beliefs are values. Rokeach (1969) expresses that values are enduring beliefs. They do
not change easily and many are long lasting. Values are particular kinds of beliefs that are abstract measuring sticks of how a person ought or ought not to behave.

Values make a difference in what one does. It is difficult to agree on values because some are extremely personal. Many communication breakdowns and conflicts occur because there are so many differing values. Rokeach (1969) indicates that there are five assumptions of values. The five assumptions include:

- There are a small number of values.
- Everyone has the same values, but in differing degrees.
- Values are organized into hierarchies, occur in hierarchy, vary in situations, and change with time. Whatever is threatened, that value becomes more important. Example: If one's freedom is threatened, that value will become the most important in one's life.
- People learn values and live them.
- Values reveal themselves through behavior. The way in which one acts reflects his/her values.

A value conflict offers individuals an opportunity to learn and increase one's awareness that people are different. When there is an area of importance to two or more decision makers, the chances of conflicts emerging are increased. One individual may value human life greater than any other values, therefore that person may be against abortion. On the other end of the spectrum, another individual may value the right for people to decide what happens to their own bodies, and that person may be a pro-abortionist.

5. RELATIONSHIP BETWEEN TWO PARTIES

Two parties may have opposing views and desires in their relationship, and each one may try to exceed in dominating. Quite often a conflict over a relationship is too difficult to tackle and it becomes displaced, latent or misattributed.

6. MEANINGS

Conflicts can erupt from one more issue. Buley's (1979) findings indicate that there are conflicts of meanings. He insists that one must take the other's perspective. When people interact with others, they tend
to assume that what one says or does is a response caused by what other people do or say. Meanings are not in words, they are in people. Concepts are based on common meanings among people. Each individual has his/her more detailed meaning attached to a concept held by many others. It is these details that can cause perception differences. Alfred Korzybski (1921) explains how people get meanings.

- Meanings are in people, not in words or symbols.
- Meanings change. They change with time. In the 1800's, the word "gay" triggered the interpretation and underlying, common meaning to society as "merry" or "happy." Today, over 1,000 years later, the word "gay" means to most people "homosexual."
- Avoid signal responses to symbols. People tend to react to language like they do to a traffic signal. This is an indication that many people have been manipulated. Try to view and grasp the meaning of words and phrases as they may mean to others.
- Avoid generalization. We make mistakes by generalizing what people say.

Many times in group decision making, people want to do things in a different way. This is the concept of incompatible goals. For conflicts to emerge, the differences must be pronounced and communicated (Pace, 1983). They can be expressed through nonverbal kinesics, physical brawls, sarcasm, and verbal attacks. We may detect the gradual development of conflicts by recognizing their signs. These early conflict indicators include unfriendly tones, lapses in attention, slumping, turning away, or harsh verbal expressions. Some individuals have their own personal conflict styles (Hall, 1969; Blake & Mouton, 1970; Kilmann & Thomas, 1975). It is beneficial to be able to identify the widespread personal conflict styles that individuals possess, because it enables us to realize what is happening and that actions should be taken to prevent individuals from interfering with effective decision making.

Many people depict the competitor style of conflict. This person strictly pursues his/her own goals and desires at the expense of others. A competitor views losing as an indication of weakness and reduced status. He/she believes that winning is the ultimate route to accomplish any goal.

Others may have the characteristics of an accommodator. These people are nonassertive, cooperative and declare that consonance should prevail at all times. Frequently, the accommodator ignores his/her own concerns and is in favor of the others. This leads to dissatisfaction because when a decision is attained, the accommodator may accept it,
but later he/she wishes that his/her own opinions had been expressed.

Individuals may incorporate a compromising attitude. A compromiser emphasizes that everyone involved in a disagreement will lose. This person has a record breaking pattern of capitulating.

Avoiders are individuals who view conflict as unproductive and punishing. They refuse to be concerned with conflict, and they reveal their impersonal reactions to decisions accompanied with very little commitment to future action.

Decision makers also possess the characteristics of a problem solver. When these people are active in the group, it creates a situation which the goals of all parties can be accomplished. The problem solver seeks to establish consensus. This personal conflict style is more productive for the group, and individuals should strive for this personal conflict style.

Anecdotally, many people believe that conflict within oneself or within a group during decision making is a drawback toward accomplishing goals. While it is true that disagreements can result in unpleasant experiences, hard feelings and personal apprehension, research has disclosed how conflict is beneficial and constructive to a decision making process. Disagreements lead to a reexamination of opinions, a sharing of diverse ideas, and the discovery of creative solutions (Bower, 1965; Harper & Askling, 1985). Disagreement is essential for effective decisions and it produces higher quality decisions than when there is no conflict.

For group decision making, any good discussion thrives on conflict (Howell & Smith, 1956). The conflict, however, must be a conflict of ideas and solutions and not personalities. Just because a group operates on cooperation does not mean there will be an absence of conflict. Deutsch (1971) emphasizes that conflict has positive consequences.

Conflict can be used creatively and constructively. Researchers offer suggestions to how we can constructively use conflict (Barnlund & Haiman, 1960; Feldman, 1985). There are two differences that need to be managed to use conflict creatively and constructively (Barnlund & Haiman, 1960): differences in understanding and the differences based on feelings.
Differences in understanding:

- Discover what the other person or party means.
- Test the validity of evidence and reasoning. This is important because it is always possible for two people to reason from the same data and arrive at different conclusions. Remember to locate the source of the evidence and determine how accurate it is.
- Identify a basic goal.

Differences based on feelings:

- Increase the self esteem of those with whom there is disagreement. Try to provide ego support.
- Encourage the members to probe into the issue by asking open-ended questions. This provides an atmosphere of inquiry.
- Involve each member in the discussion.
- Use summaries to show the group where it has been going.
- Always aim toward achieving consensus.

There are different types of conflict strategies that we may choose to incorporate (Feldman, 1985). These strategies include conflict avoidance, conflict defusion, conflict containment, and bargaining. The types of strategies are given below.

**TYPES OF CONFLICT STRATEGIES (Feldman, 1985)**

I. CONFLICT AVOIDANCE

A. Ignore the conflict

The conflict can be ignored through the absence of action. This is effectively used when:

1. Conflict issue is trivial.
2. Issue is symptomatic of other basic issues.
B. Impose a solution

1. Force the conflicting parties to accept a solution.
2. This is an ineffective conflict resolution strategy.

II. CONFLICT DEFUSION

A. Smoothing

Alderfer (1977) indicates that intergroup conflict occurs often between older and younger parties because of their differences in political views and moral values.

1. Smooth the situation by persuading the members that they are not so far apart from their viewpoints as they think they are.
2. Indicate similarities in their positions.

B. Appeal to superordinate goals

1. Focus the group’s attention on the higher goals. This makes the current problem seem insignificant (Sherif, 1958).
2. It must be mentioned that it is not easy to discover superordinate goals because:
   a) It requires cooperation.
   b) The rewards must be high.
3. The most common superordinate goal in an organization is its survival.

III. CONFLICT CONTAINMENT

A. Use representatives (Blake & Mouton, 1961). Representatives usually know the problems and can demonstrate the group's opinion and point of view.

B. Structure interaction

1. Interaction increases the amount of contact.
2. Provide constraints on how many issues can be resolved.
3. Decrease the amount of time between the decision making meetings.
4. Decrease the interaction between the conflicting parties during early stages of conflict.
5. Decrease the formality during decision making discussion.
C. Bargaining

1. This includes an exchange of concessions until a compromised solution is achieved.
2. Bargaining tends to increase the demands of the conflicting parties.

IV. CONFLICT CONFRONTATION

A. Confront conflicts through the use of problem solving.
B. Create self constructive work groups.

Verderber (1982) also suggests various methods of how we can cope with conflict in a positive way.

HOW TO COPE WITH CONFLICT (Verderber, 1982)

1. Do not be afraid of conflict when it occurs.
   - Conflict can make the group examine alternatives.
   - Conflict tests the group's thoughts.

2. Strive for a group perspective.
   - Create a discussion with a focus on the benefits for the group and not the individuals. A group's goal is supported by all of its members.

3. Collect supportive material related directly to the issue at conflict.
   - With a fact conflict, inference and/or definition, delay it until information is gathered to support it.

4. Try to be open-minded about others' view points.
   - Do not be dogmatic. A dogmatic person is one who clings to his/her own values, and critiques others based on his/her own.
   - Open-mindedness allows one to seek for consubstantiation so some type of agreement can be reached.
5. Examine the criteria when judgements based on values are used.

- Identify the criteria on which a judgement may be based.
- Test the criteria.
- Example given by Verderber (1982): One may question, "What is the best movie of the year?" Many personal tastes interfere with the answer to the question, therefore, a criteria must be established. The criteria may categorize various components of the question: humor, acting, story, directing, casting, etc.

6. Do not compete! Cooperate.

- Competition brings out ego.
- Make the competitor a cooperator by:
  1. Showing the other person that the conflict wants to be resolved mutually by all members.
  2. Avoiding any verbal messages that might increase the conflict or result in a defensive manner.
  3. Watching one's verbal and nonverbal language.

7. Avoid any behaviors that result in an increase of conflict while it's occurring. These behaviors include:

- Pursuing own goals deliberately.
- Keeping things a secret.
- Disguising own needs and goals.
- Being unpredictable.
- Threatening and bluffing.

8. Try to practice behavior that decreases conflict or one that results in positive conflict. These behaviors include:

- Pursuing goals held in commonality with others in the group.
- Being open-minded.
- Accuracy in representing own needs, goals, etc.
- Avoiding all threats and bluffs.

Verderber states, "Conflict often results when two actions are proposed but only one can be accomplished." When conflicts do arise, some people deal with them negatively and destructively through withdrawl, capitulation, or aggression. There are ways which we can prevent destructive conflict from occurring during decision making. Tubbs (1984) provides a short conflict prevention list for those who want to stymie conflict before it peaks to destruction.
DESTRUCTIVE CONFLICT PREVENTION LIST (Tubbs, 1984)

1. RAILROADING: Avoid railroading. Railroading occurs when one or more group members force their will on the group. This produces tension, resentment, and unnecessary conflict.

2. MAJORITY VOTE: Avoid majority voting since the wishes of at least 51% of a group's members may be bitterly opposed. Bitterness leads to unnecessary conflict.

3. CONSENSUS: Always strive for consensus. This is the best resolution in a group decision making process because there is an agreement among all members of a group. How does a group of two or more people strive for consensus since it is the most effective means for decision making? Some "how tos" are given in Chapter 2, but to amplify on this area, the University Associates provides five ways to achieve consensus.

HOW TO ACHIEVE CONSENSUS
(University Associates, Vol. IV., p.51)

1. Avoid arguing to win as individuals. What is "right" is the judgement of a group as a whole unit.
2. Conflict on ideas, predictions, solutions, etc. should be viewed as helpful rather than hindering the process of decision making.
3. Decisions are made the best when individual group members accept responsibility for listening and being listened. This allows everyone to be included in what is decided.
4. Each member has the responsibility to monitor the process through which the work gets done, and to initiate discussion of the process when the work is becoming ineffective.
5. The best results are produced from a combination of information, logic, and emotion.
FAULTY DECISIONS

Group decision making is not always 100% free from failure because most group members neglect to recognize reasons for faulty choices. Faulty decisions or choices can be eliminated by educating the group on how to avoid faulty decision making. When a group makes a faulty decision, a sense of failure and frustration dwells within the group. However, there are reasons for groups or individuals arriving at faulty decisions. Hirokawa and Scheerhorn (1986) have researched and investigated faulty or poor decisions made by groups. They examined why groups arrive at a "faulty" or "low quality" decision which gives insight for those who want to avoid those types of decisions.

