**#4 Personal Egocentric Example**

Sometimes I see others as being selfish, when my own selfishness is the source of that thought.

For instance, in #3 I cited an example of the “egocentric person” going back on sharing an experience because she didn’t want to wait until the other person could do it. Here comes the other shoe - that other person was me. We made a plan to watch a movie we both wanted to see, but I wasn’t going to be able to come watch it for a few weeks.

I do not have the opportunity to watch many movies with others, so I was excited we had decided to watch it together. But a couple days later, she decided to watch it without me. I was hurt because we had decided to watch it together. And I thought it was selfish that she decided not to wait for me. But reflecting on my own thoughts, I was being selfish in expecting her to delay something she really wanted to do for quite a while because I wasn’t going to be available.

**#8 Identify the Impact of Group Influence**

Make a list of the groups you believe have had the strongest impact on your thinking.

The two groups that I was able to think of that held incompatible ideas didn’t necessarily have the strongest impact on my thinking, but they did influence my thinking and experience nonetheless.

Work group 2:

1. Top of Form
2. This group has influenced my thinking in the following ways...

I was a member of an HR team that promoted all the right ideas when it came to leadership and people philosophy. This influenced my thinking in that I believed the leadership, especially for this team, cared about the people and how they were treated and that they would provide good leadership that contributed to the mission’s success. I aligned with and promoted the concepts as part of my role in the organization.

2.  The following ideas within this group seem incompatible with one another...

The concepts of people first, investing in people, caring about the business mission and wanting to equip people to thrive and be their best selves was communicated with words and in strategic plans.

The incompatibility:

The ideas of good leadership that cares about people and were for the success of the business did not align with the actions and behind-the-scenes chatter. The leadership’s actions and private conversations said they were just doing and saying the right things to look good, and they didn’t care if their decisions were the best for the people or business success. They were not concerned that they were pushing too much change too fast and not equipping people for it, etc.

3.  I would now question the following beliefs I “received” from this group ...

I would now question objectives and motives and anything that the team promoted as “for the good of the people/business”, asking if it is just for show. The motives behind the decisions may not align. The words the leaders say to the employees are likely going to be different from what is said in their close circles. “Employees matter, they are more than a number, and our business’ success is our people’s success” are what they say, but I have learned to question whether they truly believe and stand behind those words.

This same is true about feedback on work and team effort. Finding that, often what was said to one’s face was just for motivation and show, I ceased to trust in the feedback I was given.

Work group 1:

1. This group has influenced my thinking in the following ways...

Working with this group has influenced me to test things out, research heavily, and speak openly to bring positive change. They encouraged forward thinking and diversity of thought.

I was also trained with the mindset that staff are expendable and one should be cautious when challenging ideas set forth by faculty. I learned to flex diplomacy and find avenues of voice – basically find faculty allies who were willing to voice my opinions and suggestions.

2.  The following ideas within this group seem incompatible with one another...

On one side, faculty touted that everyone has a voice that should be expressed and heard. We should seek to hear and understand others through appreciative inquiry. This is what faculty teach and try to bring to life in classroom and extra-curricular student activities.

On the other side, the majority of faculty help that faculty are more educated and more knowledgeable about the university mission and how it should be carried out. Based on this concept, they should be the only voice that matters when making any decisions in the university setting.

3.  I would now question the following beliefs I “received” from this group ...

I would question whether they appreciate ALL the voices of others and if they truly recognize the value of diversity of thought, or just the thoughts of those they deem educated or important enough to have something of value to contribute.

After answering these questions for each group, write out whether and to what extent the beliefs of each group are “compatible” with one another.

**Bottom of Form**

To an extent, some of the beliefs could be considered compatible. The leadership and faculty tended to place themselves in a place of greater worth and privilege. The leaders said what people wanted to hear to make themselves and the business look good. Likewise, the faculty expressed ideals esteemed by colleagues and deans, but also said them only for show while maintaining control of the actual goings on. Both groups proclaimed the ideals expected for those at the forefront of success in their field but their policies and conversations in close circles were contrary to what they opening communicated to the broader audience – ultimately impacting those with less power and lower reputation.