**Group Theory and Group Skills Exams**

**Chapter 6: Using Power**

1. Power is defined as

a. Having a high position in an organization or group

b. The ability to dominate others, physically or verbally

c. The capacity to affect the outcomes of oneself, others, and the

environment

d. The capacity to convince others of the efficacy of one’s ideas in any situation

or event

2. The direct use of power is

a. Within interpersonal interactions

b. Through group norms and values

c. Through top-down authoritarian directives

d. Among members of the top tier in an organization or group

3. The indirect use of power is

a. Within interpersonal interactions

b. Through group norms and values

c. Through top-down authoritarian directives

d. Among members of the top tier in an organization or group

4. When individuals work together to achieve mutual goals

a. Power is not involved

b. Power comes into play if all members agree to use it

c. The use of power is non-purposeful, comprehensive, and unstated

d. The use of power is inevitable, essential, and distributed

5. The uses of power are most likely to be constructive when

a. It increases group effectiveness and benefits all members

b. It is for the good of the group, whether or not group members realize it

c. It benefits the person most likely to affect others with the power

d. It sacrifices the ideas of the individual for the good of the group

6. The uses of power are most likely to be destructive when

a. It benefits top management but not the lower echelons

b. It interferes with effective communication

c. It is used primarily for self-benefit or to force others to do something

d. It brings about undesired outcomes and decreases group effectiveness.

7. When power is seen as the quality in which both parties influence each other, it is which view of power?

a. Person

b. Situation

c. Relationship

d. Position

e. All of the above

8. The dynamic-interdependence approach to power posits that

a. Power exists in individuals, not in relationships

b. Power changes constantly as members attempt to achieve the group’s

goals

c. A competitive context is necessary for power to be present

d. A cooperative context is necessary for power to be present

9. When power is viewed as expandable and bi-directional, it is seen

a. In a competitive context

b. In a cooperative context

c. As an organizational use of power

d. As a true picture of power

10. When power is views as a zero-sum resource, it is seen

a. In a competitive context

b. In a cooperative context

c. As an organizational use of power

d. As a true picture of power

11. When power is seen as non-coercive, it is seen

a. In a competitive context

b. In a cooperative context

c. As an organizational use of power

d. As a true picture of power

12. When power is viewed as a limited resource to be hoarded, it is seen

a. In a competitive context

b. In a cooperative context

c. As an organizational use of power

d. As a true picture of power

13. Reactance is

a. The need to impose order on a chaotic situation

b. Hoarding power to maximize influence over others

c. The need to reestablish freedom when it is threatened

d. Being open to the influence of others

14. When power is characterized as deductive and distributed, which approach to power is it?

a. Dynamic Interdependence

b. Trait Factor

c. Persuasion Factor

d. Social Exchange

15. Those more open to influence are

a. Competitors

b. Cooperators

c. Individualists

d. None of the above

16. Cartwright, Thibaut, and Kelly posit that the ability of group members to influence each other depends on

a. High emotional energy within the group

b. High costs of working together

c. Fairness and trustworthiness of group members

d. Making progress toward goals

17. Most groups are formed to

a. Satisfy social needs

b. Create positive interdependence

c. Accomplish goals that an individual cannot

d. Accomplish goals that one member desires

18. Francisco wants to use his power within the group. He first needs to

a. Assess his relevant resources

b. Negotiate supportive agreements with other members

c. Determine which group members have relevant resources

d. Determine his goals

19. In using power in a group, a member must

a. Insist that the others implement his/her goals

b. Negotiate needed coalitions

c. Get dissenters to leave the group

d. Promote competitiveness with other groups

20. The trait-factor approach to power posits that

a. The capacity to exert power over others is learned by being in a group

b. Inborn or genetically inherited

c. Caused by having a high-power job

d. Acceptable if it is two-way

21. The power and persuasion approach to power says that influence is a function of

a. The person exerting the influence

b. The person receiving the influence

c. The person listening to the broadcast

d. a and b

e. b and c

d. All of the above

22. Persuasive messages are more effective if they are

a. Phrased to be one-sided and action oriented

b. Phrased to be two-sided and action oriented

c. Agree with listeners’ current beliefs

d. Given to listeners of equal power to the persuader.

