What You Are Is Where You Were When... AGAIN!

with Morris Massey, Ph.D.

Preview Workbook

Note this preview workbook is for purchase evaluation only. This preview includes:

- All introductory material
- Two of the four exercises
- Two pages from the extensive Glossary of Terms

Here's what Morris says about the workbook:
The "What You Are Is Where You Were When... AGAIN!" Action Guide can make every trainer look/sound/perform like a "superstar"! The exercises, complete script and major content point reinforcers all combine in a total package that can create an "S.E.E." for participants. For trainers who really want to impact their organization, this manual makes you a winner! – Morris Massey, Ph.D.

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Introduction

"OK! Lets explore the general subject of human behavior. There's a ton of information…maybe too much! Check traditional academic areas – psychology, sociology, anthropology, economics, biology…genetics. There's no good basic model describing "WHY" people behave."
- Morris Massey

Morris Massey is back with an updated presentation of his long-standing, award-winning value system theory on human behavior. In "What You Are Is Where You Were When… Again," Morris explains differences using real life examples mixed with humor and intellect. As Morris challenges you to reflect on your value system and take a good look around at the people with whom you work and live. Through this process, you'll gain insight and knowledge on how to understand and communicate with these people, making your life and work - and theirs - easier and more productive.

The purpose of this video and workbook is to allow you and all your participants to learn how to look objectively and non-judgmentally at other people, and ask: Where were they when? What are their values? The key message is simple. If you want to understand and work more effectively with people, ASK them about their thoughts, concerns, and ideas. LISTEN to what they say. Then write it down and TRY it! 3 simple steps: ASK…LISTEN…TRY! Then ask again, listen some more, try something else. It is so simple—but it's NOT easy to put your own values on "hold."

This Action Guide will assist you in presenting this information and help your team to better understand why people behave differently. So…'Ready? Buckle up! And PLEASE…be sure that your mind is NOT in an upright and locked position"!
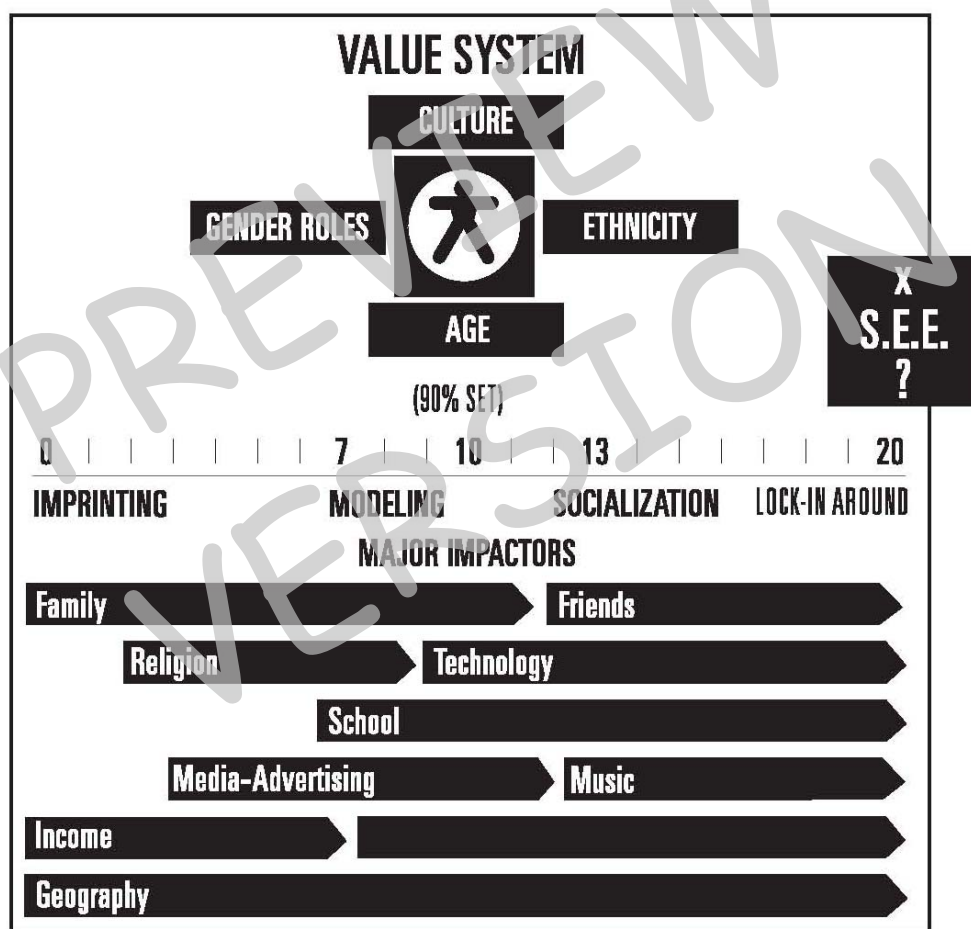
Using The Action Guide

This Action Guide is broken into several components.

