

LEADERSHIP TRAINING MODULES CURRICULUM - Tokyo House												
	1	2	3	4	5	6	7	8	9	10	11	12
c o n v				art form an object							commun- ities I've lived in	
l e c t u r e	World trends -pluriform -particip -interdep	Speech is -data -change lives -style	"Bug model" -symbol -study -structures -education	"Art Form Method -object -reflect -interpr -symbolic	Indict- ive Ethics -indictive -vision -contradict -particip	General Saint Poet Wise One	4 phases -youth -adult -establish -wise One	Global Film: Those Who Care	Qualities of Leader -power in center -preparat -involves all	Social Process -Econ -Polit -Cultural	5th City Model	Sun Tsu -terrine -weapons -self -troops -time -enemy
m e t h o d	HOW TO LEAD A WORKSHOP	HOW TO WRITE A SPEECH	HOW TO MOTIVATE PEOPLE	HOW TO LEAD A DISCUSS- ION	HOW TO PLAN A YEAR'S PROGRAM	SELF DEVELOP- MENT OF A LEADER	HOW TO WRITE A CORPOR- ATE REPORT	HOW TO IMPLEMENT PLANS	HOW TO LEAD A MEETING	HOW TO ANALYZE YOUR COMMUNITY	HOW TO HAVE A COMMUNITY WORKDAY	HOW TO SOLVE A PARTICULAR PROBLEM

This is a sample of how a 12 week training module curriculum can be built. These short leactures give our basic operating images. They are about 20 minutes long with translation and lots of board images. The conversations are about 15 minutes long and are not "teaching tools" in the first instance, but rather used as group building and as a way to build relationships with the participants. Therefore, most of them are designed "case by case" except in a few instances. Therefore they were left blank. The workshop needs 90 minutes minimum or they feel too rushed to absorb. Decorations, songs, snacks and parties are critical to the life of the group.

COMMUNITY BUILDING TRAINING MODULES

12 Modules are offered for Human Development

1 HOW TO LEAD A WORKSHOP

Today's community issues are very complex, and one way to think through issues is the workshop method. This module will give a rational method that will enable all the participants to share their ideas and together create a plan. This group planning method will create motivate among the people to implement the plan. The methods used will be:

- brainstorming
- grouping
- discussing
- writing

2 HOW TO GIVE A SPEECH

Every leader has many occasions where he must give a speech. Effective speech making is important to communicate a message and to inspire confidence in the task. Speech making is more than reading a prescribed text; it is an opportunity to share insights and to change people's lives. In this module we will learn how to:

- write the contents of a speech
- use images and stories
- create an effective delivery style

3 HOW TO MOTIVATE PEOPLE

All leaders are challenged to maintain a group's motivation while they are joined together in a task. People often lose vision or become undisciplined in doing day to day work. This module will teach methods that will help a leader keep a group eager and corporate; a group that will enjoy their life together. These methods include:

- building team spirit
- tools in maintaining discipline
- study guidelines
- symbols, songs, stories and rituals

7 HOW TO WRITE A CORPORATE REPORT

Many times leaders have an occasion to think through an idea and to prepare a written paper on a theme. This corporate writing method entails discussion of a theme and a way to write the conclusion as a group. This is a helpful method when a group needs to experience the power of their own ideas and intuitions. In this module we will learn how to:

- gather each person's ideas on the theme
- organize the data into sections.
- write as a team
- pull the sections together into a unified report

8 HOW TO IMPLEMENT PLANS

Every leader experiences a kind of paralysis when it is necessary to plan and execute a short term but major action. Often our long range plans lose member's interests and our short term actions become boring. This manoeuvre method takes into account the circumstances of timing, manpower, leadership, tools, and the goal in deciding swift and effective action that will win. This method includes:

- rehearsing the decision to win
- analyzing the current situation
- listing all the effective actions
- grouping the actions into winning manoeuvres
- writing the decision in detail

9 HOW TO LEAD A MEETING

Every leader has regular occasions where he leads a meeting. Often, though, meetings are long and boring with endless discussion that accomplished nothing. These new methods help the leader to have exciting, memorable meetings that motivate the members and accomplish work. This module gives:

- a checklist of practical details to consider
- brooding questions to ponder before the meeting
- a format for meetings

