

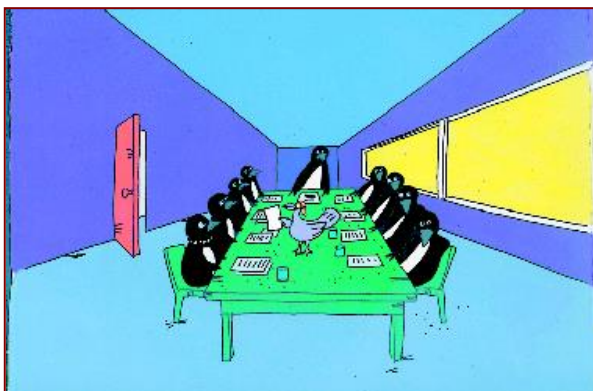
PREVIEW GUIDE



Pigeonholed in the Land of Penguins

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SEMINAR OBJECTIVES

Closing Pigeon-holes and Opening Opportunities

- To help participants reflect on their own personal experiences with stereotypes.
- To understand the costs of stereotypes, both to individuals and to organizations.
- To explore the ways in which individuals can liberate themselves and others from the costly limits of stereotypes.

Diversity and Teamwork: Birds of Different Feathers CAN Work Together!

- To understand how assumptions and stereotypes hurt teamwork and creativity.
- To appreciate the fact that everyone is guilty of stereotyping others.
- To help participants understand their own personal work style and to work better with others who have different styles.
- To learn how to make personal differences into a team asset, rather than a team problem.



A FEW WORDS ABOUT PIGEON-HOLES (also known as Stereotypes)

The human mind thinks in categories — and we need these categories to help us organize all that we experience as we go through daily life. Without categories, our brains would be filled with a jumble of disconnected facts, impressions, sights, sounds, thoughts, ideas, sensations, etc. The categories help us make sense of the world we live in, and give us a short-hand way to respond to people and events.

The categories in our minds contain not just facts and data — they also contain meaning and evaluation. Our categories are not neutral. We usually have feelings about categories. These feelings may be positive or negative. Mention of a category often triggers an instant reaction, almost a reflex. For instance, how do you feel when the following words are mentioned to you:

Vegetables	Politicians	Rodents
Italians	Beaches	Dogs
Newspapers	Rock 'n' Roll	Engineers
Blondes	Attorneys	Immigrants
Athletes	Modern Art	Priests
Mercedes	Southerners	Factories

As you can see your reactions are rarely neutral. Most of us have judgements, opinions, and feelings about most categories of things. This is appropriate and normal.

While categories are not a problem in and of themselves, they become a problem when we cannot distinguish between the characteristics of a category, and the characteristics of an individual item, or individual person, within that category. Put another way, the category turns into a stereotype when “we can no longer see an individual tree, but only see the forest.” When we assume that all trees within a forest are identical, and cannot see that each individual tree has some characteristics in common with the others — that is when our category turns into a stereotype.

A FEW
WORDS ABOUT
PIGEON-HOLES
(continued)

The dictionary defines a stereotype as “a fixed or conventional notion or conception, as of a person, group, idea, etc., held by a number of people, and allowing for no individuality, critical judgement, etc.”

We all understand that negative stereotypes are destructive and debilitating. But positive stereotypes are a problem, too. Even positive images deny a person's individuality, defining him (or her) by a set of spurious characteristics.

The key problem with stereotypes is that they are fixed, unthinking, undiscerning, and limiting. Stereotypes limit the people to whom the stereotype is applied, and they limit the person doing the stereotyping as well. Everyone loses when stereotypes erase critical judgement. Individuals lose and organizations lose as well.



KEY LEARNING POINTS

- ① Our tendency to prefer others like ourselves, and our assumption that some groups are superior to others, may cause us to exclude those who may have an important contribution to make.
- ② When we can overcome our biases and egos, we free ourselves and others to make their fullest contributions.
- ③ Good ideas often come from the most unlikely sources.
- ④ Our strengths (aggressiveness, politeness, creativity, etc.) may also become weaknesses when we overdo them.
- ⑤ There is always some danger to be aware of and concerned about (ie, changing market conditions, declining resources, etc.) both for individuals and for organizations.
- ⑥ There are often unexpected challenges that provide new opportunities.
- ⑦ The key tasks of any organization are:
 - to identify new potential opportunities.
 - to understand them and explore how best to exploit them to benefit the organization.
 - to apply the experience and brain power of the people in the organization to bear on the opportunities.
- ⑧ Some potential blocks to this process:
 - seeing only parts of the problem or solution.
 - limiting our explorations and discussions to those who we feel most comfortable with — those who are most like ourselves.
 - not asking “Who else might know something about this or have an interest in it?”.
 - ignoring or overlooking those who might have a special contribution, or even the “key” to the solution.



3 hours

SEMINAR DESIGN I

CLOSING PIGEON-HOLES AND OPENING OPPORTUNITIES

Materials Needed:

PIGEON-HOLED IN THE LAND OF PENGUINS video, video monitor and VCR, flip charts, marking pens, masking tape, and copies of the book, *Pigeon-Holed in the Land of Penguins* for all participants (optional).

1 Introductions, Expectations, Overview. (15 minutes)

Welcome participants to the session and explain why the seminar is being held. Have participants introduce themselves, giving name, department, and/or other pertinent information.

Ask the group what they would like to get out of the session and list these issues on a flip chart. Thank the group for giving you their areas of interest — tape the list to a wall so you can refer back to it during the seminar.

