

Conversivity means

- ♦ engaging in conversation to discover connections
- ♦ allowing the similarities that bring us together to open us to the differences that enrich us.

What could be the payoff to discovering these similarities?

Instructions: Choose a partner and have a dialogue to find as many hidden similarities as possible. Go beyond the obvious and search for invisible similarities, such as aspirations, hopes, personality styles, hobbies, interests, fears, and so forth. In the space below, note the similarities you discover in the conversation.

Scenario:

Congratulations! You are an employee of the world-renowned Platinum Paper Clip Company, or P²C². At P²C² paper clips are the most valuable commodity. Everything in your work life depends on your ability to accumulate paper clips—bonuses, rewards, even promotions. It's the end of P²C²'s fiscal year and all teams are competing for the most important reward of the year: a full jar of paper clips! Your team must convince a panel of distinguished judges that it is deserving of this highest honor. Good luck and may the best team win "The Jar"!

Instructions: Working as a team, you have 10 minutes to complete the following two-part mission:

- ◆ Prepare a persuasive presentation explaining why your group deserves the jar of paper clips.
- ◆ Pick two team members to represent your group: one of them will serve on the panel of judges, the other will make the presentation to the panel.

Use the space below to make notes for your presentation and to record the names of your representatives and your rationale for choosing them.

Training Instrument 13-4

Windfall!

Scenario:

The board of directors at P²C² has decided to award 20 additional paper clips as a bonus to the entire organization, and it has asked for suggestions on how best to make the distribution.

Instructions: Your team has five minutes to decide how to divide this windfall throughout the organization. Get ready to present and justify your solutions to the whole group. Your spokesperson will have one minute to make your case. Use the space below to devise your plan and explain your reasoning.

Training Instrument 13-6

Personal Commitment Worksheet

Instructions: After a brief reflection, answer the following questions. Be precise in describing the actions you can and will take.

1. How can you apply what you learned today?

2. What is *one* thing you can do as a result of today's discussions?

The Interview

Scenario:

Your division at P²C² is hiring a new team member. You are looking for someone with impeccable professionalism, a strong work ethic, and impressive leadership skills. The pool has been narrowed to three candidates.

Instructions: Choose one volunteer from the class to serve as the interviewer and three others to act as candidates. The entire class will be the hiring committee and will observe the three interviews. It's a good idea to take notes as you listen to the candidates: What do you like about each one? What don't you like? When all candidates have completed their interviews, discuss the following questions as a group:

1. What behaviors did you observe in each of the candidates?

A. Candidate #1:

B. Candidate #2:

C. Candidate #3:

2. What candidate would you choose, and why?

Training Instrument 13-9

Your Cultural Continuum

Culture deeply influences our values and behaviors—but it does not *prescribe* them. Individuals are still free to think, feel, and act in ways that are very different from their cultural norms.

Instructions: The lines below represent continua between two extremes for six cultural dimensions. Your goal is to place yourself and what you consider to be the average member of the U.S. culture somewhere along each continuum.

1. Assess your own preferences and place an **O** wherever appropriate along each line.
2. Ask yourself where a typical member of the predominant U.S. culture might place himself or herself along the continuum. Indicate that position with an **X**.
3. When you've completed all six dimensions, discuss your answers with your groups.

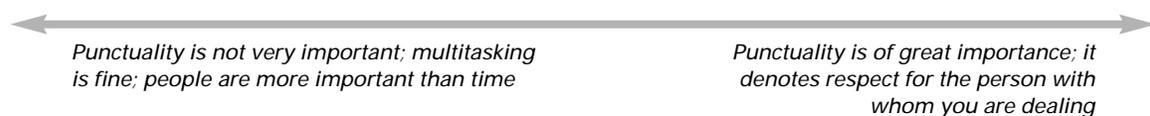
Communication preferences



Need for harmony, dislike of conflict



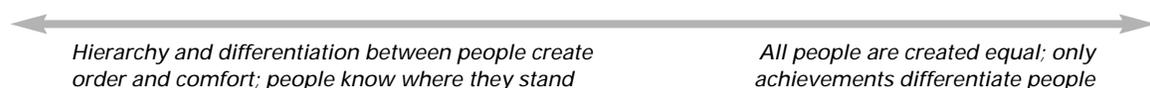
Importance of punctuality



Equality between genders



Equality among people in general



Importance of relationships in business negotiations



Training Instrument 13-10

Value Congruency

Instructions: Imagine that values need to be funded and you have \$15 to distribute among 10 of them. You do not have to divide the money evenly. For example, you may choose to pay \$5 each for 3 values and ignore the other 7. The amount of money you assign to a value should match its importance. This exercise will be completed in three parts.

Part I: Personal Values. In column A indicate how you *personally* would distribute the \$15 by placing an amount beside each of the values listed. Place a zero beside those values that you choose not to fund.

Part II: Organizational Values. *As a group*, consider what values are important to the organization and divide the money accordingly. The group *must reach consensus*. Voting is not allowed. Indicate the amounts for each value in column B.

Part III: Value Congruency. Value congruency is the contrast between your personal values and those of the organization you work for. In this exercise, your value congruency is the difference between the values in columns A and B. To identify this congruency, subtract the lower number from the higher number for each value and write it in column C. Don't bother with plus and minus; what is important is the degree of difference, not whether the difference is positive or negative.

