

A MANUAL AND RESOURCE BOOK  
FOR POPULAR PARTICIPATION TRAINING

VOLUME FOUR  
TECHNIQUES

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UNITED NATIONS

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Department of Economic and Social Affairs

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**UNITED NATIONS  
New York, 1978**

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## INTRODUCTION TO THE TECHNIQUES

The purpose of this volume of the Manual is to identify a number of techniques that have some useful potential for incorporation into popular participation training. They may or may not be directly related to the examples and approaches. It is often difficult to obtain specific information on the techniques used in training activities conducted in the field. However, a list of some generally known techniques has been compiled and an arbitrary standard description of each has been given in order to facilitate classification and identification. Field trainers are requested to contribute any variations in the standard techniques that they have made or any new techniques that they consider useful in order to enrich the Manual for the future.

There are a number of published works that are devoted to the description of techniques of different kinds. In addition, there are sections of other books both on substantive fields and on training that devote some space to techniques. Although many of these volumes are so specialized or so limited in scope that they are of little use to readers of the Manual, a few have materials that appear to be of value to training innovation and participatory approaches. In some cases the techniques have been used in cross-cultural situations and are well adapted to the needs of the Manual. In other cases trainers will find that the techniques are innovative and interesting but that they will have to adapt them to the special circumstances of each training activity.

Several of the published collections of techniques are listed in the selected references section at the end of this introduction. They are recommended as the starting point for anyone who is looking for techniques that will be useful in training activities in which popular participation is a goal or a significant element.

The techniques selected for inclusion in the Manual are ones having the type of exercise, game, group activity or illustrative approach that will make training activities attractive to the trainee and relevant to his needs and so should stimulate his interest. Some techniques emphasize competition, others co-operation, others participation of different kinds. Some can be used to create humour in tense situations and some simply to try to establish an appropriate atmosphere for initiating one training activity; some stimulate real situations: all have a specific purpose. It is important to ensure that each technique, with its particular purpose, makes a positive contribution in a proper sequence towards the training objective.

### The classification system and the format

The broad classifications that are used in Volume Four are those of the three major training goals, as established in the training needs matrix (Volume One, table 2). Therefore if techniques for understanding problems, for capacity building or for attitude and value modification are being sought, the trainer can review a selection of examples in any of these categories. Such a broad classification system cannot be precise; the techniques in each of the categories should be examined for their capacity to contribute to a given training purpose.

The reader will have noticed that in many of the examples of training activities and in many of the descriptions of approaches reference is made to particular associated techniques and that these can be located directly by their code designations.

A final word about the format for the presentation of each technique. It was originally thought that a general but thoroughly consistent scheme such as was used for the examples of training activities could be maintained. However, the techniques turned out to be too varied in their nature for such a plan to be feasible. A review of the techniques will reveal that there is, nevertheless, a certain minimum of basic elements that must be used for the proper description of a training technique. The elements below are contained in all of the descriptions of techniques included here, though some are given much more detailed treatment than are others. The essential elements are:

- Objectives;
- Settings;
- Process;
- Discussion; and
- Comments or preparation.

In a number of cases the account of the technique is accompanied by samples of materials for use with the technique. These are designated "Sample 1" etc. and are presented, in each case, on the page following the end of the account of the technique.

Finally, each technique is referred to a source, if known: this reference is either to a work in the list of selected references at the end of this introduction or to such persons or other sources as can be identified.

In the following pages, enough examples of ways in which to present descriptions of techniques are given to make it easy to add other entries by following the examples, with the help of the general guidelines outlined above.

#### Selected references and related organizations

There is a wide variety of books and pamphlets describing techniques that can be consulted. The list of references cited in the Manual in Volume One and the following works and organizations have bibliographies that will be helpful. The organizations mentioned are only a few of those that are involved in developing materials. It is best to begin by checking with some of the government agencies or private organizations in your own country to find those that are involved in specific training activities. You may find that there are both institutions and groups that provide training of trainers or training in the organization and use of nationally developed or adapted materials.

In Volume One, chapter II there is material on users' participation in the Manual; your assistance in finding new approaches that will be beneficial to trainers and training activities is requested. That chapter provides you with the methods of determining innovative and useful materials and of



communicating the information to the Social Development Branch of the Centre for Social Development and Humanitarian Affairs of the Department of Economic and Social Affairs of the United Nations Secretariat, so that it can be of world wide use.

The following reference works and organizations have more information about the specific material that has been drawn on for the sample exercises. In the description of each technique in Volume Four, reference is made to a specific source if known or to those persons or sources who may be identified with the major version. Some of the exercises are drawn from trainers themselves and are so noted. Some others are in common use and are structured differently by each trainer, so a general guideline on how to prepare the exercise is given. If no source is specified, the technique in question is generally used in or was developed by United Nations officers or associates.

The following volume is essentially for organization development but has several exercises easily adaptable to group participation.

Fordyce, Jack K. and Raymond Weil. Managing with People (Reading, Mass., Addison Wesley Publishing Company, 1971). The company has offices in Menlo Park, California, in London, in Amsterdam, in Don Mills, Ontario, Canada and in Sydney, Australia; these may be consulted about the availability of copies.

The following three volumes are now published by University Associates Press, 7596 Eads Avenue, La Jolla, California. University Associates are currently publishing those volumes that were previously published by National Training Laboratories Learning Resources Corporation; they are an excellent source of materials on a variety of training fields including group dynamics and organization development and other aspects of training and applied psychology.

Mill, Cyril R. 20 Exercises for Trainers. Washington, DC, National Training Laboratories for Applied Behavioral Science, 1969.

Nylen, Donald, J.R. Mitchell and Anthony Stout. Handbook of Staff Development and Human Relations Training: Materials Developed for Use in Africa. Washington, DC, National Training Laboratories for Applied Behavioral Science, 1967.

Pfieffer, J. William and John E. Jones. A Handbook of Structured Experiences for Human Relations Training. Iowa City, Iowa, University Associates Press, 1969. There are at present seven volumes of the Handbook.

Remember that an important source for materials will be Volume Two, in which specific training activities are described. Many organizations develop - but do not publish - exercises for specific programmes or for their particular fields; these may be used by other trainers.

A few of the organizations that have contributed specific exercises or have suggested particular types of activities are the following. Many others from all over the world have been consulted or have made suggestions. It is impossible to list them all but their assistance is gratefully acknowledged.

American Home Economics Association, 2010 Massachusetts Avenue N.W., Washington, DC 20036.

American Friends Service Committee, 1501 Cherry Street, Philadelphia, Pa. 19102.

Community Development Service, 88-66 195th Place, Hollis, New York.

International Association of Schools of Social Work, 345 East 46th Street, New York, New York 10017.

International Planned Parenthood Federation, 18-20 Lower Regent Street, London SW1Y - 4PW.

Overseas Education Service, 2101 L Street N.W., Washington, DC 20037.

Private Agencies Collaborating Together, 777 United Nations Plaza, New York, New York 10017.

World Education, 1414 Avenue of the Americas, New York, New York.

In addition United Nations reports from many projects have assisted in providing or locating exercises that were among those selected. Many United Nations Training Centres are developing materials. Some of these materials are particularly innovative and often well adapted to the special needs of the particular groups to be trained. Many include an important element of popular participation in the training activity. It is impossible to refer to all of the institutions and projects that are in progress. One report that has been published is listed below to indicate the type of material that can be found by trainers who are interested in new approaches that will lead to participatory exercises.

United Nations Economic and Social Commission for Asia and the Pacific, Asian Creative Literature in Social Work Education: A Review of Eight Country Workshops (United Nations publication, Sales No. E.75.II.F.16).

## I. TECHNIQUES FOR UNDERSTANDING THE PROBLEMS

### 1. First steps in group activity

#### Objectives

- To help people get acquainted;
- To facilitate the formation of subgroups;
- To involve groups in the planning of the training programme.

These objectives may be pursued separately and there are a variety of exercises which do this simply or elaborately; however, for the purpose of this sample all three of the objectives will be taken together and the trainer may decide whether to use them separately or in combination.

#### Setting

Time required may vary from 30 minutes to an entire morning. The setting should be comfortable and informal and if possible large enough so that individual groups can meet in different corners of the room or retire to other rooms.

#### Process

The manner in which groups get acquainted is handled by trainers in a variety of ways. Sometimes each participant is asked to turn to his neighbour and tell him about himself and the neighbour in turn tells the group what he has heard and introduces the participant; this can be done in relatively small group settings in which participants do not know each other. Where participants constitute particular groupings of an organization or community, trainers frequently put one member of each of the different groups in a subgroup in which they tell each other about themselves and report the result of this conversation to the entire group.

Since one of the purposes of the training is to divide into subgroups to make it easier for individuals to get acquainted and talk freely, trainers frequently request each participant to provide basic information about themselves on paper and then attempt to make divisions in accordance with the training objective. For example, if the purpose of the small group is to combine the skills of participants with different backgrounds one grouping is indicated, whereas if the purpose is to bring combined common expertise to the larger group then another division is indicated. Some trainers will use a completely random approach to division in the groups or will have participants designate themselves 1, 2, 3 or a, b, c; others will start with groups of two and have those small groups choose others from among the participants to form compatible groups for the small-group tasks.

One of the most important methods by which popular participation is incorporated into the initial stages of a training activity is to use these "get acquainted" approaches or subgrouping approaches to examine provisional plans for the entire training activity or to develop detailed plans given the over-all objectives of the training activity.

Discussion

None.

Comments or preparation

None.

Source

Adapted from the observation of many training programmes.

## 2. Perception exercises

### Objectives

To illustrate how perception is influenced by experience and how, once a person or situation has been perceived in one way, it is sometimes difficult to see them differently.

### Setting

A place which allows for writing and discussion. Copies of figure I or some way of projecting a large image of it. Chalk-board or large piece of paper and a marker; and a sheet of paper and pencil for each participant.

### Process

#### Exercise A

Distribute copies of the drawing or use an overhead projector (trace drawing on acetate) so that all the participants can study it.

To some this drawing appears to be of a young woman and to others of an old woman or witch. Ask questions that could apply to either, such as:

"Describe what this lady is wearing."

"What colour does her hair seem to be?"

"What does she have around her neck?"

Then ask, "What age does she appear to be?"

Discussion can follow until all participants are able to perceive both figures. Then talk about why we see what we do, why people see things differently and why it is sometimes difficult to change one's view or perspective. Participants may also be asked questions such as:

"What personal factors determine one's point of perspective?"

"How can we develop a sensitivity to the various ways others view a programme or situation?"

"What significance does this exercise have for you in considering how materials are developed and from whose point of view?"

#### Exercise B

Draw nine dots on a chalk-board or a large piece of paper, arranged as in figure II. Instruct participants to figure out a way to "connect all nine dots with four straight lines without lifting the pencil from the surface". No other instructions or clarification are given. The solution is quite simple if an individual is willing to go outside the invisible boundaries formed by the edges of the dots.

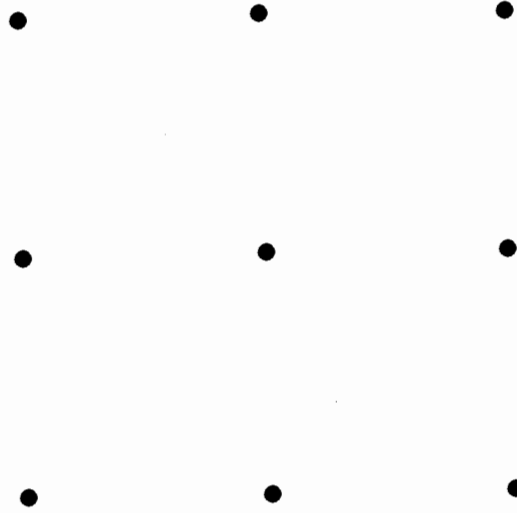
Figure I. Sketch of a Lady



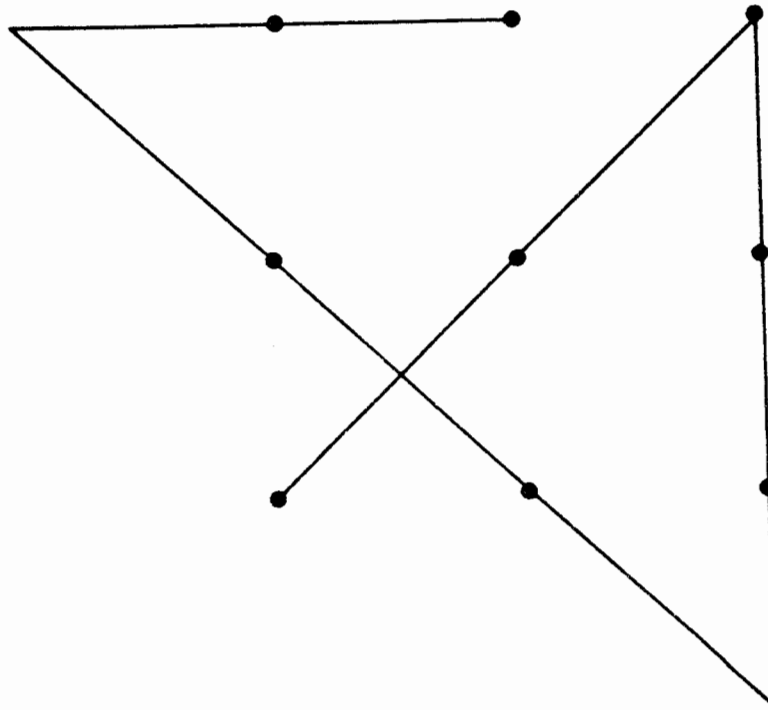
Source: Originally drawn by W.E. Hill and appearing in Puck on 6th November, 1905, this drawing has been used many times since as an "ambiguous figure" for psychological purposes.