Basically, there are five main reasons for arriving at a poor decision. Although Hirokawa and Scheerhorn (1986) apply this information to group decision making such behavior is dynamic and interactive, thus individuals may also examine these explanations and apply them to their own decision making processes. The assessment of a choice making situation is the initial step in decision making. If any errors occur here, they will most likely carry throughout the entire process. If a group fails to recognize a problem, it will create implications for decisions that it makes. When there is a failure to correctly identify the cause(s) of the problem, this leads to the selection of a course of action that does not even address the problem that occurred in the first place. The alternative which was selected will be proved ineffective.

Another reason why faulty decisions occur is attributed to the establishment of inappropriate goals and objectives. This is done by neglecting to identify the objective or the selection of unnecessary objectives (Hirokawa & Scheerhorn, 1986). A third explanation they posit for groups arriving at a poor decision may be the improper assessment of the positive and negative qualities associated with the range of choices: (1) overlooking or underestimating the problems; (2) overlooking or underestimating the positive values; (3) overestimating the positive outcomes; and (4) underestimating the negative outcomes.

Finally, another major explanation for arriving at a faulty or low quality decision is attributed to a flawed information base. Janis (1982) states that the invasion to invade Cuba, during the Bay of Pigs, was done by the group's acceptance of invalid information. Gouran (1982) stresses that inaccurate information increases the probability that a group will make a poor or ineffective
decision. Hirokawa and Scheerhorn (1986) say that errors in the establishment of a group's information base happens in many ways. First, the errors that are made in valid information are accredited to the decision maker's establishment of an information base supported to a preferred course of action. Second, the acceptance of invalid information is due to improper assessment of the positive or negative consequences associated with the choices. Third, a group may collect too little information to properly assess the situation. This may lead to an insufficient amount of information to cope with a problem or a decision. One must always assess the positive and negative consequences that are correlated with all of the alternatives. Finally, just as much as too little information may be an obstruction, too much information causes confusion and results in a very dilatory decision making process. When too much irrelevant information has been established within the information base, it functions as a distraction from other or more relevant information, which may lead to a course of action for a selection of an alternative that may not be as desirable as the other ones.

Individuals or group members must, then, learn to avoid the unnecessary actions that induce faulty decisions. They must properly assess their choice making situation, establish appropriate goals and objectives, properly assess all of the positive and negative aspects associated with the alternatives, avoid a flawed information base by correctly and accurately collecting enough information that is related to alternatives, and avoid all faulty reasonings based on an information base. These suggestions will help one to successfully achieve high quality, effective decision.
CHAPTER 5

STRUCTURED EXPERIENCES

This chapter provides various structured experiences supplied by the University Associates in La Jolla, Ca., unless otherwise stated. These structured experiences are to be used in conjunction with chapters 1 - 4 on decision making to enhance the participants' skills and knowledge in effective decision making. The facilitator may follow the suggested training design located in Chapter 9, or design his/her own training program and use these structured experiences as a supplement. The design provided in this package indicates when to insert a structured experience while conducting the training program.
THE DESERT SURVIVAL EXERCISE
(Human Synergistics, 1974)

GOALS:

• To teach the effectiveness of consensus seeking behavior in task groups through comparative experiences with both individual decision making and group decision making.
• To explore the concept of synergy in reference to the outcomes of group decision making.

GROUP SIZE

Three to five participants. Several groups may be directed simultaneously.

TIME REQUIRED

30 minutes to one hour.

MATERIALS

• Pencils
• A Desert Survival Package
• A copy of the Desert Survival Feedback Form
• preprinted chart on flip chart
• Felt-tipped markers

PROCESS

• Facilitator distributes a copy of the Desert Survival situation to each individual and reads the instructions aloud to the group. The facilitator explains that they are to work independently during this first phase.
• After 10-15 minutes, the facilitator instructs the learners to form subgroups of three to five members and asks the members of the group to complete the exercise as a group. The facilitator emphasizes that they are to reach a group decision.
• After 20+ minutes, the facilitator distributes the Desert Survival Feedback form and asks the participants to complete the form. The facilitator allows five minutes for the learners to complete this.
• Then, the facilitator distributes the Desert Survival Answer Key and instructs the group as a whole unit to correctly rank their scores, and to rank each individual score. The score is the sum of the differences between the "correct rank" for each item. Higher scores have the greater negative implications.
The facilitator then plots the rankings on the prepared flipchart. The following chart summarizes the statistics:

<table>
<thead>
<tr>
<th>TEAM 1</th>
<th>TEAM 2</th>
<th>TEAM 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Individual Score:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Score:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gain Score:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lowest Individual Score:</td>
<td></td>
<td></td>
</tr>
<tr>
<td># of Individual Scores Lower Than The Team Score:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- The facilitator leads a discussion of the comparative outcomes of individual rankings. Discussion questions such as the following might be suggested by the facilitator:

  What behaviors helped or hindered the decision making process?

  What patterns of decision making occurred?

  Who were the influential members and how were they influential?

  How did the group discover and use its information resources? Were these resources fully utilized?
DESERT SURVIVAL SITUATION

It is approximately 10:00 A.M. in mid August and you have just crash landed in the Sonora Desert in southwestern United States. The light twin engine plane, containing the bodies of the pilot and the co-pilot, has completely burned. Only the air frame remains. None of the rest of you have been injured.

The pilot was unable to notify anyone of your position before the crash. However, he had indicated before the impact that you were 70 miles south-southwest from a mining camp which is the nearest known habitation, and that you were approximately 65 miles off the course that was filed in your VFR Flight Plan.

The immediate area is quite flat and except for occasional barrel and saguaro cacti appears to be rather barren. The last weather report indicated the temperature would reach 110 degrees that day, which means that the temperature at ground level will be 130 degrees. You are dressed in light weight clothing - short sleeved shirts, pants, socks, and street shoes. Everyone has a handkerchief. Collectively, your pockets contain $2.83 in change and $85.00 in bills, a pack of cigarettes, and a ballpoint pen.

YOUR TASK

Before the plane caught fire your group was able to salvage the 15 items listed on the next page. Your task is to rank these items according to their importance to your survival, starting with "1" the most important, to "15" the least important.

You may assume:
1. the number of survivors is the same as the number on your team;
2. you are the actual people in the situation;
3. the team has agreed to stick together;
4. all items are in good condition.

STEP 1: Each member of the team is to individually rank each item. Do not discuss the situation or problem until each member has finished the individual ranking.

STEP 2: After everyone has finished the individual ranking, rank order the 15 items as a team. Once discussion begins do not change your individual ranking.
<table>
<thead>
<tr>
<th>ITEMS</th>
<th>STEP 1</th>
<th>STEP 2</th>
<th>STEP 3</th>
<th>STEP 4</th>
<th>STEP 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Team's Experts' Rank Rank</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diff. Diff. btwn. btwn. Step 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&amp; Step 2 &amp; Step 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Flashlight (4 battery size)       |        |        |        |        |        |
| Jackknife                         |        |        |        |        |        |
| Sectional air map of the area     |        |        |        |        |        |
| Plastic raincoat                  |        |        |        |        |        |
| Magnetic compass                  |        |        |        |        |        |
| Compress kit with gauze           |        |        |        |        |        |
| .45 caliber pistol loaded         |        |        |        |        |        |
| Parachute (red & white)           |        |        |        |        |        |
| Bottle of salt tablets (1,000)    |        |        |        |        |        |
| 1 quart of water per person       |        |        |        |        |        |
| A book entitled "Edible Animals of the Desert |        |        |        |        |        |
| Pair of sunglasses per person     |        |        |        |        |        |
| 2 quarts of 180 proof Vodka       |        |        |        |        |        |
| 1 top coat per person             |        |        |        |        |        |
| A cosmetic mirror                 |        |        |        |        |        |

Step 6: AVERAGE INDIVIDUAL SCORE: Add up all of the individual scores (step 4) on the team and divide by the number on the team.

Step 7: TEAM SCORE:

Step 8: GAIN SCORE: The difference between the team score and the Average Individual Score. If the team score is lower than Avg. Ind. Score than the gain is "+." If team score is higher than Avg. Ind. Score than gain is "-.

Step 9: LOWEST INDIVIDUAL SCORE on the team:

Step 10: NUMBER OF INDIVIDUAL SCORES lower than the team score:
DESSERT SURVIVAL FEEDBACK FORM

1. What was your group's objective?
2. How was the information collected?
3. How were decisions made?

For each of the following items, please circle 1, 2 or 3.

<table>
<thead>
<tr>
<th>Question</th>
<th>Little</th>
<th>Moderate</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much commitment and responsibility do you feel for the decisions that were made in your group?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>How good do you feel about the decisions that were made in your group?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>To what degree did conflict arise in your group?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>What degree of effectiveness did your group have in achieving its objectives?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>To what extent did the group members:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• seek contributions from everyone?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• push a point of view</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• build on each others' ideas</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• Summarize feelings and ideas</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• interrupt each other</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• give praise for a good idea</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• ignore opinions</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• question assumptions</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• judge ideas</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• Keep the group focused on the objectives</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• become frustrated in reaching a decision</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• discuss areas of disagreement</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• Have a misunderstanding of meanings</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
9. How much time did the group spend:

- Contributing information  1  2  3
- Helping each other work together  1  2  3
- Request information  1  2  3

10. How much time did you spend:

- Contributing information  1  2  3
- Helping the group work together  1  2  3
- Requesting information  1  2  3

11. Go back to item #8. Place an "X" over 1, 2, or 3 to respond to each item to answer the question; "To what extent did I..."

- seek contribution from everyone, etc.
SCORING THE DESERT SURVIVAL DECISION

NO. 1 - COSMETIC MIRROR

Of all the items the mirror is absolutely critical. It is the most powerful tool you have for communicating your presence. In sunlight a simple mirror can generate 5 to 7 million candle power of light. The reflected sunbeam can even be seen beyond the horizon. If you had no other items you would still have better than an 80% chance of being spotted and picked up within the first 24 hours.

NO. 2 - TOP COAT PER PERSON

Once you have a communication system to tell people where you are your next problem is to slow down dehydration. Forty percent of the body moisture that is lost through dehydration is lost through respiration and perspiration. Moisture lost through respiration can be cut significantly by remaining calm. Moisture lost through perspiration can be cut by preventing the hot, dry air from circulating next to the skin. Top coats, ironic as it may seem, are the best available means for doing this. Without them survival time would be cut by at least one day.

NO. 3 - 1 QUART OF WATER PER PERSON

You could probably survive three days with just the first two items. Although the quart of water would not significantly extend the survival time, it would help to hold off the effects of dehydration. It would be best to drink the water as you become thirsty, so that you can remain as clear-headed as possible during the first day when important decisions have to be made and a shelter erected. Once dehydration begins it would be impossible to reverse it with the amount of water available in this situation. Therefore, rationing it would do no good at all.

NO. 4 - FLASHLIGHT (4 BATTERY SIZE)

The only quick, reliable night signalling device is the flashlight. With it and the mirror you have a 24 hour signalling capability. It is also a multiple use item during the day. The reflector and lens could be used as an auxiliary signal device or for starting a fire. The battery container could be used for digging or as a water container in the distillation process (see plastic raincoat).
NO. 5 - PARACHUTE

The parachute can serve as both shelter and signalling device. The saquaro cactus could serve as a tent pole and the parachute shrouds as tent ropes. Double or triple folding the parachute would give shade dark enough to reduce the temperature underneath it by as much as 20%.

