

## **Human Relations Case Study—Katie**

Katie prided herself on treating everyone the same and behaving the same way no matter where she was or who was around her. When she began working on her first job as an assistant claims processor for a large insurance company, Katie kept her breezy manner in the office. She called everyone by his or her first name, or by a nickname if she thought of a cute one. Her pet name for Salvatore, an elderly policyholder, was Senile Sal. She did not mean any harm; she just thought it was funny.

Katie liked to use coarse language that shocked people. Her friends had always thought this was funny and "with it." She assumed that people in the office would think so too. Before Kate's probationary period was up, Mildred Foster, the manager, warned her about her behavior and language in the office. Ms. Foster also warned Katie about not showing respect for others.

"I really don't know what you're talking about, Millie," Katie said. "I treat everyone the same as I treat my best friends. What's wrong with that? And I don't talk any differently here than I do elsewhere."

### *Analysis*

1. What is the real problem?
2. What solutions to this problem can you think of?

*Source: Adapted from Human Relations and You, Paradigm Publishing International, 1991.*

**ANSWERS****Human Relations Case Study—Katie**

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***Analysis***

1. What is the real problem?  
*Katie insists on treating everyone the same. Personalities are not the only difference in people; we also must consider attitudes, ages, cultures, religions, and other types of preferences. Katie also should be aware that a business environment requires a certain formality and discretion in language, dress, and behavior.*
2. What solutions to this problem can you think of?  
*See #1 above. Katie will just have to adapt to the work environment in which she has chosen to work if she is to be successful.*

*Source: Adapted from Human Relations and You, Paradigm Publishing International, 1991.*

## **Human Relations Case Study—Attitude Matters**

Ann and George were both young, aggressive, and competent. They joined the M. K. Company on the same day and went through the same training program in preparation for identical jobs involving a great deal of close contact with fellow employees.

Although it was not easy, Ann made a good adjustment to her work environment. She was able to do this because of her warm, flexible personality and the application of the human relations skills she had learned and developed at technical school. George, on the other hand, made little progress. He appeared rigid and distant to those who worked around him. To a few older and experienced employees, he even seemed aloof and hostile. George's supervisor, watching him from a distance, felt he was waiting around expecting others to approach him and be friendly. He seemed to be standing on the sidelines, unable or unwilling to meet people halfway. Perhaps he did not know how to communicate with others.

A few weeks later, during lunch, George told Ann he was going to look for another job. His reasons were as follows: (1) he felt some co-workers were unfriendly, (2) he resented some of his fellow employees, who seemed excessively critical of him, and (3) he felt his supervisor was trying to push him into a mold of conformity that was simply not his style. Why should he go all out to adjust? After all, building working relationships is a two-way thing. He felt confident that he could find another company that would appreciate him more and give him all the freedom that he needed to be himself.

What chance do you think George has of finding a job environment that would make him completely happy? Assume you are George's supervisor and willing to spend thirty minutes in a two-way communications session trying to help him and keep him with the firm. What points would you attempt to cover?

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What chance do you think George has of finding a job environment that would make him completely happy? Assume you are George's supervisor and willing to spend thirty minutes in a two-way communications session trying to help him and keep him with the firm. What points would you attempt to cover?

*Suggested answers: George's chances of finding a job environment that would make him happy are almost nonexistent if he refuses to change his attitude. Some points that he needs to understand include the following, among others: (1) To have a friend, you need to be a friend. (2) Even though people have different personality types and expect different behaviors from others, everyone wants to be met halfway in their attempts at friendships. (3) A class in interpersonal relations could prove beneficial to someone in George's situation.*

*Source: Adapted from Human Relations and You, Paradigm Publishing International, 1991.*

## **Human Relations Case Study—Friendliness**

Maria was an intelligent, sensitive tech school student who worked part-time with a local banking organization. She hoped to move into a good full-time career with the same company upon graduation in June.

Although she was fairly successful in her part-time job because she was accurate, reliable, and conscientious, Maria did not communicate well with her fellow workers.

When one of her fellow workers tried to be friendly, she was polite, but backed away. When someone tried to involve her in a discussion by asking a question, Maria came up with a quick answer but made no effort to keep the conversation going.

Maria's supervisor, an individual with many years of experience, said, "I have talked with her a number of times, and I still can't understand her. She is a good producer, but she seems to be afraid to put even a little of herself into a relationship.

"She does not seem to understand that all good working relationships must encompass, to some extent, the mutual reward theory. At any rate, she doesn't recognize that she has a responsibility to communicate. Until she learns this, I am not going to recommend her for a full-time position because it would not be fair to her fellow workers and to her future success."

Assuming you are Maria's supervisor, how would you go about helping her to learn to communicate and understand the real meaning of mutually rewarding conversation?

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Assuming you are Maria's supervisor, how would you go about helping her to learn to communicate and understand the real meaning of mutually rewarding conversation?

*Suggested answers: Maria seems to be a naturally shy individual who probably feels very insecure about communicating with others (she might have strong reflective/perfectionist tendencies). If she is told the importance of being communicative and given plenty of opportunities to practice successful conversations, she will no doubt become a good employee.*

*Source: Adapted from Human Relations and You, Paradigm Publishing International, 1991.*

## **Human Relations Case Study—Positive Relationships**

**INSTRUCTIONS:** Read the following paragraph and then answer the questions below.

Lee works for Ash Computer Electronics, Inc. She works in the word processing department and, generally, likes her job. Lee gets to work around 8:50 a.m. most mornings. As work starts at 8:30 a.m., June, one of her co-workers, covers for her by answering her phone during this time. Lee is an excellent typist and feels a great deal of confidence in her ability. She often helps June and her co-workers. Her best friend, Pam, works down the hall, and Lee will often leave her desk and stop by Pam's office for a "short" visit. Lee usually asks June to cover her leaving the office for the visit.

1. Has Lee developed positive relationships with her co-workers? How?
2. How do you think June feels about Lee?
3. List the ways that Lee is ignoring good human relations skills while dealing with June.
4. How could Lee improve her relationship with June?