Figure II. Nine dots

Problem



Solution



After a few minutes have passed and some participants have the answer, one participant may be asked to demonstrate the solution. This exercise can lead into a discussion of unconventional approaches to problem solving. Participants may be asked, for example: "Why did many not venture outside the 'boundaries' in solving the puzzle?" "What meaning may this have for problem solving in your work?" "What 'boundaries' do you face in problem solving in your work?"

### Exercise C

(When participants are familiar with Roman numerals) write IX on the chalkboard and ask participants to "make this into a six by adding one line". If questions are asked, simply repeat the basic instruction. The IX before their eyes accompanied with a verbal request to make it into a number will lead some to puzzle over Roman numerals - thinking of where they could add a straight line - rather than adding the curved line "S" to make the word "six". Discussion can centre around the concept of "mind-set" and how one's preconceptions influence one's thinking.

### Further ideas

Other puzzles can be adapted from books or local tradition. Riddles or jokes from the local culture can also be used to illustrate perceptual differences in ways that are relevant to participants.

### Source

Adapted from unpublished materials provided by trainers of the International Association of Schools of Social Work, 345 East 46th Street, New York, N.Y.



3. Entering your own space and entering another's space

Purpose

To increase participants' sensitivity to their image of themselves in relation to the way they see others.

Materials

Sheet of paper and pencil for each participant.

Chalk-board or large piece of paper for each discussion group.

Time

30 - 60 minutes.

Procedure

Participants divide a sheet of paper into four columns labelled as follows:

Yourself now	Yourself in five years	You as a _____ now	You as a _____ in five years

In the first column, participants list five characteristics or situations that best describe themselves at present (i.e., well-liked, ambitious, realistic etc.). In the second column, they project their situations in five years' time, again using five descriptive words or phrases (successful, fulfilled etc.). For the third column, participants are asked to imagine themselves as someone in a client group (the word left blank in the column heading may be "client" or "villager" or "slum-dweller" or a member of whatever group the participants may work with) and in the role of that person to list five characteristics that best describe themselves at present. In the fourth column they list five characteristics that they foresee for themselves as that person in five years' time.

When everyone has finished, a chalk-board or a large piece of paper visible to all is divided into four columns. (A group larger than 8-10 participants should be split into smaller groups for this discussion; the facilitator, after explaining the procedure to everyone, can appoint a discussion leader for each group and then circulate as discussion continues.) 10-15 examples items that participants have written in each column are listed.

Each group of participants should review the list in each column and rate each characteristic as being positive, negative or neutral. (The symbols +, -, o may be used as ratings.) When all characteristics in all four columns have been evaluated, there can be discussion of any striking differences between participants' self-assessments and their role playing assessments as members of the client group. Were participant characteristics in the third column generally less positive than those in the first column? If so, why? Do such groups carry inferior images of themselves, and if so, to what degree? And if field workers in their approach to people have that same lack of confidence in the people's abilities, how much personal growth are the people likely to feel they can achieve?

### Comments

Participants at a workshop for social workers in Jamaica reacted to the questions raised above by trying to distinguish between real empathy and the imposing of one's conceptions on others. They also considered the importance of communicating that they have confidence in their clients, which in turn will present characteristics, all positive their own future characteristics, mostly negative their clients' present characteristics and mostly positive their clients' future characteristics. The group was asked why the clients' future characteristics were positive when their present characteristics were negative. A group member suggested that they had projected positive changes for the clients in five years' time because as social workers they saw themselves as the change agents, so the pattern was really a reflection of their feelings of confidence in their ability to assist the client to improve his situation. There were also interesting differences in descriptions. One participant had said of himself, "Deciding which way to go". Participants rated that as positive because it implied a quality of self-determination. But another participant had written, when putting himself in the client's place, "Undecided on career". That was rated as negative because it implied inertia. Participants were asked to compare the two statements and point out the difference between them. Actually, participants said, there was a little difference between them except for the wording. The negative tone of the wording in the client's column was the result of certain negative preconceptions.

### Source

Adapted by International Association of Schools of Social Work, New York, from an exercise developed by Lyra Srinivasan when she was a consultant for World Education, Inc.

#### 4. Force field analysis

##### Objectives

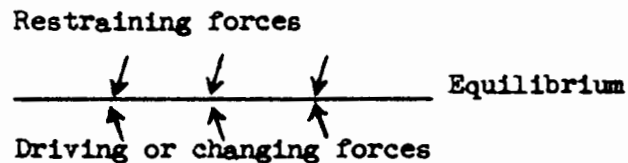
Force field analysis is a tool for analysing a situation that you want to change. It can be used for the development of an awareness of problems or for designing strategies for their solution.

##### Setting

The group should contain as many of the people who are involved with the problem as possible to assure discussion of all aspects of it. A black-board or chart is necessary for graphic representation of the forces.

##### Process

The method presupposes that any situation is in a state of equilibrium at any given moment; that is, that the forces acting to change the condition are equally balanced by the forces acting to keep it the same. The analysis is prepared in accordance with the form of a simple diagram:



The group begins by identifying all of the forces and assigning arrows to them. The discussion can centre around the forces that can be altered and the general needs to eliminate particular restraining forces and activate some of the driving forces or it can proceed to a systematic analysis of each force, estimating its strength and the consequences of increasing or reducing its effect and then devising a strategy for dealing with the problem by the introduction of new driving forces or the reinforcing of old ones. The facilitator assists the group to concentrate on those forces that are easiest to change, that are least threatening and that have the greatest effect.

##### Discussion

Discussion is contained in the process.

##### Comments or preparation

Be sure the group defines the current condition of equilibrium clearly. Press people to identify as many forces as possible. The important thing in the beginning is the identification of the forces, not making assumptions as to what can or cannot be done. Test to see if the analysis includes consideration of the motivation of influential parties, policies and procedures, the nature of individual needs and habits, outside forces, administrative practices, financial and material resources etc. After completing the analysis, the group should prepare an implementation plan for the proposed change. It should include:

The events that must necessarily occur during the change process;

A time-table of events;

Names of the relevant people who can help;

Responsibility for implementing the subparts;

Co-ordination of the subparts; and

Provision for feedback and evaluation.

Source

Adapted from Fordyce and Weil, Managing with People. National Training Laboratories also has good materials for this technique. (For both sources, see references at end of introduction.)

## 5. Polling

### Objectives

Focusing a group on its own problems.

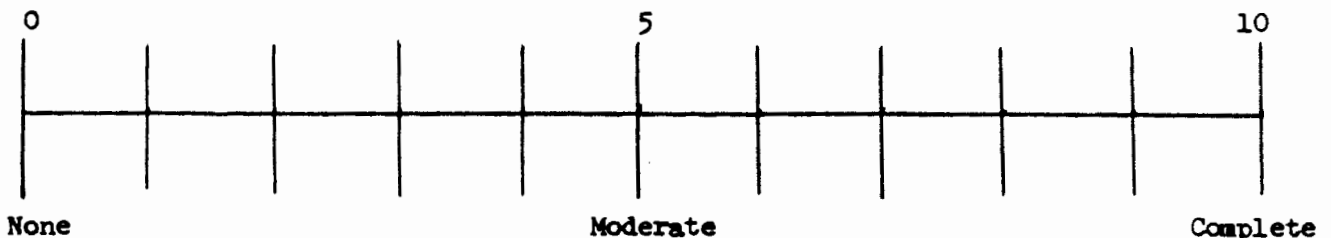
### Setting

Sometimes a group becomes uneasy with itself. The members may feel anxious, bored or in some way out of tune with one another. Such conduct is a common symptom of a buried issue. The way out is to move the discussion to deal with the unspoken agenda item. Polling is a way to reveal it. Or, in a more positive way, a group may wish to evaluate its current state as a prelude to action. One approach is to poll the group on a question that calls attention to its present condition. The "third party" might float a tentative question and, with the help of the group, modify the question so that it becomes one that the group wants to deal with. The participants must also decide upon the procedure for conducting the poll.

### Process

Consider the following example.

The group has been planning goals for improvement. At this time, the discussion is agreeable but lethargic. The "third party" suggests polling the group members on their optimism about whether they can agree upon and later achieve a goal involving significant change. The group consents. He suggests a procedure. At the black-board he draws a scale of optimism.



He asks each member to assign a number to his degree of optimism. The "third party" will mark each response on the scale. The group agrees.

The responses cluster around 2 1/2. Now the group members begin to comment on their pessimism, on their history of past failures in meeting their goals. They begin to analyse weaknesses in their methods of planning the execution of change. More than one member acknowledges a feeling of guilt because he has not been able to subscribe to the manager's wishes and has done instead what he felt he had to do.

The truth begins to sink in. As a group, they have some way to travel before they can plan realistic goals to which they will feel strongly committed.

### Discussion

Discussion is contained in the process.

### Comments or preparation

Polling is a quick way of bringing buried issues to light. Such issues may be of two types: (1) Those that are interfering with the progress of a meeting; and (2) Chronic problems in the organization.

One of the benefits of polling is that it is fast, interesting and simple. Anyone can devise his own questions and polling procedure. Another of the benefits is that the whole group takes part in the process and feels greater commitment to the results. It is an easy way to get issues out into the open and a good way to move from general, inconclusive discussions to specifics that can be dealt with. It is a highly flexible method that can be improvised to suit the needs of the moment.

The limitations of the method are that the questions are not as carefully thought out as are those on professionally developed questionnaires and they do not lend themselves to use by large groups. They are most useful in groups of 5 to 30 people.

The questions and the procedure must not be arbitrarily imposed by an individual but must make sense to the group. If they do not, the responses will not be very useful. Another reason group involvement is important is that, as the examples show, polls can touch people where they are quite sensitive. The group's agreement to go ahead is the only evidence that the members feel up to it. However, if sensitive relationships are to be taken up, it is wise to have a competent "third party" present.

### Source

Fordyce and Weil, op. cit.

## 6. Differences in perception

### Objectives

To better understand the perceptions of illiterates.

### Setting

Materials: pictures of items common in a village environment and record of test findings (figures III and IV). Time required: 15 to 30 minutes.

### Process

Each person is asked to estimate the difficulties of illiterates in correctly identifying the given items. The record of the actual percentages of correct identifications made by illiterates in a test is then shown to the group.

### Discussion

Discussion should emphasize the importance of understanding difference in visual perception.

### Comments or preparation

It is important to point out that this study was done in particular villages and that the situation may be different in different countries. However, this limitation does not invalidate the point that visual perception is different with people from different reference systems. It may be wise, if time permits, to do the same test with illiterates in the area in which the trainees will be working.

### Source

Developed by Lyra Srinivasan when she was a consultant for World Education, Inc.