NO. 6 - JACKKNIFE

Although not as crucial as the first 5 items, the jackknife would be useful for rigging the shelter and for cutting up the very tough barrel cactus for moisture. Its innumerable other uses gives it the high ranking.

NO. 7 - PLASTIC RAINCOAT

In recent years the development of plastic, nonporous materials have made it possible to build a solar still. By digging a hole and placing the raincoat over it the temperature differential will extract some moisture from the urine-soaked sand and pieces of barrel cactus produce condensation on the underside of the plastic. By placing a small stone in the center of the plastic a cone shape can be formed and cause moisture to drip into the flashlight container buried in the center of the hole. Up to a quart a day could be obtained this way. This would be helpful, but not enough to make any significant difference. The physical activity required to extract the water is likely to use up about twice as much body water could be gained.

NO. 8 - .45 CALIBER PISTOL

By the end of the second day speech would be seriously impaired and you might be unable to walk (6-10% dehydration). The pistol would then be useful as a sound device and the bullets as a quick fire starter. The international distress signal is three shots in rapid succession. There have been numerous cases of survivors going undetected because they could not make any loud sounds. The butt of the pistol might also be used as a hammer.

The pistol's advantages are counterbalanced by its very dangerous disadvantages. Impatience, irritability, and irrationality would all occur as dehydration increases. This is why critical decisions should be made before dehydration sets in. Under the circumstances the availability of so lethal a tool constitutes real danger to a team.
NO. 9 - A PAIR OF SUNGLASSES PER PERSON

In the intense sunlight of the desert photothalmia and solar retinitis (both similar to the effects of snow blindness) could be serious problems especially by the second day. However, the dark shade of the parachute shelter would reduce the problem, as would darkening the area around the eyes with soot from the wreckage. Using a handkerchief or compress material as a veil with eye slits cut into it would eliminate the vision problem. But sunglasses would make things more comfortable.

NO. 10 - COMPRESS KIT WITH GAUZE

Because of the desert's low humidity, it is considered one of the healthiest (least infectious) places in the world. Due to the fact that blood thickens with dehydration, there is little danger from bleeding unless a vein is severed. In one well-documented case, a man, lost and without water, who had torn off all his clothes and fallen among sharp cactus and rocks until his body was covered with cuts, didn't bleed until he was rescued and given water. The kit materials might be used as: rope, or for wrapping your legs, ankles, and head, including face, a further protection against sunlight and dehydration.

NO. 11 - MAGNETIC COMPASS

Aside from the possibility of using its reflective surfaces as an auxiliary signalling device, the compass is of little use. It could even be dangerous to have around once the effects of dehydration take hold. It might give someone the notion of walking out.

NO. 12 - SECTIONAL AIR MAP OF THE AREA

Might be helpful for starting a fire, or for toilet paper. One might use it for a head cover or eye shade. It might have entertainment value. But it is essentially useless and perhaps dangerous because it too might encourage walking out.

NO. 13 - A BOOK ENTITLED "EDIBLE ANIMALS OF THE DESERT"

The problem confronting the group is dehydration, not starvation. Any energy expanded in hunting would be costly in terms of water loss. Desert animals, while plentiful, are seldom seen. They survive by laying low as should survivors. If the hunt was successful, the intake of protein would cause an increase in the amount of water used to process the protein in the
body. General rule of the thumb - if you have lots of water, eat, otherwise, do not consume anything. Although the book might contain some useful information, it would be difficult to adjust your eyes to reading and remain attentive as dehydration increases.

NO. 14 - 2 QTS. OF 180 PROOF VODKA

When severe alcoholism kills someone, they usually die of dehydration. Alcohol absorbs water. The body loses an enormous amount of water trying to throw off alcohol. We estimate a loss of 2 to 3 oz. of water per oz. of alcohol. The vodka consumed could be lethal in this situation. Its presence could cause someone in a dehydrated state to increase his/her problem. The vodka could be helpful for a fire or as a temporary coolant for the body. The bottle might also be helpful. All in all, the Vodka represents more dangers than help.

NO. 15 - BOTTLE OF SALT TABLETS (1,000 TABLETS)

Wide spread myths about salt tablets exist. The first problem is that with dehydration and loss of water blood salinity increases. Sweat contains less salt than extra cellular fluids. Without lots of extra water the salt tablets could require body water to get rid of the increased salinity. The effect would be like drinking sea water. Even the man who developed salt tablets now maintains they are of questionable value except in geographical areas where there are salt deficiencies.
SPY: AN INTERGROUP ACTIVITY

GOALS:
1. To explore the impact of competition between groups.
2. To examine the dynamics of suspicion, distrust, and conflict in a group.
3. To practice effective decision making.

GROUP SIZE:
A minimum of two groups with six to ten participants (groups should be of equal size).

TIME REQUIRED:
Approximately one and one-half hours.

MATERIALS NEEDED:
1. One set of 14 blocks for each group and another set from which the facilitator constructs the model (see Directions for Making a Spy Model).
2. A Spy Team Design Instruction Sheet for each group.
3. An envelope containing Spy Special Instructions for each participant (On each sheet, the facilitator is to mark an "x," by hand, in the block next to the words "You are not a spy" or "You are a spy.")
4. Two Spy Team Design Work Sheets for each group.
5. A watch for each time keeper.
6. A copy of the Spy Timekeeper Sheet for each timekeeper.
7. A copy of the Spy Observer Sheet for each observer.
8. Pencils for each observer, timekeeper, and group.

PHYSICAL SETTING:
Two rooms, or one room with a small partitioned-off area for placement of the model. One room should be large enough for each group to work at a separate table. The model is placed on a table in the second room or partitioned area.

PROCESS:
1. The facilitator forms equal groups of six to ten members each. He/she obtains volunteers to function as observers and timekeepers (one of each for each group). The facilitator then assigns each group to work at a separate table. The model is placed on a table in the second room or partitioned area.
2. A set of blocks is apportioned to each team. A Spy Team Instructions Sheet and an envelope containing Spy
Special instructions are given to each participant. A watch, a Spy Timekeeper Sheet, and a pencil are given to each timekeeper. A spy Observer Sheet and a pencil are handed to each observer; and two Spy Team Design Work Sheets and a pencil are given to each team.

3. The facilitator goes over the Spy Team Design Instruction Sheet with the members. He/she informs that:
   1. Each team will have to decide whether or not to use all 14 blocks.
   2. There may be one or more spies in each group.
   3. Members may write on the worksheets, but may not take the worksheets with them when they view the model.
   4. Teams may arrange their blocks in order, so long as no two blocks are touching.
   5. The facilitator briefs the timekeepers and observers; he/she goes over their instruction sheets with them.
   6. The facilitator informs the groups of the location of the model and gives the signal to begin the activity.
   7. When one hour has passed, the facilitator calls time. The timekeepers for each group give their reports, and the facilitator records the scores on the newsprint. Then the observer from each group makes his/her report. The facilitator leads a discussion of the following group process: the impact of competition between groups, decision making, conflict, and communication between group members in decision making. The facilitator may relate these to time scores and the productivity of the groups.
   8. The facilitator divulges the fact that there were no spies in the group, and the total group discusses the behavior surrounding this issue. The group members can discuss any feelings they may have experienced.
   9. Finally, the facilitator discusses the learnings gained from the experience and their application to real-life situations.

VARIATIONS:

1. To increase competition between groups, a small amount of money can be collected from each participant as a prize for the winning team.
2. To examine intergroup dynamics, one essential block from each group can be given to another group.
3. To assist groups, one or more correct numbers may be written in advance on each work sheet.
4. To aid in timing the competition segment, a sixty-minute cassette can be made with "time
remaining" announced at fifteen-minute intervals for forty-five minutes, five-minute intervals for the next ten minutes, one-minute intervals for the next four minutes, and fifteen-second intervals for the last minute.

5. Different materials can be used.
6. Planning minutes can "cost" one point each and assembly minutes three points each in order to determine a winning team.
7. Corporate departments, shows, channels, etc. can replace numbers on the blocks.
8. One individual in each group may be assigned to create friction and conflict in the group without the others knowing that he/she has been assigned this role-play.
DIRECTIONS FOR MAKING A SPY MODEL

Each group receives a set of 14 blocks. Twelve of the blocks are needed to duplicate the model. The blocks can be made out of 2" x 2" wooden cubes. The top and bottom of each are blank; the sides are painted with the figures specified below:

<table>
<thead>
<tr>
<th>BLOCK</th>
<th>SIDE 1</th>
<th>SIDE 2</th>
<th>SIDE 3</th>
<th>SIDE 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>0</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>+</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>3*</td>
<td>7</td>
<td>+</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td>=</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>9</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>4</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>-</td>
<td>+</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>9</td>
<td>2</td>
<td>=</td>
</tr>
<tr>
<td>9</td>
<td>4</td>
<td>2</td>
<td>+</td>
<td>5</td>
</tr>
<tr>
<td>10*</td>
<td>2</td>
<td>3</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>11</td>
<td>8</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>+</td>
<td>6</td>
<td>=</td>
<td>-</td>
</tr>
<tr>
<td>13</td>
<td>9</td>
<td>4</td>
<td>1</td>
<td>=</td>
</tr>
<tr>
<td>14</td>
<td>9</td>
<td>4</td>
<td>1</td>
<td>=</td>
</tr>
</tbody>
</table>

*Block not needed to construct model.

With an additional set of blocks, the facilitator constructs a model to be viewed by the teams. He/she does this by arranging blocks as shown in the following two views:
On the table (in the next room) is a model made of blocks. On each of the four sides of a block there is either a number, plus sign, minus sign, or an equal sign. The general shape of the model is depicted on the Spy Team Design Work Sheet. The tops of the blocks are blacked out since only the sides of each block are marked.

Take the blocks allotted to your team and spread them out on the table so that no two blocks are touching. Verify that you have 14 blocks.

The task of each team is to construct a duplicate of the model in the shortest time. You will have 60 minutes to complete the task. The duplicate must be "exact"; the shape must be the same as the model, and all plus signs, minus signs, equal signs and numbers must be in the correct positions.

The activity is divided into two parts. The first part is preparation. Take as much of the 60 minutes for preparation as you want, since preparation time will not count in the competition. During preparation, you may handle the blocks, but you may not remove them from your table or place them so that they are touching any other blocks. You may use the work sheets, but you may not remove them from the table.

Any team member (one at a time only) may go to view the model but may look at it from one side of the table only. He/she may look at the model for as long as he/she wants and may return as often as needed, but he/she is not permitted to see all sides of the model in any one viewing. Each time a team member goes to view the model, regardless of how long he/she remains, 15 seconds will be charged to your team's construction time. Team members may view the model at any time during preparation or construction.

When your team feels ready to construct the model, notify the time keeper and begin constructing. Your construction time will automatically start if two blocks are deliberately placed so that they are touching. When you believe that your model is correct, notify the timekeeper, who will stop the timing. Your model will then be checked. If it is incorrect, you will be told that there is at least one mistake, and your construction time will continue.
SPY SPECIAL INSTRUCTIONS

(For your eyes only...)

In real life, all group members do not work for the same goals. Sometimes people do things to reach personal rather than team goals. They may work against team goals because of group friction, lack of trust, inability to get along with a supervisor, creating destructive conflict, not coping with conflict, etc. There may be such a person in your group. We will call that person a "spy." It is possible that more than one spy may be in a group.

If you are a spy, you are trying to do everything in your power to hinder the efforts of your team, without letting anyone know that you are a spy.

If a team member thinks that another member is a spy, he/she can accuse that person of spying. The spy can be excluded from further deliberations of the group only if the group's members reach consensus that the person is a spy.