- First, we have provided you with some suggested training and discussion questions.

- Value Systems and Generational Overview charts are included for your reference.

- We have also included four exercises for you to use at your discretion. All handouts have been included and are located in the back of the book. Exercise One and Two are short exercises while Exercise Three and Four are more in depth and will take more time to complete.

- Due to the multiple generational references in Massey's presentation, we have included a Glossary of Terms section to provide the appropriate background references.

- A full transcript of Morris's presentation is included.

VALUE SYSTEM CHART

In Part I, Morris uses a chart to explain how our values become programmed during our childhood and adolescence. Included in this chart are the key influences (Culture, Gender Roles, Ethnicity, and Age) as well as a timeline showing what Morris calls the "major impactors." As Morris states, 90% or so of our values are set by around 10 years old and then our values reach final "lock in" at about 20 years old. The only way we can change after that is through a "Significant Emotional Event" (an S.E.E.).

VALUE SYSTEM

CULTURE

GENDER ROLES   ETHNICITY

AGE

X
S.E.E.
?

(90% SET)

0   7   10   13   20

IMPRINTING   MODELING   SOCIALIZATION   LOCK-IN AROUND

MAJOR IMPACTORS

Family   Friends

Religion   Technology

School

Media-Advertising   Music

Income

Geography

Generational Overview Chart (Horizontal)

In Part II of the program, Morris lays out several of the key events that influenced each generation. This chart will be displayed below in horizontal form and vertical form on the following page. You can photocopy this chart and distribute it to your audience.

THE GENERATIONAL OVERVIEW

70 years+	60 years	60-45 years	45-30years		30-20years		20 years & YOUNGER		
SENIORS	SCHIZOS	BOOMERS	Gen X		Gen Y		Gen Z		?

1940's	1950's	1960's	1970's	1980's	1990's	2000's	2005

	WWII	Good Life	Dr. Spock	Vietnam		Yuppies	Latchkey Kids	Helicopter Parents	Gulf War#2
	A-bomb	Cold War	Sputnik	Man on Moon	Watergate		Berlin Wall Falls	iPod	Gold Collars
		TV		'Bad' Guys Win		Challenger	Gulf War#1	Google	9-11-01
	Real Heroes		Civil Rights	Computers	MTV		Cell Phones	Enron & WorldCom	Steriods
		Integration		JFK	Hippies		Hip Hop	Outsourcing	Katrina
		Rock 'N Roll	Credit Cards	"Hair"		AIDS Epidemic	Internet	Celebrities	Heirheads
		The Pill		Human Rights		Video Games			
		Women's Lib							

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Generational Overview Chart (Vertical)

THE GENERATIONAL OVERVIEW

	SENIORS	SCHIZOS	BOOMERS	Gen X	Gen Y		Gen Z		
	70 years+	60 years	60–45 years	45–30years	30–20years		20 years & YOUNGER		
	1940's	1950's	1960's	1970's	1980's	1990's	2000's	2005	?

WWII — Good Life — Dr. Spock — Vietnam — Yuppies — Latchkey Kids — Helicopter Parents — Gulf War#2

A-bomb — Cold War — Sputnik — Man on Moon — Watergate — Berlin Wall Falls — iPod — Gold Collars

TV — 'Bad' Guys Win — Challenger — Gulf War#1 — Google — 9-11-01

Real Heroes — Civil Rights — Computers — MTV — Cell Phones — Enron & WorldCom — Steriods

Integration — JFK — Hippies — Hip Hop — Outsourcing — Katrina

Rock 'N Roll — Credit Cards — "Hair" — AIDS Epidemic — Internet — Celebrities — Heirheads

The Pill — Human Rights — Video Games

Women's Lib

Suggested Training Sessions

This presentation has a break between Part I (20 minutes) and Part II (40 minutes) along with charts, handouts, questions, exercises, and many high energy, and self-questioning ideas. We recommend that you assess the familiarity level of your group before deciding on your training approach. We have provided you with a few ideas based on that assessment.

The Beginner
This group of people would be new to Morris Massey's presentation and any diversity training and the idea of self-assessment. In order to maintain their level of learning and not "shock" them, we recommend that you show the entire video first. You can follow up the presentation with the discussion questions and then allow a week or two for the ideas presented to be processed. Once you reconvene, we suggest that you try one or both of the first two exercises. Then proceed to the final two exercises.

The Moderate
If you're training group has had some exposure to Morris Massey, diversity training, and the idea of self-assessment then we suggest that you use this moderate presentation. Watch the entire video and then proceed to the discussion questions. Once you have completed that (and possibly reconvene a week later depending on your time constraints), you can begin exercise two and then work your way through the last two exercises allowing time in between exercises for absorption and reflection.

The Expert
Your group is very familiar with Morris Massey, diversity training, and the idea of self-assessment. Please use the information provided once you have viewed the video as your group sees fit.