Figure III. Pictures for testing the perception of illiterates

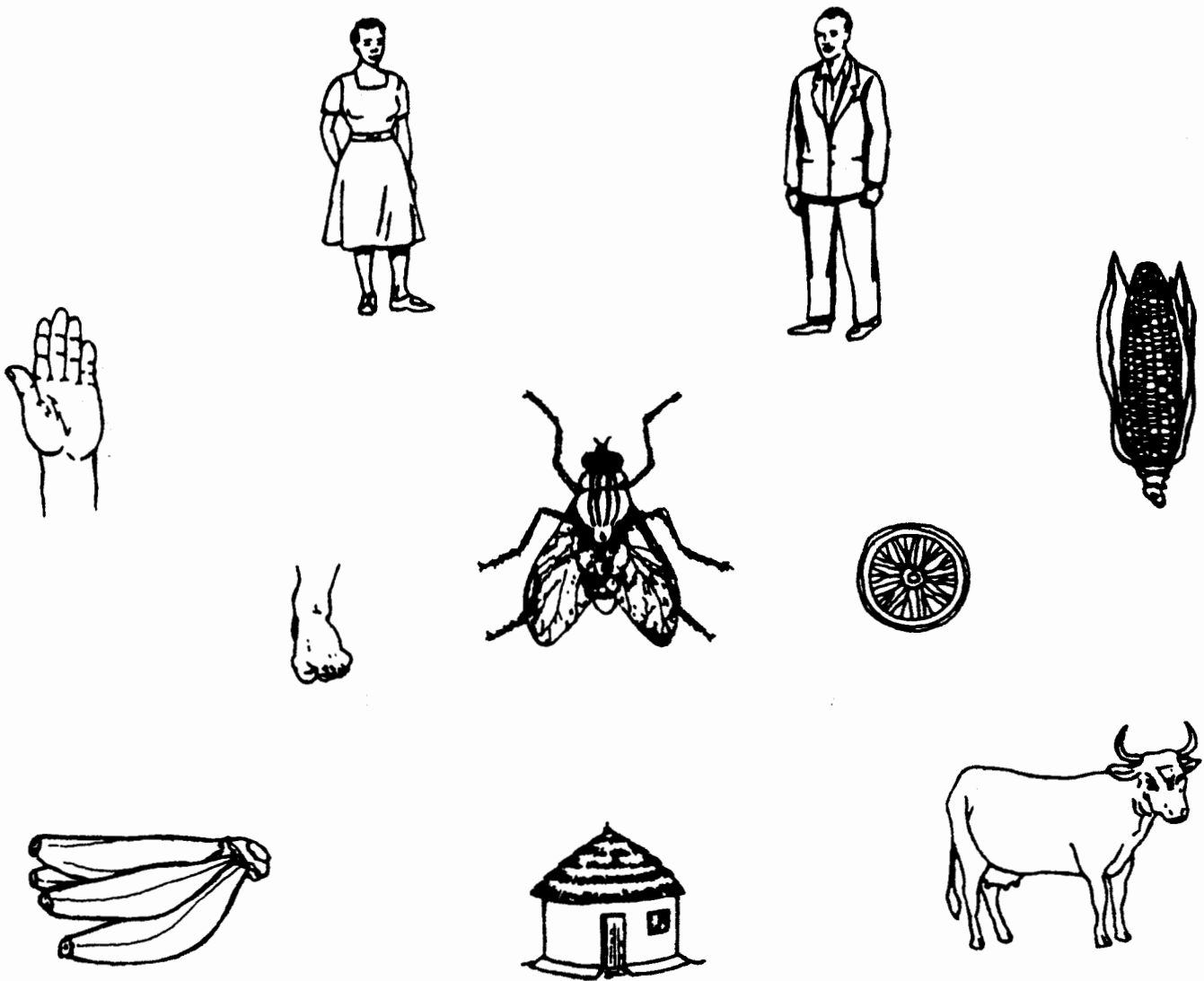
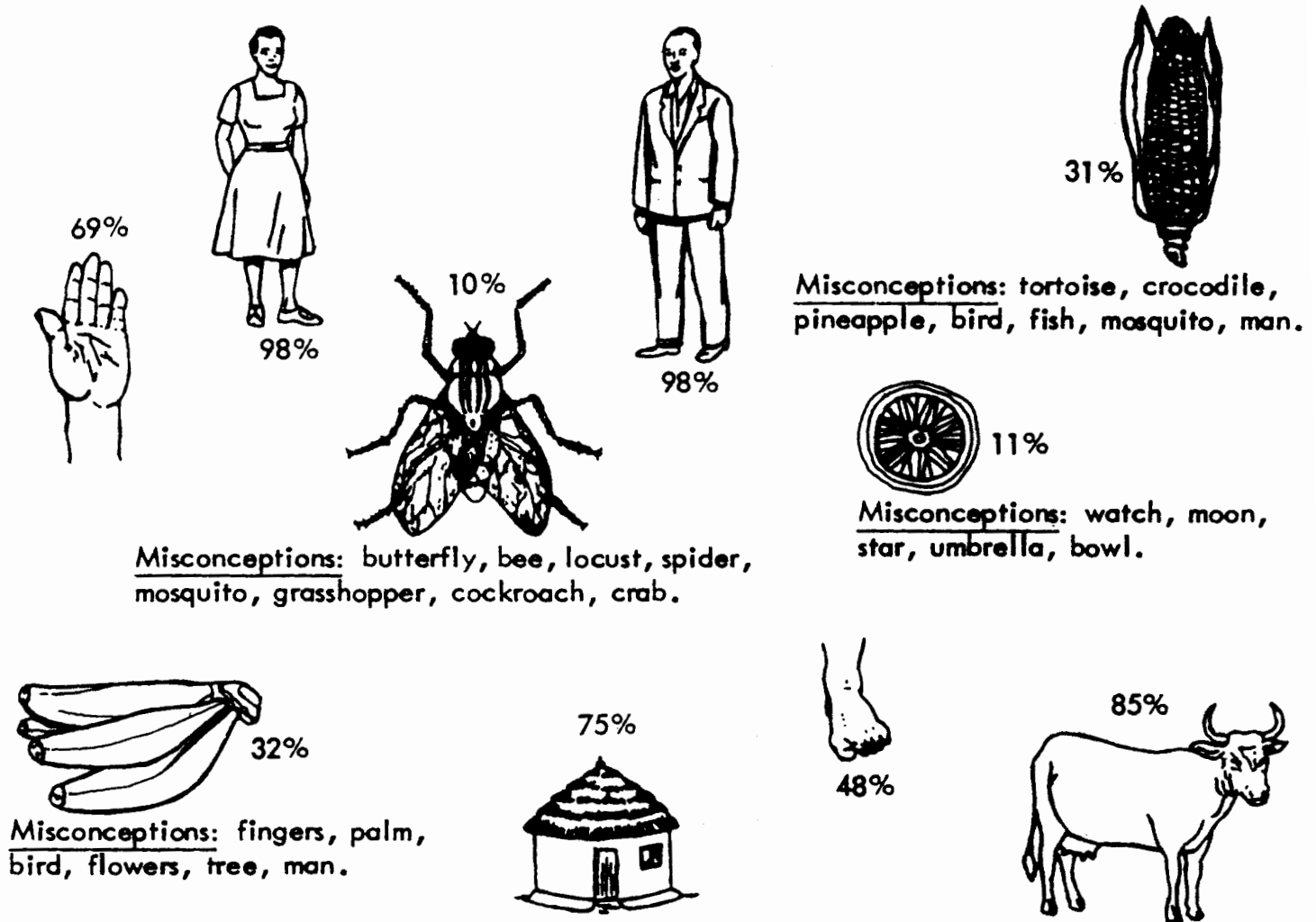




Figure IV. Pictures for testing the perception of illiterates, with test results



Note: Percentages refer to correct responses of illiterate rural adults in field tests with groups ranging from 162 to 793 people.

Source: Adapted from Bernard Shaw, Visual Symbols Survey: Report on the Recognition of Drawings in Kenya (London, Centre for Educational Development Overseas, December 1969).

## 7. Serialized posters

### Objectives

To enable a group to arrive at an understanding of the importance of difference in perception, specifically of different ways of looking at the same scenes.

### Setting

Group size: 10 to 15 members; small enough to involve the group in a discussion. Time: One hour if discussion proceeds well. Materials: Four posters, developed from situations that occur in the group's home environment, that tell a story (the number of posters may vary).

### Process

The group is asked to arrange the posters in the order that illustrates a story. The posters are designed so that it is possible to change the order of the posters and thus change the story. Different people arrange the posters in different ways and tell the story as they interpret their sequence and meaning.

### Discussion

The group discusses the problems involved in differences in perception. Members consider the questions: Why do people look at the same pictures and get different meanings? Is it important to understand that different people have different interpretations of the same events? How does this influence their working together or their decision-making process?

### Comments or preparation

The scenes in the posters should come from village situations themselves or from the environment with which the trainees are familiar. Creating suitable posters may require observation interviews or other preparations.

### Source

Developed by Lyra Srinivasan when working as a consultant for World Education, Inc.

## II. TECHNIQUES FOR CAPACITY BUILDING

### 1. Village planner

#### Objectives

To demonstrate the way in which a given set of activities can be planned in a sequence using the logic and approach of villagers; and

To introduce new activities in the village, using the planning capacity of the villagers in organizing these new activities based on their experience.

#### Setting

This training should be conducted in the village itself, preferably in a place where villagers are accustomed to gather. The setting should encourage the active participation of all the participants and have a large enough area in the front so that the posters, drawings or other visual materials that have been prepared can be put in sequence. Initial contacts should be made in advance with leaders to get their approval and to have them co-operate in calling the meeting.

#### Process

The facilitator may wish to begin with a simple discussion of the individual steps that are necessary to conduct any activity. This discussion should be of as simple a set of sequences as possible, for example of such obvious activities as how one puts on or removes a piece of clothing, builds a fire or does any other simple task. Then the facilitator shows a set of posters or visual representations of the conduct of a traditional activity in the village. This activity should be one that everybody in the village knows and has performed. This activity is broken down by showing pictures, posters or drawings of each of the steps. The villagers are asked to identify the steps and to make sure that there are all the steps necessary to complete the activity (e.g., the planting and harvesting of rice). Then they are asked to put the different posters in the order in which the activities are carried out. The group is encouraged to analyse each step in the particular sequence that the group has laid out and to explain the purpose of doing certain activities prior to others.

A different activity is then presented in a visual form. This can be one taken from another village or from the growing of some new crop or it can be some new activity in which villagers have evidenced an interest. The same kind of visual steps - posters, photographs, slides or other drawings - are laid out and the villagers are asked to use the same knowledge that they applied to their traditional tasks to organizing the new activity. The facilitator encourages discussion about why an activity should be done in sequence; whenever possible, he should assist the group in discussing the advantages of one sequence versus another, introducing whatever information may be necessary to help the group to come to an appropriate decision about the sequence of new activities.

Discussion

Discussion is contained in the process.

Preparation

The facilitator must spend enough time in the village with persons knowledgeable about the village's activities to collect the information that will be demonstrated in the group meeting. The facilitator or the person who is preparing the material, with members of the community, then identifies an important traditional activity related to the new one that it is proposed to introduce. Then, with the help of a leading farmer or a technically qualified person of the village he observes or discusses all of the activities that are involved in the traditional activity. If possible, each of the activities is photographed or drawn and posters are made of them. The sequence of the new activity is developed in the same way, preferably with technically qualified people, and visual materials are prepared.

Source

The exercise was used in Bangladesh by associates of the Community Development Foundation, 345 East 46th Street, New York.

## 2. Problem-solving posters

### Objectives

To encourage participants to choose innovative solutions to common problems.

### Setting

A group small enough for discussion (10-15 people). Time required: Approximately 30 minutes to 1 hour. Materials: Posters developed from situations with which group members must deal in their home situation.

### Process

Two or three posters representing a problem are shown to participants. They are then shown several other posters representing alternative solutions and are asked to select the posters that represent the alternative solutions they prefer.

### Discussion

The discussion is designed to compare the solutions represented on the posters and to generate others.

### Comments or preparation

The essence of the material is that it should relate directly to the problems that the trainees have; the posters dramatize the situation without need for written statements. This technique is particularly useful in village situations but it can be used widely if the posters are appropriate.

### Source

Developed by Lyra Srinivasan as a consultant for World Education, Inc.

### 3. The impertinent PERT chart

#### Objectives

To emphasize the need for flexibility in planning activities.

#### Setting

Group size: Large groups can be broken up into small ones. Materials: Board for pinning up cards and cards of different colours, size 3 x 5 or larger if necessary. The colours are usually blue, orange, yellow and green; however, colours may be added in order to provide for more major processes.

#### Process

The group identifies the major steps in a task. It considers needs assessment items, which are on blue cards, planning items, which are on orange cards, organization and implementation items, which are on yellow cards and feedback items, which are on green cards. Blank cards are available for new items that may arise.

The group is encouraged to experiment with the different ways in which cards and the activities they represent can be organized into a continuing process.

#### Discussion

Discussion could focus on the different ways in which different groups dealt with the task.

#### Comments or preparation

If the group is familiar with PERT the preparations are minimal. If not, the facilitator may want to introduce the idea of programme evaluation and review technique (PERT) and its approach; alternatively the exercise can be carried out as a task analysis without reference to PERT.

#### Source

Developed by Lyra Srinivasan as a consultant to World Education, Inc.

#### 4. Need identification

##### Objectives

Developing tools for need assessment.

##### Setting

A convenient meeting place for trainees after they have made field visits. The time required and the group size are indeterminate.

##### Process

This technique was developed for gathering information from and about rural village women. The illustrative list of discussion topics (sample 5) was developed and discussed with trainers in the Philippines; it could be varied to assist in data gathering for any kind of village information purpose.

##### Discussion

The list of discussion topics shows that the focus was on gathering information arising from the needs of the people with whom the trainee was dealing rather than from needs that outsiders might project into a situation. The discussion can ensure that the group understands the orientation and can assist in developing better guidelines for future visits.

##### Comments or preparation

In order to prepare the initial need-evaluation sheets, trainers themselves will either have to become acquainted with the environment or have adequate research backing. After the sheets have been prepared the project should become a group task.

##### Source

Developed by Lyra Srinivasan as a consultant to World Education, Inc.

Sample 1. Topics for group discussion  
for need assessment

Topics for group discussion about barrio visits

When you returned from your field visit to the barrio           (name)           :

Did you NOTE down all of the things which were discussed informally with the barrio women?

Did you EVALUATE each topic to determine whether it was something that members of the group felt rural women should be thinking about or whether it was something that rural women were already thinking about?

Did you DISCUSS to see if you had focused enough on women's economic role, activities, problems and potential?

Did you try to remember and note down in rural women's own words some of the things they said that indicated their real attitudes, beliefs, feelings, prejudices and superstitions and that you could use in writing stories or in setting up role playing or in preparing other learning materials?

Did you find out what kind of life women lead and whether they have ever attended classes or received training of any kind? If they did, what impression did they have of that experience?

Did you find out what they would like to learn, when they are available for learning and where they can best be reached?



5. Choosing a colourObjectives

Learning to deal with the power vacuum created by a lack of specific directions; and

Understanding shared leadership through role playing.

Setting

This exercise is designed for 7 to 10 participants; they are seated in a circle. Several groups may be directed simultaneously. The time required should be about 30 minutes.

Materials needed (see sample 2):

Envelope 1. Directions for group task and 7 to 10 envelopes containing individual directions for role and position;

Envelope 2. Directions and group task;

Envelope 3. Directions and group task;

Large envelope containing first three envelopes;

Description of roles to be played.

Process

1. The participants are introduced to role playing. The facilitator may want to use a fantasy exercise for warm-up. The following roles are explained:

Information-seeking;  
Tension-relieving;  
Clarifying;  
Gate-keeping;  
Initiating;  
Following;  
Information-giving;  
Harmonizing.

2. The facilitator places the large envelope containing the instruction envelopes in the centre of the group with no further instructions or information.

Discussion

Discussion instructions are contained in the envelopes.

Comments and preparation

Using the prepared materials (see sample 2), the trainer need only observe the group; he should intervene only if there is serious confusion or misunderstanding.

Source

Pfieffer and Jones, op. cit.

Instructions written on the large envelope that contains  
all the other envelopes

Enclosed you will find three envelopes containing directions for the phases of this group session. You are to open the first one (labelled 1) at once. Subsequent instructions will tell you when to open the second envelope (labelled 2) and the third envelope (labelled 3).

---

Directions written on a separate sheet in envelope 1

Time allowed: 15 minutes.