_____ You are a spy.

_____ You are NOT a spy.
SPY TIMEKEEPER SHEET

You are to make an accurate record of the time used by your team. It is important that the time be accurate.

In the space marked "visits to the model," place a check mark each time a member from the team you are observing goes to view the model.

Do not time anything until the team tells you it is ready to start constructing the model. As soon as it tells you, start keeping time.

When the team tells you that it has completed the task, calculate the elapsed time and ask the facilitator to check the model. If the model is incorrect, continue keeping time until the team again tells you it has completed the task, then calculate the elapsed time again and ask the facilitator to check the model.

At the end of the activity, add up the check marks in item 1 and multiply by 15 seconds. Then write down in item 2 the actual time used according to the watch. Last, add items 1 and 2 to get a total construction time for item 3.

1. VISITS TO MODEL: __________ x 15 SECONDS = 
   ____ MIN. ____ SEC.

2. CONSTRUCTION TIME:
   ____ MIN. ____ SEC.

3. TOTAL CONSTRUCTION TIME (item 1 plus 2)
   ____ MIN. ____ SEC.
SPY OBSERVER SHEET

You are to observe one team during the activity. Feel free to wander around the team as much as you like, but do not speak and do not answer any questions. Below is a list of things you should be looking for. Take notes and be prepared to discuss your observations after the activity.

Did conflict occur?

If conflict occurred, how did the members cope with it?

Did other group roles emerge, such as tension relievers, organizers, leaders, etc?

Was there friction in the group? Why?

Did people wonder who the spy was?

How did the group handle decisions that had to be made under time pressure?

How was the preparation time used?

How was the construction time used?

Did team members cooperate or compete with each other?

Who were high participators? Low participators?

Any other observations:
BRAINSTORMING EXERCISE

GOALS:
1. To generate an extensive number of ideas or solutions to a problem by suspending criticism and evaluation.
2. To develop skills in creative problem solving.

GROUP SIZE:
Any number of groups composed of approximately six participants.

TIME REQUIRED:
Approximately one-half to one hour, for the given examples.

MATERIALS:
Newsprint and felt-tipped marker for each group.

PHYSICAL SETTING:
Movable chairs for all participants.

PROCESS:
1. The facilitator forms small groups of approximately six participants each. Each group selects a secretary.
2. The facilitator instructs each group to form a circle. He/she provides newsprint and a felt-tipped marker for each secretary and asks him/her to record every idea generated by the group. The secretary also participates in the generation of ideas.
3. The facilitator states the following rules:
   - There will be no criticism during the brainstorming phase.
   - Far-fetched ideas are encouraged because they may trigger more practical ideas.
   - Many ideas are desirable.
4. Brainstorm Examples:
   - The facilitator announces that participants are to imagine being cast ashore on a desert island, nude and with nothing but a belt. What can be done with that
belt? The facilitator tells the group they have fifteen minutes to generate ideas.
- The facilitator gives a different "what if.." to each group. Suggested "what ifs" are listed below:

WHAT IF...

• ... a workout center (swimming pool, weights, life cycles, row machines, tennis courts, etc.) was provided for NBC employees?
• ... the character Alex Keaton became CEO President?
• ... there were only four day work days?
• ... all food at NBC was serviced through vending machines?
• ... Bob Wright's office was located in Burbank?
• ... NBC's ratings maintained a first place for five consecutive years?
• ... NBC's Benefits Department offered pregnant women or the husbands of a pregnant wife six months unpaid leave of absence with a 100% guarantee of their same position when they returned?
• ... NBC employees had to rotate their job positions in their department every two years?
• ... NBC offered complete pay to the employees who did not take any sick days during a 12 month period?
• ... all typewriters were eliminated from NBC and KNBC and replaced only with computers with various software packages?
• ... only presidents, vice-presidents, producers and directors were assigned parking spaces?
• ... assigned parking spaces were eliminated and parking was done on a "first-come, first-serve" method?
• ... you did not get along with your supervisor?
• ... your co-worker kept taking two hour lunch breaks and you had to answer his/her phones?
• ... your supervisor has a personal problem?
• ... you can't concentrate at work because you have a personal problem?

5. At the end of the generating phase, the facilitator tells the group that the ban on criticism is over. He/she directs them to evaluate their ideas and to select the best ones.

6. The facilitator asks the secretaries to post the newsprint (with all of the generated ideas that were recorded) with masking tape on the chalkboard.
7. The facilitator asks participants to form one large group. The secretaries act as spokespersons to present the best ideas from their group.

8. The facilitator leads a discussion of brainstorming as an approach to creative problem-solving.
MEANINGS ARE IN PEOPLE: PERCEPTION CHECKING

GOALS:
1. To demonstrate that meanings are not in words but in the people who use and hear them.
2. To illustrate that our perceptions of words attribute positive, neutral, and negative meanings to them.

GROUP SIZE:
Up to ten groups of four to six members.

TIME REQUIRED:
One to three hours.

MATERIALS:
1. A copy of the Meanings Are in People Work Sheet for each participant.
2. A copy of the Meanings Are in People Group Summary Sheet for each group.
3. A pencil for each participant.
4. Newsprint and a felt-tipped marker.

PHYSICAL SETTING:
A table for each group or other writing surfaces for participants.

PROCESS:
1. The facilitator forms small groups of four to six members each and distributes a copy of the Meanings Are in People Work Sheet and a pencil to each participant and a copy of the Meanings Are in People Group Summary Sheet to each group.
2. The facilitator assigns each group a different word from one set of the Meanings Are in People Target Words and directs members to write their group's word on their copies of the Meanings Are in People Work Sheet.
The facilitator directs that each person independently is to list on the Meanings Are in People Work Sheet all the words that come to his/her mind when he/she thinks about the assigned word.

After five minutes, the facilitator directs participants to assign a positive (+), neutral (0), or negative (-) value to each word they listed.

Steps two, three, and four are repeated up to five times, each time with different target words assigned to each group.

Each member of the group totals the number of positive, neutral, or negative values for each of the assigned group of words in the space provided on the Meanings Are in People Work Sheet.

Group members then identify associated words that were listed more than once by members of the group for each assigned word and list them on the Meanings Are in People Group Summary Sheet. They indicate how many positive, neutral, or negative values were assigned to each common word. Each group then copies its summary on newsprint. For example:

<table>
<thead>
<tr>
<th>Assigned Target Word</th>
<th>Common Words Associated W/Target Word</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women's Liberation</td>
<td>1. Equality</td>
<td>4 2</td>
</tr>
<tr>
<td></td>
<td>2. Social Movmt.</td>
<td>3 2 2</td>
</tr>
<tr>
<td></td>
<td>3. Radical</td>
<td>1 2</td>
</tr>
</tbody>
</table>

The facilitator collects the newsprint summaries, tapes them on the chalkboard, and reassembles the total group. A discussion is led on the number of positive, negative, or neutral words associated with each assigned target word and notes the words identified more than once.

The facilitator leads a discussion of the experience, including:
- Different values associated with words illustrate that their meanings are in the people who use them, not the words.
- How our perception of words affect our communication effectiveness.
- What individual participants learned from this experience.
- How members plan to apply these learnings in the future.

VARIATIONS:

1. Locally controversial topic words can be chosen as target words.
2. All groups can be assigned the same target word in each round.
3. A combination of "objective" and "loaded" target words can be given and the different reactions compared and contrasted.
4. Members can be instructed to assign positive, neutral, or negative values to the assigned target words first, before they develop and label the associated words.
MEANINGS ARE IN PEOPLE TARGET WORDS

Instructions to the facilitator: These words are arranged in sets horizontally. Select a set and assign a different target word from it to each group, duplicating the words if there are more than five groups.

<table>
<thead>
<tr>
<th>milk</th>
<th>coffee</th>
<th>tea</th>
<th>alcohol</th>
<th>water</th>
</tr>
</thead>
<tbody>
<tr>
<td>Republican</td>
<td>Democrat</td>
<td>communism</td>
<td>socialist</td>
<td>democracy</td>
</tr>
<tr>
<td>rural</td>
<td>city</td>
<td>town</td>
<td>country</td>
<td>home</td>
</tr>
<tr>
<td>rules</td>
<td>freedom</td>
<td>instructions</td>
<td>procedures</td>
<td>regulations</td>
</tr>
<tr>
<td>wildflower</td>
<td>tree</td>
<td>weed</td>
<td>flower</td>
<td>leaf</td>
</tr>
<tr>
<td>chicken</td>
<td>vegies</td>
<td>ice cream</td>
<td>salad</td>
<td>sugar</td>
</tr>
<tr>
<td>parent</td>
<td>child</td>
<td>relationship</td>
<td>affair</td>
<td>relatives</td>
</tr>
<tr>
<td>pride</td>
<td>emotion</td>
<td>independent</td>
<td>assertive</td>
<td>feeling</td>
</tr>
<tr>
<td>ice</td>
<td>hard</td>
<td>hot</td>
<td>cold</td>
<td>soft</td>
</tr>
<tr>
<td>boss</td>
<td>manager</td>
<td>employee</td>
<td>supervisor</td>
<td>subordinate</td>
</tr>
<tr>
<td>ocean</td>
<td>lake</td>
<td>river</td>
<td>desert</td>
<td>stream</td>
</tr>
<tr>
<td>animal</td>
<td>chick</td>
<td>seagull</td>
<td>bird</td>
<td>dogs</td>
</tr>
<tr>
<td>woman</td>
<td>nurse</td>
<td>chauvinist</td>
<td>girls</td>
<td>housewife</td>
</tr>
<tr>
<td>Fireman</td>
<td>army</td>
<td>policeman</td>
<td>cop</td>
<td>soldier</td>
</tr>
<tr>
<td>civil servant</td>
<td>election</td>
<td>bureaucracy</td>
<td>politician</td>
<td>liberal</td>
</tr>
<tr>
<td>learning</td>
<td>college</td>
<td>experience</td>
<td>school</td>
<td>education</td>
</tr>
<tr>
<td>job</td>
<td>duty</td>
<td>profession</td>
<td>task</td>
<td>vacation</td>
</tr>
<tr>
<td>freeway</td>
<td>traffic</td>
<td>automobile</td>
<td>road</td>
<td>lane</td>
</tr>
<tr>
<td>tradition</td>
<td>plain</td>
<td>conventional</td>
<td>unusual</td>
<td>fancy</td>
</tr>
<tr>
<td>evaluation</td>
<td>support</td>
<td>appraisal</td>
<td>discussion</td>
<td>interview</td>
</tr>
<tr>
<td>details</td>
<td>involved</td>
<td>decisions</td>
<td>complicated</td>
<td>puzzle</td>
</tr>
<tr>
<td>arithmetic</td>
<td>math</td>
<td>study</td>
<td>files</td>
<td>calculation</td>
</tr>
<tr>
<td>foreign</td>
<td>risk</td>
<td>adventure</td>
<td>sophisticated</td>
<td>shy</td>
</tr>
</tbody>
</table>
MEANINGS ARE IN PEOPLE WORK SHEET

<table>
<thead>
<tr>
<th>ASSIGNED WORD</th>
<th>COMMON WORDS ASSOCIATED W/ TARGET WORD</th>
<th>VALUES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>+ - 0</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL
MEANINGS ARE IN PEOPLE GROUP SUMMARY SHEET

<table>
<thead>
<tr>
<th>ASSIGNED TARGET WORD</th>
<th>COMMON WORDS ASSOCIATED W/TARGET WORD</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL
CHAPTER 6

CASE DISCUSSIONS

This section provides some case discussions for the facilitator to use during stages of his/her training session. The facilitator can modify placement of case discussions where appropriate.
CONTROVERSIAL ISSUES: A CASE STUDY IN CONFLICT

GOALS:

1. To examine the effects of conflict on members of problem solving groups.
2. To acquaint members with alternative methods of coping with conflict in groups.
3. To examine individual styles of handling conflicts and their effects among members.