**ANSWERS****Human Relations Case Study—Positive Relationships**

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1. Has Lee developed positive relationships with her co-workers? How?  
*Lee's willingness to assist her co-workers no doubt helps her develop a good relationships. However, her "abuse" of these relationships probably creates a strain that will eventually cause much resentment.*
2. How do you think June feels about Lee?  
*Resentment.*
3. List the ways that Lee is ignoring good human relations skills while dealing with June.  
*She is certainly ignoring the Golden Rule: "Do unto others as you would have them do unto you."*
4. How could Lee improve her relationship with June?  
*Being on time and maintaining responsibility for her own work. By Lee's doing this, June would be willing to help her on an "as needed" basis.*



## **Obnoxious Co-Workers Scenarios**

- ◆ The printers made an error and published the wrong schedule in the school's fall adult education brochure. Luis, the receptionist, had to deal with a lot of confused and irate students Monday morning and didn't even have the right calendar to refer to. When Rasheed, the public relations director, arrived at work, Luis barked, "You really messed up the brochure this time. Do you know what you're doing, or what?"

What should Luis have said or done?

- ◆ James is a clerk at the post office. There is a lot of mail to get ready for sorting today because of the upcoming Christmas holidays. James's boss told him to try to work a little faster. James argued, "Why don't we just hire more holiday help? I'm going as fast as I can!"

What should James have said or done?

*Source: Adapted from a reproducible student activity sheet from Contemporary Work Matters published by Public/Private Ventures.*

**ANSWERS****Obnoxious Co-Workers Scenarios**

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What should Luis have said or done?

*Even if Luis mistakenly thought Rasheed was to blame, he should not have spoken before finding out the whole story. First, he should have shown Rasheed the misprinted brochure. Rasheed would no doubt have recognized the error at once and would have contacted the printers about the mistake. Rasheed should not have been blamed.*

- ◆ James is a clerk at the post office. There is a lot of mail to get ready for sorting today because of the upcoming Christmas holidays. James's boss told him to try to work a little faster. James argued, "Why don't we just hire more holiday help? I'm going as fast as I can!"

What should James have said or done?

*James should have willingly worked as fast as he could to complete the presort; and then when things were a little less hectic, he could have spoken calmly to his boss about the need to hire some temporary help. If James appears willing to go the extra mile, his boss will be more willing to meet him halfway.*

*Source: Adapted from a reproducible student activity sheet from Contemporary Work Matters published by Public/Private Ventures.*

## **Mutual Respect Case Studies**

**A Guide to Developing Effective Relationships with Co-Workers and Supervisors**

**When communicating with others, strive to:**

- ◆ **Develop and maintain a positive working relationship with your co-workers and with your supervisor.**
- ◆ **Inform your supervisor upon completion of each assigned task.**
- ◆ **Be willing to assist co-workers when you are able.**
- ◆ **When you are unable to complete an assigned task by the deadline, consult with your supervisor as soon as possible.**
- ◆ **Inform your supervisor of the problems that you are unable to solve on your own.**
- ◆ **Treat everyone with respect.**
- ◆ **Be Polite.**

**Describe the proper response to achieve effective communications in each of the following situations.**

1. **Your supervisor has asked that you duplicate and bind twenty training manuals by next Thursday. He has hired several new employees and they will begin their orientation next week. You have the only available copy of the training manual on your computer. Your master hard copy was accidentally issued at the last orientation. The laser printer in your office is an older model and has required constant repair. Today, when you begin to print out a new "master hard copy," you discover that you are having printer problems. You call Mr. Johnson, the service repair man, to come fix it. Mr. Johnson informs you that your maintenance agreement has expired, and he is unable to make a service call until a new agreement is signed.**

**What would you say to Mr. Johnson? To your supervisor?**

## **Module 9 ■ Activity 17 ■ COOPERATION**

2. You are extremely proud of yourself because you recently completed a tough assignment ahead of schedule. Penny in Accounts Receivable was scheduled to help you with the project, but each time you called her she came up with an excuse.

What would you say to Penny? Your supervisor? Penny's supervisor? Other co-workers?

3. A friend of yours is unable to make a trip and you have been invited to take her place. It sounds like the vacation of a lifetime. The only problem is that you have to leave on Friday, which is the day after tomorrow and you are scheduled to work.

What do you do? What do you say to the person who invited you? What do you say to your supervisor?

4. Your supervisor gave you an assignment with a two-week deadline. Tomorrow is the deadline and you realize that you are not able to complete the assignment.

What do you do? Should you mention this to your supervisor? If so, how? Should you ask a co-worker for assistance? If so, who would you select and how would you ask for help?

## **Assertive/Aggressive Case Study**

Contrast assertive behavior with aggressive behavior by describing how a person could react to the following situation in each way:

Al and Ted live in the same neighborhood and work for the same company, 20 miles away. They decided to ride together starting in June and to alternate driving each week. The arrangement worked well for two months. Then, frequently, when it was Ted's week to drive, he had a reason why he couldn't. Several reasons have been "I seem to be having a little trouble with the brakes" and "Mary needs our car this week to take the kids to school." Ted has not made any type of offer to change the driving arrangement with Al. He seems to expect Al to drive when he has a problem.

Assertive reaction by Al:

Aggressive reaction by Al:

*Source: Personal Psychology for Life and Work, 3<sup>rd</sup> Ed., Baltus, McGraw-Hill Book Co.*

**ANSWERS**

**Assertive/Aggressive Case Study**

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**Assertive reaction by Al:**

*Al could calmly remind Ted of their original agreement that both share driving time equally and ask that he honor that agreement. He could simply state that he would no longer be available otherwise.*

**Aggressive reaction by Al:**

*Al could angrily blow up at Ted and insist that Ted pay him for all the "free" transportation provided recently. He might even threaten him physically. This, of course, would be a mistake.*

*Source: Personal Psychology for Life and Work, 3<sup>rd</sup> Ed., Baitus, McGraw-Hill Book Co.*

## **Module 9 ■ Activity 18 ■ COOPERATION**

**Activity:** Getting Along—Omitting Offensive Language

**Materials Needed:** Handouts/Transparency: “Getting Along—Omitting Offensive Language”

**Directions:** Have students work in groups of three or four to rewrite the offensive sentences on the handout. Have all groups share their answers to each item and choose the best answer(s) to each one. Ask for reasons why the sentences may be offensive. Answers may vary, but some suggested answers are given.

**Time Required:  
15 Minutes**

## **Getting Along—Omitting Offensive Language**

Here are some undesirable, offensive ways in which people sometimes speak to one another in the workplace. Rewrite each sentence to make the language more appealing and to reflect good interpersonal communication skills.

1. Most of “you people” have trouble with grammar.
2. That sweater really shows all of your “assets.”
3. Would you stop bugging me; I’m busy!
4. You kids don’t know how to do anything!
5. All you Orientals are good at math.
6. Hey! Shut up back there; I’m on the phone!
7. Get out of my space, NOW.
8. An idiot could figure that one out.
9. What else is a man good for?
10. Get me a copy of this pronto, Tonto.