Special instructions: Each member is to take one of the white envelopes and follow the individual instructions contained in it.

Task: The group is to choose a colour.

DO NOT LET ANYONE ELSE SEE YOUR INSTRUCTIONS.

(After 15 minutes go on to the next envelope.)

---

Directions written on a separate sheet in envelope 2

Time allowed: 5 minutes.

Task: You are to choose a group chairman.

(After 5 minutes go on to the next envelope.)

---

Directions written on a separate sheet in envelope 3

Time allowed: 10 minutes.

Task: You are to evaluate the first phase of this group session.

Special instructions: The newly selected chairman will lead this discussion.

Sample questions:

What behaviour was effective in promoting the purposes assigned to individuals?

What behaviour was detrimental to promoting the purposes assigned to individuals?

(After 10 minutes return the directions to their respective envelopes.)

---

Sample 2 (continued)

Directions in the individual instruction envelopes in envelope 1

Each envelope will contain instructions as to the role and position the recipient is to take. One of the cards will give an item of special knowledge. The information will be given on a card in this manner:

1. ROLE: INFORMATION-SEEKING POSITION: SUPPORT BLUE
---

1. Role: Information-seeking

Position: Support blue

---

2. Role: Tension-relieving

Position: Introduce the idea of a different colour: orange

---

3. Role: Clarifying

Position: Support red

---

4. Role: Gate-keeping

Position: Against red

---

5. Role: Gate-keeping

Position: Against red

---

6. Role: Initiating

Position: Support green

---

7. Role: None

Position: None

(You have the special knowledge that the group is going to be asked to select a chairman later in the exercise; you are to conduct yourself in such a manner that they will select you as chairman.)

---

8. Role: Following

Position: Against red

---

9. Role: Information-giving

Position: Against blue

---

10. Role: Harmonizing

Position: Against green

---

If there are fewer than 10 participants in the group, simply eliminate as many of the last three roles and positions as are necessary. There must be at least 7 people in the group.

## 6. Intergroup competition: Preparing a plan

### Objectives

To stimulate participants to observe and analyse the effect on groups of a competitive task and how they respond to winning or losing;

To observe reactions to divided loyalties (judges); and

To demonstrate a method of data collecting, processing and reporting.

### Setting

Materials required: a statement of the task for each participant, a copy of the schedule for each participant, two copies of the first, second, and third survey forms for each participant and a copy of the "Instructions for judges" for each judge (sample 3); large cardboard sheets for graphing the survey ratings, one for each group and one for each set of judges (figure V); and coloured pencils (there should be different colours for each group and each set of judges). There should be sufficient secretarial service to duplicate the group statements of plans in the scheduled period of time.

### Process

This is an exercise in which groups compete. Each group prepares a statement of a plan for action. While the groups prepare the plans, judges selected by the groups meet to develop criteria for selecting the best plan. There follows a period for each group to analyse its process. Groups and judges are then given copies of the competing groups' statements. Each group selects and briefs a spokesman while the judges study the plans. There is a public hearing in which spokesmen argue the merits of their plans and reply to the arguments of their opponents. The judges question the spokesmen and vote publicly. Following the voting the judges rejoin their groups, which again evaluate.

Participants check a survey form five times during the exercise:

(1) when the task has been announced; (2) when groups have completed their papers and the judges their criteria; (3) when the papers have been read; (4) when the judges have voted; and (5) at the close of the final group meeting. The data gathered in these surveys provide the basis for a community feedback and evaluation session, which completes the exercise.

#### 1. Introduction to the exercise

A trainer introduces the exercise, indicates that the activities require working in groups, suggests a location in the room for each group and asks the participants to place themselves in their groups. He then states that each group will work on the same problem and that plans will be evaluated by a group of judges and he asks each group to select a judge. He designates a place in the room for judges to assemble as they are selected.

When judges have been selected the trainer distributes copies of the account of the task (see sample 3). Trainers preferably prepare a task on a problem relevant to the interests and problems of the participants. The trainer requests participants to read the account of the task and answers any requests for clarification.

When the participants have read the account of the task, the trainer distributes copies of the schedule (see sample 3), reviews it briefly and checks that the sequence of events and meeting places are understood.

When matters relating to task, schedule and judges have been settled, the trainer points out that as the exercise proceeds there may be interesting changes in perceptions and feelings within the groups and among the judges. He indicates surveys will be taken five times during the exercise and the results presented at the evaluation and feedback session.

The trainer then distributes copies of the first survey form to groups and judges (see sample 3). Trainer should allow ample time for reading and checking the first survey to ensure that it is understood. As forms are returned he should also check that the time and group membership have been indicated. Judges always write "Judge" rather than their group name.

## 2. Preparation period

The schedule allows approximately three hours for groups to prepare and write plans. Trainers may visit groups as they begin to work but do not remain. The judges meet as a group to develop criteria for evaluating the plans. A trainer provides the judges with instructions (see sample 3). He remains with the group as a resource and observer. If the staff prefers, a trainer or an assistant may serve as an additional judge in order to prevent a possible tie vote.

## 3. First evaluation session

In this period groups and judges evaluate how they worked during the preparation period. Trainers attend the evaluation sessions of their groups.

The group evaluations will vary with each group's characteristics, its history and its experiences in preparing the plan. In groups where key figures have come to terms with one another and members have established roles within the group, the task normally tends to further in-group feeling and the consolidation of working relationships. In groups with unresolved process problems, the task often accentuates cleavages and conflict. Groups may take on a more authoritarian structure. Whatever has been the group experience, the phenomena provide opportunities for productive learning.

Below are some aspects of the group's preparation period that may be examined:

(a) Feelings about the task, the group's performance and attitudes towards the competitor(s);

(b) The way in which the group did the job - how it analysed the task, how it collected ideas for the plan, how central points for emphasis were selected, how the report was outlined and how the final draft was prepared.

(c) Organization and participation - formal or informal leadership, key roles played, use of the group's resources, and the decision-making process.

(d) The group atmosphere and emotional tone - attitudes of the members towards one another and the conflicts and pairings that took place.

The evaluation of the judges, whose selection by their different groups may have been dictated by different reasons, will depend much upon the group composition. The judges can be expected to show many of the characteristics of a new group with typical role-relationship problems. However, the specific nature of the task and the aura that surrounds the role of a judge often tend to accelerate group consolidation. Generally the aspects suggested for group examination may be equally productive for the judges. The most significant area for exploration is how the judges feel about their group membership and how each deals with the possibility of being called upon to vote against his group's plan.

#### 4. Reading the plans and preparing for the hearing

Copies of each group's own statement of its plan and of the statement(s) of its competitor(s) are distributed to each group. The judges are also given copies of the statements.

Trainers do not remain with the groups while they read the plans and select and brief their spokesmen.

#### 5. Hearing

Before beginning the meeting a trainer established the order in which spokesmen are to speak. This may be done by drawing straws or tossing a coin.

To begin the hearing a trainer briefly reviews the procedures. He indicates that group members sitting behind their spokesman may not talk with him but are permitted to send him written messages.

The trainer who introduces the hearing calls on the spokesmen and keeps time. If a trainer or assistant is serving as judge he monitors the judges' questioning and voting. Alternatively, the trainer who observed the judges during the day sits among them and performs the necessary functions.

The meeting is adjourned immediately after the survey that follows the voting. Judges are instructed to rejoin their groups for the meetings that follow.

#### 6. Second group evaluation

Group meetings that follow the voting are often less productive of learning for winning groups than for losers. Winning groups tend to welcome returning judges heartily, to release tension with happy expressions and to approach analysis of the day's events with a feeling of complacency. There are also



exceptions. Groups that win despite acute process problems in preparing and presenting their plans may, as a result of the positive feelings and increased cohesion resulting from victory, use the period for significant analysis of some of the interpersonal problems that created stress.

Losing groups must deal with their feelings of frustration and disappointment. There is generally a sharp questioning of judges who voted against the group's plan. The spokesmen's performance may be criticized. The exercise and the staff may be attacked. There may also be faultfinding within the group as members recall critical incidents or reconsider decisions that did not truly reflect agreement. The meeting tends, in early stages, to be dominated by rationalizations and projections. The accumulated tension may also stimulate exploration and analysis. Following a first aggressive outburst that discharges feelings the members usually engage in a more objective analysis, recognize some limitations of their group plan and examine problems of working together. From this they may gain useful insights about themselves and the behaviour of groups under stress.

#### 7. Feedback and evaluation session

Preparation of the charts. The cardboard sheets upon which the survey results are to be shown can be prepared in advance so that data can be processed and recorded on them as time permits during the exercise. There is a separate chart for each group and each group of judges (see figure V). All information relating to a particular group is shown on the same chart. Thus the chart for group A shows: how group A rated itself, how group A was rated by the judges and how group A was rated by its competitor(s) during different periods of the day. To simplify reading, different colours are used for each group.

To record the data on the charts, one first obtains a group average of the responses to each question each time the survey was taken. This is determined by adding the numbers checked on the scale by each of the group members and dividing the sum by the number of individuals who checked the particular scale. The actual lines of each graph are drawn by the trainer during his presentation in the feedback and evaluation session. This adds dramatic effect and helps the trainer to use the material to stimulate group interest and analysis. In preparing the charts the data are therefore recorded by a coding system.

In each instance, the average rating is indicated on the chart in the form of a dot placed at the appropriate level on the scale. This dot is made in the colour of the group being rated. A small circle is then drawn around this dot in the colour of the group that did the rating. (If desired, the average in numbers may be pencilled in lightly beside the circle.)

Example: Group A's colour is red and the judges' purple. The average rating of group A at 9.45 to the question "How successful do you think group A will be in completing its task?" is 3.5. This is recorded with a red dot on the chart of group A under the column 9.40 midway between 3 and 4 on the scale. Since group A is doing this rating, a small red circle is also drawn around the red dot. Thus one knows that it is the group A's rating of group A.

Figure V. Sample graphs of survey ratings

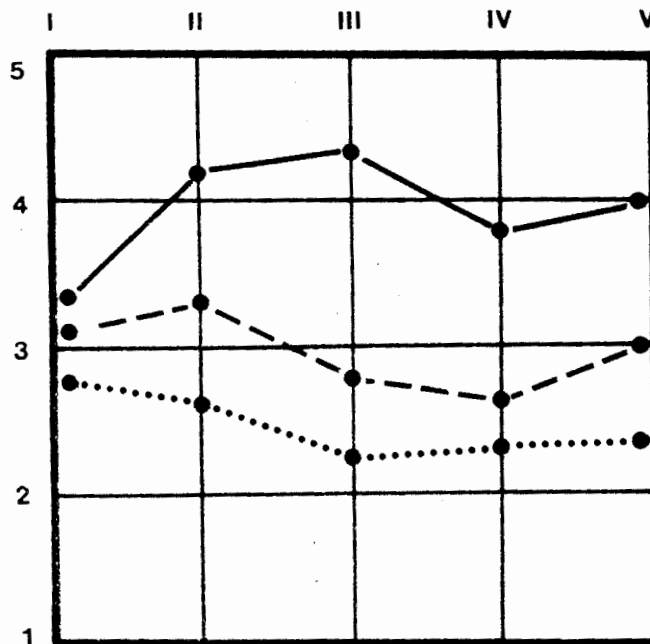
Key

- I. First survey, when task and competitors known
- II. Second survey, when groups have completed tasks
- III. Third survey, when groups have prepared hearing presentations
- IV. Fourth survey, when judging completed
- V. Fifth survey, when judges have rejoined groups

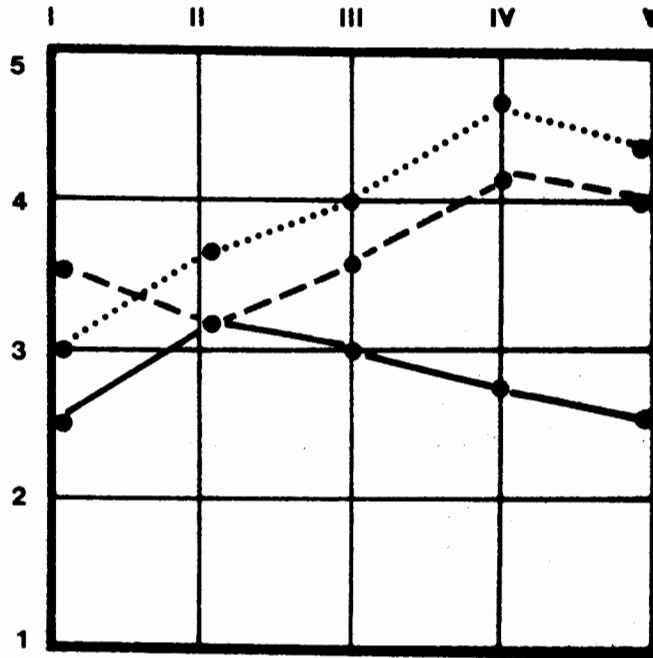
5-1. Scale of expectation of groups' success and of judges' objectivity

- \_\_\_\_\_ Red, ratings by group A
- ..... Green, ratings by group B
- Purple, ratings by judges

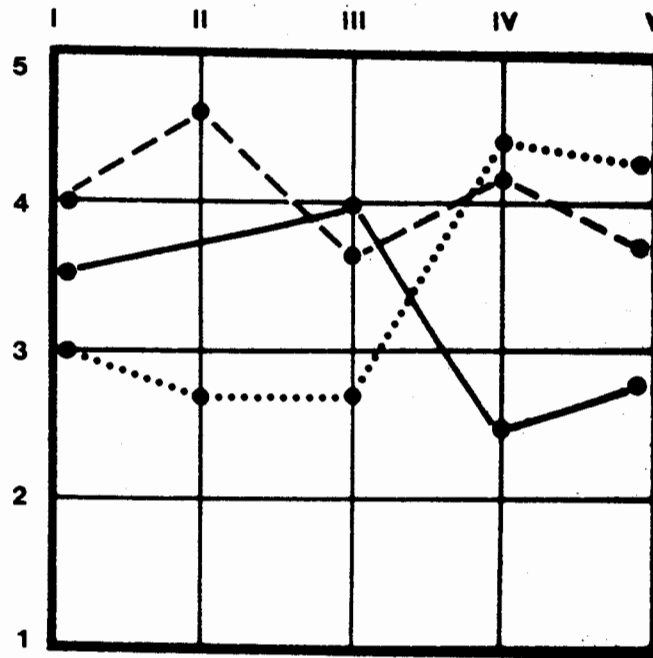
For more than two competing groups, simply add more colours.