GROUP SIZE:
Any number of groups of five to seven each.

TIME REQUIRED:
One and one-half hours.

MATERIALS:

1. A copy of the Controversial Issues Case Study Sheet for each participant.
2. A copy of the Controversial Issues Discussion Guidelines for each participant.
3. Newsprint, masking tape, and a felt-tipped marker.

PROCESS:

1. The facilitator forms groups containing members with different values and perspectives.
2. The facilitator introduces the case study as an exercise in decision making; participants are not advised that conflict is being studied. The facilitator explains that group problem solving involves differences of opinions, values, and beliefs and that these should not minimize during the activity. The trainer defines consensus as substantial agreement, not unanimity.
3. A time limit of 30 to 45 minutes for reaching consensus can be specified, depending on the group size.
4. The facilitator distributes a copy of the same Controversial Issues Case Study Sheet to each participant and instructs the groups to begin discussing their case studies.
5. When the allotted time has elapsed or when the groups have reached consensus, the facilitator distributes copies of the Controversial Issues Discussions Guidelines and instructs participants to discuss their interaction process within their groups.
6. The facilitator opens the discussion to the entire group, and attempts to draw a distinction between constructive handling of conflict. The facilitator focuses on the manner in which participants handled conflict and the effects of different ways of managing disagreement.

VARIATIONS:

1. Other case studies may be designed around a current and controversial issue that is of interest to the participants.
2. Participants may be encouraged to let conflict emerge and attempt to deal with it as constructive conflict.
For some time now, this country has had the technological means necessary to detect certain types of genetic defects prior to the birth of infants. A relatively safe procedure, amniocentesis, involves extracting a small amount of amniotic fluid that surrounds a fetus and running laboratory tests on that fluid. From those tests, over 60 types of genetic defects can be correctly detected. The procedure involves less than a 1 percent risk of harm to the fetus or to the mother.

Until 1970 the use of amniocentesis was entirely voluntary - that is, parents could request it if they wished, but they were not required to do so. If genetic defects were detected, therapeutic abortions were encouraged by doctors. In the past few years, however, a number of states have made amniocentesis a mandatory procedure for all pregnant women.

The detection procedure was originally mandated so that prospective parents would have the information necessary to make rational choices regarding the birth of the child. Now, however, certain people are arguing that the state should take action in regard to some types of genetic defects.

The particular genetic defect that you are asked to consider is the case of XYY males, those born with an extra Y chromosome. Several studies of this abnormality have indicated that apparently higher percentage of XYY males than of normal (XY) males wind up in prisons or mental hospitals. Some scientists have concluded that the XYY chromosomal factor is an indicator of aggressive or criminal tendencies and behavior. The XYY chromosomal combination has also been shown to be related to other characteristics such as above-average height, below-average intelligence, and severe acne.

Prominent public and professional people, have proposed that all XYY males be immediately registered at birth in order to keep them under proper scrutiny over the years. These people argue that such actions would be a safeguard against crime.

You are asked to recommend action regarding the registration of XYY males at birth.
CONTROVERSIAL ISSUES DISCUSSION GUIDELINES

1. How different were initial opinions within your group?

2. Do you feel the conflicting opinions were handled effectively for the task and the interaction process?

3. Do you feel that each member listened fairly to your ideas?

4. Do you feel that you, in turn, listened fairly and with an open mind to the ideas of other members?

5. When you presented your ideas, did you feel that having them accepted was the only way you could feel satisfied?

6. If your ideas were not accepted by others, did you feel you had lost?

7. Do you feel that you were personally attacked at any point during the discussion?

8. Do you feel that you attacked any of the others personally when you disagreed with them?

9. Did you feel like withdrawing from the group at any time?

10. Now that the discussion has ended, how do you feel toward the other members? Do you feel friendly or hostile toward one another?

11. How satisfied are you with the decision that was reached by your group?
PRACTICING DECISION MAKING TECHNIQUES

GOALS:
To practice and reinforce any one of the decision making techniques.

GROUP SIZE:
Any number of groups of five to seven each.

TIME REQUIRED:
One hour

MATERIALS:
1. A copy of the Employee Case Study for each participant.
2. Newsprint, masking tape, and a felt-tipped marker.

PROCESS:
1. The facilitator forms groups containing members with different values and perspectives.
2. The facilitator introduces the case study as an exercise in decision making; participants are advised to use a decision making technique. The trainer defines consensus as substantial agreement, not unanimity.
3. A time limit of 30 to 45 minutes for reaching consensus can be specified, depending on the group size.
4. The facilitator distributes a copy of the same Employee Case Study to each participant and instructs the groups to begin discussing their case studies.
5. When the allotted time has elapsed or when the groups have reached consensus, the facilitator leads a discussion on how successful the group was in reaching a decision.

VARIATIONS:
Other case studies may be designed around a current and controversial issue that is of interest to the participants.
Kelly, a co-worker, has a severe weight and smoking problem which is resulting in excessive sick days. You have experienced an increase in your work load and responsibilities since Kelly has missed so many days of work. You have also noticed that deadlines have not been met the past six months. Kelly's supervisor confronted this issue and explained that too many sick days, personal days, and excused absences have been accrued as a result of overeating and cigarette smoking. The supervisor stressed that Kelly cannot miss another day of work or that your co-worker, Kelly, may be permanently dismissed from the company.

Kelly has approached you and your co-workers for help, since Kelly is well liked by all of you. You are currently in a meeting to decide how to handle Kelly's health problem. A decision with given actions must be made through consensus on how to resolve this situation.
CHAPTER 7

CLASS HANDOUTS

The class handouts can be used to correspond with lectures and exercises in the facilitator's own design or as suggested in the chosen training design given in Chapter 9. These handouts may be copied and given to participants to keep. The handouts should be prepared in advance and given to the participants at the beginning of the training session as a complete packet to keep. The facilitator needs to arrange his/her own packet according to the design. It is suggested that once the materials are chosen for the packet, the trainer should number the pages so he/she can designate which page the participants are to refer to.
EFFECTIVE DECISION MAKING WORKSHOP

AGENDA

9:00 - 9:30  Welcome
9:30 - 12:00 Decision Making Techniques
12:00 - 1:00 Lunch
1:00 - 5:00 Conflict, review, evaluations.
EFFECTIVE DECISION MAKING WORKSHOP

GOALS AND OBJECTIVES

GOALS - To develop and enhance the decision making skills of NBC non-exempt employees in personal and business situations which will foster effective independent and group decision making and improved communication in group settings.

OBJECTIVES - At the completion of the "Effective Decision Making" workshop, participants will be able to:

1. DEMONSTRATE the Reflective Thinking Technique and Brainstorming Technique.

2. IDENTIFY Reasons for the occurrence of conflicts, how to recognize conflict, how to cope with conflict, and conflict prevention guidelines.

3. USE the various types of decision making techniques.

4. MAKE work-related and personal decisions by incorporating the skills and techniques developed.

5. DESIGN a plan of action for continued use of the skills and knowledge acquired in the area of effective group decision making.
REFLECTIVE THINKING TECHNIQUE (Dewey, 1910)

Step 1: PROBLEM PHASE

1. Identify the problem
   • Determine what situation is creating the problem.
   • Discover how the problem emerged.
   • Find what difficulties the problem(s) possesses.
   • Know to what degree the difficulty is.
   • State what needs to be clarified.

2. Analyze the difficulty
   • List the facts of the problem.
   • Facts must be found.
   • Collect all available data and assess them before trying to determine the cause of the trouble.

3. Analyze the causes
   • List all possible causes of difficulties.
   • Determine the origin of the causes.

Step 2: ESTABLISHMENT OF THE CRITERIA PHASE

1. State the requirements of the solution.
2. Determine the limitations that are to be placed on a solution.
3. Determine the relative importance of the criteria.

Step 3: SOLUTION PHASE

1. Find all possible solutions.
2. Test how good each solution is:
   • Determine how it would satisfy the criteria.
   • List the unfavorable consequences.
3. Find the best solution:
   • Rank the solution.
   • Test to see if a combination of solutions is best.

STEP 4: IMPLEMENTATION PHASE

• List and follow the steps that it takes to put the decisions or solutions into effect.
SINGLE QUESTION FORM (Harris & Schwahn, 1961)

1. What is the one and only question that the group needs to know to accomplish its purpose?
2. What sub-questions must be answered before answering the single question formulated?
3. Do we have enough information to answer the sub-questions? (If yes, then answer them. If no, continue.)
4. What are the most reasonable answers to the sub-questions?
5. Assuming that the sub-questions are correct, what is the best possible solution to the problem?
1. Are we agreed on the nature of the problem?
2. What is the ideal solution from the perspective of all members involved in decision making?
3. What conditions within the problem could be changed for the ideal solution to be achieved?
4. Of all the solutions available, which solution is the best?
BRAINSTORMING TECHNIQUE (Osborn, 1953)

1. PLACE ALL JUDGMENTS AND EVALUATIONS TEMPORARILY ASIDE.
   • Incorporate the "try anything" attitude.
   • Do not find any faults. It interferes with ideas.
   • One's criticism may destroy ideas.
   • All thoughts stem from ideas.

2. LET YOUR IMAGINATION GO!
   • The more crazy the ideas, the better.
   • It is easier to calm down ideas than to think of them.
   • A crazy idea may be the only solution to bring out a good one.

3. THINK OF AS MANY IDEAS AS POSSIBLE
   • Quality stems from quantity.
   • When there are more ideas to choose from, there is a greater chance for a good one to emerge.
   • Try many different approaches to generate ideas.

4. LOOK FOR COMBINATIONS AND IMPROVEMENT
   • All ideas do not have to be original.
   • Combine previously mentioned ideas.
   • Improve and enhance the ideas.
   • If brainstorming in a group, take advantage of the group's association and diversity of ideas.

5. RECORD ALL IDEAS

6. EVALUATE EACH IDEA AT A LATER SESSION
   • Each idea must be approached with a positive attitude.
   • Examine and test each idea.
   • Apply judgments slowly.
16 Topics to help maximize idea creation:

1. Existence
2. Degree
3. Spatial
4. Time
5. Motion
6. Form
7. Substance
8. Capacity to change
9. Potency
10. Desirability
11. Feasability
12. Causality
13. Correlation
14. Genus-species
15. Similarity or dissimilarity
16. Possibility or impossibility
HOW TO RECOGNIZE CONFLICT
(Seaman, 1981, p. 52-55)

1. Members are impotent with each other. There is reluctance to listen and members are slow to respond.

2. Ideas are attacked before they are completely expressed.

3. Disagreement on plans or suggestions.

4. Comments and suggestions are made with vehemence. Members state their opinions as if there could be no question about the accuracy of it.

5. Members take sides and refuse to compromise.

6. Members feel that the group can't get ahead because the group is too large or small.

7. Members attack each other on a personal level.

8. Members insist that the group does not have knowledge or experience to get anywhere.

9. Members disagree with leader's suggestions.

10. Members accuse each other of not understanding the real point.

11. Members hear distorted fragments of other members' contributions.
AVOIDING DESTRUCTIVE CONFLICT
(Tubbs, 1984)

1. RAILROADING: Avoid railroading. Railroading occurs when one or more group members force their will on the group. This produces tension, resentment, and unnecessary conflict.