Discussion Questions

Throughout this program, Morris has presented ideas, comments, and examples that are intending to shock people out of their complacency. We have included a set of discussion questions to help people process their thoughts and ideas. These questions can be used in various ways. You can distribute them to each participant. After each participant answers the questions, you can follow up with a group meeting to discuss the subject or the leader may use the questions to stimulate group discussion.

To aid in this process, we have divided the questions into Part I and Part II to coincide with the two major charts in the video. Additionally, we have added discussion questions, which follow the exercises in this action guide. Handouts of these questions can be found at the back of this workbook.

Part I Questions

- Morris talks about things that influence our values, culture, gender roles, ethnicity elements and age. What happens in your organization? Are there culture, ethnicity or gender clashes?
- Throughout the process of imprinting, modeling, and socialization our values are formed. Unless a S.E.E. (Significant Emotional Event) occurs or we make a conscious effort to adjust our values we basically model that behavior. Do you see a need for a S.E.E. or a conscious effort to adjust values in your organization? If so then what should you focus on and how can you bring about change.
- Have you ever experienced an S.E.E? If so, perhaps you can discuss the event and describe how it changed your outlook and values.
- Many people feel they have a second family at work. Since family is often a large influence in developing your value system, how does your organizational "family" fit into that value system?
- Over the past several decades the media has become a large influence in developing personal values. Does your organization benefit from the media? Can it? Or is the media a detriment to your organization?

Part II Questions

- Keeping with Morris' generational timeline, Boomers are the ones at the top of organizations who are calling the shots. Is your organization run by Boomers? If so, what values have been driven by boomers in your organization?
- Do you have a diverse group of people in your organization? Are there Boomers, Gen Xer's, etc? Do you think that is a benefit to your organization? Do you think there could or should be a more diverse group working in your organization?
- What national S.E.E.'s have occurred during your time at your organization (Katrina?, 9-11?)? How have these national S.E.E.'s affected you, your co-workers, your top managers, and your organization's values. Was everyone comfortable talking about these events or was there turmoil and disagreement.
- Generation X, Y, and Zers are coming to the forefront of our attention – they are growing up, have grown up and are in the workforce. Since they are typically predictably unpredictable, what changes do you feel will happen in your organization as a result of them entering the workforce? What changes would you like to see happen in your organization as result?
- Morris encourages us to put our own values on hold and to ASK, LISTEN, and TRY. Have you tried these simple exercises? What personal and/or organizational obstacles did you encounter? How can you overcome them?

EXERCISE 1: Breaking–In the Idea

This Exercise is not included in the PREVIEW WORKBOOK.

Exercise 2:
An Introduction To Value Programming
Judgments

INTRODUCTION: Throughout this presentation, you've heard Morris Massey address value programming. This group exercise will begin the process of looking inward at our own value programming and how it influences our behaviors, communications, and relationships.

ACTIVITY: Separate your participants into small groups of even numbered people. Have them sit across from each other and simply look at the person directly across from them, Give each participant two copies of the worksheet. Explain to the participants that one sheet is for their own use while the other will be about the person across from them. Explain to the participants that they are to write their GUT reaction to all of the questions. Once the worksheet is completed, have the two people switch sheets. After the exercise is completed have participants discuss and compare their differences. Now bring the group back together and continue the discussion.

I would define the person I see before me is a _____

_____
who is approximately _____yrs old and works in
the department of_____. I have worked with them
for _____ (days, months, years).

I expect that if there were a catastrophe in the building that they would react how? _____

I believe their favorite TV shows are:_____
_____
_____

When they are not at work, I believe they enjoy spending their free time doing what? _____
_____
_____
_____
_____

If they had to choose between buying a fancy house or saving money, they would _____

_____

_____

_____

If they could buy any kind of car, they would buy_____

_____

They like / don't like pets _____

Why?_____

I believe they are close / not close to their family_____

Why?_____

In their non work hours, they dress like_____

They are part of which generation_____

Based on that, what do you expect them to say about:

The War in Iraq?_____

Welfare?_____

Abortion Rights?_____

Cloning?_____

Internet Chat Rooms?_____

Online Dating?_____

Mail-Order AIDS Tests?_____

Terrorism?_____

Other Generations?_____

Do you think they do their banking online?_____

Why or Why Not?_____

Do they use an I-Pod?_____

EXERCISE 2 QUESTIONS FOR DISCUSSION:

- Were you surprised at what you learned about the person across from you? Were your prior thoughts about this person very different from what you now know about the person?
- What did you learn about value judging during the exercise? Did you go with your gut reaction or did you try to analyze this person?
- Were there commonalities in the group? Were there common misconceptions in the group?
- How can you apply what you have learned about your co-workers to improve communications and work relationships in your organization?

