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Teaching and Learning

Music as a mirror: the “choosing my personal theme song” exercise

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Abstract

When asked to describe their strengths people rarely refer to their natural knowledge, skills, abilities, and talents. From this we may assume that many are unaware of their individual strengths or at the very least take them for granted. Music lyrics are particularly salient symbols available in the minds of students and can be powerful tools for learning more about themselves and others. This knowledge is valuable as they continue in their own personal evolution as they discern greater distinctions between themselves and the world around them. The interactive exercise presented here uses music to help students look in the ‘mirror,’ reflect on their observations, and increase their self-awareness. *Organization Management Journal* (2009) 6, 48–57. doi:10.1057/omj.2009.7

Keywords: self-awareness; music; exercise; personality

For many researchers, self-awareness is considered a cornerstone of solid human relations regardless of domain. For centuries, the maxim “know yourself” (Laertius and Yonge, 2006) has been at the heart of good human interaction. Maslow (1962) considers self-awareness an enigma in that while we desire to know more about ourselves, we simultaneously avoid that knowledge and what it might mean for us. Self-knowledge that conflicts with our current state of self-awareness can create internal conflict and compel us to reconcile that new knowledge with inaccurate self-perceptions. Numerous tools and techniques have been developed to enlarge and enlighten our sense of self. While not an exhaustive list, these include group techniques, mediation, psychoanalysis, transactional analysis, a whole host of inventories such as the Myers Briggs Type Indicator (Myers and McCauley, 1985), and the Learning Styles Inventory (Kolb, 1985) as well as more clinical tools such as the Minnesota Multiphasic Personality Inventory (Butcher *et al.*, 1989) and the 16 PF (Cattell *et al.*, 1970). These instruments enable us to gather a greater understanding of self, powerful introspection, and a deeper perspective of who we are becoming.

Life is rich with opportunities to see ourselves reflected back to us in a circular, hermeneutical, and recursive way that grows our knowledge. Aristotle wrote: “Words spoken are symbols or signs of affections or impressions of the soul” (1938: 115) and give us insights about who we are and our unique contribution to our world and work. By this very same notion, we can gather a greater appreciation of others and the diversity present within the rest of



the world. For example, when looking in a mirror we see the physical features we have in common to those of the same gender, race, and age. At the same time we can identify those features that are unique to us and separate from others. Obtaining self-awareness enables us to simultaneously see our connections to others and their unique potential.

Personal growth exercises that use interactive learning combined with individual reflection are particularly effective “mirrors” of our self. In the classroom, the interactive approach leads students to engage in processes where knowledge is created through the transformation of experiences into sources of learning. Subsequent reflection on those experiences facilitates deeper learning through linking concepts with that experience (Kolb, 1984). Similar approaches to learning can be found in the management literature. For example, Chavez and Ge (2007) asked students to answer questions about a story intended to make the students aware of their attributions and how they are influenced by automatic stereotyping. Dungan and Mundhenk (2006) asked students to complete self-assessments of their behavior in self-directed classroom exercises as a way to gain a more objective view of their strengths, and weaknesses. These examples also highlight the opportunities teachers have to serve students in ways that help them better see themselves and achieve greater self-knowledge. The interactive exercise presented here uses music to help students look in the “mirror,” reflect on their observations, and increase their self-awareness. This awareness may well serve students as they attempt to match their personality and values with career and life choices.

Mirrors and metaphors described

Art can be used metaphorically to describe human experience. Fairfield and London (2003) described a semester long group’s process activity using language particular to the attributes of music such as melody, harmony, dynamics, tempo, and rhythm. They used music to metaphorically help the instructor and students better understand teams and classroom issues. The institution of these metaphors offered a better view of experiences thereby allowing a “more literal analysis” (p. 654) to take place. Other art-based metaphors have been shown to be powerful sources of insight (Srivastva and Barrett, 1988; Barrett and Cooperrider, 1990). For example, poetry – music’s cousin – has been used as a powerful medium to help students understand work and life. It has also been used

along with the visual arts to build emotional intelligence (Goleman, 1997; Boyatzis *et al.*, 2002; Morris *et al.*, 2005). Morris *et al.* (2005) claimed that these metaphors can “stimulate imagination and trigger mental images [and] provide a rich context for helping students develop greater emotion awareness” (p. 889). Bilimoria (1999) chose to spend her words in the “Editor’s Corner” of the *Journal of Management Education* imploring management educators to attend to the “affective, aesthetic, intuitive and evocative aspects of organizations and work” (p. 465). Her call was to invoke the “passion and poetry” of human experience in creating “a sense of identity, purpose, and contribution, that generate genuine enthusiasm and excitement ... and give rise to a deep sense of connection” (p. 465). Finally, she asked readers/professors to consider the potential contribution to personal and professional growth of adding passion and poetry to their lives and curricula.