2. MAJORITY VOTE: Avoid majority voting since the wishes of at least 51% of a group's members may be bitterly opposed. Bitterness leads to unnecessary conflict.

3. CONSENSUS: Always strive for consensus. This is the best resolution in a group decision making process because there is an agreement among all members of a group.
HOW TO COPE WITH CONFLICT (Verderber, 1982)

1. Do not be afraid of conflict when it occurs.
   • Conflict can make the group examine alternatives.
   • Conflict tests the group's thoughts.

2. Strive for a group perspective.
   • Create a discussion with a focus on the benefits for the group and not the individuals. A group's goal is supported by all of its members.

3. Collect supportive material related directly to the issue at conflict.
   • With a fact, inference, and/or definition conflict, delay it until information is gathered to support it.

4. Try to be open-minded about others' viewpoints.
   • Do not be dogmatic. A dogmatic person is one who clings to his/her own values, and critiques others based on his/her own.
   • Open-mindedness allows one to seek for consubstantiation so some type of agreement can be reached.

5. Examine the criteria when judgements based on values are used.
   • Identify the criteria on which a judgement may be used.
   • Test the criteria.

6. Do not compete! Cooperate.
   • Competition brings out ego.
   • Make a competitor a cooperator by showing him/her that the conflict wants to be resolved mutually by others.

7. Avoid any behaviors that result in an increase of conflict while it's occurring. These behaviors include:
   • Persuing own goals deliberately.
   • Keeping things a secret.
   • Disguising own needs and goals.
   • Being unpredictable.
   • Threatening and bluffing.

8. Try to practice behavior that decreases conflict or one that results in positive conflict. These behaviors include:
   • Persuing goals held with others in the group.
   • Being open-minded.
   • Accurately representing own needs, goals, etc.
   • Avoiding all threats or bluffs.
LEARNING HOW TO MANAGE CONFLICTS CONSTRUCTIVELY CAN LEAD TO:

1. INCREASED SELF ESTEEM.
2. GREATER WILLINGNESS TO TAKE RISKS.
3. INCREASING THE QUALITY OF YOUR RELATIONSHIP.
4. GREATER ABILITY TO HANDLE STRESS AND DIFFICULTY.
HOW TO ACHIEVE CONSENSUS (Pfeiffer & Jones, 1969)

1. Avoid arguing to win as an individual. What is "right" is the judgement of a group as a whole unit.

2. Conflict on ideas, predictions, solutions, etc. should be viewed as helpful rather than hindering the process of decision making.

3. Decisions are made the best when individual group members accept responsibility for listening and being listened. This allows everyone to be included in what is decided.

4. Avoid changing your mind just to reach an agreement or to avoid conflict. Support the solutions you are able to agree with.

5. Avoid "conflict-reducing" techniques such as majority vote, averaging or trading.

6. View differences of opinion as helpful and not a hindrance in decision making.
ACHIEVING "HIGH" QUALITY, EFFECTIVE DECISIONS
OR
AVOIDING FAULTY DECISIONS
(Hirokawa and Scheerhorn, 1986)

1. Properly assess the choice making situation.

2. Establish appropriate goals and objectives.

3. Properly assess all of the positive and negative aspects associated with the alternatives.

4. Avoid a flawed information base by correctly and accurately collecting enough information that is related to the alternatives.

5. Avoid all faulty reasonings based on an information base.
DESERT SURVIVAL FEEDBACK FORM

1. What was your group's objective?

2. How was the information collected?

3. How were decisions made?

For each of the following items, please circle 1, 2 or 3.

<table>
<thead>
<tr>
<th>Item</th>
<th>Little</th>
<th>Moderate</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. How much commitment and responsibility do you feel for the decisions that were made in your group?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. How good do you feel about the decisions that were made in your group?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. To what degree did conflict arise in your group?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7. What degree of effectiveness did your group have in achieving its objectives?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8. To what extent did the group members:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• seek contributions from everyone?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• push a point of view</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• build on each others' ideas</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• Summarize feelings and ideas</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• interrupt each other</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• give praise for a good idea</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• ignore opinions</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• question assumptions</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• judge ideas</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• Keep the group focused on the objectives</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• become frustrated in reaching a decision</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• discuss areas of disagreement</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• Have a misunderstanding of meanings</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
9. How much time did the group spend:

- Contributing information  1  2  3
- Helping each other work together  1  2  3
- Request information  1  2  3

10. How much time did you spend:

- Contributing information  1  2  3
- Helping the group work together  1  2  3
- Requesting information  1  2  3

11. Go back to item #8. Place an "X" over 1, 2, or 3 to respond to each item to answer the question; "To what extent did I...":

- seek contribution from everyone, etc.
SPY TEAM DESIGN INSTRUCTION SHEET

On the table (in the next room) is a model made of blocks. On each of the four sides of a block there is either a number, plus sign, minus sign, or an equal sign. The general shape of the model is depicted on the Spy Team Design Work Sheet. The tops of the blocks are blacked out since only the sides of each block are marked.

Take the blocks allotted to your team and spread them out on the table so that no two blocks are touching. Verify that you have 14 blocks.

The task of each team is to construct a duplicate of the model in the shortest time. You will have 60 minutes to complete the task. The duplicate must be "exact"; the shape must be the same as the model, and all plus signs, minus signs, equal signs and numbers must be in the correct positions.

The activity is divided into two parts. The first part is preparation. Take as much of the 60 minutes for preparation as you want, since preparation time will not count in the competition. During preparation, you may handle the blocks, but you may not remove them from your table or place them so that they are touching any other blocks. You may use the work sheets, but you may not remove them from the table.

Any team member (one at a time only) may go to view the model but may look at it from one side of the table only. He/she may look at the model for as long as he/she wants and may return as often as needed, but he/she is not permitted to see all sides of the model in any one viewing. Each time a team member goes to view the model, regardless of how long he/she remains, 15 seconds will be charged to your team's construction time. Team members may view the model at any time during preparation or construction.

When your team feels ready to construct the model, notify the time keeper and begin constructing. Your construction time will automatically start if two blocks are deliberately placed so that they are touching. When you believe that your model is correct, notify the timekeeper, who will stop the timing. Your model will then be checked. If it is incorrect, you will be told that there is at least one mistake, and your construction time will continue.
SPY SPECIAL INSTRUCTIONS

(For your eyes only...) 

In real life, all group members do not work for the same goals. Sometimes people do things to reach personal rather than team goals. They may work against team goals because of group friction, lack of trust, inability to get along with a supervisor, creating destructive conflict, not coping with conflict, etc. There may be such a person in your group. We will call that person a "spy." It is possible that more than one spy may be in a group.

If you are a spy, you are trying to do everything in your power to hinder the efforts of your team, without letting anyone know that you are a spy.

If a team member thinks that another member is a spy, he/she can accuse that person of spying. The spy can be excluded from further deliberations of the group only if the group's members reach consensus that the person is a spy.

_____ You are a spy.

_____ You are NOT a spy.
SPY TIMEKEEPER SHEET

You are to make an accurate record of the time used by your team. It is important that the time be accurate.

In the space marked "visits to the model," place a check mark each time a member from the team you are observing goes to view the model.

Do not time anything until the team tells you it is ready to start constructing the model. As soon as it tells you, start keeping time.

When the team tells you that it has completed the task, calculate the elapsed time and ask the facilitator to check the model. If the model is incorrect, continue keeping time until the team again tells you it has completed the task, then calculate the elapsed time again and ask the facilitator to check the model.

At the end of the activity, add up the check marks in item 1 and multiply by 15 seconds. Then write down in item 2 the actual time used according to the watch. Last, add items 1 and 2 to get a total construction time for item 3.

1. VISITS TO MODEL: ____________ x 15 SECONDS = _______ MIN. _______ SEC.

2. CONSTRUCTION TIME: _______ MIN. _______ SEC.

3. TOTAL CONSTRUCTION TIME (item 1 plus 2) _______ MIN. _______ SEC.
SPY OBSERVER SHEET

You are to observe one team during the activity. Feel free to wander around the team as much as you like, but do not speak and do not answer any questions. Below is a list of things you should be looking for. Take notes and be prepared to discuss your observations after the activity.

Did conflict occur?

If conflict occurred, how did the members cope with it?

Did other group roles emerge, such as tension relievers, organizers, leaders, etc?

Was there friction in the group? Why?

Did people wonder who the spy was?

How did the group handle decisions that had to be made under time pressure?

How was the preparation time used?

How was the construction time used?

Did team members cooperate or compete with each other?

Who were high participators? Low participators?

Any other observations:
MEANINGS ARE IN PEOPLE WORK SHEET

<table>
<thead>
<tr>
<th>ASSIGNED WORD</th>
<th>COMMON WORDS ASSOCIATED W/TARGET WORD</th>
<th>VALUES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

1.
2.
3.
4.
5.
6.

1.
2.
3.
4.
5.
6.

1.
2.
3.
4.
5.
6.

1.
2.
3.
4.
5.
6.

1.
2.
3.
4.
5.
6.

1.
2.
3.
4.
5.
6.

TOTAL
MEANINGS ARE IN PEOPLE GROUP SUMMARY SHEET

<table>
<thead>
<tr>
<th>ASSIGNED TARGET WORD</th>
<th>COMMON WORDS ASSOCIATED W/TARGET WORD</th>
<th>VALUE</th>
<th>+</th>
<th>-</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL

173
For some time now, this country has had the technological means necessary to detect certain types of genetic defects prior to the birth of infants. A relatively safe procedure, amniocentesis, involves extracting a small amount of amniotic fluid that surrounds a fetus and running laboratory tests on that fluid. From those tests, over 60 types of genetic defects can be correctly detected. The procedure involves less than a 1 percent risk of harm to the fetus or to the mother.

Until 1970 the use of amniocentesis was entirely voluntary - that is, parents could request it if they wished, but they were not required to do so. If genetic defects were detected, therapeutic abortions were encouraged by doctors. In the past few years, however, a number of states have made amniocentesis a mandatory procedure for all pregnant women.

The detection procedure was originally mandated so that prospective parents would have the information necessary to make rational choices regarding the birth of the child. Now, however, certain people are arguing that the state should take action in regard to some types of genetic defects.

The particular genetic defect that you are asked to consider is the case of XYY males, those born with an extra Y chromosome. Several studies of this abnormality have indicated that apparently higher percentage of XYY males than of normal (XY) males wind up in prisons or mental hospitals. Some scientists have concluded that the XYY chromosomal factor is an indicator of aggressive or criminal tendencies and behavior. The XYY chromosomal combination has also been shown to be related to other characteristics such as above-average height, below-average intelligence, and severe acne.

Prominent public and professional people, have proposed that all XYY males be immediately registered at birth in order to keep them under proper scrutiny over the years. These people argue that such actions would be a safeguard against crime.

You are asked to recommend action regarding the registration of XYY males at birth.
CONTROVERSIAL ISSUES DISCUSSION GUIDELINES

1. How different were initial opinions within your group?

2. Do you feel the conflicting opinions were handled effectively for the task and the interaction process?

3. Do you feel that each member listened fairly to your ideas?

4. Do you feel that you, in turn, listened fairly and with an open mind to the ideas of other members?

5. When you presented your ideas, did you feel that having them accepted was the only way you could feel satisfied?

6. If your ideas were not accepted by others, did you feel you had lost?

7. Do you feel that you were personally attacked at any point during the discussion?

8. Do you feel that you attacked any of the others personally when you disagreed with them?

9. Did you feel like withdrawing from the group at any time?

10. Now that the discussion has ended, how do you feel toward the other members? Do you feel friendly or hostile toward one another?

