ANALYZING AND INCREASING OPEN BEHAVIOR: THE JOHARI WINDOW

Goals

I. To describe open and closed behavior in terms of the Johari Window.

II. To identify. facilitating and inhibiting forces which affect the exchange of feedback.

III. To encourage the development of increased open behavior in the group through facilitated feedback.

Group Size

Eight to twelve. Several groups may be directed simultaneously,.

Time Required

Approximately two and one-half hours.

Materials Utilized

I. Newsprint, felt-tipped markers, and masking tape.

II. Johari Window Self-rating Sheets.
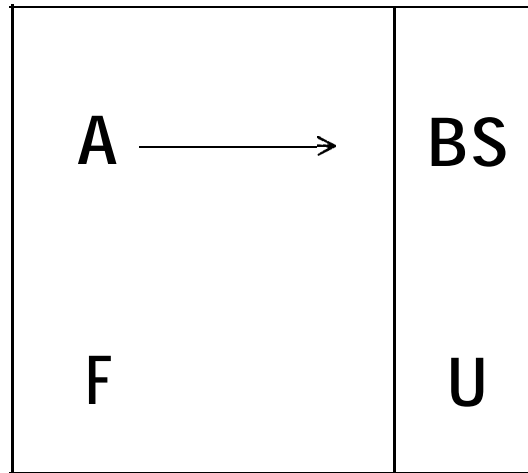
III. Pencils.

IV. Johari Window Model (Optional).

Physical Setting

A room large enough to accomodate the group or groups and to allow them to locate themselves in subgroups comfortably and with minimal noise distraction.
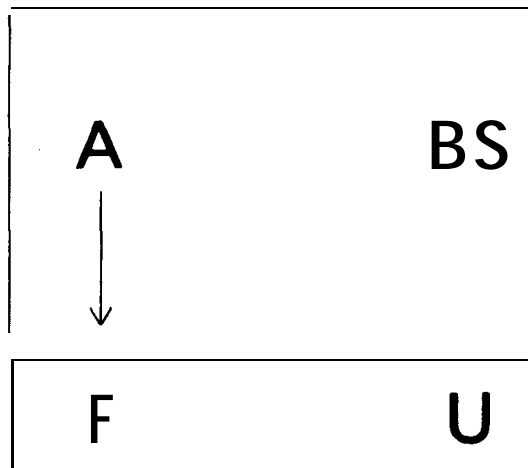
Process

I. The facilitator begins with a lecturette to the total group on giving and receiving feedback, using the Johari Window Model. (He may furnish handouts of the Johari Window Model or may choose to illustrate it himself on newsprint.) Central to his lecturette, the facilitator will emphasize how decreasing the "Blind Spot" or area unknown to self and decreasing the "Facade" or area unknown to others will increase the "Arena" or area known to everyone, thereby fostering openness. He will also emphasize the role of meaningful feedback in this process. (The Johari Window: A Model for Soliciting and Giving Feedback, in the Lecturettes Section of the 1973 Annual is excellent for this purpose. Pages 114-119).

II. The facilitator distributes the Johari Window Self-Rating Sheets.

III. He suggests that one goal participants may have in a group setting is that of discovering data about themselves that they were previously unaware of, i.e., "decreasing the Blind Spot." The only way they may do this is through the process of receiving feedback which means both soliciting feedback and being receptive to it when they receive it. In terms of the Johari Window Model, the vertical line will move to the right as the "Blind Spot" is decreased.

Affect: **Medium**
Structure: **Medium/High**
Process: **Medium**

IV. The facilitator will illustrate the decreasing "Blind Spot" on newsprmt using the following model:

```
+-------------------+---------+
|                   |         |
|                   |         |
|   A ----------->  |  BS     |
|                   |         |
|                   |         |
|                   |         |
|                   |         |
|   F               |  U      |
|                   |         |
+-------------------+---------+
```

(This and each newsprint illustration will be posted at the front of the room with masking tape for later reference.)