23. The social dominance theory is defined as

a. The ability to control resources

b. The ability to control others

c. Survival of the fittest

d. Being assertive in every situation

24. When power is characterized as static, historical, and inductive, what approach is it?

a. Dynamic interdependence

b. Trait Factor

c. Social Exchange

d. Informational Factor

25. The trait factor approach is weak in situations where members are

a. Attentive

b. Distracted

c. Interacting

d. Not very intelligent

26. In social dominance theory, dominators should

a. Balance their own needs with the needs of others

b. Use physical coercion in order to win

c. Find ways to win, at any cost

d. Dominate the group so that members know who is in charge

27. In social dominance theory, social relationships are viewed as

a. Unnecessary

b. Resources

c. Competitive

d. Interesting

28. “Depending on who your opponent is, assert when you can prevail, yield when you cannot” is a rule of

a. Dynamic Interdependence

b. Reactance

c. Informational Factor

d. Social Dominance

29. In social exchange theory, power is based primarily on

a. Friendliness and warmth

b. Dynamism

c. Expertise

d. Control of valuable resources

30. When group members believe that a person has useful knowledge not available elsewhere, that person has which base of power?

a. Reward

b. Legitimate

c. Informational

d. Expert

31. When group members believe that a person has power because of her position, that person has which base of power?

a. Reward

b. Legitimate

c. Informational

d. Available

32. In the conflict model of social influence, the power majority

a. Has the most rational and persuasive arguments

b. Exerts control through coercive methods

c. Has the most accurate knowledge about the subject at hand

d. Has the most control over distribution of important resources

33. In the conflict model of social influence, minority members tend to \_\_\_\_\_\_\_\_\_ the majority

a. Rebel against

b. Convert

c. Dislike

d. Subvert

34. In order for a group to be most effective in solving problems

a. Power wielders must be seen as legitimate

b. The one with the most authority must be the most influential

c. Power must be distributed among group members

d. Members must have equal resources

35. In problem-solving groups, decisions are of higher quality when power is based on

a. Authority

b. Past experience

c. Expertise

d. Majority opinion

36. High-power individuals

a. Have considerable affect on other’s outcomes

b. Are admired by low-power people

c. Are benevolent when dealing with low-power individuals

d. Are cooperative and conciliatory

37. When high-power individuals are challenged by low power individuals, they

a. React benevolently

b. Reject change

c. Communicate bilaterally

d. Convince low-power individuals to change

38. When people become high-power individuals, they

a. Understand the importance of helping low-power persons

b. Realize how lucky they are

c. Feel insecure and uneasy in their position

d. Establish regulations and norms to maintain their position

39. What is NOT a high-power strategy to justify the status quo??

a. Devalue low-power individuals and their contributions

b. Enhance the status of low-power people to keep them satisfied.

c. Attribute low-power individuals’ success to their own control and leadership

d. Legitimize their own privileges

40. A person with high power is most likely to

a. Feel more accountable to subordinates

b. Feel more vulnerable to subordinates

c. Devalue subordinates

d. Enjoy taking long lunches

41. Power stereotyping theory posits that those in high power stereotype subordinates because they

a. Pay less attention to them

b. Reject other’s attempts to dominate them

c. Are looked at differently by subordinates

d. Feel insecure

42. What is NOT a way in which low-power people react to high-power individuals?

a. They are cooperative, compliant, and yielding

b. They attribute group successes to their own efforts

c. They attribute group successes to the high-power individuals

d. They resist and obstruct high-power members’ efforts

43. A person with low power is most likely to

a. Attempt to understand high-power individuals

b. have accurate perceptions of high-power members

c. Feel confidence in their low-power peers

d. Give in to the demands of high power members

44. In order to enhance their position with high-power people, members of low-power groups should

a. Clarify their goals and increase their positive interdependence

b. Send their messages with more clarity to the high-power people

c. Engage in dialogue with high-power people whenever possible

d. Devalue their own contributions

45. Low-power members can increase high-power members’ positive feelings toward them by

a. Being open and honest about how they feel

b. Challenging their power in a positive way

c. Working cooperatively with them on shared goals

d. Obstructing the goals of other other-power members

46. Power produces conflict in a group when

a. There is no individual accountability

b. All members are high-status

c. High-power members lack conflict resolution skills

d. There are not common goals

47. When an out-group notes the good fortune of another out-group, they are most likely to feel

a. Happy about it

b. Unhappy about it

c. That they want to unite with them

d. a and c

48. Conflict occurs only in situations when a person wants other group members

a. To act out of character for the group persona

b. To do something they don’t want to do and does not have enough power

to make them do it

c. To do a task that doesn’t fit with the goals of the group

d. To do something the group wants to do, but acts in a coercive manner

49. Group norms are:

a. Prescribed ways in which low-power members control high-power members.