How groups rated group A

How groups rated group B



How groups rated group judges



The average response of the judges to the same question at 9.40 is 3. Group A is the subject, so the rating goes on the same chart as above at 3 on the scale in the form of a red dot. This time the judges are doing the rating so the small circle is drawn in purple, the code colour of the judges. Each average is recorded on the charts using this system.

The coding simplifies the presenter's task; this enables him to give more attention to the group. At a glance he knows which group was being rated and what group did the rating, the time of the rating and its place on the scale. By using a pencil of the same colour as that of the circles and by drawing lines from left to right connecting the dots within circles of the same colour, the trainer can quickly demonstrate fluctuations in any group's rating of itself or of another group.

#### 8. Presentation and discussion

The trainer who is to conduct this session should study the survey data, take into account any unusual circumstances or events during the exercise and consider carefully what important learning the participants may derive from the meeting. The charts often speak for themselves, particularly if presented in a sequence calculated for dramatic impact. The charts and any questions posed by the trainer should provide the stimulus for the participants themselves to inquire into implications, suggest interpretations and draw inferences. The session also offers a unique opportunity for the groups to talk out any tensions remaining from the competitive aspects of the exercise and to strengthen the sense of community.

The trainer should provide a brief introduction in which he reminds the participants of the survey questions, indicates how averages were obtained and points out that it is necessary to accept the limitations of the data but also to recognize its potential usefulness for stimulating a recall of events and points for discussion. He then uncovers the first chart and explains how the chart was made and the coding system. He connects the circles for one group, indicating the time and the average rating so the participants become familiar with the method of reading the charts. From this point on, he proceeds as seems justified by the potential of the data and as seems appropriate to the quality and movement of the group's discussion.

The feedback and evaluation session can lead to exploration of many and varied facets of the problems, between groups and within groups, and of the dynamics of competition. In connexion with the earlier group evaluation sessions, some aspects of group phenomena that stimulate productive learning have already been indicated. The charts and interaction among the groups may also stimulate exploration of further aspects, such as:

(a) The effect of competition on the perceptions of competing groups - increased stereotyping, selective listening so only those things favouring their own position are heard and denial of realities that do not conform to beliefs;

judges, who have difficulties in being neutral, sometimes over-reacting and attacking the spokesmen representing their group, denying the reality of their situation until the hearing begins and sometimes trying to escape the dilemma by using a percentage system to produce a group vote (discussion of this problem may be particularly significant in societies with strong tribal loyalties and extended family systems);

(c) The difficulties of serving as a group spokesman where one may be torn between one's own perceptions of appropriate behaviour and group instructions; and

(d) The importance of searching for common levels of need and establishing communication and collaboration that transcends and places in appropriate perspective the needs and wishes of individuals and subunits of systems.

### Sample 3. Material for preparing a plan

#### Account of a task

The Government of Hamba, a developing country, has become aware that it is actually important for the nation's children to become acquainted from an early age with ideas and skills that help to build a readiness for a technical education and for living in a technological society. The children of Hamba grow up in largely rural surroundings and there is no tradition of providing them with the kinds of experiences that stimulate mechanical dexterity and insight. Approximately half of the children in Hamba attend primary schools that can provide only minimal opportunities of this kind.

Your group is a special committee appointed by the Head of State to develop a plan for meeting the need. In making your plan, take into consideration the type of activities in which children should be engaged, means for providing the children with appropriate experiences, the facilities that might be made available, a strategy for mobilizing the people's support and participation and the administration of the programme. The Government is willing to make available reasonable resources for implementing a soundly conceived plan.

Your committee should prepare a written statement of 800 - 1,000 words covering the essential information about its plan. This statement should be submitted to the office for duplication not later than 12.45 today.

The judges have no further information about the task than is here given, but are empowered to rule on other data and regulations governing preparation of the statement. Any such ruling will be communicated to all groups.

#### Schedule

30 minutes	Introduction to exercise. (Administer first survey)
3 hours	Groups work on task in group rooms; judges develop criteria in Judges' Chambers

All plans due in office at the end of three-hour period.

15 minutes	(Administer second survey)
30 minutes	Groups meet to evaluate own process; judges meet to evaluate own process
1 hour	Groups read papers, select and brief spokesmen
15 minutes	(Administer third survey)
1 hour	Hearing before judges Each spokesman has 8 minutes to present arguments for his group's plan. Each spokesman has 4 minutes for rebuttal. Judges question spokesmen for 15 minutes. Judges deliberate and vote publicly (10 minutes)
15 minutes	(Administer fourth survey)
15 minutes	Groups meet separately, with judges included (Administer fifth survey)
1 hr. 30 minutes	Feedback and evaluation - operative exercise

Sample 3 (continued)

Instructions for judges

During the time groups prepare and write a statement of their plans, you are to study the task they have been given and decide upon what basis you will select the best plan.

You may organize your group and work in any manner you wish. You may find it helpful to think of the kind of plan you would make and develop a list of criteria for evaluating those prepared by the groups.

You will receive copies of all the plans you are to judge at 15.00. In the hearing, which takes place at 16.00, you will hear spokesmen from each of the groups who will argue the merits of the different plans. There will then be a brief period for the judges to question the spokesmen.

At the close of the hearing each judge will be called upon to vote publicly and state which of the plans he believes to be the best one. The vote must reflect your individual judgment, not a group decision.

If during the preparation period groups address questions to the judges, you may rule on points as you think appropriate. However, you should communicate any rulings to all the groups in the competition so that all are informed of the regulations.

Surveys

My Group .....

Time .....

First survey

Each of the questions below refers only to your group or to the group that is competing with your group or the judges who have been drawn from these groups and will decide which is the better plan. You should answer each question carefully, even though you are estimating your feelings.

1. How much do you think that the decision of the judges will be influenced by their feelings of loyalty to their own groups?

1	2	3	4	5
Completely (Loyalty)				Not at all (Objectivity)

2. How successful do you think your own group will be in doing the task?

1	2	3	4	5
Not at all				Completely

Sample 3 (continued)

3. How successful do you think competing group ..... will be in doing the task?

1	2	3	4	5
Not at all				Completely

(For two competing groups. For more groups simply add additional copies of question 3, identifying the groups.)

My Group .....

Time .....

Second and third surveys

1. How much do you think that the decision of the judges will be influenced by feelings of loyalty to their own groups?

1	2	3	4	5
Completely (Loyalty)				Not at all (Objectivity)

2. How successful do you think your own group has been in doing the task?

1	2	3	4	5
Not at all				Completely

3. How successful do you think competing group ..... has been in doing the task?

1	2	3	4	5
Not at all				Completely

(For two competing groups. For more groups simply add additional copies of question 3, identifying the groups.)



## Sample 3 (continued)

My Group .....  
 (Judges write J)

Time .....

Fourth and fifth surveys

1. How much do you think the decision of the judges was influenced by feelings of loyalty to their own groups?

1	2	3	4	5
Completely (Loyalty)				Not at all (Objectivity)

2. How successful do you think your own group has been in doing the task?

1	2	3	4	5
Not at all				Completely

3. How successful do you think competing group ..... has been in doing the task?

1	2	3	4	5
Not at all				Completely

(For two competing groups. For more groups simply add additional copies of question 3, identifying the groups.)

## 7. Intergroup collaboration: Planning the programme

### Objectives

To involve participants in planning programme activities to meet their needs; and

To demonstrate a method of developing a programme.

### Setting

Facilities required: chalk-board and chalk or an easel with large sheets of paper and crayon; instructions for the groups (see sample 4); and secretarial service for duplicating the reports in the allotted time.

The introductory session, the group reporting session and the staff planning session require a meeting room large enough for the entire group. Chairs and a table for group representatives to sit as a panel in front of the group are needed for the reporting session. A table and chairs arranged in circular fashion in front of the group are needed for the open staff meeting. Groups work in their own group rooms.

### Process (including discussion)

The activity described here was designed to take place at the close of the first week of a workshop of two or more weeks' duration. The design can, however, be adapted to other circumstances.

The exercise begins with an introductory session aimed at involving the participants and explaining the procedure. In groups or subgroups the participants make an evaluation and then prepare a written one-page statement of their reactions to different aspects of the first week's programme, suggesting areas for emphasis in the second week's schedule. The statements are mimeographed, interpreted by group representatives and discussed at a general meeting. There follows an open staff meeting in which the staff, using the participants' and their own ideas, rough out a general design for the following week.

The schedule shown here (sample 4) is suggestive of time blocks and design but needs to be adapted to local circumstances. In planning the schedule, transportation should be taken into account if participants anticipate leaving for a week-end break.

The antecedents of this intergroup collaboration exercise lie in feedback-community sessions and the growth in practices of evaluation.

#### 1. Orientation

The introduction to the exercise will vary according to the state of the community's development and the preference of the trainer. The procedures and the schedule of activities should be made clear. If more time is allotted to the session, there may be some presentation of the principles that underlie the programme planning. It may be appropriate to recognize the staff's responsibility for weighing all the factors in planning the schedule and to

note any special boundaries such as time available, meal schedules and so on, though these may alternatively be brought out in the open staff meeting. It may also be desirable to recognize that the staff may be unable to complete its task in the allotted time.

2. Groups make their evaluation and prepare statements

Trainers either observe or participate minimally in this session, as they prefer.

3. The reporting session

The group statements should be distributed as participants enter. The panel may be chaired by one of the participants or by a staff member. The group spokesmen may be briefed in advance or in the chairman's opening statement: they are to comment on how the group arrived at conclusions and to identify and report the varying views on issues over which there were strong differences of opinion. The panel members may exchange views after their presentations; the meeting is then open for general discussion.

The purpose of the group reporting session is to explore views, to recognize areas over which there is broad agreement and to accept differences of opinion rather than to arrive at firm conclusions.

4. The open staff meeting

The staff will develop this session in terms of its own working relationships and methods of designing programmes. (The staff should recognize that in undertaking this session it will expose some of its own problems and disagreements in process design. If these are dealt with in terms of problems and issues the demonstration can provide a productive learning experience.) There should be recognition and discussion of issues raised by the participants' suggestions; staff members will add their own observations to these.

In planning for the next week's programme, it is best first to identify and discuss the elements upon which there appears to be common agreement. Time may not permit blocking out all the features of the programme in detail. The essential point is that in order to indicate the nature and balance of the week's schedule the broad elements of the programme be discussed and agreed upon, with some indication of how these may be implemented. It is desirable to leave time for observations from staff members and participants even though this may mean that the planning cannot be finished during the session.

Source

Nylen, Mitchell and Stout, op. cit.

Sample 4. Material for planning a programme

Schedule

10.30 - 10.45	Orientation to the exercise
10.45 - 12.45	Groups make evaluations, prepare statements and select spokesmen
12.45	Statements due at office for duplication
4.00 - 5.00	Group reporting session
7.30 - 9.30	Open staff meeting

Instructions to groups

In designing the first phase of this workshop programme the staff planned a variety of activities, each of which was aimed at providing experiences in and stimulating thought about some aspect of human relations and co-operative group effort.

We are now at the point of planning a schedule for the next week and it appears appropriate to share our reactions to the first week's schedule and our ideas for the next week's activities.

Your group is asked to review and evaluate different elements in this week's programme. It is suggested that you first spend 20 to 30 minutes working alone and making notes on the elements of the programme that are listed below. After doing this, each individual will share his evaluation with the group. The group, after discussing the evaluations of its members, is to develop a statement of not more than one page of comment on the last week and proposals for the coming week. The proposals may include areas needing special emphasis, schedule modifications, additional activities and so on. The statement should be handed to the office secretary for duplication not later than 12.45 p.m.

Your group should also select a spokesman who will be called upon to comment on your group's statement and to participate in a panel discussion of the proposals of all the groups in the general meeting at 4.00 p.m.

List of the principal programme elements to be considered

1. Groups
2. Exercises and role-playing activities
3. Feedback and community sessions
4. Lectures
5. Leisure-time activities
6. The schedule
7. (Other aspects on which you may wish to comment.)

## 8. Dealing with conflict in a group: Iwo village

### Objectives

To sensitize participants to some aspects of the problems of conflict within a group; and

To identify and practise leadership skills in dealing with conflict.

### Setting

Enough participants to assume the different roles and provide a team of observers. There should be a comfortable seating arrangement with five chairs for the role players.

Materials required (see figure VI and sample 5): Map of Iwo village; description of Iwo village; instructions for Mr. Kehinde, Mr. Akella, Mr. Adeyo, Mr. Ashipo, Mr. Bola and the observers; and large name cards with pins for the role players.

