

Structured Experience 12-3: Roles and Responsibilities



GOALS

The goals of this experience are to

- ◆ Enable participants to analyze the different roles and responsibilities in their lives.
- ◆ Teach participants the importance of balancing all of their roles and responsibilities.
- ◆ Reinforce the importance of looking at roles when setting priorities.

MATERIALS

The materials needed for this structured experience are

- ◆ Writing instruments
- ◆ Blank paper for taking notes and writing
- ◆ Whiteboard or flipchart with markers



TIME

- ◆ 10 minutes for introduction and setup
- ◆ 15 minutes to write roles and responsibilities
- ◆ 10 minutes for sharing of roles and responsibilities in pairs
- ◆ 10 minutes for debriefing

INSTRUCTIONS

1. Introduce the activity by discussing different types of roles we play in our work and personal lives (such as parent, spouse, supervisor, coworker, friend, and sibling) and share with the group specific examples of responsibilities for two or three roles of your choice (for example, role of a parent is to cook dinner, attend soccer games and teacher conferences, and help with homework). Note these roles and responsibilities on a whiteboard or flipchart paper for the group to see, and discuss how some roles may take precedence over others any given week, depending on what is of greatest importance.

2. Explain that they will have 15 minutes to think about and note up to six roles that they play at work and at home, as well as brainstorm three or four primary responsibilities they have for each role. If participants appear stuck, they can also brainstorm behaviors attached to each role (if responsibilities are vague).
3. When time is up, ask the participants to find a partner (a trio is fine if there is an odd number of learners).
4. Allow approximately 10 minutes for the pairs to compare their roles and responsibilities with each other and look for common characteristics. They can then discuss how they currently balance each of their roles and the challenges they may face.
5. After the 10-minute period, begin the debriefing.

DEBRIEFING

Lead the debriefing into a discussion of how participants can look at their roles and responsibilities to help them set priorities in any time period. Emphasize that we need to devote time each week to the roles that are of highest priority in that timeframe. Ask for some volunteers to share what insights they have gained about their own work and life balance, as well as the challenges they face in this area after doing this exercise. (10 minutes)