b. Prescribed ways in which high-power members control low-power members.

c. Prescribed modes of conduct and belief that guide the behavior of group

members

d. Rites of initiation that group members must go through to join a group

50. Group norms do all EXCEPT

a. Control the behavior of high-power members

b. Control the behavior of low-power members

c. Limit the use of power

d. Allow low-status to retain personal power

51. In Asch’s research on group conformity, he found that a portion of participants were most likely to go along with a wrong group answer if

a. A majority of group members agreed on the answer.

b. All the other members agreed on the answer

c. Group size was at least 15.

d. Group size was three

52. The pressures to conform to group norms increase most when the behaviors

a. Are seen as important to high-power group members

b. Help show group members how much harder they could be working

c. Help slow down the work so group members don’t have to work so hard

d. Help accomplish the goals and maintenance of the group

53. When group members spontaneously riot or panic, they are engaging in

a. Collective Behavior

b. Compliance Behavior

c. Conformity Behavior

d. Reactance Behavior

54. Non-conforming behaviors are accepted by the group when they

a. Are perceived as useful to the individual

b. Provide an interesting challenge to the group

c. Are perceived as helpful to the group.

d. Help speed up the work

55. Group members are most likely to accept and internalize group norms when they

a. Enforce behavior outside and inside the group

b. Feel a sense of ownership for the norms

c. Are told by high-power members to follow them

d. Are intermittently enforced

56. Deindividuation is defined as

a. A state of anonymity in a crowd.

b. Contagion of panic in a crowd

c. Spontaneous actions of a crowd

d. Mental disunity in a crowd

**TRUE OR FALSE**

57. Power is sometimes seen as invested in a place, such as a church or mosque.

58. In the dynamic-interdependence view of power, power is seen to exist in people, not in relationships.

59. Power is seen as inevitable because it exists in all relationships.

60. Reactance is the need to reestablish a person’s freedom when it is threatened.

61. In a competitive context, power is viewed as being inherently coercive.

62. The use of coercive power is likely to reduce resistance.

63. In a cooperative context, power is expandable.

64. In a cooperative context, members are open to influence.

65. In a cooperative context, power is based on authority.

66. Most groups are formed because the goal is too difficult for one person to accomplish alone.

67. In the social exchange theory of power, a member can have considerable resources and have little power over others.

68. Unequal distribution of resources in a group means that some members are inevitably going to be left powerless.

69. High-power people tend to have low self-esteem.

70. Low-power individuals tend to overestimate the positive intent of high-power individuals.

71. Increasing positive interdependence and working together will tend to increase a high-power individual’s positive feelings toward low-power individuals.

72. Conforming to group norms often interferes with the functioning of a group and compromises individual’s principles and beliefs.