*Source: Adapted from a reproducible student activity sheet from Contemporary Work Matters published by Public/Private Ventures.*



## Module 9 ■ Activity 18 ■ COOPERATION

### ANSWERS

### Getting Along—Omitting Offensive Language

Here are some undesirable, offensive ways in which people sometimes speak to one another in the workplace. Rewrite each sentence to make the language more appealing and to reflect good interpersonal communication skills.

1. Most of “you people” have trouble with grammar.  
*It’s interesting to hear the way people of different cultures (or people from different parts of the country, or those using English as a second language, etc.) speak the English language.*
2. That sweater really shows all of your “assets.”  
*You look really nice in your new sweater! or That color looks nice on you. or You have excellent taste in clothing.*
3. Would you stop bugging me; I’m busy!  
*Just as soon as I’m finished with this project, I’ll help you with your problem. Would you mind waiting for me just a minute?*
4. You kids don’t know how to do anything!  
*I enjoy working with the younger folks around here because you let me show off what I do know!*
5. All you Orientals are good at math.  
*It must be nice to have such a knack for math!*
6. Hey! Shut up back there; I’m on the phone!  
*Excuse me, but could you please hold it down for just a minute? I’ll be off the phone just as soon as I can. Thanks.*
7. Get out of my space, NOW.  
*Because I have a very important project to complete in an hour, would you mind our resuming our conversation at lunch?*
8. An idiot could figure that one out.  
*Thanks for asking me to help you with that problem. It gives me a chance to show off my trouble-shooting skills.*
9. What else is a man good for?  
*It’s good that we don’t all have the same strengths and the same weaknesses. Otherwise, we’d all be stumped by the same problems!*
10. Get me a copy of this pronto, Tonto.  
*Joe, may I get a copy of this proposal by 3:30 please?*

*Source: Adapted from a reproducible student activity sheet from Contemporary Work Matters published by Public/Private Ventures.*

**Activity:** Human Relations on the Job Quiz

**Materials Needed:** Handouts/Transparency: "Human Relations on the Job Quiz"

**Directions:** Give a copy of the handout to the students to complete without prior discussion. Afterwards, have a class discussion of the answers. The class, through discussion, should arrive at an acceptable answer on each item.

**Time Required:  
10 Minutes**

## Human Relations on the Job Quiz

**INSTRUCTIONS:** In the following situations, check the action you think is best.

1. Jane is a work study student and often does her homework during slow periods at work. Ms. Perez, her supervisor should:  
 a. Leave her alone.  
 b. Discuss the issue with Jane and explain that it is not acceptable to do homework at work.  
 c. Fire her.
2. Tom, the computer programmer, is handicapped. His co-worker Jim should:  
 a. Go out of his way to be especially nice.  
 b. Avoid Tom so that he (Jim) will not feel uncomfortable.  
 c. Treat Tom as he would anyone else.
3. Pat has recently been late for work. Her supervisor should:  
 a. Have someone cover for her.  
 b. Explain to Pat that she needs to be on time or will be terminated.  
 c. Ignore the problem and hope that Pat will soon start coming to work on time again.
4. Lee has completed his work assignment with several errors. Ms. Johnson should:  
 a. Show Lee the errors and ask him to correct them.  
 b. Give it to someone else to do.  
 c. Show Lee the errors and explain to him how the work could be improved, then ask him to correct it.
5. Sheila needs someone to help her with a rush work assignment. Amy, whom Sheila has often helped out in similar situations, has refused to help Sheila saying, "It isn't my work." Sheila should:  
 a. Talk to Amy and explain how unfair she feels this is.  
 b. Never help Amy out again.  
 c. Tell her supervisor how uncooperative Amy is.
6. It is Betty's first day at Hudson Manufacturing. She is very anxious to make friends. She should:  
 a. Spend the first day "chatting" with her co-workers.  
 b. Listen to gossip and find out all that she can about her co-workers.  
 c. Relax and let friendships develop.

## **Module 9 ■ Activity 20 ■ COOPERATION**

**Activity:** Problem-Solving Process

**Materials Needed:** Handouts/Transparency: "The Problem-Solving Process"

**Directions:** You may give students copies of this handout when you feel they need a more comprehensive study of the required steps for solving problems. You may discuss the steps and/or have students read them and summarize them.

**Time Required:  
10 Minutes**

## The Problem-Solving Process

The problem solving process can develop in a number of ways, but the steps and order you follow are important. Leaving out any of the steps or doing them in a different order will limit your problem-solving abilities.

**Step 1. Identify the Problem.** The biggest mistake you can make in solving a problem is to work on the wrong problem. Take time to discover what the real problem is. Here is an example of the importance of this step. A book store manager notices that the store is frequently out of certain titles. She defines the problem as "employees need to order books when they see that we have run out of a title." She then begins to work on getting employees to reorder books. However, the real problem could be something else. It could be that a standard number of books is ordered for each title when larger quantities should be ordered for more popular books. In this case, the problem should be defined as "how to improve inventory control."

**Step 2. Gather and Organize Data About the Problem.** You should gather as much data on the problem as possible. The best way to collect data is to observe what happens. Other good ways to collect data include talking with people involved and reading reports. Organize the data in a way that will help you arrive at a solution. This process is called analysis. Analysis requires some mathematical skills. There are three simple methods you can use to analyze your data: frequency tables, percentages, and graphs.

**Step 3. Develop Solutions to the Problem.** After collecting data about the problem, you can begin to develop solutions. Develop as many solutions as possible in this step. There are several things you can do to develop solutions.

- ◆ **Talk to other people.** Talk the problem over with other co-workers who have experienced the problem and find out how they solved it in the past. Ask friends from other organizations if they have had a similar problem and how they solved it. (When talking to others outside your organization, do not reveal information that would be considered confidential.)
- ◆ **Hold a group discussion.** The two most popular types of group discussion are:
  1. **Brainstorming.** Brainstorming sessions involve a group of workers trying to come up with as many ideas as possible. There are some important rules to follow when brainstorming. First, no ideas can be criticized. It is important to develop as many ideas as possible

without being concerned about their quality. Second, stretch for ideas. When the group thinks that it has exhausted all ideas, try again to develop more ideas. Third, all ideas are written on flip charts and posted so that the entire group can see what's been suggested.

2. **Nominal Group Technique.** This is a more controlled method than brainstorming. First, each person thinks of as many ideas as possible and writes them on a piece of paper. Second, the group shares these ideas, taking one idea from one person at a time. Third, the group discusses the ideas. Fourth, the group ranks or rates the ideas from best to worst.