Exercise 3: Analysis of Core Values

INTRODUCTION: This group exercise is designed to help the participants understand their differences by flushing out their own value judgments that were developed in their own "when". In other words, to become consciously aware of what we unconsciously assume. Through a process of recognizing the core values that we should hold higher than our own personal biases, we get RESULTS: **R**espect, **E**mpathy, **S**canning, **U**nity, **L**ove, **T**ruth/Trust and **S**elf-Awareness. These RESULTS show up in our relationships as you say, "I get it! They're not wrong, they're just different"! Once that happens, you will begin to get along better with everyone, including yourself. Your life will be more enjoyable, and your work will be more productive.

ACTIVITY: The following is a four-part exercise that should be done in small groups. Reproducible handouts can be found at the back of this book.

STEP #1
After reviewing the Value System and Generational Overview Charts, split the participants into small groups in order to help facilitate learning.

Using the statements below, jot down a few items you remember as influencing you in each category of Major Value Impactors. After a few minutes, share (what your comfortable with) in your group to sense your differences.

I am a _____ yr. old, _____,_____

                                    (ethnic)   (sex)

Because of my sex (female…male), I was told that_____

_____

And had these expectations laid on me_____

_____

My values were molded by these ethnic elements (race, language, culture)___

_____

My family was_____

Our family income allowed/limited us to_____

My heroes were_____

My religious experiences were_____

In school I learned to_____

My childhood friends influenced me by_____

Geographically, I was influenced by_____

Media (movies, music, advertising, etc) told me_____

As a result of growing up without these things_____

Some things I now value are_____

Some things I take for granted are_____

As an adult, significant emotional events (if any) have been_____

STEP #2 Part A

With the insight gained from the coverage of the different generational
backgrounds, select a group **different** from you from within your small group.
Analyze this group in the same manner you did for your own generational
cluster

Generation/age group_____

Their sex and ethnic value messages included_____

Their family patterns were probably_____

Their heroes were_____

Religion was likely_____

Friends/peers were likely_____

Education/school was_____

Their major media influences and messages were_____

Therefore, they likely **highly value** the following_____

They don't seem to value the following:_____

As a result of our *normal* differences, we're likely to clash **personally** over____

_____

And **on the job** over_____

STEP #2 Part B

With a richer understanding of real value/life-style differences between the
generational clusters, select a category of **employees** or **customers** that is
difficult to understand. Using what you have learned about the values created
by where they were then, and your own growing insight, in your small group
discuss why/how the selected category relates to the following.

Job satisfaction_____

Communications_____

Recognition_____

Teams_____

Management styles_____

Male/female work issues_____

List any other issues creating friction? (rules, authority, perks, pay scales, etc)_

_____

Additional Questions for customers

Attitude about customer service_____

Expectations from vendors_____

Expectations about speed/delivery_____

STEP #3 Part 1

This step is about finding solutions and getting results. Our value system was built up like a patchwork quilt where small pieces at a time create an overall package. After about 20 or so years old, we use our values to guide our behavior and reactions to the world around us. The key to our relationships comes in accepting that others are "different". When we **stop judging** and **start accepting** each other's differences the first step toward working together and getting along begins. We can then also begin to understand current behaviors once we understand that we are products of our past. **The objective is to explain, not to blame.**

Select an individual or group currently frustrating you _____

What specifically is frustrating you? (Not vague like their "attitude"-- be specific, like their language, team behavior, timeliness, dress, personal appearance, etc)_____

_____

Fantasize for a moment…what would you really like to say, or do to them?____

_____

_____

Instead of going ballistic, using small group discussion, brainstorm what happened to them when they were value programming, especially when they were around 10 or so years old and 90% of their values were locked in.

What value "impactors" might have created the characteristic(s) that frustrates you?_____

What was the likely cumulative result of several "impactors"? (Example: "*Of course they're violent! Given their programming what do you expect?*

What did they grow up **without**? **With**? How are they different from you?

Instead of trying to create a Significant Emotional Event for them, what can you do? Perhaps make a specific agreement (after asking them what they want) instead of **assuming** what they *should* know, or change the rules, or use flex-time, or give them choices, etc. Basically, how can **you change** to get them to change? Be honest, do you want to be **effective** or just **right**?

STEP #3 Part 2

Effective individuals and organizations seem to all possess a set of often unrelated core values which guide their decisions, operations, and relationships. Without these values, no amount of formulas, recipes, checklists, training programs, communications efforts, motivation schemes, quality or customer service programs can be effective over the long run. **Before** we implement, we must assess our root values.

TRUTH AND TRUST goes hand-in-hand. Without one you cannot have the other. Organizations are especially needful of these basic values. Positive relationships can only exist with them. There are actually two types of *truth*: **Hard Data** (that which is measurable, observable) and **Soft Data** (that which we feel internally). Soft data is especially important because it can override the hard data. Effective organizations make sure they are *open* to dealing/considering both types.