V. The facilitator asks the participants to look at their Self-Rating sheets. He points out that a scale from one to nine describing the extent to which a person solicits feedback runs across the top of the sheet. He asks them to think back upon their last group meeting(s) and think of the times during that meeting when they felt curious about how they were being perceived by other group members. He asks how many times they wanted to know how other group members were feeling about them and how they were coming across to the group.

VI. He asks participants to look at the scale across the top of the blank window again to find a location on that scale that describes the extent to which they *actually* solicited feedback in that group session. He emphasizes that they are not rating how many times they felt the need for feedback but how many times they *actually* asked for it. He tells them to draw a vertical line to the bottom of the window from the point they have located on the top scale.

VII. The facilitator suggests that another goal they may have in the group setting is that of becoming more open by disclosing some of the data which they have kept from the group or giving feedback to others, i.e., decreasing the "facade." The facilitator illustrates how the horizontal line drops when the "facade" is decreased:

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+-------------------------------+
|  |                            |
|  |                            |
|  A            BS              |
|  |                            |
|  |                            |
|  v                            |
+-------------------------------+
|  F            U               |
+-------------------------------+
```

VIII. 'The facilitator tells the group to notice how as the "Blind Spot" and "Facade" decreases, the "Arena," or openness to others, increases. He then asks them to look at their Johari Rating Sheets again and notice on the left-hand margin a scale running from one to nine, measuring the extent to which a person discloses himself or gives feedback to the group. He asks them to think back again on their last group meeting(s) and remember how many times during that group session they felt the need to give feedback to other group members, express their own feelings and perceptions about themselves, or take a stand on group issues.

IX. He asks them to locate on the scale at the left-hand margin the extent to which they actually gave feedback or disclosed themselves to the group. He emphasizes that they are to rate only the extent to which they actually gave feedback, not how many times they felt like doing so. When they have located the position on the scale they are to draw a horizontal line across the window pane.

X. At this point, the facilitator will illustrate the use of the Johari window by interpreting variously constructed windows. (Material and illustrations of the "ideal" window, the "interviewer," the "Bull in the China Shop," and the "Turtle" may again be found in the lecturette on The Johari Window: A Model for Soliciting and Giving Feedback" in the 1973 Annual pages 114 -119 .)

XI. The group or groups will now be divided into triads and/or quatrads depending upon the size of the group.

XII. The facilitator asks the participants to take twenty to thirty minutes to share their windows with their subgroups. They are to ask for feedback from members of their subgroup as to how they would have rated individuals in terms of soliciting and giving feedback, thus comparing self-ratings with other's perceptions. When this exchange is complete, they are to begin to identify the forces in their groups which make it easy. or difficult to solicit or give feedback. As a subgroup they are to make a list of these facilitating and inhibiting forces, taking about fifteen minutes to accomplish this task. The facilitator supplies newsprint and felt-tipped markers to each subgroup.

XIII. After approximately forty-five minutes, he asks the participants to rejoin their groups and to share the information generated by the subgroups. He asks them to integrate the subgroup lists into a final list of forces and in this process discuss what steps the group wants to take in order to increase facilitating forces and decrease inhibiting forces affecting the feedback process. The facilitator may wish to suggest that participants make contracts with one another as a method of increasing the exchange of feedback.

JOHARI WINDOW
SELF-RATING SHEET

→ SOLICITS FEEDBACK ────────→

	Never asks for feedback-no in-formation about self solicited		More closed than open		Open and closed equally		More open than closed		Always asks for feedback-wants to know how others see him
	1	2	3	4	**5**	6	7	6	9

SELF DISCLOSURE OR GIVES FEEDBACK

Never gives 1 feedback group doesn't know how he sees them or 2 where he stands

More closed 3 than open

4

Open and 5 closed equally

6

More open 7 than closed

8

Always gives 9 feedback
Lets group know how he sees them and where he stands

THE JOHARI WINDOW MODEL

SELF

———————> Solicits Feedback ————————>

GROUP Self-Disclosure or Gives Feedback

	Things I know	Things I Don't Know
Things They Know	ARENA	BLIND SPOT
Things They Don't Know	FACADE (Hidden Area)	UNKNOWN

INSIGHT

UNCONSCIOUS