- ◆ **Visit other organizations with similar problems.** You can learn a lot by discovering how other organizations solve their problems. Many businesses are willing to let you visit them if you don't work for a direct competitor. Look at their solutions and evaluate how well they have solved their problems. Decide if the solution could be used in your organization.
- ◆ **Read about the problem.** Trade journals provide valuable information about how organizations like yours have solved problems. Trade journals are magazines about a certain type of business. For example, there are trade journals for computer dealers, retailers, publishers, and fast food restaurateurs. The list goes on and on. Since trade journals deal with businesses just like yours, they publish articles that give helpful ideas about problems. Other business magazines or books may also give you some good ideas.

**Step 4. Evaluate Possible Solutions.** There are a number of questions you should ask when evaluating possible solutions.

- ◆ **Is the idea logical?** You should look for a relationship between the problem and solution. Make sure there is a different relationship. For example, giving dissatisfied customers a discount doesn't solve the poor customer service problem.
- ◆ **How much will the idea cost?** You may have a great idea, but if it isn't affordable it doesn't do the organization any good. Some problems are not complicated; therefore, the solutions are not costly. However, costs for solutions to more complex problems can vary greatly. For example, pizza delivery time might improve if the store bought a new truck, but it may not be able to afford one.

- ◆ **Does the organization have workers who know how to implement the solution?** Some solutions require specialized knowledge. Without employees who have that knowledge, the solution won't work.
- ◆ **Is the solution timely?** Some problems may need immediate solutions. Some ideas are good but take too long to implement. Sometimes it is necessary to choose two solutions: one that works immediately and another that will be a better solution for the future. For example, a new printing press will improve the quality of the company's printed documents, but delivery is three months away. The immediate solution then might be to reduce press speed, re-ink more often, and have employees work overtime.

Even after applying these rules, it is difficult to select the right solution from a large number of ideas. Two ways to help sort ideas are rating and ranking.

1. **Rating.** Rating is a process where each idea is evaluated separately. You apply all four questions above to each idea. Then you rate it on a scale from 1 to 5, 1 being a very good idea and 5 a very poor idea. One drawback to this method is that you may end up with several ideas that are rated equal or almost equal.
2. **Ranking.** Ranking is another process. Look at all ideas, choose the best and rank it number one. Compare the remaining ideas and select the number two idea. Continue this process until all ideas have been ranked. A weakness of this method is that it is difficult to rank more than 10 ideas at a time.

Probably the best way to select the number one idea is to use both rating and ranking. First, rate all ideas. Then rank the top 10. This uses the strengths of both methods and omits their weaknesses.

**Step 5. Select the Best Solution.** By the time you complete the analysis, you should be able to decide on the best solution. The best solution may not always be the top idea, but it will usually be among the top three to five ideas. Keep in mind three things when choosing a solution:

- ◆ **The best idea may not be affordable.** This means that you should select an idea that will solve the problem without greatly increasing cost. If the top two or three ideas are basically equal, select the less costly one.
- ◆ **There's always risk involved.** No solution will be foolproof. This fact often keeps people from making a decision. You can try to reduce the risk, but you can't eliminate it.

## Module 9 ■ Activity 20 ■ COOPERATION

- ◆ **Don't worry about being wrong.** Mistakes can't be totally eliminated. Think about what to do if the solution fails. Planning ahead for errors means they can be corrected more quickly.

**Step 6. Implement the Solution.** A good idea can be ruined if you fail to implement it correctly. Here are some guidelines to help you correctly implement ideas.

- ◆ **Believe in the ideas.** Never implement an idea you don't think will solve a problem. Sometimes, if people believe an idea is successful, it is easier to overcome difficulties that would otherwise jeopardize it.
- ◆ **Convince others to support the idea.** When a group solves the problem, you already have this step implemented. It is extremely important to get the supervisor's support for any idea. A group solution will help convince your supervisor to support a solution. However, if you develop a solution by yourself, you need to convince other people to support your idea.
- ◆ **Don't let fear hold you back.** It is normal to be afraid of failure. Worries about losing your job or reputation if an idea fails need to be kept in check. People sometime wait too long before implementing a solution. Inaction may cause a good idea to fail.
- ◆ **Follow through.** A solution shouldn't be immediately rejected because it doesn't work. It takes time for ideas to work. Continue trying the solution until you know why it isn't working before taking a new approach.

**Step 7. Evaluate the Solution.** Within a reasonable period of time, evaluate the effectiveness of the situation and decide if it is working. One good way to evaluate a solution is to repeat the analysis step. For example, go back and do another frequency table to find out if customers are happier or if production or quality is improved, etc.



## **Module 9 ■ Activity 21 ■ COOPERATION**

**Activity:** Chain of Command

**Materials Needed:** None

**Directions:** Think of someone you know who has been in the workforce for several years. Interview this person to determine the importance that following the chain of command carries in his or her workplace. Some organizations place a high value on following the chain of command; other more informally structured companies might consider it less important. Be prepared to share your interview with the rest of the class.

**Time Required:  
10 Minutes**

## **Module 9 ■ Activity 22 ■ COOPERATION**

**Activity:** Chain of Command—Communicating With Your Supervisor

**Materials Needed:** Handouts/Transparency: “Communicating With Your Supervisor”

**Directions:** Have a class discussion of the points brought out on the handout. Ask students how following these steps will help them to be successful in school as well as on the job.

**Time Required:  
10 Minutes**

## Communicating With Your Supervisor

Communication with your supervisor is important to both of you. There are five important aspects to remember when communicating with your supervisor:

1. You must be able to follow instructions.
2. You need to know how to ask questions.
3. You should report any problems and results of your work.
4. You need to accurately record and give messages to your supervisor.
5. You need to discuss your job performance.

### Rely On Your Senses When Following Instructions

Following instructions is extremely important at all times, but especially during your training period. Your supervisor will be watching to see how well you do this. Use your senses to follow instructions correctly.

- ◆ **Concentrate.** Focus your attention on the supervisor. Don't be distracted by noise and movement.
- ◆ **Listen.** Pay attention to the words being spoken. If you hear unfamiliar words or terms, ask for clarification. Listening also means interpreting body language, voice inflections, and gestures. If this nonverbal communication is confusing, ask the supervisor to clarify what you don't understand.
- ◆ **Watch.** Sometimes a supervisor will demonstrate how a task is performed. If necessary, ask the supervisor to repeat the process until you understand it completely. Sometimes a task may be too complex or time-consuming to demonstrate. In such cases, you will probably receive general instructions. If there are details you don't understand, you need to ask for guidance to continue the task.
- ◆ **Question.** After you have listened and watched, ask questions. A good supervisor will encourage you to ask questions. It is better to ask a question than to make a mistake and use the excuse that you didn't understand.
- ◆ **Write.** Write down in a small notebook the important points to remember about the instructions you get. Don't write while your supervisor is talking or demonstrating something. Do it later.
- ◆ **Practice.** With your supervisor's permission, perform the task. Make sure you have fully completed the job. This may include putting tools away or cleaning up your work area. Don't leave your work only partially completed.