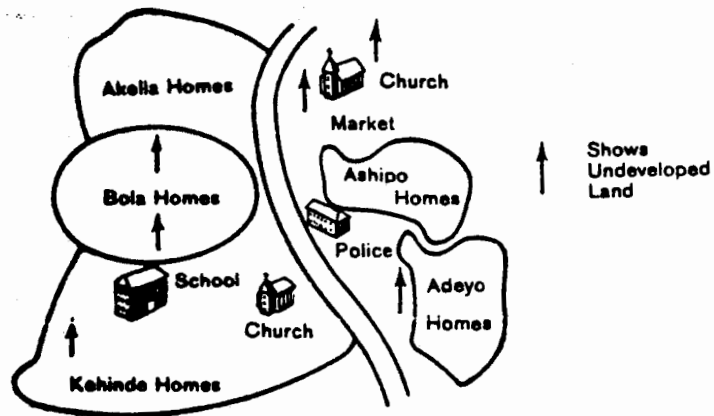
### Process

The trainer leads the group in a discussion of conflict and its origin in different individual needs and interests. These often find expression in special pleading, prejudices and self-seeking activities. At the same time, people are interdependent and their needs can be satisfied only by a give-and-take compromise. Compromise requires that each individual give up some part of a personal advantage to solve a problem in a way that is ultimately of greater benefit to all. When individuals view a problem as a conflict of personal interests and power, no solution acceptable to all can be found. Identification of mutual needs and common interests, on the other hand, places problems in a different perspective. The needs of the group provide the basis for a common goal. Individuals may then discuss their personal objectives with less defensiveness. The aim is to put the discussion on a fact-finding level rather than on one of individual interest.

The trainer indicates that the activity involves a study of some aspects of the problem of conflict within groups. He presents the description of Iwo village. Participants are selected for the role playing. Descriptions of the roles and instructions for the observers are distributed; time is given for study of the materials. The trainer should check with each of the role players to be sure he understands and has some feeling for his role.

The scene is played until the trainer thinks there are sufficient data for analysis. The trainer then follows the procedure that appears to be most appropriate. He may interview the leader as to his objectives and ask how the leader perceived the situation to be progressing or he may begin by asking the observers for data and so on.

Figure VI. Map of Iwo village



### Discussion

In this activity the leader must remain acceptable to all the members if he is to help reconcile differences effectively. If the leader gives no indication as to where he stands, some members may doubt his sincerity. If he does give information about his views, he may, unless he is very careful, be perceived as taking sides. Much depends on how sincerely he wishes to help the group reach a decision acceptable to all and how skilful he is in helping the members to establish criteria and to use them as a basis for talking out their differences.

Reconciling conflicting interests is necessary. This can be done more easily if taking of sides is avoided and agreement on a common goal (building the hall) is first reached. Criteria for the best choice of location are then decided upon. The common goal and the agreed criteria provide a basis for a more objective examination of the alternatives.

A group atmosphere in which members are committed to a common purpose but in which they do not need to conceal or be defensive about their special concerns will help reconcile the conflict.

### Comments or preparation

See materials in figure VI and sample 5.

### Source

Nylen, Mitchell and Stout, op. cit.

## Sample 5. Iwo village

Description of Iwo village

Iwo village is located in a moderately prosperous palm-growing area. It is situated along a main road; one travels a considerable distance before coming to another community as large.

There are several churches of different denominations. There is a relatively modern market. There is a school in a very old building that barely meets present needs. It consists of six classrooms. There is no village hall. Some of the villagers who have visited other places have mentioned from time to time that it would be desirable to have a village hall. No one has yet proposed building one.

The Iwo village population consists of about a thousand persons. Most of the people belong to one of five family-related groups. The homes of members of these family-related groups tend to cluster in distinct neighbourhoods, although there is some overlapping. Each of the groups has a head person who bears the family name. These men are Mr. Adeyo, Mr. Bola, Mr. Akella, Mr. Ashipo, and Mr. Kehinde. Kehinde's group is the largest and numbers about 350 persons. He therefore chairs the infrequent meetings of the five leaders.

When the market was built, some four years back, the project was undertaken as a result of an agreement between the five leading men. Each of the family groups provided labour and materials. There were differences of opinion at that time as to whether each group gave its fair share to the effort; but the market was finally completed. People feel generally that the market has served the village well.

Instructions for the role playersInstructions to Mr. Kehinde, the chairman

You are about to begin another meeting of the village heads. There is considerable rivalry in these meetings. You try to be as impartial as you can. You tend to wait for general agreement and do not force decisions.

Today you expect someone will bring up the question of building a village hall. You know the matter will need careful handling. You are aware from gossip that there is a sharp feud over this matter. The conflict is primarily over the location of the hall.

You have been wondering how you can keep the discussion from becoming a quarrel over where the building should be placed. It occurs to you that the wisest approach is to delay actual discussion of the location as long as possible and to try to get expression on whether a hall is needed and why. The next step appears to be to get agreement on a basis for deciding the location, i.e. the



## Sample 5 (continued)

criteria by which different locations should be judged. You think that by first discussing things about which the members can agree and by establishing criteria for selecting a site it may be easier to get a compromise on the question of location.

Think now about how you stand on the issues, whether it is advisable to build a hall, where one or several of the best locations may be and how the choice can best be made. Is it advisable to let the group know what you think about these questions?

Consider also how far members should be encouraged to reveal their personal interests and worries. Will this help or hinder in getting agreement?

Now plan how you will begin the meeting. Decide how you hope to see it develop. You will probably ask, after an introduction, what matters there are to be considered.

Instructions to Mr. Bola

You are proud that the Kehinde family and yours are the oldest in the village. You feel your opinions should be taken most seriously. The village got along centuries without a village hall and you favour it now only because your children wish it. You think a hall should be next to the market because this is the centre of population. However, you would in the final analysis agree to other places nearby. You can be influenced by what Kehinde thinks. Make up any other details you think appropriate.

Instructions to Mr. Akella

You tend to be influenced by the opinions of Bola, who is older than you and whose family group is larger and more prosperous. It was Bola who caused the market to be located near you. You are grateful, as the market location has been very advantageous.

You respect Kehinde very much and are also influenced by what he thinks. You do not dislike Ashipo and Adeyo but they just do not seem important. You seldom go to the area where they live. It seems undeveloped.

Instructions to Mr. Ashipo

You have no strong feelings about the hall. In general, you tend to favour village improvement unless there is excessive demand on the money and labour of your group. You went to school with Adeyo and are sympathetic to his views. You think Bola and Akella are a little too aware of their power and prestige. You respect Kehinde and tend to be influenced by his thinking.

## Sample 5 (continued)

Instructions to Mr. Adeyo

Your kindred group is the smallest and you live farthest from the centre of the town. You objected to the distance when the market was built. You finally agreed, however, because the village needed the market. You must admit that your people have profited much from it.

You are proud that you are progressive. Your group has the greatest number of young people away at school or work. You see the need for a hall. You think it should be located on your side of the town. It is not only a question of convenience: it would be a sign that Akella and Bola, who are wealthier, recognize the Adeyo group. Some of your young men, who are very sensitive, have pointed this out. You feel that Ashipo, with whom you went to school, is sympathetic.

Instructions for the observers

As you observe the meeting, consider the following questions and think what you would do if you were the leader.

(a) What are the things over which the men differ? How are the areas of conflict revealed in the discussion?

(b) How do different members take sides on the issues? Why do you think they do this? What personal needs do you sense in some of the members? How do these affect the position that individuals take?

(c) How does the chairman, Kehinde, try to get the discussion above a conflict of personal needs? Does he succeed? Does he get the group to agree on the basic question of whether a hall is needed? Do they talk about criteria for selecting a site before they talk about where to build? How would you have handled this?

(d) Is there evidence that the climate or atmosphere improve? If so, how? Do members appear to be less concerned with only their own interests? Do they feel free to express their personal interests and wishes and at the same time show a readiness to recognize that others also have needs that must be considered?

### III. TECHNIQUES FOR ATTITUDE AND VALUE DEVELOPMENT

#### 1. Role playing

##### Objectives

To assist trainees in understanding the attitudes and positions of others;

To bring interpersonal conflicts into focus in a non-threatening way; and

To simulate future situations so that trainees may be prepared to understand how to deal with them.

##### Setting

Role playing may be done in many settings and in all sizes of groups. The trainer should be sensitive to the possibility of embarrassment or of initial difficulties in getting into the roles. It is sometimes better to begin in small groups separated from each other.

Time: At least an hour (usually open ended).

##### Process

There are a variety of ways in which role playing can be used.

One way in which to use role playing is by acting out a short scene. The scene may be in the past or the present or it may be one that is still to come. Members of the group substitute for one or more of the principals. In a replay, the principals may play themselves.

When the scene has been acted out or if the players reach an impasse, the group engages in a critique of the enactment. If the problem has not yet been worked through, other group members may assume the roles in a replay of the drama.

In a variation termed "role reversals", a subordinate may take the part of his boss and vice versa. Or two managers of equal status who are in conflict may first play themselves, then each other. Another variation is "alter ego", in which one member attempts to give voice to the hidden feelings of another.

##### Discussion

The trainer may want to have some discussion after the role playing if the techniques did not work out as expected. Much will depend on the purposes of the role playing and on the results expected from it.

Comments or preparation

An impasse between two or more individuals is a cue to consider role playing. In casting the actors, the trainer should look to the members of the group who have been empathetic to the principals or he should ask the group.

It may be helpful if the actors change their position in the room. An actor may take the chair of the person whose role he assumes; an alter ego may stand behind the principal or sit in front of him.

The drama should be started with the event (past, present or future) that seems most critical to the problem and the trainer, as director, should press on persistently.

Everyone in the room may explode into advice-giving. This should be discouraged. Actors should be substituted if someone looks promising; the trainer should get in himself, if necessary. Once the principals and the group begin to grasp what has been happening in the relationship, it may be appropriate to consider a replay in which the actors put to use what has been learned.

After the drama, the group should be encouraged to discuss and summarize the lessons learned. A skilled "third party" can help a group get the most from role playing. But a group cannot go far wrong even without him.

## 2. Putting a community together

### Objectives

To assist participants in learning about their ability to co-operate and in exploring the attitudes that contribute to or obstruct co-operation; and

To generate interest in determining what a community is and what instituting participants think it should contain.

### Setting

Depending on the size of the group, there should be enough tables so that groups of five can be seated in such a way as to observe the puzzle pieces held by the other participants.

The materials should be pictures or maps of the community from which the group comes; if not, other communities familiar to the participants may be used. Paste four maps on cardboard and cut them into large irregular pieces that fit together as puzzles, then mix the puzzle pieces from all four puzzles and divide them into four envelopes. There should be four complete map-puzzles for each table of five people.

### Process

The group is divided up into small groups of five. From each small group a judge is selected who will monitor the process; each of the other four persons in the group receives an envelope with mixed pieces from the four puzzles. They lay these pieces out on the table in front of them. The judges are given the specific rules and asked to enforce them. These are that no one can talk and no one can ask for a piece; however, each person can offer one that may help another person complete his map; the objective is to see which table can complete all the map-puzzles of all its members first.

Judges are then asked to report on the degree to which each group observed the rules and worked together to get its maps complete. The group is then asked to discuss the process of co-operation.

Then the group is asked to examine their maps to see if they contain all the elements of a community or if some institutions/agencies should be added or others left out. They may, for example, want to discuss why there is a co-operative or an extension office or a community centre in the picture or on the map. The group should be encouraged to discuss whether each of the institutions in the map or picture is necessary to the community or improves the capacity of the people to work together or accomplish their own or community objectives.

The time for the exercise will depend on the degree to which the joint objectives of learning to co-operate and defining the components of a community are emphasized. If the group is not ready it may be enough to restrict the process to learning about co-operation; however, it would be useful if it could be understood that the co-operation is pointed towards a particular objective such as defining their own physical community, using the maps or pictures once they have put them together.

### Discussion

The discussion of the degree of co-operation is relatively easily achieved with the judges' report on the work of each group and the discussion by the groups of their own and other activities.

The discussion of the items in the completed maps may include proposals as to institutions that are not currently in the village, if the trainer chooses to include them. Then the group can discuss the need for those items. For example, a community centre may be needed as a place for different members or groups of the community to gather and discuss common problems. On the other hand there may be an established pattern of meeting together at some common place (mosque, water supply, trade union etc.) that makes a community centre unnecessary. The group can discuss whether the centre should be in the community and whether the location is important. In this way the trainer may suggest the need for new organizations and allow the group to reject them or he may find that important institutions have been left out of the map. In any case both the trainer and the participants will have a better idea of what they mean by a community and what its components are or should be.

### Comments or preparation

The trainer must determine beforehand whether he wants to use a picture and label the buildings or use a map with some labels and some additional labels that can be pasted on if the group wishes to do so. He must decide the degree to which he wants the group to define the community in present terms or to introduce new ideas that can be discussed in abstract terms to see if they are acceptable or how they should be modified to suit local needs.

The trainer must also make sure that the maps or pictures are cut up in pieces of a size and degree difficulty of reassembling that fits the capacity of the groups. In some cases he may want to make the pieces large so that the groups can easily demonstrate their ability to do the job. In other cases he may want to make the pieces small to determine the capacity of groups to co-operate and in accordance he may want to extend the discussion of that aspect of the exercise.

### 3. Understanding hidden motives: Longe Town

#### Objectives

To sensitize participants to the less obvious interests and attitudes that influence groups; and

To stimulate trainees to examine the pros and cons of publicly identifying and dealing with "hidden agenda" items.

#### Setting

Materials needed (see figure VII and sample 6): Map and description of the Longe Town area for each person; instructions for Mr. Longe and his consultant and for Mr. Ade, Mr. Tunde, Mr. Garrick, Mr. Iwo and the observers; large name cards with pins for the role players.

There should be a comfortable seating arrangement with five chairs for the role players and a chair behind Longe for his consultant.