4 HOW TO LEAD A DISCUSSION:

The mood of participation is critical in groups these days and a leader needs to have the skill to help a group have a lively discussion on many topics while preserving the harmony and respect of the members. This discussion method helps the leader have an understanding of the thought process so that questions that elicit participation can be asked. These methods include:

- discussion of the objective or factual points
- reflections, feelings and reminiscences
- sharing opinions and choices

5 HOW TO PLAN A YEAR'S PROGRAM

Every group has the responsibility to create a plan or program for a year. Often these plans are created without a comprehensive approach or a sense of strategy. These methods help a group think through its mission from a broad point of view, but ending with practical details. This 5 step method allows for a rational, strategic approach that involves all the members. The steps include:

- rehearsing the group's vision
- discerning the problems that block the vision
- creating proposals
- naming tactical steps
- planning a timeline

6 SELF-DEVELOPMENT OF A LEADER

Every leader experiences the disillusionment of his dreams and the discouragement with the task. In order to maintain the decision to be the one responsible in his community, leaders need methods to give themselves perspective and courage. This module offers the opportunity of reflection on one's life purpose, daily concerns and motivational tools. This module includes:

- journal writing
- prioritizing methods chart
- personal symbolic practices

THE INSTITUTE OF CULTURAL AFFAIRS offers this modular training program to local communities to assist in the training of its leaders. Throughout Japan there is a resurgence of participation where many are experiencing both concern for their communities future and availability of their time. Fostering this concern is the furusato movement which has arisen in the midst of Japan's turn toward the cultural dimension. For 27 years ICA has developed methods to enable intellectual, social and spiritual growth. These methods have been shared in seminars, workshops and village demonstration projects in tens of thousands of communities in over 40 nations. The ICA is a non-profit, service organization. It enables a new human future by putting its focus on human development within local communities and in the workplace. The ICA has been in Japan since 1969 and has offered its programs in all of the prefectures through its four offices.

10 HOW TO ANALYZE YOUR COMMUNITY

While community leaders may have been long term residents of their community it is critical that they have an objective knowledge and analysis of its economic, political and cultural condition. This module will give tools to analyze these factors so that new leadership will be able to make informed choices about his communities future. In this module we will

- study the geography of the community
- analyze the economic, political and cultural structures
- create an historical timeline of the town or village

11 HOW TO PLAN A WORKDAY

Many times a community will want to do a task that will require a team of community members. These workdays, whether for beautifying the community or conducting a survey, can either be sheer drudgery or fun filled days. The key to a good community event is in careful planning involving many people concluding with a celebration. This module will include

- task that a corporate workday could accomplish
- ways of organizing a workday
- guidelines for generating enthusiasm

12 HOW TO SOLVE A PARTICULAR PROBLEM

Every group has come up against a particular problem that no one in the group has had the experience to solve and yet, the problems must be solved for the group to move ahead. Often this could be a crisis situation like an urgent need for a new school or transportation for the elderly. This corporate process engages everyone creativity toward new solutions and gaining commitment to resolve the issue. This module teaches how to:

- name the problem
- gather the data
- design workshop procedures
- build an implementation plan

This modular training program is easily adaptable to the needs and schedules of local communities. Practical considerations include:

- a total of 12 modules are offered. Each group should select those modules that would fulfill their needs
- a module takes from 2 to 3 hours, beginning with a lecture and working in groups of about 15 people. Several modules can be conducted simultaneously.
- sessions can be held within any time frame of 3 day, 1 day, 2 day or in a weekly or monthly series
- the ICA will provide workbooks for each participant which includes the step by step method used in each module
- the cost of each module is ¥20,000 plus expenses

Earth Quote: "Now the world has become a global village"

HOW TO LEAD A WORKSHOP - PROCEDURES

INTRODUCTION

1. Name
2. Company or groups you are involved in
3. Why is leadership training important to you?

SPEECH

1. ICA - global and local
2. World Trends
 - pluriformity vs uniformity
 - participation vs speculation
 - interdependence vs dependence
3. 12 modular program rational
 - Intellectual - 8 modules
 - Social 2 modules
 - Spiritual 2 modules
 - time frame
 - conversation - 15 minutes
 - lecture - 15 minutes
 - workshop - 90 minutes
 - teaching team
 - Mrs Clark - ICA staff
 - ICA volunteers - businessmen, students, housewives
 - method
 - rational
 - participatory
 - fun.
4. TODAY'S CLASS - "How to lead a workshop"
 1. Walk through the sheet and explain
 2. Take the situation as a sample: "we are a group of friends who want to take a round-the-world trip together".

