

the 20/80 rule

- purpose**
- To help participants uncover the areas of strength and the skills that they bring to a youth–adult partnership
 - To appreciate the hidden effort needed to be a resource

time 45 minutes

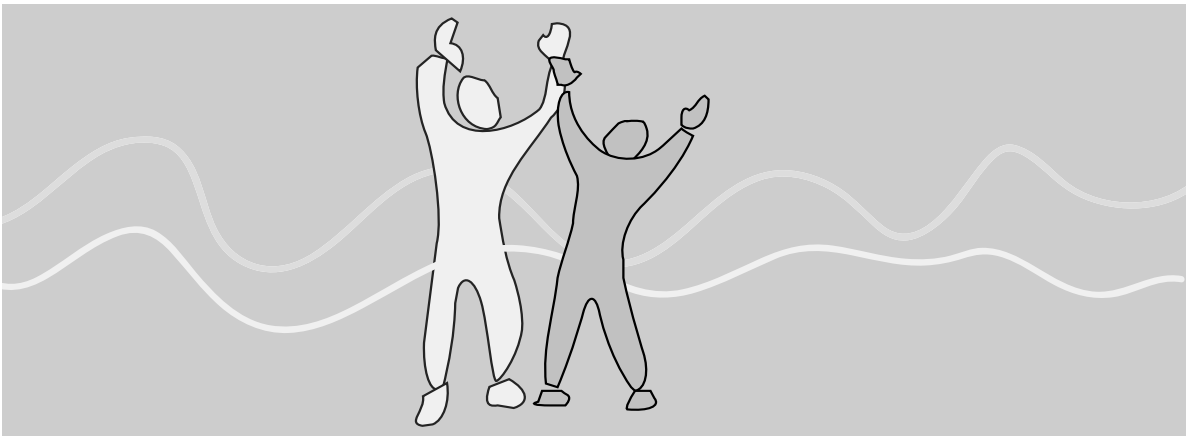
group size 6 to 25 participants

- materials**
- Flip chart and easel
 - Flip chart sheets for each participant
 - Markers

introduction

Tell the group that a well-known fact is that because of its large mass, only about 20 percent of an iceberg is above the surface of the water, whereas 80 percent is below the surface.

Like an iceberg, when observing people whom you admire, all that you see is this top 20 percent of the total effort—the study, training, and practice that it took to have great talents, characteristics, and qualities. What the person is doing shows above the surface. Most people will never see the 80 percent of the total effort, study, training, and practice that it took to make it, all of which are below the surface. Many times we think that the “superstars” we hear about are born with so much talent and skill that it was easy for them to “make it big.” Even though superstars make what they do seem easy, if you were to look into their backgrounds, you might be surprised at how much they have had to train and practice to develop their skills and to keep those skills sharp. This is the 80 percent of their effort—their study, sweat, training, and practice—that none of us ever see.

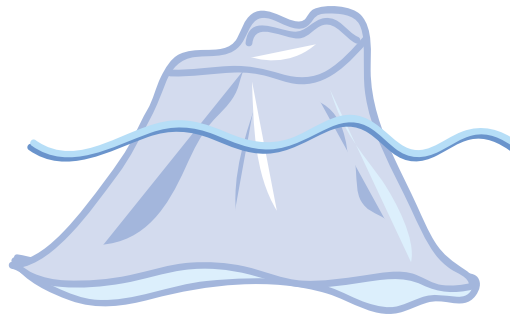


trainer note: Ask the group to identify one or two superstars (e.g., Michael Jordan, Denzel Washington, or Alicia Keys) and to give examples of the 20/80 rule for those superstars.

step one

Draw a large iceberg on a flip chart and again emphasize the idea of 20 percent being above the surface and 80 percent being below the surface.

Give each participant a sheet of flip chart paper. Have everyone draw an iceberg; be sure to have them include the waterline.



step two

On the 20 percent above the surface of the iceberg, have participants list all the things that they are good at, have achieved, or can share as a resource to the youth-adult partnership. Be sure to give and elicit a few examples to get them underway, such as “good listener,” “team player,” and “good with follow through.” Have participants share their drawing with one other person near them.

step three

On the part below the surface, have participants write the actions, efforts, and hard work they have done to become this great resource. Give a few examples, such as, “keep records of meetings,” “return phone calls,” and “maintain an appointment book.”

Hang the icebergs around the room, and have the participants walk around and view the icebergs (i.e., take a “gallery walk”) to observe what others wrote.



reflection and discussion

When participants have completed the gallery walk, ask the following questions:

- What shapes did you see?
- What words did you observe?
- Where did you find yourself saying “right on?”
- What are you skeptical about?
- What did you learn about participants whom you did not know before?
- What decisions, shifts, or changes do we need to make as a group?