Consider two or three examples in your organization of **known** hard data and **unspoken** (but strongly felt) soft data. For example, "supplier X got a new contract over better bids and rumor has it that something sexual was involved."

The **truth about truth** is that most people know what's happening: who's doing what to whom and how others feel. Further, most people can handle

the truth, even if they don't like it, and respect us for telling it like it is. It's hard to keep secrets in an electronically wired world. Recently, a major university was thrown into turmoil when someone published a list of administrative salaries. A lot of the games played in the past in many organizations are opening up to internal and external scrutiny. What once was privy to an elite *in* few is now publicly revealed, as witnessed by revelations about public officials, corporate officers, and sports figures.

If trust is created by **saying what we mean, meaning what we say and doing what we say we're going to do**, what specific incidents can you recall that have diluted trust in your organization and/or in a specific person?_____

_____

What *truths* need to be told to begin the process of re-establishing trust?_____

_____

RESPECT is the answer, but what's the question? How about "*What's underlying much of the upset with women, minorities, gays, native Americans etc*"? Remember Sigmund Freud asking, "*What do women really want?*" The answer he failed to get was: Women want the same *respect* that men are accorded. And that seems to be the underlying issue for most people with a beef about how they're treated.

In your small group, discuss this statement:
The heart of all sexual and discrimination issues is respect. We all want to be treated fairly and with human dignity.
In general, do you agree? Disagree?
How are people *not treated* with respect in your organization? (Class distinction, perk flaunting, language, jokes, etc?)_____

_____

What changes would help your organization to treat everyone with more respect?_____

_____

What would your spouse, significant other, or children say that you do to them that is not respectful? (Name calling, talking down to, shouting, never asking their opinion, *telling* instead of listening, etc.?) If you don't want to deal with yourself, then think about a good friend and discuss them?_____

_____

How could you (or your friend) change to improve this condition?

Will you change? (and *trying* doesn't count). You either do or you don't. So what's your personal commitment to getting along better? Discuss this in your small group. And remember the power of AA's "*Taking It One Day At A Time*". Relationships are improved, trust is built, truth is told…one interaction at a time.

UNITY is impossible without empathy. Our frantic attempts to create productive teams in the workplace is all for naught if we are divided. If one of our contentions is that *our long term survival depends on overcoming our separated consciousness* is true, then we have a long way to go – management vs. unions vs. staff vs. marketing vs. engineering vs. accounting vs. haves vs. have-nots vs. straights vs. gays vs. fundamentalists vs. liberals vs. conservatives vs. …. *And divided we fall.*

This is not about everybody agreeing, this about creating a sense of cohesive connectedness - - a sense of cooperation, friendly win-win competition.

In your group, discuss some of the *divisions* that exist presently and how they might be reconciled… mediated for the common good.

EMPATHY gets a lot of lip service, but it's actually hard to create. In fact, how can we "*walk in someone else's moccasins*"? We can achieve *virtual empathy* by asking the right questions. There's probably more power in questions than in always having the "right" answers.

> If I were being talked to like that, how would I feel?
> If I were being told to do that, how would I like it?
> If I were being treated that way, would I feel respected?

Notice the **F**-word **FEEL** is used here. Feelings are not something we normally like to discuss in organizations. Yet, feelings underlie our behavior. Feelings spring from our subjective value reactions. Unless forced, we do what we do because we feel like it; or we don't feel like it, so we won't.

In your group, come up with four or five questions you can use to empathize with others by placing yourself in their *feelings* shoes.

SELF-AWARENESS is more than just looking in the mirror, although that's a good start. We have to be willing to ask ourselves questions like, *"If I say that my family is the most important thing in my life, then how much time do I spend with them? What gets my attention the most?*

Rabbi H. Kuskner in the book <u>When Everything You Ever Wanted Isn't Enough</u> says, *"No one on their deathbed has ever been known to say, 'Gee, I wish I'd spent more time at the office.'"*

What sort of **Significant Emotional Event** will it take to have you examine your values, your behavior, and your priorities? In fact, have you experienced some sort of **S.E.E.** that you would be willing to share with your group? Or perhaps you know of someone who's had a **S.E.E.**. Take a few moments in your group and discuss what it would take to make you more self-aware.

SCANNING is a process of expressing the values of openness and non-positionality. Scanning means we get off our assumptions and evaluate the entire situation beyond our automatic biases. We ask openly what our customers and co-workers are really like? What difference will a change really make? How can we be more effective? Are we really being objective, or are we seriously stuck in our judgments.

By the mid-1980s, white males came under massive attack (blame) for many of our ills. While some are certainly easy and obvious targets, is it fair to blame the group categorically? The same could be said of any group that gets blanket-labeled. Blacks, Hispanics, Asians, gays, teenagers, the homeless, management, union members – all have a wide diversity of individuals.

In your group, spend a few minutes discussing how stereotyping and labeling has created tensions within your organization. Identify three groups that have been, or are being, critically viewed.