HOW TO WRITE A SPEECH - TEACHING PROCEDURES

- CONVERSATION:
1. What speeches have you heard in the past month?
 2. What were the best things about these speeches?
 3. What was the worst thing?
 4. What helps a speech to be remembered?
 5. When will you have a chance to give a speech in the future?

SPEECH: Giving a speech requires 2 aims. The first is to communicate some objective, factual information or data. Sometimes this is very simple, like explaining school rules to high school students or congratulating a theater group after a good performance. But it is also difficult as most listeners remember 10-20% of what you say. Information needs therefore, to be presented very simply and carefully and rationally so that the audience can understand.

Secondly, your aim is to benefit the lives of the audience, not just to give information. You can change lives with the new images you give. Every person's life (and head) carries in it many, many images. And these direct the behavior that we live out of. These images are giving to us by the society (family, school, friends, t.v., etc.) These images can change and when it does behavior changes. Remember times when you have made a new decision in your own life. You were presented with a new image that you probably mulled over and over and then made a new choice.

Thirdly, the methods you use in giving a speech determine the effectiveness of both aims - whether you actually communicate information or benefit the lives of your audience. Some important methods:

1. Trust your human intuitions that out of your human experience you and your audience understand something of this subject
2. Use the blackboard or something visual or tell stories. This is what people remember
3. Be rational and step by step in your approach. But don't be boring
4. Be passionate about your speech and give your life to it. Remember, enthusiasm spreads.

Forthly, prepare your speech in the following manner: (see method on giving a speech).

WORK-SHOP

Have each student choose their own topic of a speech about 15 minutes in length. Perhaps about a hobby or some aspect of Japanese culture. Keep it simple or perhaps they have a speech they already need to make in the near future.

Next, have them fold a blank piece of paper into 8 squares and brainstorm all their ideas. Give them a 4x4 form and have them organize into the main points and sub-points. Brood next and introduction, conclusion, stories, board images and objective and existential aims.

Ask each student to choose % of their speech to give to the group.

REFLECT

1. What do you remember?
2. What did you learn?
3. How would you improve your speech?
4. What questions do you have?
5. What new did you learn about yourself?
6. How will this help you be an effective leader in the future?

HOW TO MOTIVATE PEOPLE - Teacher's Procedures

Conversation:

Speech:

I want to talk about 4 elements of the internal life of a group. These elements assume that the mission or task or purpose of the groups is clear. The questions then becomes: how do we organize ourselves? How do we keep ourselves going?

1. The first key element is team work. Everyone these days wants to participate in what's going on. So it is very important that everyone in the group has a job or a task to do. A group with too much to do is better than one with too little to do. A sense of pride and accomplishment will occur when the group has done something big and done it quickly. Piddily, slow work, stretched out over months will "kill" any group. And people don't like to work alone. Members need to be divided into work teams so tasks are done together in the sight of others. Also this way you will build spirit and accountability.
2. Every group needs to have some study that will inform its mission. This study needs to be done formally or informally. In this way the group is always open to new ideas. Individual study from members can be done that is then reported to the whole group. Or the whole group can study together a book or article. Discussing such materials will help the group to form a common mind.
3. Every group needs a strong symbolic life. Symbols hold the group together and remind it of its purpose. Does your group have a symbol mark? Does it have a slogan? Does it have ceremonies to begin and close your meetings? Do you have celebrations and parties? Do you have a song? Do you take a trip together? Do you have decorations at your meetings? More than most countries Japan has many insights about the power of symbols and perhaps the success of your nation has been due to this.
4. Discipline lies at the center of the internal life of a group. When your group makes its plan for the year then it is the leader's job to see that it is carried through. The leader is like a general of an army. You help your troops win the battle. You keep your eye on the next problem. You anticipate the future and help the members win at every moment. You are always prepared and have done "your homework" and ground work. As a leader you know your members and their propensities. What of the most difficult things is to decide to work with the people you have and not dream about "perfect members or a perfect situation". And especially you have fun and can laugh at yourself and bathe in humor.

Workshop: Using a conversation method walk through each of the 24 items. Show samples of as many items as possible. Sing a song, do a ritual, show what a time line and a master image looks like. Use samples from communities, companies and ICA. Ask the students to fill in their examples on each item.