73. Group norms force members into behaviors they otherwise would not take.

**SHORT ANSWER QUESTIONS**

74. Define power and explain how it can be direct or indirect.

75. Explain how uses of power can be either constructive or destructive.

76. Describe the characteristics of the dynamic-interdependence approach to power.

77. Explain how power is viewed in a competitive context.

78. Explain how power is viewed in a cooperative context.

79. Explain the five-step process of using power to achieve goals in a group.

80. Explain the characteristics of the trait-factor approach to power.

81. Describe the social exchange theory of power.

82. Explain the strengths and weaknesses of reward power.

83. Explain the strengths and weaknesses of coersive power.

84. Explain the strengths and weaknesses of legitimate power.

85. Explain the strengths and weaknesses of referent power.

86. Explain the strengths and weaknesses of expert power.

87. Explain how having power alters the high-power person.

88. Explain how not having power alters the low-power person.

89. Describe what happened in the Stanford Prison Study.

90. What does research on group dynamics recommend to low-power group members to help them gain effectiveness?

91. What are group norms and why are they important?

92. Explain what is going on when people engage in mob behavior.

**Chapter 6: Using Power**

1. C
2. A
3. B
4. D
5. A
6. C
7. C
8. B
9. B
10. A
11. B
12. A
13. C
14. A
15. B
16. D
17. C
18. D
19. B
20. B
21. D
22. B
23. A
24. B
25. C
26. A
27. B
28. D
29. D
30. C
31. B
32. D
33. B
34. C
35. C
36. A
37. B
38. D
39. B
40. C
41. A
42. C
43. A
44. A
45. C
46. D
47. B
48. B
49. C
50. D
51. B
52. D
53. A
54. C
55. B
56. A
57. TRUE
58. FALSE
59. TRUE
60. TRUE
61. TRUE
62. FALSE
63. TRUE
64. TRUE
65. FALSE
66. TRUE
67. TRUE
68. FALSE
69. FALSE
70. FALSE
71. TRUE
72. FALSE
73. FALSE

Additional Exercises for Chapter 6: Using Power

Is Power a Personal or a Relationship Attribute?

There has been some controversy over whether power is an attribute of a person or an aspect of a relationship between two or more persons. The purpose of this exercise is to structure a critical discussion of the issue. The procedure is as follows:

1. **Assignment of Positions:** The class forms groups of four. Each group is ultimately to write a report summarizing its position:

*Position A: Power is a personal attribute.* Some people are born to wield power and some are not. Because of their innate personality and makeup, they are able to influence others and rise to positions of power.

*Position B: Power is an attribute of a relationship.* For power to exist, there must be both an influencer and an influencee. In most situations, who is influencing whom to what degree changes constantly according to who has relevant information and expertise. As circumstances and situations change, the relationship changes and the relative power of group members changes.

The report is to contain the group’s overall conclusions and the facts and rationale supporting its position. The supporting facts and rationale may be obtained from this chapter, the entire book, and outside reading.

2. **Preparation Pairs:** Each group divides into pairs. One pair is assigned Position A (power is a personal attribute) and the other pair is assigned Position B (power is an attribute of a relationship). Each pair reviews the supporting sections of this chapter, the procedure for the exercise, and the guidelines for constructive controversy (p. 33). They prepare a persuasive “best-case” rationale for their assigned position that includes as many facts and research findings as possible. Ten minutes are allowed for this phase.

3. **Presentations:** One member of each pair changes chairs. A personal attribute person should be seated with a relationship attribute person. The personal attribute person has up to three minutes to present the best case possible for the position, being as forceful and persuasive as possible. The relationship attribute person takes notes and asks for clarification of anything not fully understood. The relationship attribute person then ­presents.

4. **Open Discussion** (Refute and Rebut): There is an open discussion of whether power is a personal attribute or an aspect of a relationship. Each side presents as many facts and research findings as it can to support its point of view. Members listen critically to the opposing position and ask for supporting facts for any conclusions made by the opponent. Participants should ensure that all the facts supporting both sides are brought out and discussed. The guidelines for constructive controversy should be followed. About ten minutes are allowed for this phase.

5. **Perspective Reversal:** Members of each pair change chairs. The “personal attribute” person presents in three minutes the best case possible for the “relationship attribute” position. He or she should be as forceful and persuasive as he or she can and add new arguments or facts if possible. The relationship attribute person then similarly presents the best case possible for the personal attribute position.

6. **Synthesis and Integration:** Participants drop all advocacy and come to their best reasoned judgment as to whether power is an attribute of a person or a relationship. The pair members summarize the information and arguments for each position and come to an agreement. Each pair prepares a short presentation on its conclusion for the rest of the class. Because other groups will have other conclusions, each group may need to explain the validity of its position to the class. About ten minutes are allowed for this phase.

7. **Whole Class Discussion:** The coordinator samples the decisions made by the groups of four by having several of them present their position to the class. The class then discusses similarities and differences among the positions and the coordinator summarizes what the participants have learned about power and influence.

Group Power Exercises

1. With your classmates, form groups of five. Place all the change the group members have in a hat. Decide who in the group gets all the money. Discuss the experience.

