



Principles Behind The Human Element

Truth. Truth is the grand simplifier. Relationships—in the long run and, usually, in the short run—are greatly simplified, energized, and clarified when they exist in an atmosphere of truth.

Choice. I choose my own life—my thoughts, feelings, sensations, memories, health, everything—or I choose not to know I have a choice.

Simplicity. The most profound solutions are simple. Simplest is best.

Limitlessness. Human beings have no limits to their potential. Our only limits are limits of belief.

Holism. All aspects of a person (thoughts, behavior, feelings, and the body) are interrelated.

Completion. Effectiveness and joy are enhanced by the completion of unfinished experiences.

Dimensions. The basic dimensions of human functioning are inclusion, control, and openness.

Self-esteem. All behavior derives from self-esteem.



Truth

Definition

Truth is the grand simplifier. Relationships—in the long run and, usually, in the short run—are greatly simplified, energized, and clarified when they exist in an atmosphere of truth.

Implications

- Feelings and opinions are best expressed directly
- It is important to confront issues directly. This usually takes the form of stating the obvious or expressing feelings.
- Small bits of untruth or ignoring something important is what makes us ineffective as facilitators and as people

Incorporated into the design of The Human Element by:

- Using the Levels of Openness and Listening and First-Truth-First
- Using multiple sources of awareness throughout (self-perception, instruments, imagery, feedback, physical activities)
- Using the word “control” in the theory and instruments. Because this is often a provocative word, it prompts people to explore their feelings in more depth as opposed to the word “influence.”
- Using numbers in instruments, feedback, and the Team Compatibility Index. These help people be more truthful.
- Using the six point scale in the instruments (from Disagree to Agree). By having an even number of choices, respondents cannot take a middle, neutral, position.

Implications for facilitation and delivery

- The goal is to eliminate ways for people to avoid the truth. This often looks like putting people on the spot. For example, “If you had to give two answers and the first was ‘I don’t know,’ what would the second be?”
- Have participants answer each other wherever possible instead of giving answers as the facilitator. The more participants are put in a position where they have to move the process along by telling their own truth, the more they will learn about truth telling.
- Promote direct interaction among group members. Talking *about* one another creates triangulation, talking *to* one another promotes dialogue.



Choice

Definition

I choose my own life—my thoughts, feelings, sensations, memories, health, everything—or I choose not to know I have a choice.

Implications

- Helping people see the choices they have available is key
- Choice principle works by confronting people with the extremes, “I choose everything” to “I choose nothing” and letting people decide where along the continuum they actually are.
- Exploration—allowing people to discover their own choices—works better than best practices or telling people the “right way”.

Incorporated into the design of The Human Element by:

- Making the entire workshop voluntary. This prompts people to choose their own level of participation and to notice the consequences of their choices.
- Using the concept of *useful verses not useful*. By prompting people to evaluate their outcomes in this way, any personal judgments they have (right/wrong, good/bad) become more clearly seen as their own choices
- Offering the extremes to explore in the physical activities (microlabs). For example, the dominance line is presented as two extremes, dominant and submissive. People then place themselves.

Implications for facilitation and delivery

- Illustrate extremes to help people clarify choices
- Dichotomize decisions—show two opposites—helps to illustrate choices. For example, “Are you angry or sad?”
- Trust the process. People will learn the most if they discover the payoffs and consequences of their behaviors themselves and have to deal with them.
- Support people’s choices not to participate as much as you support their choices to participate.



Simplicity

Definition

The most profound solutions are simple. Simplest is best.

Implications

- Simple is preferable to complex
- Bite sized pieces and step-by-step instructions work better than longer pieces. Lecturettes are easier for people to learn from than full lectures.
- Being precise—saying exactly what you mean and no more—works better than talking longer, but not as clearly
- Asking simple questions, one at a time, works best

Incorporated into the design of The Human Element by:

- Having a single, specific purpose for each activity in the workshop. The purpose of each activity is crucial to know in order to run it most effectively. For example, the purpose of the imagery activities is to get unconscious right-brain material into consciousness. There is no need to analyze the information until later activities.
- Using FIRO theory throughout. Having one integrated model to explain individual, team, and organization function is easier than several models.

Implications for facilitation and delivery

- Keep the pace of the workshop crisp. This way each piece remains simple, clear, and easily understandable.
- Present the minimum amount of intellectual material and theory needed to drive experiential learning and no more. It is often tempting to go into more detail than is necessary to show competence as a facilitator.



Limitlessness

Definition

Human beings have no limits to their potential. Our only limits are limits of belief.

Implications

- People are fully capable of taking care of themselves, even when they are going through difficulties
- When people are in situations where they can show their capabilities and are motivated to do so, they often will

Incorporated into the design of The Human Element by:

- Not including possible answers or interpretations for participants
- Not including descriptions which prompt interpretations in the instruments
- Incorporating self-esteem and health imagery which assumes it is possible to heal oneself

Implications for facilitation and delivery

- Treat people as competent and capable, by assuming they will take care of themselves
- Do not create dependency by helping them when they do not need it
- Model openness, honesty and awareness—walk-the-talk—in order to demonstrate belief that people can change in ways they previously thought impossible



Holism

Definition

All aspects of a person (thoughts, behavior, feelings, and the body) are interrelated.

Implications

- It is important to pay attention to body, mind, and emotions
- How the body, mind, and emotions interact and affect each other is a great source of information
- People learn more about human behavior and interactions with others than alone (holism of the group)
- Only using one form of input (e.g., lecture) will result in people losing energy and tuning out

Incorporated into the design of The Human Element by:

- Using multiple sources of awareness throughout
- Continually asking about the state of the body and emotions as well as the mind
- Always returning to the whole group at end of each activity
- Interpreting instrument scores in groups at the wall charts instead of individually
- Using a variety of activities that engage people mentally, emotionally, and physically

Implications for facilitation and delivery

- It is useful to pay attention to people's thoughts, emotions, body states, and actions at all times
- It is useful to look for congruence or incongruence of thoughts, emotions, body state, and actions
- Have participants experience something directly before talking about it. They use more parts of themselves in an experiential activity than when talking. Talking will then round out understanding.
- It is important for participants to keep identification with the whole group, not subgroups



Completion

Definition

Effectiveness and joy are enhanced by the completion of unfinished experiences.

Implications

- It is best for people to have their own experiences, rather than being told what to do or think
- It is best for people to find their own answers even if it takes a long time or happens after the workshop
- Stopping an experience before people are complete will simply get people or the group stuck at that point

Incorporated into the design of The Human Element by:

- Configuring the Team Compatibility Index voting procedure such that groups must continue voting and discussing until there is unanimity. This prompts a complete discussion of the issues and ensures that no issues are avoided.
- Including the Concordance process. In order to reach a Concordant decision, complete discussion of all issues must take place.
- Using the sequence of Behavior, Feelings, Self-concept, Self-esteem, and Defenses to allow people to understand themselves fully. This differs markedly from most other approaches.

Implications for facilitation and delivery

- Follow the energy of the group and of each individual
- The point at which to stop an intense session is when people are emotionally ready to continue
- Go on to next activity when immediate questions are addressed
- Instead of explaining, try to think of ways to have people experience something directly. In this way, they have the chance of completing their experience and learning.
- During silence or after asking a question, wait an extra beat before talking. Often, someone will speak up in the extra time and push the process to point of completion.
- Unless you are not fully clear on a person's meaning, do not restate a person's opinion. It works better for them to have the last word for their own thoughts.