How could others be encouraged to **scan**, to open up and deal with the individuals instead of the *category*? (Socializing, movies or videos, pairing up, temporarily trading jobs, role playing etc.)_____

_____

LOVE isn't about sex. Love's about accepting, respecting, forgiving, and helping. Love is a thread line connecting the other six core values. Unfortunately, we treat love like a bad four letter word in most organizations. Yet if we look around at organizations that are truly effective and successful over the long run, then love is the only word that seems to explain what's happening.

It's expressed in serving customers, designing products and services, showing respect, being there to support others. This value is alien to those programmed in the Darth Vader mode to take no prisoners, fight to the top of the mountain, and damn-the-deficit/full-spending-ahead. Yet, many do live their values in their daily professional lives.

Take a few minutes in your group and discuss some examples of people who seem to exhibit this value in their work_____

_____

What can you personally do to make love a guiding core value for you? Change your job to something you like? Something you're passionate about? Mentor someone who needs help? Start listening more and talking less? Be creative…even if it's scary._____

_____

FINALLY, when you mix truth and trust, respect, unity, empathy, self-awareness, scanning, and love all together you get:

     R - RESPECT
     E - EMPATHY
     S - SCANNING
     U - UNITY
     L - LOVE
     T - TRUTH/TRUST
     S - SELF-AWARENESS

With these core values, the **RESULTS** we get show up in our relationships. Hopefully now you too will go: *"Right. Now I GET IT. They're not wrong. They're just different."*

If you've **gotten that**, it's guaranteed you'll start **getting along better** with everyone, including yourself!

EXERCISE 3 – QUESTIONS FOR DISCUSSION

- Does your organization have the core values present in the way they treat and communicate with their employees, customers, and vendors?
- How do you think you can incorporate some of these core values in your work life? In your personal life?
- How did you feel doing this exercise? Did you feel uncomfortable? What did you learn about yourself?
- If this training wasn't done with the whole organization, do you feel it would be a benefit for the whole organization to do it? How about your vendors? Do you wish your customers would participate too? Spouses and families?

Exercise 4: Value Programming in Ourselves

This Exercise is not included in the PREVIEW WORKBOOK.

Glossary of Terms

We have provided you with glossary of terms to accompany this film, some of these terms will be familiar to you, some of they might not be and some of them are specific to Morris' presentation. We have also provided some background vocabulary to ensure that all the references are completely explained. This material is reprinted with permission from www.answers.com.

9 – 11: On September 11, 2001 a series of suicide attacks took place upon the United States. According to the official 9/11 Commission Report, nineteen men affiliated with Osama bin Laden and Al-Qaeda, a loose network of Sunni Islamist terrorist, simultaneously hijacked four US domestic commercial airliners. Two were crashed into the World Trade Center in Manhattan, New York City – one into each of the two tallest towers, about 18 minutes apart – shortly after which both towers collapsed. The third aircraft was crashed into the US Department of Defense headquarters, The Pentagon, in Arlington County, Virginia. The fourth plane was crashed into a rural field in Somerset Country, Pennsylvania following passenger resistance. The official count records 2, 752 deaths in attacks.

Amelia Earhart: Born July 24, 1897 in Atchison Kansas and died July 2, 1937 near Howland Island in the central Pacific Ocean, is among the world's most celebrated aviators and was the first woman to fly alone over the Atlantic Ocean.

Anne Rice: Born October 4, 1941 in New Orleans, Louisiana is still alive today and in 1976 published "Interview With A Vampire" which has become the best-known vampire novel since Bram Stoker's Dracula.

Apollo: The Apollo program was designed to land humans on the Moon and bring them safely back to Earth. Six of the missions (Apollo's 11, 12, 14, 15, 16, and 17) achieved this goal. The six missions that landed on the Moon returned a wealth of scientific data and almost 400 kilograms of lunar samples. Experiments included soil mechanics, meteoroids, seismic, heat flow, lunar ranging, magnetic fields, and solar wind experiments.

Apple: Apple Computer Company formed April 1, 1976 by Steve Jobs and Steve Wozniak revolutionized the use of home personal computers throughout the decades and still exists today.

Attila the Hun: Died 453, was King of the Huns (The Hun were nomadic and pastoral people of unknown ethnological affinities who originated in N. Central Asia, but appeared in Europe in the 4th Century AD and built and empire).

Baby Ruth: Born George Herman Ruth in 1895 (died 1948), is considered one of the most successful major league pitchers in American Baseball History.

Baby Boomers: A person born during the economic prosperity period following WWII. Demographers have put the generation's birth years at 1946-1964.

Berlin Wall: A wall existed between 1961 and 1989 separating West Berlin, Germany from East Germany and was built by the communist government of East Berlin Germany to keep it's inhabitants from deflecting to West Berlin Germany. It is one of the visible signs of the Cold War.

Black Eyed Peas: American hip-hop band from Los Angeles California.