**Activity:** Communicating With Your Supervisor About Job Performance

**Materials Needed:** Handouts/Transparency: "Communicating With Your Supervisor About Job Performance"

**Directions:** Workers and supervisors need to keep each other informed about job performance. This handout gives tips for handling this communication. Students should read the handout and join in on a class discussion of the points mentioned.

**Time Required:**

**10 Minutes**

## Communicating With Your Supervisor About Job Performance

### Reporting The Results

Your supervisor needs to be kept informed about your work. Sometimes the supervisor will be close enough to observe your work at all times, but this is not always the case. It would then be your responsibility to keep the supervisor informed about your work status. Advise your supervisor in the following situations.

- ◆ **When you complete a task.** The supervisor needs to know if the job has been completed. If you don't report back, the supervisor will have to find you to ask if the job is complete. A busy supervisor doesn't have time to track down all employees to see if they have completed their assigned tasks.
- ◆ **When you aren't sure how to proceed.** Situations may arise in which you won't know how to complete a task. Whenever you don't know what to do, ask your supervisor. Remember the answer so you'll know how to handle a similar situation in the future.
- ◆ **When you have a problem.** Problems can always develop when you are trying to complete a task. The less experience you have, the more difficult it will be to solve the problem. Equipment may not work properly. Customers may have questions you can't answer. Someone else may not have done a job right and it keeps you from finishing your assignment. When you aren't sure how to solve the problem, contact your supervisor immediately. This will keep the problem from getting worse.

Some tasks may take you several hours, days, or weeks to finish. Keep your supervisor informed about on-going assignments. This shows you are assuming responsibility and your supervisor will come to trust you. It is important for supervisors to know they can rely on you to complete an assignment and keep them informed.

### Communicating About Job Performance

Your supervisor should communicate with you about your job performance. This communication may be in the form of daily feedback or may occur less frequently. Here are some simple guidelines to help you communicate effectively with your supervisor about job performance.

- ◆ **Don't respond to feedback with anger.** Feedback from your supervisor is important. Your supervisor should tell you about the things you have done right as well as the things you have done wrong. No one enjoys criticism, but it is sometimes

necessary. If you get angry because your supervisor gives you negative feedback, get control of yourself before responding. Your supervisor should realize that there is no need for yelling and should then explain the situation in a rational manner.

- ◆ **Know what it is you have done wrong.** Your supervisor may be so upset with something you've done that you aren't sure what the problem is. Apologize if you made a mistake and ask for an explanation about exactly what you did wrong and the correct thing to do in the future.
- ◆ **Thank your supervisor for compliments.** You must learn to accept praise as well as criticism. Acknowledge compliments with a simple "thank you." You might say that you want to do the best job possible and appreciate knowing when you are doing it right.
- ◆ **Ask for feedback.** Some supervisors may or may not be good about giving feedback. If you aren't sure what your supervisor expects of you, make sure that he/she knows that you want to succeed on the job and that you need to know what they think.

**Activity:** Meeting a Supervisor's Expectations Through Good Character Traits

**Materials Needed:** Handouts/Transparency: "Meeting a Supervisor's Expectations Through Good Character Traits"

**Directions:** Each student should get a copy of the handout. As you discuss each section, ask students for answers to the questions following. Answers will vary.

**Time Required:  
20 Minutes**

## **Meeting a Supervisor's Expectations Through Good Character Traits**

It is important for you to do what your supervisor expects, which of course includes doing your job properly. A job description is significant in understanding your duties. Good, clear communication with your supervisor is important. Your supervisor expects you to communicate and should tell you what else is expected of you on the job. Supervisors may think their expectations are "common sense" and fail to communicate them to you. But these may not necessarily be common sense things. They may be things you learn the hard way from work experience. We'll review some of the "little things" you need to know to get along with your supervisor. They are important because "little things" to you often become "big things" to your supervisor, as they are multiplied by all the workers they supervise.

There are six behaviors you should practice to satisfy your supervisor's expectations:

1. Be truthful
2. Be cooperative
3. Get your work done
4. Be adaptive
5. Take the initiative
6. Return from your break on time

- ◆ **Be Truthful.** Your supervisor expects you to tell the truth at all times. If you make mistakes, don't try to cover them up by lying. Lies will usually be discovered and are grounds for dismissal. Supervisors need employees they can count on to tell the truth at all times. Without honesty between the supervisor and workers, it is impossible for either to do a good job.

1. What are some reasons a worker might lie to his or her supervisor?

2. What problems could be caused for the supervisor by these lies?



- ◆ **Don't Extend Your Breaks.** A supervisor expects you to work during your scheduled hours. Normally a full-time worker will be allowed a 15-minute break mid-morning and again mid-afternoon, in addition to a 30-minute or one-hour lunch break. Your supervisor expects you to stay within the limits of your scheduled breaks. When you don't return from a break on time, it can cause problems. A customer may have to wait, another worker may not be able to take their break, and others may not be able to finish a task until you complete your part of the job. If you can't get back from break on time, explain the reason to your supervisor. Make sure you aren't extending your breaks unless there is an exceptionally good reason.

1. What are some acceptable reasons for extended breaks?

- ◆ **Get Your Work Done.** You should complete all assigned tasks as quickly as you can while doing the best job possible. Your supervisor will have difficulty checking your work all the time but will expect you to continue working productively. If circumstances prevent you from completing a job, notify your supervisor immediately. You should balance your work between completing a task as quickly as possible and producing the highest quality of work you can. An inexperienced worker may have some difficulty understanding how to achieve this balance. Ask your supervisor for feedback about how well you are meeting these priorities.

1. What obstacles might make it different or impossible for you to do your job?

- ◆ **Be Cooperative.** Be cooperative when your supervisor asks for your assistance. When someone can't work a scheduled time, be willing to change your schedule if possible. Help with a task that is not normally your responsibility. In special situations your supervisor will need more help from everybody. Cooperation is a mutual thing and most supervisors will remember your help the next time you need a day off for a special reason. Thus, cooperation benefits you and also creates a more pleasant work atmosphere.