Photography is a self-reflective and inclusive pedagogy at the heart of writing by Chio and Fandt (2007). They used the action research methodology of photovoice in the classroom as a means of translating the theoretical component of a diverse classroom to the practical demands of students. The method used the art of photography as a means of bridging the gap between “experts and nonexperts” (p. 486). Photovoice gives “active voice” (p. 486) to those who are often the target of knowledge creation and “values the knowledge put forth by people as a vital source of expertise” (Wang and Burris, 1997: 372 as cited by Chio and Fandt, 2007: 486). Here the lens becomes the literal and metaphoric interpretive apparatus whereby participants project themselves into and onto the world. Those images that seemed salient, important, and relevant were chosen by the participants and not delivered to them by another person with more position power. As a result, the self of the “photographer” may be seen in part through the selected photographs taken by that self. Pictures were at the heart of another exercise as described by Pineda (1999) who leverages the tried and true practice of conference poster sessions as an outlet for student expression. In this approach students were relieved of the anxiety that often accompanies their traditional in-class presentations. Constructed as a poster session, students could move freely among the various posters engaging in small group dialogue that is often much more interactive. How students chose to create their posters, what was emphasized, and how it was displayed all offer

greater degrees of freedom to the student. Outlets for the expression of their self-broaden well beyond the limiting confines of the traditional Power Point presentation.

Among the available types of art, music is one of the most powerful because it can move the human spirit in emotional and physiological ways. Storr (1999) says autonomic physiological processes such as pulse rate, respiratory rate, pupil dilation, and galvanic skin response are impacted by musical rhythm. According to Storr music is woven into the very fabric of what it means to be human. He described various ways in which music insinuates itself into lives and psyches by citing multiple instances in history and traditional human relations (e.g., graduation, wedding ceremonies, football half-time shows) where melodic use of language may be present. He also explained the unavoidable tendency of humans to move physically when listening to music.

Poetry, music, and art all serve as “mirrors” through which students can project and interpret their lives in ways that are less direct and thereby less threatening should unanticipated and negative results occur. The likelihood that people will project themselves onto abstract and ambiguous stimuli has been well documented in the use of classic projection techniques in psychoanalysis such as the thematic apperception test (TAT) and the Rorschach inkblot test (Murray, 1943; Rorschach, 1921/1942). Similar to Fairfield and London’s (2003) model demonstrating how students gain a new perspective through the metaphor of music, the “Choosing My Personal Theme Song” exercise

described in this paper provides another ambiguous medium through which students may interpret themselves to gain a greater understanding of self through that recursive process (see Figure 1). The self-selected songs stand as metaphors for at least part of the students’ lives. Something within the song resonates in such a way that it rises as a figure against the ground of their lives becoming their chosen theme. This theme song is viewed as a medium where feelings, emotions, values, dreams, fears, and hopes are expressed in words to a student who identifies with the message in the music. This may enable students who may be poorly equipped to express a similar personal message as eloquently and succinctly to discover and express something about their true self, through the use of that music’s lyrics. Although each person’s personality is unique, it can often be inferred from persistent patterns of behaviors, thoughts, or feelings.

This exercise helps illuminate some core aspect of personality and aids students in acquiring awareness and understanding in a nonthreatening way. It is similar in intent to projective tests like the TAT and Rorschach inkblots but is a teaching technique as opposed to a clinical tool. The exercise helps students gather a greater sense of their personal uniqueness and are better equips them to make choices that may lead to greater life satisfaction in the form of chosen major, higher performance in those classes that are related to that major, and their ultimate career path. Success with these choices is intimately connected to one’s core self-evaluation according to Judge and Hurst (2007)