11. How satisfied are you with the decision that was reached by your group?
CASE STUDY

Kelly, a co-worker, has a severe weight and smoking problem which is resulting in excessive sick days. You have experienced an increase in your work load and responsibilities since Kelly has missed so many days of work. You have also noticed that deadlines have not been met the past six months. Kelly's supervisor confronted this issue and explained that too many sick days, personal days, and excused absences have been accrued as a result of overeating and cigarette smoking. The supervisor stressed that Kelly cannot miss another day of work or that your co-worker, Kelly, may be permanently dismissed from the company.

Kelly has approached you and your co-workers for help, since Kelly is well liked by all of you. You are currently in a meeting to decide how to handle Kelly's health problem. A decision with given actions must be made through consensus on how to resolve this situation.
CHAPTER 8

EVALUATION FORMS

The evaluation forms are to be used in accordance to the type of materials covered during the training session. Choose the evaluation form(s) which is most desirable and suitable to the training session.
EVALUATION #1
SKILL BUILDING TECHNIQUES

Directions: The following items represent the four phases of Dewey's Reflective Thinking Technique. Please define each phase and in the space provided, give a concrete example taken from your own experience. After you have completed the form, rate the importance of each item as it relates to your present need for skill building (1 = no need; 5 = high need to develop more skills).

REFLECTIVE THINKING TECHNIQUES

1. Problem Phase

Definition: ____________________________________________________________

Example: ____________________________________________________________

2. Establishing the Criteria Phase

Definition: ____________________________________________________________

Example: ____________________________________________________________

3. Solution Phase

Definition: ____________________________________________________________

Example: ____________________________________________________________

4. Implementation Phase

Definition: ____________________________________________________________

Example: ____________________________________________________________
### PERSONAL SKILL DEVELOPMENT RATING

<table>
<thead>
<tr>
<th>Phase</th>
<th>Low Need</th>
<th>Average Need</th>
<th>High Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Problem Phase</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Establishing the Criteria Phase</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Solution Phase</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. Implementation Phase</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
EVALUATION #2
SKILL BUILDING TECHNIQUES

Directions: The following items represent the six steps to Osborn's Brainstorming Technique. Please define each step and in the space provided, give a concrete example taken from your own experience. After you have completed the form, rate the importance of each item as it relates to your present need for skill building (1 = no need; 5 = high need to develop more skills).

BRAINSTORMING TECHNIQUE

1. Place judgments and evaluations aside

Definition: __________________________________________
____________________________________________________
____________________________________________________

Example: __________________________________________
____________________________________________________
____________________________________________________

2. Let your imagination go!
Definition: ____________________________

Example: ____________________________

3. Think of as many ideas as possible

Definition: ____________________________

Example: ____________________________

4. Look for combinations and improvement

Definition: ____________________________

Example: ____________________________
5. Record all ideas

Definition:

Example:

6. Evaluate each idea at a later session

Definition:

Example:
### PERSONAL SKILL DEVELOPMENT RATING

<table>
<thead>
<tr>
<th>Low Need</th>
<th>Average Need</th>
<th>High Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Placing judgments &amp; evaluations aside</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. Letting the imagination go</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. Thinking of as many ideas as possible.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4. Looking for combinations and improvement</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5. Recording all ideas</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6. Evaluating each idea at a later session</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
EVALUATION #3
DECISION MAKING SKILLS

Directions: The following list contains some variables that are important to decision making. Please rate yourself on each of the items and note your greatest strength and weakness in the areas described (for example, on #1, applying Dewey's Reflective Thinking Technique; strength - can apply this technique in a given situation; weakness - may have difficulty in applying the technique).

1. The ability to apply Dewey's Reflective Thinking Technique.

<table>
<thead>
<tr>
<th>LOW</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>AVERAGE</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>HIGH</th>
<th>10</th>
</tr>
</thead>
</table>

Strength: ____________________________________________________________

Weakeness: __________________________________________________________

2. The ability to avoid the factors that choke effective decision making.

<table>
<thead>
<tr>
<th>LOW</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>AVERAGE</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>HIGH</th>
<th>10</th>
</tr>
</thead>
</table>

Strength: ____________________________________________________________

Weakeness: __________________________________________________________

3. The ability to arrive at high quality decisions.

<table>
<thead>
<tr>
<th>LOW</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>AVERAGE</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>HIGH</th>
<th>10</th>
</tr>
</thead>
</table>

Strength: ____________________________________________________________

Weakeness: __________________________________________________________
4. The ability to generate many possible alternatives to decision making.

<table>
<thead>
<tr>
<th></th>
<th>LOW</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>AVERAGE</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strength: ____________________________________________

Weakness: ____________________________________________

5. The ability to achieve group consensus.

<table>
<thead>
<tr>
<th></th>
<th>LOW</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>AVERAGE</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strength: ____________________________________________

Weakness: ____________________________________________

6. The ability to avoid faulty decision making.

<table>
<thead>
<tr>
<th></th>
<th>LOW</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>AVERAGE</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strength: ____________________________________________

Weakness: ____________________________________________

7. The ability to evaluate results of the decision made and to monitor for future problems.

<table>
<thead>
<tr>
<th></th>
<th>LOW</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>AVERAGE</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strength: ____________________________________________

Weakness: ____________________________________________
EVALUATION #4
CONFLICT

Directions: After each type of conflict over a basic issue, define its characteristics and give one concrete example taken from an on-the-job or personal situation to illustrate your definition. Indicate the results of the situation that you describe.

1. CONTROL OVER RESOURCES
Definition: 

Example: 

Results: 

2. PREFERENCES AND NUISANCES
Definition: 

Example: 

Results: 

3. VALUES
Definition: 

Example: 

Results: 
4. BELIEFS

Definition: ________________________________________________________________

_____________________________________________________________________

Example: ________________________________________________________________

_____________________________________________________________________

Results: ________________________________________________________________

5. RELATIONSHIP BETWEEN TWO PARTIES

Definition: ________________________________________________________________

_____________________________________________________________________

Example: ________________________________________________________________

_____________________________________________________________________

Results: ________________________________________________________________

6. MEANINGS

Definition: ________________________________________________________________

_____________________________________________________________________

Example: ________________________________________________________________

_____________________________________________________________________

Results: ________________________________________________________________
EVALUATION #5
COPING WITH CONFLICT

Directions: The following is a list that represents seven ways to cope with conflict during decision making. Please rate yourself on each area that you feel you can incorporate in your next group decision making situation. Note your degree of strength and weakness to which you feel you are capable of doing (for example, on #1, not being afraid of conflict when it occurs; strength - can represent that you are not afraid of conflict; weakness - difficulty in accepting conflict as a positive element).

1. Not afraid of conflict when it occurs.

<table>
<thead>
<tr>
<th>LOW</th>
<th>AVERAGE</th>
<th>HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Strength: 

Weakness: 

2. Striving for a group perspective.

<table>
<thead>
<tr>
<th>LOW</th>
<th>AVERAGE</th>
<th>HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Strength: 

Weakness: 

3. Ability to be open-minded about others' viewpoints.

<table>
<thead>
<tr>
<th>LOW</th>
<th>AVERAGE</th>
<th>HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Strength: 

Weakness: 
4. Ability to examine the criteria when judgements based on values are used.

<table>
<thead>
<tr>
<th>Low</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Average</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>High</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strength:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weakness:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Ability to cooperate and not compete.

<table>
<thead>
<tr>
<th>Low</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Average</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>High</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strength:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weakness:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Ability to collect supportive material directly related to the issue at conflict.

<table>
<thead>
<tr>
<th>Low</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Average</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>High</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strength:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weakness:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Ability to avoid behaviors that increase conflict.

<table>
<thead>
<tr>
<th>Low</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Average</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>High</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strength:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weakness:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. Ability to practice behavior that decreases conflict or results in a positive one.

<table>
<thead>
<tr>
<th>LOW</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>AVERAGE</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>HIGH</th>
<th>10</th>
</tr>
</thead>
</table>

Strength: __________________________________________________________

Weakness: _________________________________________________________
EVALUATION #6
GENERAL EVALUATION

Directions: Please rate each statement by circling the number that best approximates your feelings or thoughts.

1. The format and content met the training needs of the group.
   LOW  1  2  3  4  AVERAGE  5  6  7  8  9  10
   HIGH

2. The tone and the pace of the training were comfortable for the group.
   LOW  1  2  3  4  AVERAGE  5  6  7  8  9  10
   HIGH

3. Expectations of the amount of skill development were met in the group.
   LOW  1  2  3  4  AVERAGE  5  6  7  8  9  10
   HIGH

4. Ability of the trainer to describe accurately the methods and techniques of decision making and conflict.
   LOW  1  2  3  4  AVERAGE  5  6  7  8  9  10
   HIGH

5. Extent to which the trainer helped to generalize training principles to the actual work and personal settings.
   LOW  1  2  3  4  AVERAGE  5  6  7  8  9  10
   HIGH

6. Degree of openness, spontaneity, humor, and energy exhibited by the trainer.
   LOW  1  2  3  4  AVERAGE  5  6  7  8  9  10
   HIGH

7. Extent to which the trainer fielded responses and questions of group members with sensitivity and respect.
   LOW  1  2  3  4  AVERAGE  5  6  7  8  9  10
   HIGH

8. Degree to which the trainer encouraged group cohesiveness, trust, and responsiveness.
   LOW  1  2  3  4  AVERAGE  5  6  7  8  9  10
   HIGH
EVALUATION #7
GENERAL EVALUATION

Directions: Please rate each statement by circling the number that best approximates your feelings or thoughts.

1. Degree of clarity and organization.
   LOW 1 2 3 4 AVERAGE 5 6 7 8 9 10 HIGH

   LOW 1 2 3 4 AVERAGE 5 6 7 8 9 10 HIGH

3. Extent of enjoyment.
   LOW 1 2 3 4 AVERAGE 5 6 7 8 9 10 HIGH

4. Degree of value for, and relevance to, the actual work and personal settings.
   LOW 1 2 3 4 AVERAGE 5 6 7 8 9 10 HIGH

5. Ability of the trainer to direct and process the activity.
   LOW 1 2 3 4 AVERAGE 5 6 7 8 9 10 HIGH

6. Please comment on strengths or weaknesses of the training program.
   Strengths: __________________________________________
   Weaknesses: __________________________________________

7. What did you find to be the most valuable experience(s) during the training session?
   __________________________________________
   __________________________________________
   __________________________________________
EVALUATION #8
GENERAL EVALUATION FORM

NAME: ____________________________
DATE: ____________________________
ORGANIZATION: ______________________
DEPARTMENT: ______________________
POSITION: ______________________

Please circle your choice.