Bobby Kennedy: Born November 20, 1925 in Brookline Massachusetts and died June 6, 1968 by assassination, brother of assassinated president John F. Kennedy. Served in various political positions both with his brother's presidency and without until he was assassinated by Sirhan Sirhan at the Ambassador Hotel in Los Angeles on June 5, 1968.

Boomers: Massey uses this term to describe the Baby Boomer generation.

Bow-Flex: Power pro-fitness machines sold on TV.

Canadian National Railways: Formed in 1922 by the merger of 5 separate railway systems throughout North America and Canada under the ownership of the Canadian government.

Charles Lindbergh: Born February 4, 1902 in Detroit Michigan and died August 26, 1974 of cancer was the first person to fly solo across the Atlantic Ocean.

Charles Van Doren: Born February 12, 1926 and became an American Intellectual who admitted in Congressional Hearings in 1959 that he had cheated in conjunction with the producers of the TV Quiz show "Twenty-One" as a way to entice more viewers. Van Doren had a winning streak of over $138,000 and appeared on the cover of Time Magazine as a result of this.

Christa McAuliffe: Born September 2, 1948 in Boston, Massachusetts and died January 28, 1986 in a spaceship explosion. At 37 years old, Christa McAuliffe was the first teacher chosen to participate in the NASA's "Teacher's In Space" program. She died with six other astronauts in the Challenger explosion that was televised internationally.

Cold War: Term used to describe the shifting struggle for power and prestige between the Western powers and the Communist bloc from the end of World War II until 1989. Of worldwide proportions, the conflict was tacit in the ideological differences between communism and capitalist democracy.

Columbine: The Columbine High School massacre occurred on April 20, 1999 at Columbine High School in Jefferson County near Denver and Littleton, Colorado, United States. Two teenage students, Eric Harris and Dylan Klebold, carried out a shooting rampage, killing 12 fellow students and a teacher before committing suicide.

Comedy Central: A cable television channel in the US. As its name implies, the channel carries predominantly comedy programming, both original and syndicated.

Cosmopolitan: (Cosmo) a magazine published monthly from New York by the Hearst Corporation. It was founded in 1886 as a "magazine for the whole family". When Helen Gurley Brown became chief editor in 1965, She remodeled *Cosmopolitan* into a women's magazine complete with a sexy cover shot every month of a woman (usually) in a low cut dress or bikini.

Costco: The Costco Wholesale Corporation is a membership warehouse club chain headquartered in Issaquah, Washington. Costco tends to charge relatively low prices for bulk-packaged goods primarily sold to large families, small businesses and small business owners' families.

Delta: Delta Air Lines, Inc. (Delta) is an air carrier that provides scheduled air transportation for passengers and cargo throughout the United States and around the world. On September 14, 2005, Delta Air Lines, Inc. voluntarily filed for reorganization under Chapter 11 of the U.S. Bankruptcy Code.

Desert Storm: A war fought in 1991 in which a coalition of countries led by the United States destroyed much of the military capability of Iraq and drove the Iraqi army out of Kuwait. Also called *Persian Gulf War*.

Desperate Housewives: An American television series, created by Marc Cherry that began airing on ABC in 2004. Set on Wisteria Lane in the fictional town of Fairview, the series tracks the lives of four housewives, following their domestic struggles while several mysteries unfold in the background.

Dr. Phil: Born September 1, 1950 in Vinita Okalahoma, Dr. Phillip McGraw, PhD. became a daytime television celebrity thanks to his weekly appearances on the popular talk show of Oprah Winfrey.

Dr. Spock: Born May 2, 1903 in New Haven Connecticut and died March 15, 1998 of natural causes; His book *Baby and Child Care* was published in 1946, just in time for the post-World War II baby boom, and became a widely-accepted "bible" on child rearing. Pediatrician Spock encouraged new parents to use common sense and to treat children with respect. This led some critics to call him the "Father of Permissiveness," in spite of Spock's protests to the contrary.

Dreamworks: An LLC doing business as DreamWorks SKG, is a Big Ten studio in the US, which develops, produces, and distributes films, video games, and television programming. The initials "SKG" stand for the company's co-founders, Steven Spielberg (movie director and founder of Amblin Entertainment), Jeffrey Katzenberg (former head of the Walt Disney Company's film studios), and David Geffen (founder of Geffen Records).

Braniff: An airline company that no longer exists, Braniff practically invented the modern era of airline bankruptcy.

Eastern: A long time east coast based airline that went bankrupt after Braniff.

Eminem: Born October 17, 1972 in Kansas City Missouri as Marshall Mathers, one of today's most controversial and popular rappers. Brought to fame by rapper/producer Dr. Dre, Eminem is perhaps best known for being one of the few successful white rappers in the industry, not to mention one of the most critically acclaimed.

Energizer Bunny: The marketing icon and mascot of Energizer batteries. It is a pink bunny rabbit that beats a drum while wearing shades and blue sandals. It has been appearing in television commercials since 1989.