4

How to Lead a Discussion - Teacher's procedure

Discussion:

(write on the blackboard)

by relating itself to its
own self and by willing to be itself the
self is grounded transparently in the Power
which posited it.

Today I want to talk about consciousness and the journey that every person goes on. As a leader we are masters of a journey; these are journeys of education and intellectual learning. These are journeys of one's vocation and work and these are journeys of the spirit.

The first step on this consciousness journey or the journey of understanding has to do with the objective, the factual, the data, and the situation. It is the 5 senses, the hearing, the seeing, the feeling, the smelling, the tasting. This relates to this modern revolution of information where we are being bombarded as never before with new things (assassination pictures, computer information, village cloth from Guatemala. The first step is to know what we know. It basically involves the head.

The second step involves the heart. It is the emotional, the reflective, the feeling. It is the response, the human response to what we know. It is a step outside of the purely objective. This part of the journey calls us to open our lives to respond and then to know this response. This is sincerity. This is where the mind races ahead and recalls things from the past and implications from the future.

The third step involves choice and decision and relationship. It involves "the feet" or action. It is where the consequences and implications become clear. It is where growth and change take place.

The art of leadership involves taking people or leading them through this journey. The method of leading a discussion is one part of this. It is guiding people through an issue with out telling them what their conclusion should be.

WORKSHOP:

1. Explain the questions and the sequence.
2. Reflect on the questions that were used the opening discussion
3. Divide the class into 3 groups and ask each to plan a discussion and to write the questions:

theme #1: a discussion about the front page of the Asahi Shimbun

theme #2: a discussion following a research trip to Okinawa to study their economic situation

theme #3: a discussion following a lecture by a professor concerning physically handicapped children in Japan

HOW TO PLAN A YEAR'S PROGRAM - teacher's procedures

conversation:

lecture - Indicitive Ethics

1. This new modern world has shaken all the old morality and no longer can things be divided simply into good and bad and right and wrong. Instead the actions of the present must come out of a comprehensive view of looking into the past, jumping to the present, digging deep into the profound and broad into the world.
2. Actions are not based on goals or what ideally should be but out of an interaction between the hopes and dreams and the realities.
3. When the major contradiction is defined it serves as the arena for the important human struggle or battle to go on. Victory insures historical change. By pushing on the major contradiction the dam is sure to break; or by fiddling with a minor problem only minor solutions will be found.
4. When those who carry out an action plan participate in the building of it, they feel like they own it; they have invested in it. This plan will, therefore, be implemented by them. It is the crux of motivation and victory.

workshop

1. Now let us imagine that we are PTA parents of Jr. High school and that we have come together this Saturday afternoon to plan the year's program for our club and school. We will use this 5 step process in this hour to see how the method works.
 - a. what is the vision, hopes and dreams?
 - b. what are the blocks, the problems to achieving this?
 - c. what are proposals to change these problems?
 - d. what are tactics that will do the proposals?
 - e. when and how are we going to do these tactics?

THE SELF-DEVELOPMENT OF A LEADER - Teacher's Procedures

CONVERSATION:

LECTURE: Today we are all required to play many roles. I want to describe 4 roles that are foundational.

THE WISE ONE - We are called to be clever and intellectually astute; to know the world and how society operates. We are called to absorb data in increasing amounts.

THE POET - We are called to look beyond the everyday to the profound. To see the drama, the poetry, the mystery; to live in this world and at the same time, the Other World. We are beckoned by the arts, music, ceremony and cultural traditions.

THE GENERAL - We are called to participate in groups and companies. We are challenged to do many practical tasks each day and to perform "miracles". We are called to lead others in effective team work. We are challenged to create new things that have never been tried before.

THE SAINT- We are called to be a prototype of a new human who lives with joy and creativity before life as it is. We are challenged to live in service to others.

WORKSHOP: Today we have 3 solitary exercises that are a tool to create consciousness and reflection. These will be done alone and perhaps, we can share a little at the end of each.

1. Comprehensive chart - follow the instructions on the page
2. Life timeline - follow the instructions on the page
3. Care for yourself - fill out the sheet of personal challenges

HOW TO WRITE A CORPORATE REPORT - Teacher's Procedures

CONVERSATION:

LECTURE:

I want to talk today about some human dynamics of change and growth. Many cultures around the world have different ways of talking about the life journey. I want to share 4 categories of journey.