2. Stand by the walls of the room with your classmates. Each of you picks a spot in the center of the room in which you would like to sit. At a signal from a coordinator, go sit in that spot. Once all of you are settled, discuss your experience with the nearest person.

3. Stand in the circle with your classmates, touching fingertips with the person on either side. Pick a spot in the room to which you would like the group to go. Do not talk. When the signal is given, try to get the group to move to your chosen spot. Discuss what you have learned with a partner.

4. Stand in a circle with your classmates. Each member helps with one hand to hold a sheet of paper. No verbal communication is allowed. At a signal the paper suddenly becomes “power.” See what happens and discuss.

5. Pair up with a classmate. Sit in chairs facing one another. You have five minutes to decide, nonverbally, who is going to sit on the floor. At the end of that time one person must be on the floor. See what happens and discuss.

6. Sit in a circle with your classmates. Each of you closes your eyes and imagines you live in a small rural village. You have been handed an important message to deliver to someone in a much more powerful neighboring village. You begin to walk to the other village. You pass a girl on a bridge. You pass a man on a bicycle. You pass a family having a picnic. You hear the sound of birds singing, you see trees moving in the breeze, and you smell the grass and the earth. Rounding a bend, you suddenly come upon a wall. It continues in both directions as far as you can see. The village you need to get to is beyond the wall. For a few minutes think of what happens. Then open your eyes and share stories of what happened at the wall. Discuss, from the standpoint of power.

7. Sit in a circle with your classmates. Close your eyes and picture the group in which you are a member. In your fantasy, begin a game of follow-the-leader. At first see yourself as the leader and note what happens among the followers. Now shift leaders and see someone else at the head of the line. Keep going until all the members of your group have had a chance to be the leader. Then open your eyes and discuss the following questions: What kinds of things did different persons lead the group to do? What feelings did you imagine among the followers? How did you picture the group behaving when you were the leader? Who seemed the most natural in the role? Who seemed the least natural in the role?

8. Divide into groups of four with your classmates. Make a picture or collage of power, using available resources—magazines, pencils, paints, crayons, newspapers, and so forth. At the end of thirty minutes, discuss the picture of each group. If Polaroid cameras are available, instead of making a picture of power, go out and take a picture of power. Then come back and discuss.

9. This exercise is for a group that has been working together on a task. Arrange yourselves in a line according to how powerful you see yourselves, from most powerful to least powerful. Before beginning, mark one end of the line as the spot for the most powerful person, so that all members know how to arrange themselves. After the line has stabilized, ask if anyone wants to move to a different location. Discuss self-perceptions and others’ perceptions of self. How does your power as perceived by other members compare with how you see it? Were there disagreements among members about who is the most powerful? Does the group have certain biases about power, such as the richest person being seen as the most powerful?

Power Politics

The objective of this exercise is to examine the dynamics of negotiating for power. Group members with different amounts of power negotiate to form coalitions. The exercise takes one hour. The procedure is as follows:

 1. Divide the participants into groups of twelve. Each participant needs a pencil and a pad of paper for writing notes.

 2. *Task:* In this exercise, group members are to select a chair for the governing board of a political party. Each group member has a different amount of power. It takes 4,000 votes to elect a chairperson. The chair cannot be elected unless members form coalitions and vote as a block.

 3. Each group member receives (a) a copy of the instruction sheet and (b) a slip of paper indicating the number of votes the participant controls (the numbers range from 100 to 1,200 votes). Each group member controls a different number of votes (one member controls 100 votes, one member 200 votes, another member controls 300 votes, and so on, with one member controlling 1,200 votes). *Do not show your slip of paper with the number of your votes to other group members.*

 4. Two rounds of negotiations will take place before the first vote is taken. Each negotiation round will last five minutes. During negotiations, members write notes to one another. No verbal communication is permitted. Members may write as many notes to as many other members as they wish. Notes should include the names of the sender and the receiver. These notes are not to be read until the end of the five-minute period.

 5. Give the signal to begin round 1. At the end of five minutes, stop all note passing and allow members to read their notes.

 6. Give the signal to begin round 2. The same rules apply. At the end of five minutes, stop all note passing and allow members to read their notes.

 7. Ask the group if they are ready to vote on their chairperson. If seven members want to vote, a vote is taken. All voting takes place by secret ballot. On the ballot, write the number of votes you control and to whom you commit them. If the group is not ready to vote, or if no one has enough votes to become chair, round 3 begins.