Enron: Was an international energy trading, natural gas, and electric utilities company based in Houston, Texas that employed around 21,000 people by mid-2001, before it went bankrupt.

What You Are Is Where You Were When – Again!
Script

INTRO: In the late 1960's and early 70's, I was a young professor at the University of Colorado. I felt trapped between spacey students and archaic administrators. Every article in the newspaper and every show on TV added to this growing sense of generational confusion. As a reaction to all of the things that were going on around me, I put together a program called "What You Are Is Where You Were When." In this program, I applied some basic academic theories and took a look at how values direct our behavior. This original program grew into a whole series of videos exploring issues of values, generational conflicts and behavior.

Today, values are more volatile than ever! We have cultural wars. Generations are sparring, as are the races, sexes, religious factions, political persuasions, and socio-economic levels. The latest research shows that while many things may have changed, we still desperately need to understand how values direct our behavior. We still need to say, "What you are is where you were when."

PART 1

OK--Let's explore the general subject of human behavior. There's a ton of information…maybe TOO much!

Check traditional academic areas—Psychology, Sociology, Anthropology, Economics. Biology… Genetics. There's no good basic model describing "why" people behave. My interest…came from frustration.

Back in the 60s I played by the rules—college degree, went on to grad school, got a teaching job at the University of Colorado. It was all cool—until April 30, 1970--the US invaded Cambodia. Next day, I went in to teach…looked out the window— students demonstrating… tear gas clouds…armed police… And I went, "Oh s**t! What's going on?" So I decided to see if academics could explain the real world.

 I focused on the **one thing** we all have in common behaviorally… that "major determinate" you've just used. You've just used your Value System to evaluate me.

You checked my hair, clothes, skin color--heard my drawl—and within seconds, you judged me. Everything I say and do is being mentally filtered thru your gut values.

 We all subconsciously use values. We "look" at the world—people, products, concepts, events—and instantly decide to accept or reject. Things're either good/or bad, right/or wrong, normal/or not normal. Only if something's purely functional —like a pencil...or a screwdriver--can we be neutral.

 But when human feelings are involved, and feelings're there every time we interact…then values guide us. The way we work, play, worship, raise our kids, have sex, vote…it's all values!

If we understand where values come from—how they're used, then we'll be better at communicating, motivating, inter-relating.

Human infants arrive physically equipped—and mentally partially pre-wired. Our DNA's loaded with personality traits, motor skills, even sexual preferences—so in fact…we have less choice than we think.

Our physical equipment grows up…ages…some of it gets bigger, some turns gray…and falls off. But barring accidents or medical modifications, we're physically set up. But mental development's just beginning.

Values aren't included as God-given original equipment. Much like a computer's programmed—humans're programmed. Young minds are like sponges—absorbing everything…and like wet cement—first impressions last longest.

Key influences interact to box us in. Our CULTURE colors us; sets up an ethnocentric pre-packaged perspective. GENDER ROLES lay on behavior expectations. How to be a guy; how to be a girl… all those things about behavior as adults. ETHNICITY elements include race, religion, and language. So it all begins to package together and form a world view. Our AGE anchors us in time…defining <u>where</u> and <u>when</u> and <u>how</u> we grew up.

Exercise 2 Handout

This Exercise Handout is not included in the PREVIEW WORKBOOK.

PREVIEW
VERSION

Exercise 3 Handout

This Exercise Handout is not included in the PREVIEW WORKBOOK.

PREVIEW VERSION

Exercise 4 Handout

This Exercise Handout is not included in the PREVIEW WORKBOOK.

PREVIEW VERSION

Morris Massey Ph.D.

Since the early 1970's, Morris Massey has been working with and delivering programs about human behavior, with a particular focus on values and generational differences. He is known for his dynamic and energetic and "tell-it-like-it-is" presentation style. His undergraduate and M.B.A. degrees are from the University of Texas--Austin, and his Ph.D. in business is from Louisiana State University. During the late 1960's through the 1970's, as an Associate Dean and Professor of Marketing, at the University of Colorado--Boulder, he received four awards for teaching excellence.

Dr. Massey was honored with the W.M. McFeely award presented by the International Management Council for "significant contribution to the field of management and human relations." During the 1980s and 90s he was the #1 ranked resource for Young President's Organization International. In "What Works At Work" (Lakewood Publications, 1988) he was cited as one of the 27 most influential workplace experts of the time. His dynamic presentation style has impacted thousands of audiences around the globe and across the board from business, health care, government, education and community groups. His videotape series are acclaimed as classics and have become benchmarks of excellence for the entire industry.

With 4 million-plus frequent flyer miles accumulated by 1995, he retired from the consulting/speaking circuit and now lives with his wife in Sedona, Arizona.

Although a schizo, he has managed to master e-mail, and you may contact him directly at: <mormassey@aol.com>