CONTENT:

1. The extent to which I understood the information presented.
   LOW 1 2 3 4 5 6 7 8 9 10
   AVERAGE

2. The extent to which I agreed with the information presented.
   LOW 1 2 3 4 5 6 7 8 9 10
   AVERAGE

3. The extent to which I valued the information presented.
   LOW 1 2 3 4 5 6 7 8 9 10
   AVERAGE

PROCESS:

1. The degree to which the training met the needs of the group.
   LOW 1 2 3 4 5 6 7 8 9 10
   AVERAGE

2. The degree of openness, spontaneity, and energy exhibited by the group trainer.
   LOW 1 2 3 4 5 6 7 8 9 10
   AVERAGE

3. The degree to which the trainer encouraged group cohesiveness and responsiveness.
   LOW 1 2 3 4 5 6 7 8 9 10
   AVERAGE

EXPERIENCE:

1. The amount of learning that I experienced in this training was:
   LOW 1 2 3 4 5 6 7 8 9 10
   AVERAGE
   HIGH
2. The extent of enjoyment I experienced in this training was:

LOW  1  2  3  4  AVERAGE  5  6  7  8  9  HIGH  10

3. The extent to which the training was relevant to my work and personal settings was:

LOW  1  2  3  4  AVERAGE  5  6  7  8  9  HIGH  10

COMMENTS:

1. What changes would you have made in this training program?

________________________________________________________________________

________________________________________________________________________

2. What did you find to be the most valuable material to you during the course of the decision making session?

________________________________________________________________________

________________________________________________________________________

3. In what specific ways do you feel your decision making skills have improved?

________________________________________________________________________

________________________________________________________________________
EVALUATION #9
GENERAL EVALUATION FORM

NAME: ________________________________
DATE: ________________________________
ORGANIZATION: _______________________
DEPARTMENT: _________________________
POSITION: ____________________________

1. What were the principle strengths of the:
   Workshop: ____________________________________________________________
   Presenter: _____________________________________________________________

2. What were the weaknesses of the:
   Workshop: ____________________________________________________________
   Presenter: _____________________________________________________________

3. The value of this workshop is:
   ________________________________________________________________

4. This workshop could be improved by:
   ________________________________________________________________
5. How well did the presenter:

<table>
<thead>
<tr>
<th></th>
<th>LOW</th>
<th></th>
<th></th>
<th></th>
<th>HI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involve the group:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Illustrate &amp; Clarify points:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Hold your attention:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Provide opportunities for application:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Explain the various decision making techniques:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Organize the content:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Utilize a variety of group activities:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Finalize content:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Manage group's time:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Utilize effective platform skills:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
CHAPTER 9

WORKSHOP/TRAINING DESIGN OUTLINES

This chapter consists of one tested eight hour day design. The facilitator may choose this design or create his/her own. This design has five slots. There is a slot for time allotment, the group structure, the equipment and materials needed, handouts, and the content and activity.
WORKSHOP/TRAINING DESIGN OUTLINE

| TIME: | 8:45 |
| DATE: | |
| STRUCTURE: | Informal |
| EQUIP./MAT.: | Blank name cards, Round tables, chairs |
| HANDOUTS: | None |
| CONTENT & ACTIVITY: | Social |

| TIME: | 9:00 |
| STRUCTURE: | Large group |
| EQUIP./MAT.: | Packet (agenda, roster, goals, objectives), namecards, marking pens, pencils, blank paper, easel, pre-printed material on objectives |
| HANDOUTS: | None |
| CONTENT & ACTIVITY: | Welcome  
- Overview (agenda, roster)  
- Logistics (seated in triads)  
- Introduction of selves |

**Purpose of Decision Making Workshop**

Company-wide effort to develop & enhance the decision making skills of NBC non-exempt employees in personal & business situations which will foster effective and independent group decision making & improved communication in group settings.

**Objectives**

- Demonstrate the Reflective Thinking Technique & Brainstorming Technique
- Identify reasons for conflict, how to recognize conflict, destructive conflict.
- Use the techniques in personal & work-related situations.
- Design a plan of action for continued use of the techniques and knowledge gained from the workshop.
<table>
<thead>
<tr>
<th>TIME:</th>
<th>9:30</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRUCTURE:</td>
<td>Large group</td>
</tr>
<tr>
<td>EQUIP./MAT.:</td>
<td>Desert Survival Situation</td>
</tr>
<tr>
<td>HANDOUTS:</td>
<td>Desert Survival Situation</td>
</tr>
<tr>
<td>CONTENT &amp; ACTIVITY:</td>
<td>Read aloud situation &amp; task</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME:</th>
<th>9:35</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRUCTURE:</td>
<td>Individual</td>
</tr>
<tr>
<td>EQUIP./MAT.:</td>
<td>None</td>
</tr>
<tr>
<td>HANDOUTS:</td>
<td>None</td>
</tr>
<tr>
<td>CONTENT &amp; ACTIVITY:</td>
<td>Individuals read &amp; rank the Desert Survival items</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME:</th>
<th>9:45</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRUCTURE:</td>
<td>Small groups (4-6)</td>
</tr>
<tr>
<td>EQUIP./MAT.:</td>
<td>None</td>
</tr>
<tr>
<td>HANDOUTS:</td>
<td>None</td>
</tr>
<tr>
<td>CONTENT &amp; ACTIVITY:</td>
<td>Small groups read and rank items</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME:</th>
<th>10:10</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRUCTURE:</td>
<td>Individual</td>
</tr>
<tr>
<td>EQUIP./MAT.:</td>
<td>Desert Survival Feedback Form</td>
</tr>
<tr>
<td>HANDOUTS:</td>
<td>Desert Survival Feedback Form</td>
</tr>
<tr>
<td>CONTENT &amp; ACTIVITY:</td>
<td>Individuals complete the form</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME:</th>
<th>10:20</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRUCTURE:</td>
<td>Small groups</td>
</tr>
<tr>
<td>EQUIP./MAT.:</td>
<td>Expert's rationale</td>
</tr>
<tr>
<td>HANDOUTS:</td>
<td>Easel with chart to record scores</td>
</tr>
<tr>
<td>CONTENT &amp; ACTIVITY:</td>
<td>Expert's rationale</td>
</tr>
</tbody>
</table>

- Small groups review expert's rationale
- Record answers
- Write scores on easel's prepared chart
- Large group process feedback
- Relate to personal & work-related situations.

<table>
<thead>
<tr>
<th>TIME:</th>
<th>10:45</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT &amp; ACTIVITY:</td>
<td>Break</td>
</tr>
<tr>
<td>TIME:</td>
<td>STRUCTURE:</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>11:00</td>
<td>Large group</td>
</tr>
<tr>
<td>11:30</td>
<td>Small groups</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00</td>
<td>Small groups</td>
</tr>
<tr>
<td>1:30</td>
<td>Large group</td>
</tr>
<tr>
<td>TIME:</td>
<td>1:45</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>STRUCTURE:</td>
<td>Large group</td>
</tr>
<tr>
<td>EQUIP./MAT.:</td>
<td>Overhead transparencies on the conflicts over six issues, overhead projector</td>
</tr>
<tr>
<td>HANDOUTS:</td>
<td>None</td>
</tr>
<tr>
<td>CONTENT &amp; ACTIVITY:</td>
<td>Conflicts Over Six Basic Issues</td>
</tr>
<tr>
<td></td>
<td>• Lecture</td>
</tr>
<tr>
<td></td>
<td>• Ask questions to get group involved</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME:</th>
<th>2:15</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRUCTURE:</td>
<td>Small groups</td>
</tr>
<tr>
<td>EQUIP./MAT.:</td>
<td>Meanings Are in People worksheet</td>
</tr>
<tr>
<td>HANDOUTS:</td>
<td>Meanings Are in People worksheet</td>
</tr>
<tr>
<td>CONTENT &amp; ACTIVITY:</td>
<td>• This exercise is to demonstrate one of the six basic issues of conflict.</td>
</tr>
<tr>
<td></td>
<td>• To demonstrate that meanings are not in words, but in people.</td>
</tr>
<tr>
<td></td>
<td>• Assign each group a different word from one set of the M.A.I.P. target word list.</td>
</tr>
<tr>
<td></td>
<td>• Each person independently lists all words that come to mind.</td>
</tr>
<tr>
<td></td>
<td>• Each person assigns a positive (+), neutral (0), or negative (-) value to each word.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME:</th>
<th>2:20</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRUCTURE:</td>
<td>Small groups</td>
</tr>
<tr>
<td>EQUIP./MAT.:</td>
<td>Meanings Are in People Group Summary worksheet</td>
</tr>
<tr>
<td>HANDOUTS:</td>
<td>Meanings Are in People Group Summary worksheet</td>
</tr>
<tr>
<td>CONTENT &amp; ACTIVITY:</td>
<td>• Each member totals the number of positive, negative or neutral values for the words assigned.</td>
</tr>
<tr>
<td></td>
<td>• Group members identify associated words that were listed more than once &amp; place on the group summary sheet.</td>
</tr>
<tr>
<td>TIME:</td>
<td>2:35</td>
</tr>
<tr>
<td>----------</td>
<td>------</td>
</tr>
<tr>
<td>STRUCTURE:</td>
<td>Large group</td>
</tr>
<tr>
<td>EQUIP./MAT.:</td>
<td>Chalkboard or easel</td>
</tr>
<tr>
<td>HANDOUTS:</td>
<td>None</td>
</tr>
<tr>
<td>CONTENT &amp; ACTIVITY:</td>
<td>Lead a discussion on the experience</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME:</th>
<th>3:00</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT &amp; ACTIVITY:</td>
<td>Break</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME:</th>
<th>3:15</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRUCTURE:</td>
<td>Large group</td>
</tr>
<tr>
<td>EQUIP./MAT.:</td>
<td>Overhead transparencies on:</td>
</tr>
<tr>
<td></td>
<td>• How to recognize conflict</td>
</tr>
<tr>
<td></td>
<td>• Creative vs. destructive conflict</td>
</tr>
<tr>
<td></td>
<td>• Avoiding destructive conflict</td>
</tr>
<tr>
<td>HANDOUTS:</td>
<td>Overhead projector</td>
</tr>
<tr>
<td>CONTENT &amp; ACTIVITY:</td>
<td>Easel with information on the following areas:</td>
</tr>
<tr>
<td></td>
<td>• How to cope with conflict</td>
</tr>
<tr>
<td></td>
<td>• How to achieve consensus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME:</th>
<th>3:35</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRUCTURE:</td>
<td>Small groups</td>
</tr>
<tr>
<td>EQUIP./MAT.:</td>
<td>Controversial Issues Case Study</td>
</tr>
<tr>
<td>HANDOUTS:</td>
<td>Controversial Issues Case Study</td>
</tr>
<tr>
<td>CONTENT &amp; ACTIVITY:</td>
<td>Read aloud the situation and ask group to complete the exercise.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME:</th>
<th>4:15</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRUCTURE:</td>
<td>Individuals</td>
</tr>
<tr>
<td>EQUIP./MAT.:</td>
<td>Controversial Issues Case Study Questions</td>
</tr>
<tr>
<td>HANDOUTS:</td>
<td>Controversial Issues Case Study Questions</td>
</tr>
<tr>
<td>CONTENT &amp; ACTIVITY:</td>
<td>Individuals complete questions</td>
</tr>
<tr>
<td>TIME</td>
<td>STRUCTURE</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
</tr>
<tr>
<td>4:25</td>
<td>Large group</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME</th>
<th>STRUCTURE</th>
<th>EQUIP./MAT.</th>
<th>HANDOUTS</th>
<th>CONTENT &amp; ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:35</td>
<td>Large group</td>
<td>Easel with prepared information of day's summary, ideas for follow-up</td>
<td>None</td>
<td>Summary</td>
</tr>
</tbody>
</table>

- Recap of the day
  - 1. Ask the group of individuals to write down a few problems or decisions that they are encountering;
  - 2. tell the individuals to choose one that they would like to work on;
  - 3. tell the individuals to meet with someone in the group in two weeks to discuss how they are progressing with the decision or problem. |

<table>
<thead>
<tr>
<th>TIME</th>
<th>STRUCTURE</th>
<th>EQUIP./MAT.</th>
<th>HANDOUTS</th>
<th>CONTENT &amp; ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:45</td>
<td>Individuals</td>
<td>Evaluations</td>
<td>Evaluations</td>
<td>Complete and return evaluation forms</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME</th>
<th>CONTENT &amp; ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:00</td>
<td>Adjourn</td>
</tr>
</tbody>
</table>