The first is the emerging generation or the youth or the beginner. And for these years life is full of acquiring basic skills and knowledge.

The second is the rising adult. At this stage people make life choices of work and home and family. Eagerness and boundless energy and new ideas abound for people of this phase.

The next is the established person. These people operate the society, its businesses, its schools. This is the time of settling in on accomplishment.

The last is the elder, the wise person who has insight into the functions and workings of life. These people are the glue between the past and the future.

In a healthy society all four groups form an operational dynamic and are critical to the whole society. Businesses, groups and nations make a similar journey and have similar dynamics operating within. Usually a transition from 1 to another is jolting and new images are necessary at each stage. As leaders it is important to be sensitive to people's contributions and gifts.

WORKSHOP:

Today we are going to write a paper on leadership as a way to demonstrate this method of corporate writing.

1. We will use the method of brainstorming, grouping, writing, and reporting.
2. Using these 4 basic questions, each person fill out 3 cards in response to each question
 1. What are the qualities of leadership?
 2. What are the problems of leadership in Japan today?
 3. What new trends are happening with leadership?
 4. What is your future as a leader?
3. Group the cards on the blackboard, not necessarily in the same pattern as the questions. Read each one.
4. Break the group into 3 sub-groups asking to write 1 paragraph on each category.
5. Have the groups read to each other, make additions.
6. Ask someone to hand-write again and present to the group the next week

HOW TO IMPLEMENT PLANS - Teacher's Procedures

Conversation: Tell us about when you were involved in Winning Action..

FILM: Show the Global Film - pass out Japanese version and let them read for 10 minutes first.

Conversation: what practical action did you see?
what made it successful?

WORKSHOP: Review the paper on How to Implement Plans

Pass out copy of an Oyubari Proposal from the document.

Read outloud

Pass out what, who when, how, where, why worksheet.

Have them choose 5 key tactics and "pull them through each category. The tactic is the "what".

Report and reflect at the end.

HOW TO LEAD A MEETING - Tecaheer's Procedures

CONVERSATION: 1. What are some good meetings you have been to?
2. What are some bad ones?
3. What makes a good meeting?

LECTURE: The leadership is responsible for good meetings. But many people are leaders - not just those at the front of the room. Sometimes the most strategic leading comes from the side of the room. "The power is in the center" and finally belongs to no one person or even a small group. He who picks up the power is a leader.

A good meeting depends on preparation. This is preparation that is both practical with many details and preparation that is just brooding and thinking. There are often many people to talk to before meetings and sometimes even research. There are many practical details that make a meeting great. Particularly is the room space, the decorations and the arrangement of the tables. When the people come to the room they will know that it will be a great meeting. They know that care has been taken.

Every good meeting also involves "give and take". All people become involved and invest their own life in the meeting or the purpose. Even if there is a presentation there needs to be feedback from the people so they can express their questions and their views. The leader sees to it that everyone becomes involved.

Every meeting has a surprise and is "eventful". Besides the step by step approach to a meeting there is always the discontinuous, where the mystery breaks in bringing a fresh new breeze. This creates motivity and excitement for the future.

Good meetings are both structured and yet free for a bit of a surprise.

WORKSHOP: 1. Review the meeting method

2. Break the group into three sub-teams and each will create a format for an assigned meeting.

Group A: A women's group who is concerned with Tama River.
Today they have a guest speaker; A Professor of
Environmental Resources to talk about Soap Powers

Group B: A group of 10 salesmen will gather with the marketing
manager to discuss a 10% drop in sales the last month
of their razor blades

Group C: A group of 20 students from the ESS will meet to discuss
the future debate tournament

3. Have the groups report their meeting format
4. What did you learn to help you plan a meeting?

HOW TO ANALYZE YOUR COMMUNITY - Teacher's Procedures

This module is done "in the field". Agree on a meeting place that you have chosen in a small neighborhood or a village that you have previously screened and chosen the boundaries.

Wall of Wonder

While the students are first gathered do a Wall of Wonder on the community or the town. Using a blackboard or wall paper or a piece of paper in the middle of the restaurant table, do a timeline of the community. The amount of total time you have for the day will tell you how much time you have for this part. Most of the module needs to be spent in the field.

Grid

Study a map of the community and discuss what people already know about it, both the physical aspects, the way of life and the vital statistics. Make an initial grid of the community.