Briefly go over the agenda of how you plan to spend the seminar time so participants agree on what's to be covered. Be prepared at the end of the seminar to review their list of issues to make sure you have covered all of them.

Go over the administration of "housekeeping issues," like what time you'll end the session, refreshments, location of restrooms, etc. Encourage questions, comments, and interruptions; tell them that disagreement is OK and that different people may have different opinions about the issues presented.

2 Reflecting on our own experience with Pigeon-holes. (25 minutes)

Divide the participants into two groups: A and B (preferably around tables)

Group A will respond to the questions:

- What does it feel like to be pigeon-holed?

Group B will respond to the question:

- Why do we pigeon-hole other people?

Pass out copies of **Worksheet 1, Your Personal Experience with Pigeon-holes.**



Ask participants to reflect on their own experience by jotting down notes on the Worksheet. (Half the groups use Part A; half use Part B).

Ask small groups to compare notes on their experience and identify commonalities.

Ask someone from each group to report any key insights or ideas.

Record some of these on the flip-chart for later reference.

- ③ Discuss why we pigeon-hole other people.

See “**A Few Words About Pigeon-Holes**” for background. (Wherever possible, refer to the ideas from the groups to reinforce the points you are making.) (15 minutes)

BREAK - (15 minutes)

- ④  Show the video **PIGEON-HOLED IN THE LAND OF PENGUINS** (11 Minutes)

- ⑤ First reactions to the video. (10 minutes)

- ⑥ Discussion of the video in small groups. (20 minutes)

Divide the participants into three groups. Pass out the **Expectation-Reaction Worksheets 2, 3 & 4** to each of the three groups.

Group 1 Looking at the events from Paula's point of view:...

- What were her expectations of herself?
- What were her expectations of Pat?
- What were her expectations of President Peter Penguin?
- What were her expectations of the other birds?
- How did she react when her expectations weren't met?

WORKSHEET 1 Your Personal Experience with Pigeon-Holes**A – When you have been pigeon-holed by others.**

Think of a situation where you were seriously misjudged by the people around you. It may be that they under-estimated your education, your experience, your over-all competence to make a contribution to whatever was being considered.

- 1 What did people say or do (what were the cues?) that gave you the impression that they didn't really appreciate your talents?

- 2 How did their behavior — and your interpretation of it — affect what you did or said?

B – When you pigeon-hole some other individual or group.

Think of a situation when you had very strong, clear — but wrong — beliefs about what another person knew, believed, or could do about a problem being considered.

- 1 What did you say or do that — after you came to know more about the person — made you feel somewhat embarrassed and sorry?

- 2 How do you think your behavior influenced how the other person acted and how the whole episode unfolded?



WORKSHEET 5 Have You Ever Been Pigeon-Holed By Others?
(Optional Extra Handout)

	YES	NO
1 Have other people been surprised when they learned something about you that didn't fit their image of you?	<input type="checkbox"/>	<input type="checkbox"/>
2 Have you felt like you or your ideas were not taken seriously because of some category into which others had put you?	<input type="checkbox"/>	<input type="checkbox"/>
3 Have you found yourself saying or doing things in such a way as to break out of other people's preconceived image of you?	<input type="checkbox"/>	<input type="checkbox"/>
4 Are you routinely excluded from certain activities because of assumptions that others make about you?	<input type="checkbox"/>	<input type="checkbox"/>
5 Have other people made comments about you based on your race, gender, age, physical appearance, religion, occupation, clothes, manner of speaking, etc?	<input type="checkbox"/>	<input type="checkbox"/>
6 Do you sometimes feel frustrated because it seems that other people don't see you for who you really are?	<input type="checkbox"/>	<input type="checkbox"/>
7 Do other people have positive expectations of you, based on some category they have you in — expectations that you don't feel you can live up to?	<input type="checkbox"/>	<input type="checkbox"/>
8 When you first meet people, can you see that they are talking to you or responding to you in a certain way because of assumptions they have made about who you are?	<input type="checkbox"/>	<input type="checkbox"/>
9 Do you ever have to explain to people how they have mis-categorized you?	<input type="checkbox"/>	<input type="checkbox"/>
10 Have you ever been singled out as a representative of a particular group (based on race, gender, age, occupation, etc.), and asked to speak for that group?	<input type="checkbox"/>	<input type="checkbox"/>
Total	___	___

Materials Included With *Pigeonholed in the Land of Penguins*

The workshop designed to accompany the video-based program is a flexible, yet comprehensive 1-2 hour training design. The workshop kit includes all the materials you'll need to run the program:

- ◆ The **DVD** of *Pigeonholed in the Land of Penguins* provides the theory and examples to illustrate the workshop topics. Help team members recognize pigeon-holing, understand its high cost, and learn how to change the pattern. By tapping into the full creativity of everyone on a team, we open ourselves up to significant breakthroughs in innovation, productivity and team effectiveness. The DVD is closed-captioned.
- ◆ The **Leader's Guide** provides step-by-step instructions for introducing activities, leading discussions, and making transitions between the video, group discussions, and exercises. Two complete training designs are included, and offer options to help you shorten or lengthen your workshop with additional activities and discussions, as desired.

Program Information and Pricing

Purchase Price: \$495.00

Rental Price: \$225.00

Preview Price: Free

Running Time: 10 minutes

Materials included with purchase: DVD, Leader's Guide.

Quantity Pricing Discounts

***Pigeonholed in the Land of Penguins* Program**

2 copies	10% off
3-5 copies	15% off
6-10 copies	20% off
11-15 copies	25% off

Industry discounts may apply: call your Sales Consultant for more information.

(Contents, pricing & discounts subject to change without notice)