 8. Give the signal to begin round 3. Group members may negotiate verbally with one ­another. There are no restrictions on negotiations during this round, which also lasts five minutes. At the end of round 3, call for a vote. The vote is again by secret ballot.

 9. If no one has enough votes to become chairperson, give the signal to begin round 4. Allow a ten-minute free-negotiation period. Then take a final vote.

10. Discuss the experience, using the following questions as guides:

a. What deals were made? How was power used in making those deals?

b. What negotiation/influence strategies were used?

c. What criteria did members use to decide whom to commit their votes to?

d. What were the feelings and reactions of the members to the experience?

e. How did it feel to control a small number of votes? How did it feel to control a large number of votes?

f. What strategies did members use to create allies and develop power blocs?

g. What conclusions can you make about the use of power? (Write these on newsprint to share with other groups.)

Power Politics Exercise Instruction Sheet

This is a game of power politics. Your group is to become the governing body of a political party, and you and the other group members must select a general chairperson. A member must receive 4,000 votes to become chairperson. This is a crucial decision for the party. The person you elect chairperson will control who gets how much patronage from the party. The chairperson will have 100 units of patronage to distribute to deserving group members. Group members may negotiate for votes and the distribution of the patronage. One member controls 100 votes, a second controls 200, a third controls 300, and so on, with one member controlling 1,200 votes. The number of votes each member has is on a slip of paper handed out by the coordinator of the exercise. Keep this slip. *Do not show it to any other group member.* You may commit your votes to any member you wish; you may split your votes among several members if you wish.

Power Among Summer Students

The purpose of this exercise is to provide an opportunity to discuss how power is used and how leadership is developed in peer groups. It examines the interrelationships among ten college students attending summer school and living together in a small dormitory. The procedure is as follows:

1. Form groups of five members. One member volunteers to be an observer. The task of the observer is to record the nature of leadership and power within the group as members complete the task.

2. Each participating group member (four in all) is given the description of two of the college students (ten in all). The group as a whole is given a copy of the Characteristics Chart. The task of the group is to decide by consensus the answer to the following questions. Each member must agree with the answers, be able to explain them, and be confident that every other member can explain the reasoning of the group in arriving at the answers.

a. Who are the members of each subgroup?

b. What is the base of power for each subgroup member?

c. Who is the leader of each subgroup?

d. What characterizes the interactions among members of different subgroups?

Characteristics of the Summer Students

**Characteristics Virginia Renée Pat Debbie Janice**

Religion Catholic Catholic Nonsectarian Methodist Presbyterian

Church attendance Frequent Occasional Never Frequent Rare

College major Math Education Business mgt. Nursing Accounting

Grade average B C A B A

Family income Medium Medium Medium Low High

**Characteristics Diane Gail Cindy Cathy Heidi**

Religion Baptist Christian Baptist Catholic Baptist

Church attendance Frequent Occasional Occasional Occasional Frequent

College major History Pre-law Languages Healthcare Music

Grade average B A B C C

Family income Medium High Medium Low Low

3. When the group has come to consensus about the answers to the questions in step 2, members are to write a description of power that includes the answers to the following questions. Group members are to agree by consensus to the answers (i.e., their written description of power and influence).

a. How do the students exert influence on one another?

b. What bases of power does each student use?

4. When the group has finished step 3, members are to write a description of leadership that includes answers to the following questions. Each group is to agree by consensus to all the points included in its written description of leadership.

a. What leadership qualities do the students identified as leaders have?

b. How do the leaders of the subgroups exercise their leadership?

5. The groups should share their descriptions of leadership and power with one another in a discussion involving the entire class.

Description of the Summer Students

**Virginia** is a social person who often talks to others. She is quite attractive and dresses well. She dates often. When she has problems, she shares them with Renée or Pat. She sometimes borrows clothes from them. At night she is usually in her room or in Cathy’s room. She sometimes sneaks out of the dorm at night and always gets back without being caught. She shares the food and beer that she sneaks into the dorm with Renée, Cathy, and sometimes Janice.

