Worksheet #2: Complementarity

1. Consider a university setting. Identify roles within the university that have perspectives people may be less open to, be more prone to argue with, resist, or avoid. These roles may include faculty members or administrators.

   *Example: The Provost as Chief Academic Officer may be perceived as bureaucratic by some members of the university community.*

2. What are the perspectives of the roles you have selected? How do role occupants see the world? How do they see what you contribute as instructional designers? Describe as clearly as possible without naming or identifying an individual.

   *Example: The Provost may perceive the world is needing to show consistency and across-the-board patterns of performance. S/he may view the work of instructional designers as needing to contribute to consistency versus change-making that designers seek to effect with others.*

3. What if we considered every perspective as valid, even and especially those we disagree with? What if we considered those difficult, valid perspectives as constraints within which we must design the instruction, department, or organization? What insight might this principle then provide?