1. What are some reasons for cooperation?

## Module 9 ■ Activity 24 ■ COOPERATION

- ◆ **Be Adaptive.** Be willing to adapt to new situations. This means you are willing to change when necessary. The organization you work for will need to change as the world around it changes. Employees sometimes resist change because of poor self-esteem, threats to personal security, fear of the unknown, a lack of trust, or inability to see the larger picture. When you understand the reason for resistance, you can work to resist it. You must be willing to adjust to change. Supervisors probably don't want to make changes any more than you, but it is their responsibility to do so and they need your cooperation. It may help to think about all the positive things that will result from the changes.

1. What are some typical reasons for change within an organization?

- ◆ **Take the Initiative.** You need to take the initiative to find ways to help your supervisor. There is probably always a lot of work to do. After your own work is completed, look around your work site for other tasks to do. However, it doesn't help anyone if your work suffers because you were trying to help with something else.

1. How can you take the initiative to help your supervisor?

**Activity:** Resolving Problems With Your Supervisor

**Materials Needed:** Handouts/Transparency: "Resolving Problems With Your Supervisor"

**Directions:** Students should read the handout to learn the three basic ways they can use to resolve problems with supervisors. As each section is discussed, ask for situations of which the students are aware which demonstrate the procedure.

**Time Required:  
15 Minutes**

## Resolving Problems With Your Supervisor

Each person looks at a particular situation from their own point of view. You will not always agree with your supervisor. Sometimes the supervisor may make a mistake. There may be times when you are not doing a good job. A number of situations may arise in which a conflict will occur. Such disagreements may be resolved by conflict resolution, through a grievance procedure, or through disciplinary procedures.

### Conflict Resolution

Conflicts are a part of life. Don't avoid conflicts when they arise. Talk with your supervisor about any disagreements. Below are some simple suggestions to help you keep conflicts to a minimum.

- ◆ **Don't accuse.** Everyone makes mistakes. When you make a mistake, you should do what you can to correct it. It's not a good idea to accuse your supervisor of making a mistake.
- ◆ **State your feelings.** Simply state your feelings about a situation. Don't say "you" when explaining your perception of the situation. It'll sound as if you're accusing. Say "I feel," or "I think," or "I am" to describe your view. Your supervisor will not know how you feel if you do not communicate.
- ◆ **Ask for feedback.** Ask your supervisor if you understand the situation correctly and have acted appropriately. It is possible you misunderstood what happened. You may find that once the situation is clarified, you will feel differently about it.
- ◆ **State what you want.** Know what you want done about a situation before confronting your supervisor. State your wishes clearly and respectfully.
- ◆ **Get a commitment.** After you state your feelings and what you want done, find what your supervisor can do about the situation. Maybe no action is necessary. If no immediate action can be taken, your supervisor should commit to a date and time to let you know what will be done.
- ◆ **Compromise when necessary.** Not all problems will be resolved the way you want. You may have failed to consider your supervisor's needs or the needs of the organization. How can your needs as well as your supervisor's be met? The ideal result of any conflict is that both parties are satisfied.

Most problems with your supervisor can be solved by these simple conflict resolution techniques. However, some problems can't be resolved in this manner. When such a situation occurs, you may be able to file a grievance.

### **Grievance Procedures**

If your supervisor is not able to resolve a conflict, you may get satisfied going through a grievance procedure. Some organizations have standard procedures, and you will need to check this out. Be aware that filing a grievance will almost always create stress between you and your supervisor.

Organizations with unions will have a procedure that has been negotiated between management and the union. If you are employed by such an organization, you will probably have a union representative with you at all steps in the grievance process. The final decision will then be made by an arbitrator.

Studies show about 62 percent of nonunion companies also have formal grievance procedures. Many government or government-funded organizations are required by law to have grievance procedures. Some smaller organizations have no such process. You need to know your organization's procedure before filing a grievance. In nonunion organizations, you will have no assistance filing a grievance, and the organization's personnel director or chief executive officer will probably make the final decision. Complaints of discrimination or sexual harassment often receive special attention. Such cases may require a different procedure.

You should make every attempt to resolve a conflict with your supervisor before filing a grievance. Don't tell your supervisor about the possibility of such action until you have tried every other means possible to solve the problem.

### **Disciplinary Action**

There may be times when your work performance or behavior is unacceptable. It is your supervisor's responsibility to address the problem and advise you on appropriate performance. If you don't correct the problem, you could face disciplinary action. Make sure you understand your employer's disciplinary process. Such disciplinary procedures usually apply only to employees past their probationary period. Those still on probation may be dismissed without warning. Disciplinary procedures, like grievance procedures, vary from one employer to another. The action taken will depend on the seriousness of the violation. The four disciplinary steps explained below are common to many organizations.

1. **Oral warning.** Your supervisor warns you that your performance is not acceptable. This applies only to less serious problems. Serious problems such as drinking or drug use would probably result in immediate suspension or dismissal. The oral warning will probably go into your personnel records and later be removed if no further problems arise.

2. **Written warning.** Repeat performance problems will result in a written warning. This step takes place after an oral warning is issued. A written warning may become a permanent part of your personnel record.
3. **Suspension.** Suspension means you will not be allowed to work for a short period of time, sometimes 3 to 5 days. This is unpaid time. The disciplinary action becomes a permanent part of the personnel record.
4. **Dismissal.** The final step of any disciplinary action is dismissal. This means the organization won't tolerate your job performance any longer. Dismissal becomes a permanent part of the personnel record. It also means that any future employer who contacts your former employer may be told that you were dismissed from your job.

Most organizations don't want you to fail. If you are being disciplined, follow your supervisor's instructions and you should not encounter further problems. Smaller businesses may not follow the procedure described above. You may get only an oral warning before suspension or dismissal.

If you think you are going to be dismissed from a job, you may want to look for another job. You may also want to consider looking for another job when you can't resolve a problem with your supervisor.

**Activity:** Attitudes and Professional Interaction

**Materials Needed:** Transparencies: Attitude Toward Yourself  
Attitude Toward Your Job  
Attitude Toward Your Co-Workers  
Attitude Toward Customers/Clients

**Directions:** Using the transparencies, review how our attitudes affect our ability to interact with others appropriately.

**Time Required:  
5 Minutes Each**

## **Attitude Toward Yourself**

- ◆ Think well of yourself personally—self-esteem, self-confidence.
- ◆ Think well of yourself professionally—confidence.
- ◆ Project a professional image at all times.
- ◆ Appreciate and understand the importance of the work that you do.
- ◆ Seek professional self-development on your own—don't wait to be told!
- ◆ Carefully select professional and/or community organizations for membership.
- ◆ Consider the value system of others while examining your own values.
- ◆ Realize your personal worth.