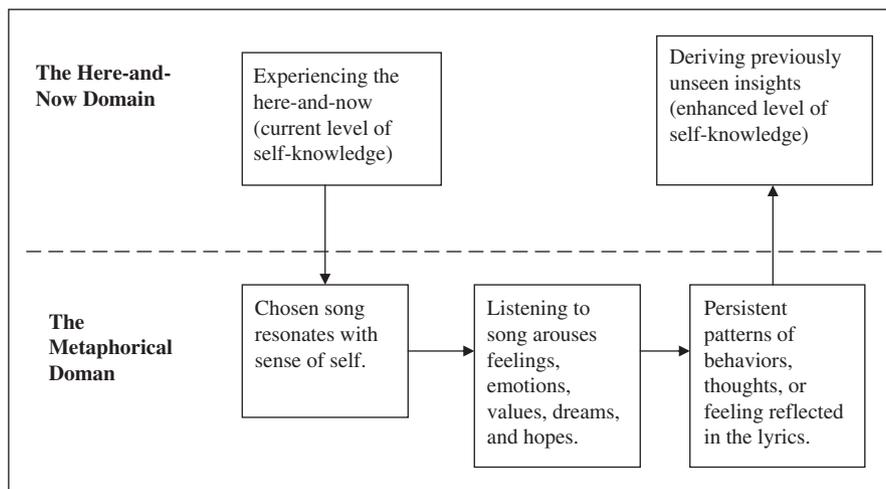


Figure 1 Model of music as metaphor.



who claim that increased self-knowledge results in more success and leads to increased self-esteem and self-efficacy. Emotional stability may also evolve from a greater understanding of the distinctive nature of who they are and are becoming. This increase in self-knowledge advances awareness of diversity among their cohort as they begin to understand finer distinctions among what may appear to be similar individuals.

Learning goals

“Music as a Mirror: Choosing My Personal Theme Song” has three goals:

- (1) to encourage participants to engage in self-exploration about their personality and unique qualities;
- (2) to discuss themselves with a peer group to uncover the commonalities and diversity within that peer group; and
- (3) to discuss the relationship between self-awareness, personality, and the appropriate career choice.

Appropriate context for use

This exercise can be used in any classroom or training situation where personality, self-awareness, or managing diversity is a topic of discussion. Other areas that can be engaged through this exercise are leadership, motivation, teams, person-job match, and interpersonal communication. This exercise may be particularly helpful as an “ice-breaker” for newly formed project teams or classes. For this reason it may be best to complete this exercise early in the semester or training session when participants (and the instructor) are relatively unfamiliar with each others’ idiosyncrasies. It has been used successfully with traditional undergraduate students who have had limited working experience.

Description of the exercise: “Music as a Mirror: Choosing My Personal Theme Song.”

This exercise asks students to select a personal theme song that represents how they see themselves as reflected through the lyrics. Once selected, the exercise facilitates reflection on the diversity within the class through group discussions. Examples of songs previously selected by students are shown in Table 1.

Instructions for instructors

Preparation

This activity requires a preliminary set-up to avoid group discussions where only some students come to class prepared with a personal theme song and

Table 1 Representative Sample of Student Theme Songs

Artist	Song Title
311	<i>Life's Not a Race</i>
AC/DC	<i>Ride On</i>
Billy Joel	<i>Uptown Girl</i>
Bob Dylan	<i>Like a Rolling Stone</i>
Christina Aguilera	<i>Soar</i>
Circle Jerks	<i>Question Authority</i>
Coldplay	<i>Don't Panic</i>
Dave Matthews Band	<i>One Sweet World</i>
Des'ree	<i>Gotta Be</i>
Don Henley	<i>'My Thanksgiving'</i>
Donnie McClurkin	<i>We fall down</i>
Frank Sinatra	<i>High Hopes</i>
Frank Sinatra	<i>My Way</i>
Gorillaz	<i>Clint Eastwood</i>
Hoobastank	<i>The First of Me</i>
Isley Brothers	<i>Shout!</i>
Jamie Foxx	<i>Unpredictable</i>
Kenny Chesney	<i>Where the Green Grass Grows</i>
Lynyrd Skynyrd	<i>Freebird</i>
Lynyrd Skynyrd	<i>Simple Man</i>
Mighty Mighty Bosstones	<i>Impression That I Get</i>
OutKast	<i>Hey Ya</i>
Queen	<i>I Want it All</i>
Joe Esposito	<i>You're the Best Around</i>
Third Eye Blind	<i>Camouflage</i>
Tim McGraw	<i>Live like you were Dying</i>
Tony Bennett	<i>Rags to Riches</i>
U2	<i>Beautiful Day</i>
Wyclef Jean	<i>Gone Till November</i>