**Renée** is a fairly attractive, rather insecure person. She smokes and drinks. She dates occasionally, often double-dating with Cathy. She borrows clothes from Virginia and Debbie. At night she is usually in Virginia’s or Cathy’s room and confides in them. At times she sneaks out of the dorm at night and is helped by Virginia to get back in. She shares food and alcohol with Cathy and Virginia.

**Pat** is a clear-headed person with a perceptive mind. She does not drink and is fairly traditional in her ideas. She is quiet and seldom dates; she never double-dates. She lends clothes to Janice, Virginia, Gail, and Heidi, but does not borrow them. She is a good listener and others confide in her, but she does not reciprocate. At night she can be found in her own room, but she is often accompanied by one of the other students.

**Debbie** is a rather wild person who dates frequently, occasionally double-dating with Janice. She seems mostly interested in men—her main topic of conversation. She shares clothes with Virginia and Janice, and at night can usually be found in one of their rooms. At times she sneaks out of the dorm at night and is helped to get back in by Virginia. She shares food with Janice, Virginia, and occasionally Cathy. She confides in Janice.

**Janice** is an outgoing person who is quite attractive and dresses well. She dates often and sometimes double-dates with Debbie. When she has problems she goes to see Pat. She borrows clothes from Pat or Debbie. At night she is usually in her own room. She is a good talker and is successful in debating most of the other students. She is well versed in clothes, dating, and men and has lots of spending money. She shares food from home with Debbie, Virginia, and Gail.

**Diane** is a neat, well-groomed, modest person with strong moral convictions. She seldom dates and does not smoke or drink. She is very active in church work and attends several times a week. When she has a personal problem, she goes to see Pat or her minister. She lends clothes to Cindy. At night she is usually in her own room. She likes to read and has been known to remind the students about quiet hours, which has caused some resentment from Janice and Renée.

**Gail** is a wealthy, well-traveled, sophisticated person who seems to relate well to everyone on a casual level. She dates occasionally but never double-dates. She sometimes borrows clothes from Pat, with whom she shares her problems. She is mature and understanding of others but does not seem to form very close friendships. At night she can be found in the room of Pat or Diane. She shares food with Diane, Pat, and sometimes Janice.

**Cindy** is a very shy person who seldom dates. She doesn’t smoke or drink. She occasionally goes to a movie with Diane, sometimes Heidi. At night she can be found in Diane’s or Janice’s room. She shares food with Diane or Janice. She avoids Renée and Virginia.

**Cathy** is a rather loud, slightly overweight person. She often swears and is heard telling dirty jokes. She occasionally double-dates with Renée. She likes to smoke and drink. She shares her problems with Virginia and Renée. At night she is in her own room or in Virginia’s room. She shares food with Virginia, Renée, and sometimes Debbie.

**Heidi** is an overweight person who tries to be friendly with everyone. She goes out of her way to run errands and otherwise tries to please the other students. She does not smoke, drink, or date. She attends movies with Cindy or Diane. She does not dress well, and Pat is the only one who will lend her clothes. At night she is either in her own room or in Pat’s or Diane’s room. She shares her problems with Pat or Diane. She shares food with Diane, Cindy, Gail, and Pat.

Developing Land Areas

The purpose of this exercise is to examine the consequences of unequal power among nations of individuals. Group members are representatives of large land areas and strive to advance the standard of living of its residents. Materials needed are copies of the game board for each member (or one large one for each group, with six individual markers); 100 tokens for each group (coins, small strips of paper, etc.); resource cards—five for each member, thirty for each group; six cards for each group with the land areas written on them; and copies of the rules for each group. Groups need six members each. The procedure for the coordinator is as follows:

1. Introduce the exercise as a game focusing on the consequences of unequal power among nations or individuals. Each person will represent a land area and will attempt to improve the standard of living of his or her area.

2. Form groups of six. On 3 ˘ 5-inch cards, write the names of the following land areas: Asia, Africa and the Middle East, South America, the former Soviet bloc countries, Europe, and North America. Turn the cards face down and mix them. Each member chooses a card to find out which land area he or she will represent.

3. Tokens are distributed to the group members in the following way:

a. Asia is given one.

b. Africa and the Middle East are given two.

c. South America is given two.

d. Russia and the members of the former Soviet Union are given eight.

e. Europe is given thirteen.

f. North America is given twenty-six.