Break the students into 3 teams - Economic, Political and Cultural. Pass out the social process triangle and study the sections. Ask the students what they will be looking for in the community that is practically related to the E,P,C. Add to their list.

Send them out in teams to learn every thing they can.

Analy- sis

Have each of the teams report on their findings. Ask questions about their learnings.

- 1.. What is the future vision of the people? What can you imagine the community being in 5 or 10 years?
2. What problems did you identify?
3. What changes, improvements would you recommend?
4. How could these be done?

(If the community is the students home community then this workshop could be very extensive. If this is a sample community then these questions should be lighter, but ending with "what could you do to make a new future in your own community").

HOW TO HAVE A COMMUNITY WORKDAY - Teacher's procedures

CONVERSATION: What community have you lived in before?
Was it a strong or weak community? Why?
What have you noticed about the trend in communities these days?

LECTURE: All over the world people are asking about the collapse of community - whether in the city, the town or the village; whether in the developed or underdeveloped countries. The same wave happened every where. After the Second World War a rapid industrialization took place and millions or, or perhaps, a billion people moved to the cities and therefore, both within the cities and in the countryside the cozy, tight "community" changed. In some places this exodus has changed, in other places it is still going on. But many nations in both private and public sector have tried to rebuild the sense of community. I want to share some lessons from our work around the world.

Principals of effective social development:

- a. operates in a clearly defined geography
2. deals with all the people
3. involves all the people
4. addresses the depth human issue
5. creates key community symbols

In Japan economic development has been achieved to almost the highest standard in the world. The challenge seems to be in the cultural or social arena. Cultural Development is:

- a. creates rapid, dramatic signs of possibility
- b. calls forth corporate work
- c. creates community space and calendar filled with events
- d. creates a story of the community's destiny
- e. Demands sharing success with other communities

The community workday is one way to achieve some of these values.

WORKSHOP: 1. Explain the workday paper
2. divide the group into 2 working teams to plan a workday:

Team A: plan a community workday involving 100 college students from _____ University who plan to clean _____ area as a demonstration of caring for the neighborhood

TEAM B: plan a community workday of 400 people involving all ages of school children, parents and grandparents of a village who will do a paint up, clean up and fix up of 10 important areas in the village in 1 day.

3. Have the teams report and discuss the learnings

HOW TO SOLVE A PARTICULAR PROBLEM - Teacher's Procedures
(PSU METHOD)

- Conversation;
1. What are some problems that you have solved in the past and how did you do it?
 2. What are some that are facing you now?

LECTURE: I want to share some insights about "The Art of Winning". This style of winning is critical to leadership. It is the Art of Doing or the Art of Generalship. There are 6 principals basically taken from Sun Tsu.

1. KNOW YOUR TERRAIN.- This is doing your "homework" on where you will work. This requires knowledge and information. It requires insight and the ability to see through the situation. The given situation is yours to know. Where are the rough spots and the water holes? Where is it easy, where are the turning points, etc.
2. KNOW YOUR WEAPONS (methods): Unify your methods and your products before you set out. Perfect it. You don't need to use all you've got. Each encounter is the most important.
3. KNOW YOURSELF - Know your own strengths and weaknesses; your own propensities. Know your own history, your own journey. Open yourself to your own naivete and your nothingness.
4. KNOW YOUR TROOPS - Know those whom you are working with. Know their strengths and weakness. Know what they can win at and where they are afraid.
5. DISCERN TIME - Figure out when the right time is for any action. Weight major actions carefully and strike like a cobra when you can win exactly. Don't waste energy on small things; save resources and motivation on the critical factors. Plan your time well to care for the people.
6. KNOW YOUR ENEMY - Be clear on the purpose of the mission. Sometimes the enemy appears as an angle or an attitude (like cynicism). Don't be romantic about the enemy - be brutally realistic. Know who your enemy is at this moment and don't worry so much about the future.

WORKSHOP:

1. Review the PSU method. Stress the importance of creating appropriate procedures depending on the problem (form follows function).
2. Break the group into 2 groups to work out a PSU in detail as if they were planning and leading it.

GROUP A: The kuyakusho has just announced plans to build a rojin-kai center, but they must use the small children's park to do it. The parents of small children are having a meeting on Saturday to plan a counter measure, but they aren't sure what they want to do.

GROUP B: You are a group from the personnel department of a large department store. You are in need of mature workers and would like to hire married women but the normal hours are not convenient for them and you're not sure how to find them. You need a new scheme.