some reflection on their personality. The assignment worksheet (see Appendix A) prompts them to select a personal theme song and to answer some short questions about their selection before class. The worksheet can be posted online using Blackboard’s survey manager, for example, to determine the number of students who have completed the assignment before class. In using the exercise, 60% of students reported spending 15–45 min selecting a personal theme song and completing the worksheet, 30% reported spending between 1–2 h and 10% reported taking more than 2 h to select their song and complete the worksheet.

Approximate timing

The approximate timing for each of the activities is provided below. The exercise was originally created for a 75 min class, but it can easily be adapted to classes of different durations by dividing or shortening activities.

1. Introduction of assignment: 5 min in the session before day of exercise.

2. Group discussions: 20 min.
3. Group member introductions: 10–15 min.
4. Class discussion: 10–20 min.

Procedures

Step 1. (5 min) Introduction of assignment (session before day of exercise). At the end of this class session participants are given a worksheet and asked to spend some time choosing their personal theme song before completing it. Students should complete the worksheet by 5 pm on the day before the next class. It has been helpful to suggest that responses be PG-13 as they will be used for group discussion in class. While students are requested come to class with an identified theme song, they are also asked to bring a particularly meaningful excerpt of that song’s lyrics to capture the essence of who they are.

Step 2. (20 min, day of exercise) The students are divided into groups of three to five members and are asked to select someone in the group to take notes. Each student is asked to present his or her personal theme song to the small group and explain how it represents them. Once students are in groups they are provided this brief summary:

“Each of you will be asked to present yourself to the group. This assignment is similar to an interview, in that you are asked to describe who you are. A common interview question might be “Tell me about yourself.” Each person should at minimum tell the group their personal theme song and why they chose that song to represent them; present the lyrics of the song that captures they essence of who they are, the career track they might like to pursue after graduation, and what aspects of that career appeal to them; and give a positive example of how their past behavior is reflected in the song. The notetaker should record comments on each person. When all groups have completed this step, someone from each group will be asked to introduce the individual group members to the rest of the class.”

Before the students begin their discussion, it may be helpful for instructors to model the desired behavior by briefly presenting their personal theme song to the class and indicate why it is indicative of their personality.

Step 3. After 5–8 min of small group discussion, the following questions are written on the board:

- “As a group:
- Identify how each person in the group is unique.
 - Identify how each person in the group is similar.”

After an additional 2–3 min, the following is added:

- “Please select someone in the group to:
- Introduce

- each person
- their song
- how it reflects them and the career they are interested in; and
- Identify
 - how each person in the group is unique
 - how each person in the group is similar
 - examples of past behavior that is reflected in the song.”

Requiring one person to introduce the group members to the class saves time over rotating this responsibility among group members.

Step 4. (10 min). The identified representative of each group makes a brief presentation of the qualitative findings about the personalities of the members. Presenters are encouraged to highlight similarities and differences within the group.

Step 5. (10 min). The instructor should debrief and summarize key findings and link them to the ideas of diversity and uniqueness. Possible discussion questions from the instructor after all group presentations are complete include:

- What was it like hearing someone else describe you and your personality?
- If I was an interviewer and I just interviewed each person in this class what would I have learned? [This is a good time to discuss the importance of clearly expressing our unique abilities in a job interview.]
 - Would I find similarities? If so, what?
 - Would I find diversity? If so, what?
 - Would I know how each person is unique?
- Who had problems with explaining how their song represented them or what kind of career they want to pursue?

