

Manual for Using the G-PEG (Goals Perceiver Element Grid) in Team Building and Consultation

Harry Procter, 2007

1. The G-PEG is a particular type of *Qualitative Grid* (see references below) that is useful in work with teams, families and in individual work.
2. An initial explanation is given to the team, including the idea that everyone has their unique view on life, themselves, their situation , each other etc
3. This includes in everyone a set of “constructs”, ideas and values that have two poles, for example, *happy* versus *sad*, *friendly* versus *remote*, etc
4. Each team member is given a sheet of paper on which they can write their private thoughts. They will be able to select aspects of these that they are happy to share, but the sheet is for their eyes only.
5. *The task is: Imagine the team in six months or a year's time, after which some useful work has been done and the team, though not ideal, is functioning well enough for work to be done well and the atmosphere to be is pleasant enough to come in for.*
6. *Think of the team actually working together at this time. In this situation, how would you like to be able to see yourself? Write down three ideas, or two or just one. More if you like.*
7. *Now write the names of the others down and put how you would like to be able to see them. Put thee ideas down about them. Positive ideas are better than “not” or “less” so-and-so.*
8. The facilitator helps the members with this, clarifying the task, helping them to imagine an actual situation under the improved conditions and finding suitable words or phrases for them.
9. When the team is ready, the facilitator asks them to *choose their best idea, or most representative idea in answer to question 6, that is alright to share with the group*. Enter these into the diagonal cells (bold in fig 2) for each member, having drawn up a blank G-PEG with the correct number of rows and columns to correspond to each member. These are labeled in the same order from the top left hand corner along the rows and down the columns, people as *perceivers* on the left and as *elements* along the top
10. If this has been achieved satisfactorily enough, one can move on to filling in the other cells of the G-PEG, being aware to work sensitively around difficult points of tension and ensuring a good spread of contributions from different members.
11. In individual work a person can be asked to complete the G-PEG according to *how they imagine* each member of their family, team or network would complete it.

		ELEMENTS				
		A	B	C	D	E
PERCEIVERS	A					
	B					
	C					
	D					
	E					

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Fig 1 Perceiver-element grid (PEG) (blank)

		ANN	BILL	CATH	DAVE	ED
PERCEIVERS	ANN	SECURE SAFE CHILLED	SUPPORTIVE PRACTICALLY AND EMOTION- ALLY	LISTENS TO ME VALUES ME	CONTINUES TO SUPPORT CLEAR MES- SAGES ABOUT WHAT I NEED TO DO	SENSITIVE HE FEELS VAL- UED BY THE TEAM
	BILL	BELIEVING IN HER CAPABIL- ITIES	CALM ENTHUSED PATIENT INVENTIVE ↓ HAPPY	PATIENT HAPPY	HARDER TOUGHER	CALM
	CATH	AT PEACE	MORE ACCEPT- ING	MORE RELAXED LESS STRESSED BE ABLE TO VOICE MY OPIN- ION	BUFFERING	LISTENING
	DAVE	ABLE TO PUT PAST GRIEV- ANCES BEHIND HER GIVE POSITIVE SELF	DOESN'T NEED TO HAVE AN- SWERS ALL THE TIME CALMER IN A CONFLICT	DOESN'T FEEL NEED TO BE RIGHT HAPPY ABOUT SELF AND WORK- ING RELATION- SHIPS	CHALLENGES CONFLICT BRINGS SELF IN MORE SECURE, SURE	SENSITIVE HAPPY IN HIS ROLE MOVE ON TO SOMETHING INTERESTING WITHIN ROLE
	ED	UNFLUSTERED	ACCEPTING OF MY DIFFERENT OPINION	SETTLED	ACTIVE RESPONSIBLE	VALUED HAPPY POSI- TIVE RELIABLE EAGER OPTI- MISTIC

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Fig 2: Goal Perceiver-element grid (G-PEG) Worked example with Therapy Team “As we hope to be able to see self and others”

The results can be entered into a computer if desired and emailed to each member before the next meeting. The members are invited to think about revising the ideas in their row and adding further detail or comment if they wish, to bring to the next session. The results are useful for further discussion and problem-solving. It can be used as a “bench-mark” to plot change over a period of time. They basically consist of 25 goals to be aspired to (in a 5x5 grid). Row and columns can be compared and contrasted and cross-checked with each other to increase sociality and mutual understanding between team members. The column gives a summary of the aspirational constructs applied to the team member and the row gives the constructs chosen by each member.

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Many of these papers can be downloaded from <https://herts.academia.edu/HarryProcter>

Links to **Five Teaching Videos on Qualitative Grids** can be found at [here](#):

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