#### Process

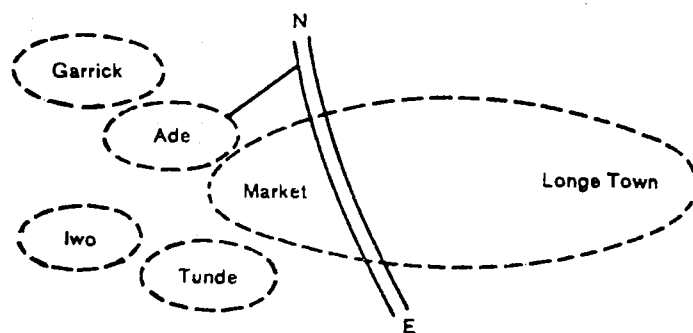
The problem in this situation is that the village leaders whom Longe has invited to discuss the building of a road have suspicions of Longe's motives which they will not reveal directly and which can be clarified and dealt with only if his handling of the meeting encourages a frank exchange of views.

The trainer distributes copies of the map and description of the Longe Town area. He informs the group that the problem for study is a meeting between Longe and the four village leaders.

Role players to take the parts of Longe, the consultant to Longe and the four village heads are selected; each is given a copy of the appropriate instruction sheet. While these individuals leave the room to study their roles, copies of the instructions to observers are given to the remaining members who, alone or with the help of an assistant trainer, read and discuss the instructions.

The trainer discusses privately with Longe and his consultant and with the village heads to ensure that the instructions are understood and to help them identify with their roles. The role players return to the room. The scene is set up, with the village heads in a semi-circle facing Longe and with Longe's consultant sitting directly behind him. The scene is played until Longe gets a decision to support the road project or until there are sufficient data for an analysis of the implied or stated resistance to his proposal. (The use of a consultant to Longe, which makes the exercise more complex, is not essential to the plan; the trainer can omit it if he prefers.)

Figure VII. Map of the Longe Town area





### Discussion

There is normally a publicly stated or recognized reason for a meeting. If the task is clear and the leader is reasonably competent, one expects the group to reach a conclusion and to develop a plan of action if one is needed. This does not necessarily happen. Groups often argue over unimportant points and resist logical discussion.

One difficulty may be that the stated purpose is not the matter of real concern to the members who, at the same time, do not feel free to say so. What they really want to talk about may be described as a hidden agenda that, depending upon the circumstances and the leader's skill, it may or may not be wise to bring into the open. A hidden agenda may be based upon facts or it may be based upon misunderstanding, such as unfounded rumour.

Detecting hidden agenda items calls for careful listening to what is said, careful observation of how the group works and of what it accomplishes and the drawing of inferences from the gathered data.

Group leaders and group members tend to be more effective if they understand the influence of hidden agenda items. They may or may not bring such matters to general attention, for they will be guided by the possible consequences of doing so. Generally, however, groups work more effectively and productively if hidden agenda items are discussed and differences are clarified.

### Comments or preparation

See figure VII and sample 6.

### Source

Nylen, Mitchell and Stout, op. cit.

## Sample 6. Longe Town

Description of Longe Town and the adjacent villages

Longe Town has several thousand inhabitants. It lies along the main road between two larger towns each of which is some 30 miles away. Longe Town built a modern market three years ago through the co-operative effort of its citizens. The town is named after the Longe family, whose head is the community leader.

To the west of Longe Town lie four villages. They are Ade, Garrick, Iwo and Tunde. The head of each of these villages bears the same name as the village. The villagers are farmers, though the crops they grow vary somewhat from village to village.

There are only foot-paths between the villages and from each of the villages to Longe Town. There is also a well travelled path from Ade to the main highway which is used by Garrick farmers as well as by those from Ade.

Many times in the past, persons have said that it would be a good idea to build a road connecting the town with the villages; however, no one has ever taken steps to get such a road built. Longe, who thinks everyone would be benefited by such a road, has decided to do something about it. Longe knows Tunde quite well because they went to school together and he is casually acquainted with the other village heads.

On this day Longe has invited the village heads to meet with him. They do not know why Longe has asked them to come. Two of them, Iwo and Ade, have not seen him during the past year. They meet in a room near the market. Longe is there first.

Instructions for the participantsInstructions to Mr. Longe and his consultant

Longe has invited the village heads to a meeting because he thinks that a road connecting the villages with the town would be advantageous to everyone. He has no reason to expect personal gain from the road though he expects that all Longe Town's business will benefit from improved transportation and communication.

The property that Longe owns is on the opposite side of the highway from the market. No members of his kindred group are in the transportation business. Longe himself owns several recreation and food facilities. He is also, of course, seen as the town head because of his family's position and his past community service. He has in earlier years done much to improve Longe Town and he was very active in working for and helping to build the town market.

## Sample 6 (continued)

As Longe, you will greet the village heads who have come at your invitation and you will explain why you asked them to come. You know all of them by name but you have seen them only a few times before. You introduce the subject in any manner you think appropriate. You hope they will talk about the need for a road which would connect the villages to Longe Town and that they will, after considering the matter carefully, decide to refer the matter to their respective villages with a suggestion that the villages act favourably on the proposal.

You know it will take time for them to decide. You plan first to find out whether they see a need for a road. You think the biggest question is whether they all agree that a road is needed. Details can be dealt with later. Since you have no personal interest in the matter, you think you are in a favourable position to get the group to look at the matter objectively. Also, if the question comes up, you have talked with Longe businessmen who have said that they would raise some money to help; however, you are quite sure that this help would not cover more than one twentieth of the total cost.

The consultant is used as a device to help Longe. Two persons can sometimes talk things over and come up with better ideas than one alone. The consultant has no part in the meeting. He sits behind Longe and watches the interplay and listens to what is said. Because he does not have to lead the group, he may notice things not seen or heard by Longe.

If Longe finds that things are not going as he had hoped, he can stop the discussion at any time, turn his chair about and talk over his leadership problem with the consultant. Longe may, for instance, ask the consultant what he thinks of the progress of the meeting, what special things he has noticed or what the consultant would advise him to do next. After finishing this conversation, Longe turns his chair around and goes on with the meeting as if it had not been interrupted.

The consultant listens carefully to what is said and tries to think of reasons why the village heads say what they do. He also thinks of what he would say if he was in Longe's place as leader and is ready to advise him if and when Longe asks for help.

Longe now plans how he will open the meeting. The consultant should study carefully the descriptions of Longe Town or, if Longe prefers, he may help plan the meeting.

Instructions to Mr. Garrick and Mr. Tunde

You like and respect Longe. You favour the road. Add any details and play your part as you think best.

## Sample 6 (continued)

Instructions to Mr. Ade

You favour a road; people in your village have talked about building a road without the other villages. One road to serve all the villages makes sense, however, and you support the idea. It will take a lot of talking to work out a fair division of labour and of money costs. You believe this can be done. You will talk about these things but they will not prevent you from reaching agreement.

What you do not feel free to talk about and what prevents your agreeing to support a road unless the matter is discussed is Longe's part. Someone has told you that he owns several lorries and plans to set up a transport business. You do not know whether this is true; if it is, it explains his interest in a road and you feel he is taking advantage by not telling all the facts. Some men in your own village who want the road so they can go into transportation may taunt you later that all you did in supporting a road was to help Longe.

You talk about the difficulties that you know can be resolved by compromise, such as costs and location. You only hint at the real cause of your resistance, mentioning his new car, trying to lead him to talk about a transport business and so on. If he catches on and states his position in transport and his plans, you will agree to support the project. Don't tell him directly what bothers you but give him enough comments so that if he listens sharply he will infer what is wrong and bring the matter to discussion.

Instructions to Mr. Iwo

There is support in your village for a road and there is also some opposition. Support comes from the obvious need for a road if the village is to develop: it would be easier to get crops to market; people now have more reason to travel than formerly; it would save carrying sick persons over trails when they must go to a hospital. Opposition comes from two sources: there is a concern whether your village will have to contribute more than its fair share of the total cost; a few of the older people object because it may lead to city influence and undermine traditions. These are objections you can talk about and you think both can be resolved satisfactorily.

What you do not feel free to talk about and what prevents your agreeing to support a road unless Longe gets the matter discussed is Longe's part in it. A man you know in town told you that Longe owns much land in the market area and has made a great deal of money out of the building of the market. The man knew nothing about this meeting or about talk of a road; however, you suspect that Longe has a personal money angle in this proposal. This bothers you for two reasons. One reason is your own feeling about the money involved. You want to know the facts so that you can judge for yourself, particularly if he will make money at your expense. You think that if he does stand to make money, he should bear an extra part of the cost of building the road. The second reason the road worries you is, however, even more important. It is connected with what the villagers would think. It would hurt your reputation if people later said Longe got rich by getting the villagers to build a road for his profit.

## Sample 6 (continued)

In the meeting you agree that a road is desirable. You talk about the costs and about resistance among older people. Do not say directly but give hints of the real reasons for your opposition. If Longe realizes why you are resistive and satisfactorily explains the property situation you will support the project.

Instruction to the observers

Longe, a public-spirited citizen, has called the village heads together to discuss the possibility of building a road connecting the villages and Longe Town. As the meeting starts, one would think this a project on which everyone would agree.

As you listen to the meeting, try to analyse the position of the various village heads and to determine what helps and hinders getting agreement. The following questions may help.

- (a) Does Longe's opening encourage the village heads to discuss the question freely?
- (b) What are the main points of resistance stated by the village heads?
- (c) Do there seem to be unstated questions or hints that the village leaders are not directly asking all they would like to know?
- (d) Do the village heads appear to be suspicious of Longe's motives? If so, do you think Longe detects the suspicion?
- (e) What effect do unspoken questions have upon the meeting?
- (f) Do you think the village heads should state all their concerns directly?
- (g) What would you do if you were in Longe's position? Why?

The consultant who sits behind Longe is there to help advise him if Longe seeks help. Would you have consulted the adviser when Longe did? Why or why not?

What advantage does the consultant have in this situation that Longe does not?

4. The fishbowlObjectives

To disseminate information from the fishbowl group to a larger group that is not directly involved; and

To work on solving a problem in the fishbowl group with the assistance of the observers if desired.

Setting

The attendees arrange themselves in two concentric circles.

Process (including discussion)

The persons in the inner circle (the fishbowl) take the active role; the outer circle consists of observers whose task is to listen and who are relatively inactive.

Example: A meeting between two organizations is intended to improve their working relations. A subgroup, made up of agents of both groups, is charged with settling an important and difficult issue between the groups. The subgroup meets in the fishbowl and is surrounded by the two larger groups. Every 20 minutes or so, the action in the fishbowl is stopped. The observers now  
(a) evaluate the effectiveness of the subgroup members in helping one another and  
(b) make suggestions for solving the problem.

Operating hints:

Be sure the observers can hear and see what is going on in the fishbowl. Sometimes a semicircle may be better than a circle.

Be sure everyone understands the objectives, the procedure and his own role.

Whenever possible, provide for observer participation, that is, for making critiques and suggestions. One move is to place an empty chair in the fishbowl. An observer who has something to say or a question to ask may take this chair briefly and become a temporary member of the fishbowl.

If the fishbowl is developing points for future action, someone should make notes on chart pads posted where the whole group can see.

Comments or preparation

Make sure that the subjects chosen are of interest to both inner and outer groups of the fishbowl.

Source

Fordyce and Weil, op. cit.

## 5. Clear and unclear goals

### Objectives

To demonstrate the contrasting behavioural consequences of having clear and unclear goals.

### Setting

This exercise makes a good general session. It not only reveals a behavioural science principle of group dynamics but it can also be used as a demonstration of laboratory method, e.g. producing a theoretical explanation from behavioural data. Total time required: Approximately one hour.

Materials: A copy of the observation guide for each participant (sample 7) and the two tasks, written on newsprint and ready to be exposed one at a time at the appropriate moments. The following is the recommended wording for the two tasks.

Task I: What are the most appropriate goals to govern the best group experiences in order to maximize social development in a democratic society?

Task II: List as many as you can of the formally organized clubs or organizations that exist in a typical community.

### Process

1. Arrange and seat the participants in circles of six to eight people.
2. Each group is to select an observer and send him to a corner of the room. While the observers are receiving instructions, the group members are to try to get acquainted.
3. Brief the observers by giving each a copy of the observation guide (sample 7). Tell them that the groups will work on two tasks. The first task will be unclear, the second will be clear. Their job is to make careful observations as to group behaviour in performing the two tasks.
4. Observers return to their groups but sit outside the circle.
5. Brief the total group in the following manner: "We are going to study group behaviour by working on two brief tasks. Your observer will not participate but will report to you at the end of the second task. Your first task will take about eight minutes. I will give you a warning a minute before the time is up. Here is the problem for you to discuss." Then expose task I.
6. Groups work on the task. Observers take notes. Give a warning at seven minutes, cut at eight.
7. Expose task II.
8. Groups work on the second task. Warn at five minutes, cut at six. Observers take notes.

1. Observers report to their groups. (Give a copy of the observation guide to each participant.)

2. The group discusses the observations. Explain that the purpose is not to agree or disagree with the observer but to share perceptions more generally.

3. Form a fishbowl (see TE-III-4 AV) by asking a group to pull their chairs in a circle around another group. The inner circle is group A, the outer circle group B. Ask the remaining participants to form similar clusters around the room.

4. General briefing:

Group A is to produce one list of the characteristics of good goals and one of bad goals, with one person recording them on newsprint in two columns.

Group B is to listen to group A, make notes and be ready to add to the list.

At a signal, group B will make a critique of group A's list and both groups will jointly select the four or five most important good and bad characteristics from the list.

5. Clusters work in fishbowl formation for about six minutes. Give a signal and allow groups A and B to work together for about nine minutes.