Guidelines for discussion

A student selecting their own personal theme song should increase their self-awareness; however, much of understanding is relative to context. To broaden their context of understanding, the class is encouraged to provide a discussion summarizing some of the unique findings among class members allowing individual students to identify similar and unique traits within their peer group. To further increase the context, other discussions include the personality, job, and organization match model shown below in Figure 2. This highlights the idea that their attraction to future career and organization choices tends to be related to their interests,

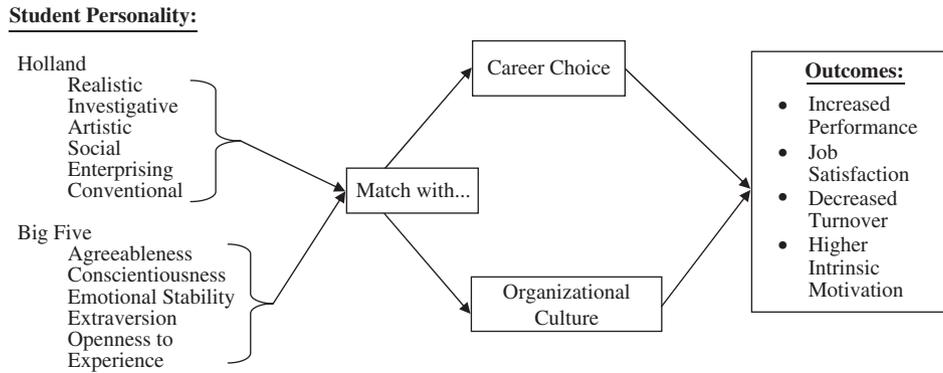


Figure 2 Person-job match.

and personalities (Judge and Cable, 1997). As future employees they will have better personal outcomes in terms of job satisfaction when their career and the culture of the organization they work for matches their personality. Organizations also benefit from personality, job, and organizational culture matches in terms of reduced turnover and higher performance (Holland, 1996; Kristof, 1996).

In relation to this exercise it is important to show that people enjoy those work environments where there is a good fit between their personality type and the characteristics of the work environment (Holland, 1996; Judge and Cable, 1997). This can be a particularly salient example for students. Sheila Curran, Fannie Mitchell Executive Director of the Career Center at Duke University, completed a survey of Duke’s class of 2001 on their career and job choices in the 5 years since graduating. She found “92% of the class was initially satisfied with their post-graduation career choice, 36% changed jobs in the first year. Five years after graduation, 83% work for a different organization and 43% have changed careers at least once.” Additionally, nearly one in four graduates cited “lack of a good fit” as the reason for changing careers (New Graduates, 2007). This discussion encourages students to think more deeply about the types of corporate cultures and careers that best match their personality. It may also be interesting to discuss how people with different personalities could be satisfied in the same job. For example, introverted and conscientious accountants may prefer to work in an environment with little interpersonal interaction and a lot of data analysis. By comparison, extroverted and conscientious accountants may prefer to work in an environment where they conduct a minimal amount of data analysis and instead talk with clients to increase contracts. Examples like these help students see that there

are several jobs within any career path and demonstrate to them that people have preferences about how and where they would like to work.

Another possible discussion point is about how personality differences can make communication and working together difficult which helps students appreciate the breadth and depth of human diversity. Many discussions on diversity are connected to race and gender, but a discussion of personality differences and even differences in music preferences represents more subtle dimensions of the uniqueness of each person (i.e., within group diversity). However, differences can also be points of commonality. While everyone at the end of this exercise has a unique personal theme song which reflects differences, still, a common thread unites them in their shared appreciation of music in general and often common genres that span class members.

Anonymously playing different student’s songs at the beginning of each class session while showing their excerpt on why this song represented them in an overhead is another approach that has been used to discuss this exercise over the semester. A small group discussion follows in terms of what it means for the group. These conversations help increase students’ understanding of self and their appreciation of what may be the more subtle dimensions of diversity, especially as they relate to personality or personal style. It may be possible to find videos of the songs on YouTube (www.youtube.com) and provide the links to them through Blackboard. The video format provides another layer of richness to the songs delivery as well as a powerful artifact of the experience and the course.

Evidence of the effectiveness of the exercise

Student feedback on this assessment was formally solicited after the exercise was completed on several

occasions (see Appendix B). The overwhelming consensus of the feedback suggested that the students found the exercise entertaining and useful. Many of their comments aligned well with the learning objectives of this exercise: it encouraged participants to engage in self-exploration about personality and their unique qualities; it provided an outlet for them to discuss themselves with a peer group and uncover commonalities and diversity within their peer group; and finally, it facilitated discussion about the relationship between self-awareness, personality, and choosing the appropriate career choice. In addition, several students indicated that this was a unique classroom experience, which helped them become more familiar with each other and build a more relaxed classroom environment. A summary of responses to an open ended questionnaire is provided in Appendix C.