*If you don't think well of yourself, it is difficult for others to respect you.*



## **Attitude Toward Your Job**

- ◆ **Accept change.**
- ◆ **Maintain honesty and integrity.**
- ◆ **Understand cultural diversity.**
- ◆ **Understand the entire business operation and where your job fits in.**
- ◆ **Understand the importance of teamwork.**
- ◆ **Avoid office politics.**
- ◆ **Observe office hours and other company regulations.**
- ◆ **Accept constructive criticism concerning your work.**
- ◆ **Accept responsibility.**
- ◆ **Remain loyal.**
- ◆ **Respect privacy of others.**
- ◆ **Learn to work under pressure and while being pulled in many directions at once.**
- ◆ **Respect time—make every minute count.**
- ◆ **Look for the challenges of your job—enjoying doing a job well.**
- ◆ **Think well of yourself professionally—have confidence.**
- ◆ **Project a professional image at all times.**

## **Attitude Toward Your Co-Workers**

- ◆ Respect privacy of others.
- ◆ Understand cultural differences.
- ◆ Be supportive of each other.
- ◆ Promote teamwork.
- ◆ Help others to accept change.
- ◆ Use positive language, even in conflict situations.
- ◆ Strive to settle differences before they become a problem—don't carry a grudge.
- ◆ Work to achieve common goals.
- ◆ Do not overemphasize winning—you may lose more by winning than by losing a few arguments.
- ◆ Be a good negotiator.
- ◆ Think before you speak (don't shoot from the hip).
- ◆ Learn to be assertive, not aggressive.
- ◆ Refuse to participate in malicious grapevine information.
- ◆ Don't brag constantly (or whine).
- ◆ Pay value to co-workers—their feelings do count. Show appreciation. Genuinely care about your co-workers.
- ◆ Listen!

## **Attitude Toward Customers/Clients**

- ◆ Understand cultural diversity—including race, religion, sex, and mental and physical disabilities.
- ◆ Be service oriented.
- ◆ Always greet people with a smile.
- ◆ Always stand to greet people (if possible).
- ◆ Practice making proper introductions and greetings.
- ◆ Observe nonverbal communication of others—and be careful with your own.
- ◆ Use positive language—especially in negative situations.
- ◆ Do not react to irate customer/client—learn to diffuse the anger.
- ◆ Practice courteous and efficient telephone techniques.
- ◆ Make a good first impression.
- ◆ Always endeavor to be helpful.
- ◆ Be sympathetic with customer who has a problem with the company—but do not admit any guilt prematurely. Don't take the blame too quickly!

*Put yourself in the customer's place.  
Understand "no customer—no job."*

**Activity:** Leadership Inventory

**Materials Needed:** One copy for each participant of the Leadership Inventory, a pencil for each participant, masking tape, flip chart or market board and markers.

**Directions:**

1. Briefly discuss with the group the fact that leadership can come in many forms and that each member plays a unique role in the group. Have them list some of the roles they play in their work groups and post them on the flip chart or marker board.
2. Give each participant one copy of the Leadership Inventory and a pencil. Discuss the leadership characteristics listed on the worksheet so that everyone has the same definition of each.
3. Ask each participant to write his or her name on the worksheet and have someone use masking tape to put it on his or her back. (Note: Ideally, group members should wear informal clothing that would not be damaged from tape.)
4. After everyone has a copy of the Leadership Inventory on his or her back, have the participants mill around the room and place check marks next to leadership characteristics they believe that other people possess. Tell participants to check at least one item on every person's worksheet, but to be sure to check as many as apply to that person, even if someone else has already checked it. (Note: The number of checks will give participants an idea of their strengths.)
5. After everyone has checked qualities for everyone else, have participants remove their own sheets, be seated, and see what other group members perceive their leadership qualities to be.
6. Lead a discussion of the experience, using the following questions as guides:
  - ◆ What surprises you most about how others perceive you?
  - ◆ Have you heard any of these perceptions before?

- ◆ Do you feel that any of the perceptions are untrue? Could any be based on stereotypes or misconceptions?
- ◆ If you filled out the Leadership Inventory for yourself, would it be similar or different from the composite group assessment? If different, in what way?
- ◆ Do you feel that the assessment of your strengths and weaknesses is correct? Why or why not?
- ◆ How are you similar or dissimilar from other group members? How does this benefit or hurt the group?
- ◆ In what ways can you use your strengths to help the group attain its goals?

**Time Required:  
20-30 Minutes**

—Source: *101 Great Games and Activities*, Arthur VanGundy, Jossey-Bass/Pfeiffer, 1998.

## Leadership Inventory

Your Name: \_\_\_\_\_

Instructions: Attach this Leadership Inventory to your back. Other group members will place a check next to any quality they perceive that you possess. Some qualities will have check marks; others will not. Remember that successful groups include a variety of unique individuals who play different roles. This inventory will help you better understand your role in this group.

_____ Creativity	_____ Persistence
_____ Ambition	_____ Confidence
_____ Strong Values	_____ Calmness
_____ Cleverness	_____ Intelligence
_____ Motivation	_____ Intuition
_____ Trustworthiness	_____ Adaptability
_____ Imagination	_____ Likability
_____ Empathy	_____ Dedication
_____ Sense of Humor	_____ Tolerance
_____ Open-Mindedness	_____ Loyalty

—Source: *101 Great Games & Activities*, Arthur VanGundy, Jossey-Bass/Pfeiffer, 1998.

**Activity:** Throw Away Your Troubles

**Materials Needed:** Paper, pencils, empty boxes or containers

**Directions:** Announce that participants will now have a chance to “throw away” their problems. Have each person think of a question, problem, or concern about the topic being addressed. (If a participant cannot think of a relevant item, any problem is okay). After participants write out their anonymous particular problems, ask them to crumple up the papers and throw them in a container (a box or receptacle that will be placed in the center of the room). For larger groups, have several containers around the room. Be sure not to use regular wastebaskets unless they are empty!

After all papers are in the receptacles, ask any person to pick out a crumpled paper and toss it to anyone in the room. Whoever catches it opens the paper and reads the problem aloud. A three-person team is formed (the receiver and one person on each side). The team is given a “30-second timeout” to discuss possible solutions or answers. During this time, the rest of the group is asked to jot down two or three answers or responses.

The team gives its responses, followed by others in the group who can assist. Repeat the process as time permits.