Tell the group members that these numbers represent the approximate gross national product of their areas divided by the population. Forty-eight additional tokens are put in the middle as a common bank from which members can draw according to game ­instructions.

4. Five resource cards marked with the land area are given to each member. These represent the natural resources of the area and can each either represent one token or can be used as collateral on loans from other land areas. In order to advance to level 7, however, members must possess all their resource cards.

5. Distribute a game board to each member. Members keep track of their progress by covering each square with a token. They must advance sequentially. (Alternative: Make one large game board per group and have members mark their places with representative markers.) Members begin on the square that represents the number of tokens they were initially given.

6. Go over the rules with the class. Give them a few minutes to study their positions, then have them begin.

7. After the game, discuss the following questions with the large group:

a. How did it feel to begin the game with the number of tokens you did?

b. How did the number of your tokens make a difference in the strategies you used?

c. How difficult was it to develop an alliance or get a loan? Why?

d. How many people called “Attack?” How successful was it as a strategy?

e. What did you learn about the dynamics of unequal power from playing this game?

Rules for Developing Land Areas Exercise

1. The purpose of this game is to advance your land area as many spaces as you can. You do this by gaining tokens; one token will advance you one space. You must keep all previous spaces filled, although you may go backward (by loaning tokens, for example) as well as forward. If you give as collateral a resource card you have used as a token, you must fill that empty space first.

2. You start out with the number of tokens that represent your land area’s approximate wealth (according to the 1980 gross national product divided by population size). That number determines where you will start the game (put all your tokens on your game board to begin). In addition, you will each get five resource cards, which represent your area’s natural resources. These can be used to add to your position by representing one token or can be used as collateral for loans from other countries. You can use a resource card you hold from another land area as collateral as one token.

3. There will be ten rounds. Appoint a timekeeper. Starting with Asia and rotating clockwise, you will each get three minutes to find a way to increase your tokens. Once you have added tokens, your turn is over. If you are unsuccessful at the end of three minutes, you lose your turn and the round continues. The game ends after ten rounds or if a stalemate develops.

4. You can gain tokens in four ways:

a. **Progress:** When you fill a line with tokens, you get additional ones from the World Bank according to the number noted at the end of the line. If, in lending out or losing tokens, you fall below a line previously passed, you do not have to repay that token. You may collect (or recollect) tokens when you fill that line again. However, if you use resource cards as tokens, you may take them off a space only if you negotiate a loan and must thereby give the card to the lender.

**Game Board for Developing the Land Areas Exercise**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Level VII  Nirvana | **Self-Sufficiency:** *You can sit back and watch everyone else play or…* | | | | | | |
| Level VI  Secure | 31  Secure food | 32  Secure homes | 33  Secure work | 34  Secure health | 35  Secure education | 36  Secure energy | Buy back resource cards |
| Level V  Specialized | 25  Extra food | 26  Luxury homes | 27  Comfortable work | 28  Specialized medicine | 29  Specialized education | 30  Solar energy | Receive five tokens |
| Level IV  Mass Production | 19  Abundant food | 20  Large houses | 21  Factories | 22  Hospitals | 23  Higher education | 24  Oil energy | Receive four tokens |
| Level III  Mechanized | 13  Sufficient food | 14  Small houses | 15  Mechanized farms | 16  Health clinics | 17  Basic education | 18  Dam energy | Receive three tokens |
| Level II  Basic | 7  Subsistence food | 8  Basic shelter | 9  Rudimentary farming | 10  Folk medicine | 11  Early education | 12  Forest energy | Receive two tokens |
| Level I  Predevelopment | 1  Malnutrition | 2  Lack of shelter | 3  Inefficient farming | 5  Disease | 5  Folklore | 6  Wood gathering | Receive one token |

b. **Form an alliance:** If you and another land area negotiate an alliance, you both get two tokens from the World Bank. You may negotiate an alliance only once with a particular land area.

c. **Call an attack:** If you call “Attack,” each land area that does not hold any of your resource cards or is not in alliance with you must pay you one token. You may call an attack only twice during the game.

d. **Negotiate a loan:** Any land area can lend tokens to another land area in exchange for a resource card, which serves as collateral and can later be repurchased. The amount of the loan and the repurchase are negotiable.