Suggestions for handling difficulties in delivery and debrief

Genre of songs. Occasionally students are unable to think of one particular song that captures who they believe they are, and instead have a genre of music that reflects their core personality. An example of this is a woman who declared religious or spiritual music traditionally associated with church life as the music that most accurately portrayed her personality. In these instances, it is helpful to let these students work from their understanding of what it is about that type of music that reflects their core rather than trying to push them to dig deeper into their own confusion. Since the music and the student reflect one another, it is just as likely that a particular genre will increase self-awareness and the subtle differences of self compared to others.

Songs that reflect deeper pathology. There have been a couple of instances where a student has identified music that possibly reflects deeper psychological and personal difficulties. This assessment must be made by the professor who may be untrained in detecting and diagnosing difficulties in adjustment. As such, she bears responsibility in approaching the student and shepherding him to the appropriate services on campus. Because of this potential, it is important for instructors who use this exercise to be sensitive to issues such as these and be aware of sources of help and support for these students if and when they should arise.

Delivery. Although this assignment is applicable to a variety of courses and contexts, some readers might benefit from alternative methods for delivering this exercise. An alternative might be to have students complete the assignment on an individual basis and then write a short reflection paper on how their theme song reflects their personality. A second alternative would be to broaden the types of media used to reflect their personality. For example, students might also enjoy selecting a favorite movie, animal, holiday, or car. Another possibility would be to eliminate the discussion about career choice and focus more deeply on how each member is unique and similar.

The exercise could be reflected on by students through an interpretive lens using probing questions such as: "What did you learn about yourself from this exercise?" and "What did you learn about others from this exercise?"

Limitations

This exercise has only been initiated in the opening days of a semester and it is unknown how it might transpire were it to be facilitated at mid-semester or beyond. By conducting the exercise later in the semester, the students and teacher would have gained greater familiarity with one another and most likely would have increased their comfort in working together. This increase in familiarity could similarly increase the quality and personal depth of the sharing that takes place in the small group dialogue sessions thereby enriching the experience for all participants. These researchers intend to initiate this practice to determine the differences in quality of dialogue.

The exercise has the potential to show change over the course of a semester if it were performed on multiple occasions, in essence conducting a repeated measures approach to self knowledge. In the current version, the process yields a great deal of convergence in terms of what the students share about themselves and great similarity across students regarding their responses to the debrief questions. Multiple iterations of the process may show incremental increases in the depth of the personal revelation. One could imagine that this may lead to finer distinctions among the group thereby underscoring the diversity among what appear to be a homogenized, 95% white, upper middle class, student population at our institution.

As practiced, no extra credit points are given for taking part in this exercise. However, this alternative might encourage participation even though



it may introduce some bias. Students may enter into the exercise simply as a means of gaining additional points while their sincere or genuine interest in its value becomes suspect.

Conclusion

Arnett (2002) has suggested students' experience with the process of globalization led them to develop a bicultural identity that combines their local identity with an identity liked to the global culture. While they have more recognition of heterogeneity in the world Arnett suggests they also experience increased identity confusion. Market researchers have identified this confusion and now actively try to sell to "global teens" (p. 6) because urban adolescents worldwide follow similar consumption patterns and have similar preferences for "global brands" (p. 6) of music, videos, T-shirts, soft drinks, and so on (United Nations Development Programme, 1998). As these "global teens" become college students, many struggle with the identity derived through globalization and the pressure to discover their true identity as they prepare themselves for life in the business world. It

is in the business world where they are told that their ability to lead, manage, and collaborate with others is deeply affected by their ability to truly understand themselves and others (Litvin and Betters-Reed, 2005). By understanding one's self and what differentiates this self from others there is greater appreciation of the diversity among the group and greater appreciation of who members are becoming and how they are similar but also different in significant ways from their peers. The serendipitous by-product of this knowledge is that students also begin to understand what binds them together as a whole. This circular process helps students understand their personal competitive advantage (Porter, 1985) as they begin to consider leaving academic life to begin their careers. This knowledge is valuable as they continue in their own personal constructive-developmental evolution (Kegan, 1982) and discern greater distinctions between themselves and the world around them. This process is undertaken through meeting the students where they are through a self-selected song that they believe best reflects their core distinctions.