**Time Required:  
5-10 Minutes**

—Source: *The Big Book of Presentation Games*, Edward Scannell and John Newstrom, McGraw-Hill, 1998.

**Activity:** Knot Now

**Materials Needed:** None

**Directions:**

1. Request that participants form teams of eight to ten members reach. Explain that each team's challenge will be to create a tangled knot of hands and then to untangle the knot.
2. Separate each team in a different location or section of the training area and have the members of each group form a circle.
3. After each team forms a circle, each team player should reach across with his or her right hand and hold someone else's right hand. Next, each member reaches across with the left hand and find someone else to hold his or her left hand. A tangled knot is formed.
4. Once each team forms a tangled knot, the facilitator should create one break in the knot of each group; the two people at the break will let go of their hands at the break, but will continue holding with their other hands. Then the two "loose ends," now the team leaders, will attempt to form the circled maze of hands into a straight line. Everyone in the team other than the two leaders must remain intact.

**Variations:**

- ◆ Team members form a circle, place their hands in the center, and take hold of the hands of two people other than those immediately next to them. The group then works together in an attempt to untie the knot without releasing handholds.
- ◆ Two players stay separate from the group, with their backs turned. The rest of the participants hold hands in a circle and twist themselves over and under and through one another without dropping hands. The two extra players then try to untangle the group.



**Follow-Up Discussion:**

- ◆ How did the players who were designated as leaders to untangle the group feel about the game?
- ◆ What process was used to untangle the group?
- ◆ Was this process effective?
- ◆ How well were directions communicated within the team?

**Time Required:  
10-20 Minutes**

—Source: *Working Together*, Lorraine L. Ukens, Jossey-Bass/Pfeiffer, 1997.

## **Module 9 ■ Activity 30 ■ COOPERATION**

**Activity:** Comic Cut-Ups

**Materials Needed:** Comic strips (five separate strips containing four cartoon panels each); card stock; colored construction paper; five envelopes for each participating team; one comic strip answer sheet for each team; a clock or timer.

**Directions:**

1. Obtain five separate comic strips containing four cartoon panels each. The comics should come from the same feature (e.g., "Peanuts" or "Garfield") but comprise five different versions. Paste the comic strip panels onto a sheet of paper and duplicate one copy on colored stock for each participating team; these will be used as answer sheets. Next, duplicate the comic strip sheet on card stock, one copy per team. Prepare the puzzle pieces by cutting each card stock sheet into twenty separate pieces (i.e., the five comic strips should have a total of twenty comic strip pieces). Keeping each set of twenty pieces together, mix up the pieces and randomly place four strip pieces in each of five envelopes, numbered 1 through 5; each team needs one complete set of envelopes and cards.
2. Instruct participants to form teams of five members each. Distribute a set of five envelopes to each group, giving one envelope to each person.
3. Explain that the purpose of the game is to form five different comic strips, containing four panels each, in proper sequence. During the activity participants are NOT allowed to talk; they must maintain complete silence. Players may give their puzzle piece to another player by handing it to the person they wish to receive it. A player may not point to a piece to indicate that he or she wants it, nor can a player put a piece into another person's puzzle. The object is for each team member to complete a four-panel comic strip, positioned in the appropriate sequence, in front of him or her. Teams will have fifteen minutes to complete the activity.

4. Signal for the activity to begin, and note various group interactions. Indicate when the fifteen-minute time period is up, then distribute one copy of the comic strip answer sheet to each team to review its answers. Lead a group discussion about the game.
  - ◆ How well did your team accomplish the task?
  - ◆ How well did you as an individual feel about participating in this game?
  - ◆ What were your reactions to not being able to talk?
  - ◆ Did everyone follow the rules? Why?
  - ◆ Did you feel a sense of cooperation and trust within your group? Why or why not?

**Time Required:  
20-30 Minutes**

—Source: *Working Together*, Lorraine L. Ukens, Jossey-Bass/Pfeiffer, 1997.

**Activity:** Breaking Away

**Materials Needed:** Breaking Away paper slips (one for each participant); one balloon for each participant; a large box to hold all the inflated balloons; felt-tip markers in a wide variety of colors; pencil and piece of paper for each participant.

**Directions:**

1. Duplicate the Breaking Away Worksheet (one worksheet provides paper slips for up to thirty participants; use only as many horizontal rows of slips as you need for the total group). Mark each horizontal set of three word clues with one color by drawing a large dot in the top right-hand corner of each (you must use a different color marker for each horizontal set of three slips). Cut the sheets into individual strips following the dashed lines. Prepare one balloon for each participant by placing one rolled paper slip into each balloon before inflating it, and then tying off the end. Place the inflated balloons in a large box or a similar container.
2. Distribute one prepared balloon to each participant. Explain that at your signal the participants will break their balloons to reveal a slip of paper containing a word clue. Players are to locate other players who have a similar color dot marking the slip of paper and to create teams. Team members are to use the words on the slips and rearrange all the letters to spell one long word. All letters must be used and none may be left over. Team members should raise their hands when they have solved the problem.
3. Signal the start of the activity. The facilitator should note the order in which teams finish and announce the winner after all teams have completed the task.
4. Solution is as follows:

**ACE + PONY + DICE = ENCYCLOPEDIA**

5. Lead a discussion on the following:
- ◆ How organized was the overall procedure? Why?
  - ◆ What was the importance of each player to the team's efforts?
  - ◆ What approach did the team take to solve the problem?
  - ◆ How effective was the strategy?

**Time Required:  
10 Minutes**

—Source: *Working Together*, Lorraine L. Ukens, Jossey-Bass/Pfeiffer, 1997.

**Breaking Away Worksheet**

<b>LACE</b>	<b>PONY</b>	<b>DICE</b>
<b>LACE</b>	<b>PONY</b>	<b>DICE</b>
<b>LACE</b>	<b>PONY</b>	<b>DICE</b>
<b>LACE</b>	<b>PONY</b>	<b>DICE</b>
<b>LACE</b>	<b>PONY</b>	<b>DICE</b>
<b>LACE</b>	<b>PONY</b>	<b>DICE</b>
<b>LACE</b>	<b>PONY</b>	<b>DICE</b>
<b>LACE</b>	<b>PONY</b>	<b>DICE</b>
<b>LACE</b>	<b>PONY</b>	<b>DICE</b>
<b>LACE</b>	<b>PONY</b>	<b>DICE</b>
<b>LACE</b>	<b>PONY</b>	<b>DICE</b>

—Source: *Working Together*, Lorraine L. Ukens, Jossey-Bass/Pfeiffer, 1997.