6. Groups A and B change places, with group B in the centre. Group B's task is to list the behavioural symptoms of each of the good and bad characteristics they now have listed on newsprint.

7. The clusters discuss the nature of group goals and their consequences in group members' feelings and behaviour; they select a person to report to the total group.

8. The reporters present brief statements; the newsprint worksheets are posted on the wall.

9. The trainer presents a summary, giving emphasis to the following qualities as being characteristic of good goals: good goals are (a) clear; (b) acceptable; (c) attainable; and (d) amenable to modification or clarification. Since clear, acceptable and attainable goals cannot always be determined in advance, the first job of any group is to clarify and modify its goals until they are clear and acceptable. With these clear and acceptable goals, it is easier for a member to diagnose what roles are needed and to accept responsibility for the group's achievement of the goals.

Possible symptoms of unclear or unacceptable goals are (a) tension, joking or horseplay; (b) getting off into side issues; and (c) failure to use, support or build on worthy ideas.

The amount of elaboration that is needed will depend upon the quality of the work of the groups. It may be that the groups will have conceptualized sufficiently so that little further comment will be necessary.

Source

Mill, op. cit.



Sample 7. Observation guide for clear and unclear goals

Observation guide

	Task I	Task II
Number of times the goal was clarified or number of requests for clarification that were made.		
Assessment of the "working climate" in the group. Was it co-operative, hostile, pleasant, critical, accepting etc.		
(a) At the beginning		
(b) In the middle		
(c) At the end		
Verbal behaviour not directly related to getting the job done (side conversation, jokes, comments).		
Nonverbal behaviour not related to getting the task done (looking around the room, horseplay, bored withdrawal, hostility).		
How much progress did the group make in getting the task done? (Make an estimate.)		

## 6. Charting group participation

### Objectives

To give a group a clear understanding of how different members are participating in a discussion;

To increase their understanding of wider group participation; and

To make them sensitive to the need for everyone to make a contribution.

### Setting

No special setting is required for this exercise other than one the group normally uses for any small or larger group discussion. The exercise should however be done after the group has had some opportunity to conduct several discussions. It is most useful in situations in which one or two people tend to dominate the discussion in the group.

### Process and discussion

Choose two persons from the group as observers and ask them to draw a circle and write the members' names around the circle in the order in which they are sitting. Show them copies of charts 1 and 2 and ask them to draw lines representing the way in which conversation is directed in the current group. (Note that in chart 2 the lines directed to the entire group go to centre, those that are answered by or directed to one person go from the questioner to the answerer directly.) After a short period of time, pass the copies of charts 1 and 2 around the group to show them the ideal pattern of group discussion and the pattern that is dominated by one or two individuals. Then have the two observers present their own chart and ask the group to discuss the degree to which their discussion procedures involve the incorporation of everyone in the group. Let the participants decide on ways by which more group participation could be encouraged by a group leader or ways by which each of them individually could make sure that other people who have something to say can participate.

### Comments or preparation

Copies of charts 1 and 2.

### Source

This is a common exercise in sociology texts. Different trainers and groups handle the problem differently; the approach described here is drawn from the observation of a number of United Nations trainers.

Figure VIII. Chart for observing group participation

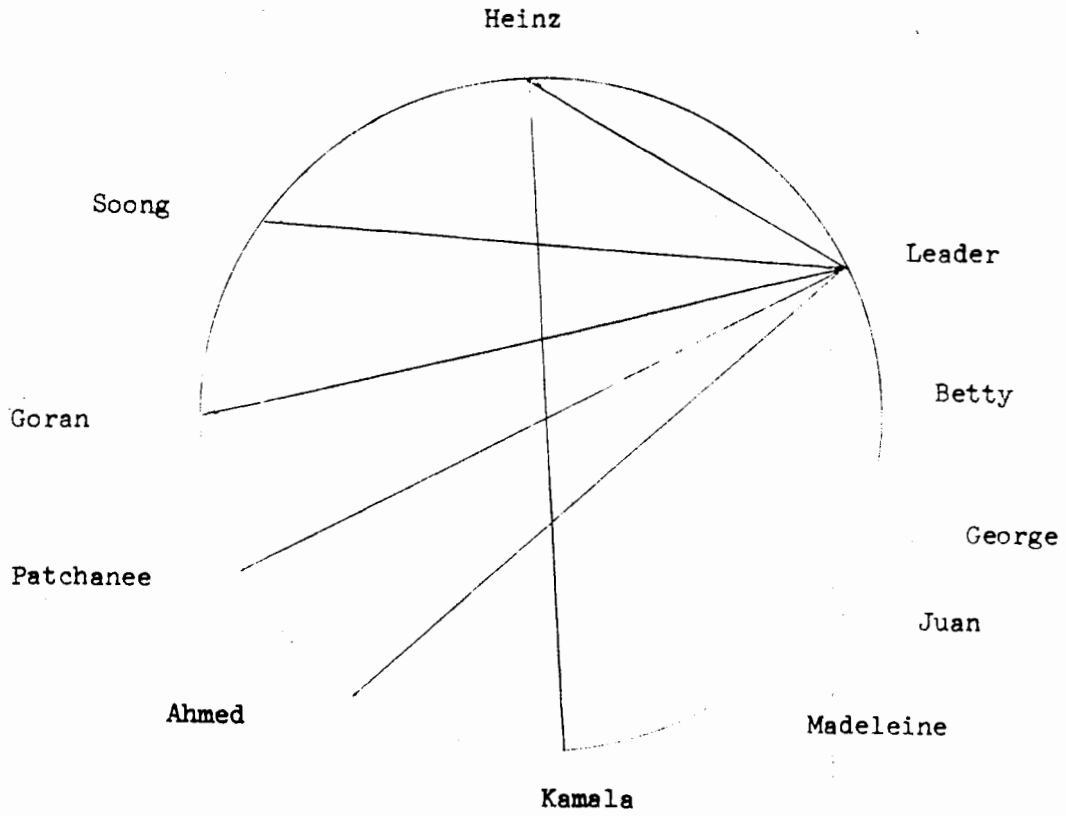
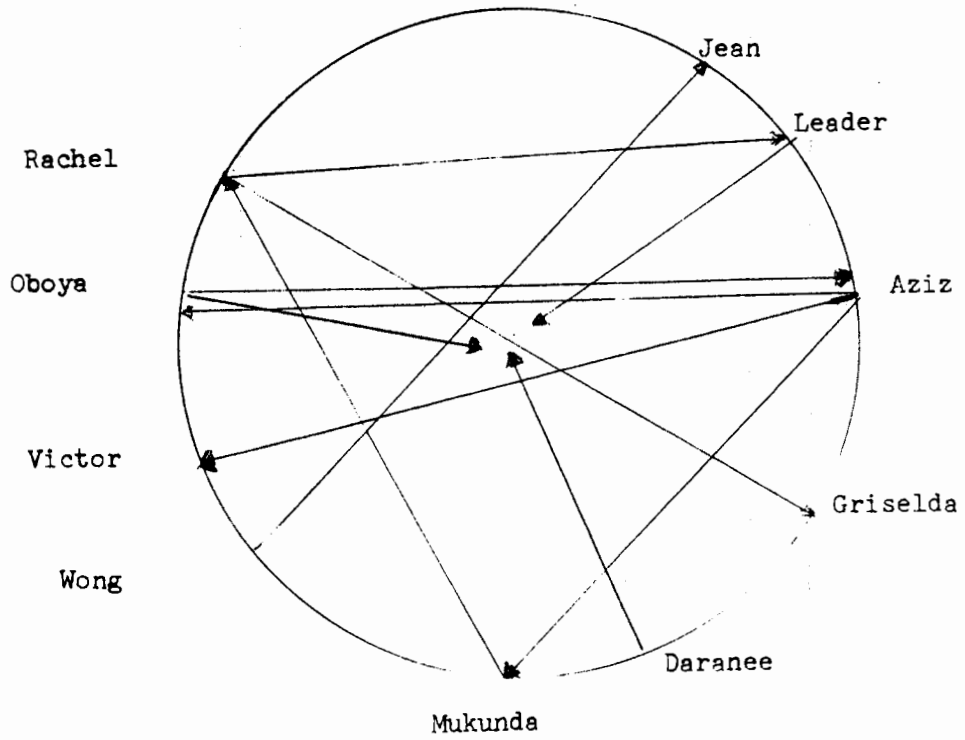


Chart 2



## 7. Practice in observation: Empathy

### Objectives

By making observations and comparing them with the group average, each member is able to check on his accuracy. In effect, he gets a measure of his empathy with the group feeling on several dimensions.

### Setting

This is a small group task and should be used after the group has met several times and the members are beginning to know one another. Materials: one copy of the observation sheet (sample 8) for each group member.

### Process

Stop the group about half an hour before adjournment time. Give each member a copy of the observation sheet and ask that it be completed. Have one person tally the responses on newsprint; it can be done quickly if each person calls out his responses. Take an average of the estimates given for the "B" questions.

Each person may calculate his error score by finding the difference between his answer and the average estimate of the group. The error score is his measure of empathy; the lower the score, the greater the empathy.

### Discussion

The answers to all the "A" questions will give the basic attitudes of the group towards the session. The error scores will show the differences among the members in diagnostic skills or in empathy with the group.

The questions that have elicited the lowest error score may be contrasted with those with the highest error score to reveal the areas in which the group exhibits the greatest disagreement.

### Comments or preparation

See sample 8.

### Source

Mill, op. cit.

## Sample 8. Observation sheet for empathy practice

Observation sheet

(Leave the error column blank)

	A	B	Error
1. A. Were you satisfied with the performance of the group?			
B. How many of the members would you say were satisfied with the performance of the group?			
2. A. Would it have been helpful if the less talkative members had expressed their opinions more readily?			
B. How many members of the group will agree?			
3. A. Do you feel the discussion was dominated by two or three members?			
B. How many will agree?			
4. A. Did you have any feelings of irritation during the discussion?			
B. How many members will say they did?			
5. A. Did you have the opportunity to talk as often as you wished to?			
B. How many will say the same?			

8. Ring-tossObjectives

To understand the difference between the goal choices of high and low achievers;

To understand one's own reaction to the problem of personal goal setting.

Setting

Group size: Indeterminate, but small enough for group discussions.  
Time required: Depending on the group, one hour should be adequate. With persons who have serious goal-setting problems, the activity may take more time. Materials required: 3 rings and a peg.

Process

Each person is given the rings and told that he may stand at any distance from the peg and toss them. A record is kept of how far each person stood and how many times he put the ring on the peg.

Discussion

Then there is a general discussion of why people stood at the distance they did and how this is related to achievement motivation and to the problem of individual goal setting.

Comments or preparation

Review McClelland materials on motivation training (AP-VI).

Source

Adapted from descriptions by David McClelland in various writings; see Motivating Economic Achievement (New York, Free Press, 1969), p. 51.

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PNSP / 84 / 46 / 9 ;	PNSP / 85 / 17 / 18
PNSP / 84 / 49 / 10 ;	PNSP / 85 / 22 / 21 ✓
PNSP / 85 / 09 / 12 ✓ ;	PNSP / 85 / 23 / 22 ✓
PNSP / 85 / 10 / 13 ✓ ;	PNSP / 85 / 18 / 19 ✓
PNSP / 85 / 29 / 4 ;	PNSP / 85 / 30 / 25 ✓
PNSP / 85 / 30 / 25 ✓ ;	PNSP / 85 / 24 / 23 ✓



# MAIL DISPATCH REQUEST

1. Requisition No. 021	2. Prepared By: - Telephone Extension: Elizabeth G. Rodriguez	3. Date Prepared: 27 April 1987
4. Office File Reference: HSP/M/T		5. Allotment: AM/ICP/IOC/020/P2/86/87/550/AMR/87/056128
6. Description of Material PNSP/83-123, 84/41/7, 85/09/12, 10/13, 30/25, 22/21, 23/22, 18/19, 24/23		7. Address/List of Addresses <i>(Provide address label or envelope as required)</i>  Dra. Francelly Bustamante de Torres Apartado Aereo # 52066 Medellín, Colombia

8. Postal Service *(Refer to mail chart for the appropriate class of mail service)*

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10. Approved By:  <hr style="border: none; border-top: 1px solid black;"/> <p style="text-align: center;"><i>Allottee (Print or Type)</i></p> <p style="text-align: center;">Dr César Vieira, PC, HSP</p> <hr style="border: none; border-top: 1px solid black;"/> <p style="text-align: center;"><i>(Signature)</i></p>	

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PNSP / 85 / 10 / 13 ✓ ;	PNSP / 85 / 18 / 19 ✓
PNSP / 85 / 29 / 4 ✓ ;	PNSP / 85 / 30 / 25 ✓
PNSP / 85 / 30 / 25 ✓ ; ✓	PNSP / 85 / 24 / 23 ✓

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1. Requisition No. <p style="text-align: center;">021</p>	2. Prepared By: - Telephone Extension: <p style="text-align: center;">Elizabeth G. Rodriguez</p>	3. Date Prepared: <p style="text-align: center;">27 April 1987</p>
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4. Office File Reference: <p style="text-align: center;">HSP/M/T</p>	5. Allotment: <p style="text-align: center;">AM/ICP/IOC/020/P2/86/87/550/AMR/87/056128</p>
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6. Description of Material <p>PNSP/83-123, 84/41/7, 85/09/12, 10/13, 30/25, 22/21, 23/22, 18/19, 24/23</p>	7. Address/List of Addresses <i>(Provide address label or envelope as required)</i>  Dra. Francelly Bustamante de Torres Apartado Aereo # 52066 Medellín, Colombia
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*(Signature)*