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Appendix A

Exercise worksheet so other instructors can replicate the activity

Personal theme song reflection questions

1. Why does this song represent you?
2. What does this song say about your personality?
3. What does this song say about your self-esteem?
4. What does this song say about your self-efficacy?
5. What does this song say about your instrumental and terminal values?
6. What does this song say about your abilities?
7. What do you think your mom or dad would say about the match between your theme song and your personality?

Appendix B

See Table B1.

Appendix C

Summary of learning objectives and student responses to exercise

Leaning objectives

- (1) To encourage participants to engage in self-exploration about their personality and unique qualities.
- (2) To discuss themselves with a peer group to uncover the commonalities and diversity within that peer group.

Table B1 Student Feedback and Evidence of Effectiveness

Question: What did you like about this assignment?	Agree or strongly agree (n=42) (%)
This assignment caused me to think about my personality.	83.4
This assignment helped me become more aware of who I am.	66.7
This assignment helped me think about how I am similar to others.	78.6
This assignment helped me think about how I am different from others.	85.7
This assignment has caused me to think about jobs I might like to have.	69
This assignment has helped me think about the types of work environments where I would be happy.	69.1
After completing this assignment I have a better appreciation of the relevance of being able to express my personality to others.	83.3
I think this assignment will help me better answer questions about myself in a job interview.	85.7
I understand the value of this assignment.	92.9
I think my friends would benefit from completing this assignment.	73.2
I think Dr. XXX should continue to use this assignment.	85.7

- (3) To discuss the relationship between self-awareness, personality, and the appropriate career.

Student responses related to learning objective 1

- I liked the challenge it posed to me. I have never talked about that song out loud to anyone other than my family and friends. It is very personal to me and represents a lot of times of soul-searching and self-growth. So I feel like I let a few more people get to know me a little bit better. This assignment was also very challenging because I needed to express what it is that makes me who I am. That is always difficult. So I appreciated the chance to learn about myself as well as my classmates.
- I liked the fact that it forced me to look at myself and make some honest descriptions about myself. It is good to do self analysis, especially for me. As I approach graduation I am having some trouble narrowing my field of focus.
- I thought that this assignment really made you reflect about who you are.



- It made me really think about why I chose this song and how it relates to me personally
- That it made me choose a song that was actually relevant instead of choosing my favorite song. It actually made me think because I did not want to choose something that misrepresented me.
- Nice way to reflect upon myself, my attitudes, and my goals.
- The fact that it forced me to really take a look at myself and who I want to be.
- It made me think about my personality and also what kind of person I want to become.

Student responses related to learning objective 2

- Finding out about other people because I would not find out certain things that were talked about in my group through my normal conversations with my group members.
- I really enjoyed going through this. I learned more about myself and how I am unique and similar to others, but I also learned how to distinguish myself in an interview. It was also a nice icebreaker to really get to know my classmates better.
- Being able to describe myself in a unique, fun way, other than the normal “what makes you different.”
- I liked picking a theme song. It was also fun to hear my classmate’s choices.
- Hearing what songs the rest of the class chose. The presentation of them was neat as well.
- I like talking in small groups to see how we are similar and different, just to see what other people are like.
- Its a good way to get to know your classmates, and how you are similar and different and just about them in general.
- I liked to hear about how others perceive themselves.
- I liked the fact that you were able to express yourself in a couple of different ways. I also liked how it showed how different people of my age, view their future and their careers.
- Finding out how I was similar to the people sitting around me, and throughout the classroom. Some of the people I already knew, I was still surprised by either their song choice or future plans.

Student responses related to learning objective 3

- The theme song concept is a good one and the idea of actually talking about your personality with others is a good start to developing “internal answers” to popular questions you will be asked for the rest of your life, particularly in interviews.
- It showed how important it is to make yourself distinguishable in an interview.
- That it made me aware of what to talk about during a job interview and how I should be prepared to talk about my personality.
- It has made me more aware of the need and importance of thinking about myself, my personality, and my likes and dislikes in life. It is all so relevant in choosing a job and work environment and being able to communicate to others whether you are working with them or for them. If I can effectively communicate and portray myself to others, they will be much more likely to hire me, buy from me if I am selling, and relate to me.
- You got a chance to describe yourself to someone you did not know, as if you were in an interview. It was like practice.
- I liked the way it challenged us to think about our personality and how to describe who we are to others. I also liked the interactions we had with our groups when we were interviewing each other.

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