	A	B	C
VALUE	HOW YOU RANK THIS VALUE	HOW THE ORGANIZATION RANKS THIS VALUE	VALUE CONGRUENCY
Balance between work and family			
Recognition			
Innovation			
Profits/compensation			
Continuous learning			
Community involvement			
Stability			
Integrity			
Diversity			
Equality			
Total			

Questions for Group Discussion

1. How do organizational/individual value congruency levels affect each of you?
 2. How do value differences influence relationships among team members?
 3. What can you do about it?
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Our values influence the decisions we make daily. What happens when a group needs to make a decision and it requires that all members agree?

For this exercise you will:

1. receive specific value instructions on individual cards
2. use the information on the value cards as a basis for everything you say during the exercise
3. reach a group decision via consensus, despite value differences.

Voting is not allowed as a means of arriving at a decision. You may use body language to express displeasure, as long as it is in keeping with the value instructions you receive. (**Tip:** Watch others!)

Scenario:

The P²C² CEO is considering a new product line: platinum paper clips. P²C² headquarters wants all divisions to supply market information as soon as possible. Your team has just been asked to put together an extensive market survey and to have the results ready by next Monday. Today is Thursday. To meet this deadline team members will need to contact clients and potential clients throughout the weekend.

Instructions: Discuss the following questions and arrive at consensus on the answers.

1. What should you say to headquarters?
 2. What do you need to do to accomplish this task?
 3. How will you divide the work among team members?
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It's easy to interpret situations based on the way we see things through our own lenses—and then to assume that our interpretations are correct. But people's behaviors are most often inherently logical, even if we can't understand the logic behind them.

Scenario:

John, a team member, goes home exactly at 5 p.m. each evening. Everyone else stays longer, and a couple of team members work until 7 p.m. Some of you are upset with John and feel that he's not pulling his weight on the team.

Interpretation #1: John is a slacker.

Question: John, why aren't you willing to stay and help us out? We're getting tired of doing your work and we have lives outside this office, too!

Interpretation #2: John has a logical reason for his behavior and you don't know that reason.

Question: John, we seem to work at different times. Can we talk about that?

Instructions: Working with a partner, read each of the six scenarios described below. Try to come up with possible reasons for the behaviors expressed and take turns devising nonjudgmental questions. Write the questions in the spaces provided.

1. Maggie is a new hire and seems to express her disapproval of company procedures and policies frequently. Maggie's motto appears to be "If it ain't broke, let's break it." Her constant calls for change are driving you crazy.

2. Louis reports to you. You are frustrated because when he expresses a problem, he seldom brings a solution. You would like him to have more initiative.

Figuring Things Out

3. Edward is such a stickler for detail! Just yesterday he sent back a report you had prepared, arguing that the typeface used didn't match the specifications of the company's image manual. You feel you don't have time for such petty stuff.

 4. You were pleased with the way you presented the team report to management. Right after the presentation, however, Julia approached you in great distress. She felt her contributions to the team had been ignored. You don't understand Julia. Wasn't it supposed to be a team effort? Why can't she put her ego aside?

 5. Jason is really quiet. He hardly ever speaks up during a meeting and you know he has some killer ideas. You feel he is lackadaisical and doesn't contribute enough to the team. Is he afraid to speak his mind?

 6. Come up with your own situation. Was there ever a time in which a team member's behavior seemed completely illogical? Could culture or values have had anything to do with it?
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Training Instrument 13-15

How Old Were You?

Instructions: Following a period of personal reflection, write in the name of the group you have selected and answer the questions below.

1. Group selected: _____
2. How old were you when you first heard about this group? _____
3. Indicate in the chart below what you heard about this group from your parents, peers, and other sources during the early phases of your life.

INFLUENCE	AGE 0-10 YEARS	AGE 11-18 YEARS
Parents		
Peers		
Other sources (teachers, other authority figures, the media)		

4. How did those teachings influence your thoughts and feelings about this group?

5. What can you do about it?
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Scenario:

Great news! P²C² headquarters has finally given the go ahead to an exciting new product line: gold paper clips. Your division is competing with others around the country to produce the new clips. Before the directors of P²C² make a final decision, they want to hear a team of representatives from each division explain why their division should produce the clips.

Your job today is to select 5 representatives from a slate of 10 qualified candidates. There is only one problem: Because of a clerical error you were only given the following information on each candidate:

- ◆ name
- ◆ age
- ◆ group or groups with which the candidate is most commonly identified.

Additional information may be requested from the headquarters database, but there is a cost associated with the search and provision of those data.

Your division has \$1,000 available so you must choose between the following options in making your decision:

- ◆ running a training session on a topic of your choice to prepare the selected team *and* obtaining additional information on two candidates only
- ◆ obtaining additional information on four candidates, and therefore having no money left for training.

Slate of Candidates:

1. Sam Walker, 35, white males, people with disabilities
2. Becky Morgan, 65, white females, GLBTs (gay/lesbian/bisexual/transgender people), older workers
3. Robert Santana, 42, Hispanic males
4. Kay Creek, 36, African-American females, single mothers
5. Ashid Allayah, 30, Muslim males, Generation-Xers
6. Bob Taylor, 42, white males, single parents
7. Alison Miller, 38, white females, accountants
8. Edward da Costa, 26, white males, Generation-Yers

Continued on next page

Training Instrument 13–16, continued

A New Product Line

9. Maria Alvarez-Edwards, 24, Hispanic females, Generation-Yers
10. Arthur Shorestein, 67, Jewish males, Korean War veterans, older workers

Job Description for Division Representative:

The division representative must be able to

- ◆ work well in a team
- ◆ make a clear and compelling presentation to headquarters
- ◆ undertake the required travel.

Instructions: Answer the following questions in the spaces provided.

1. How could you tell what your rank was?

2. How did you decide how to treat others?

3. Is this exercise "real"?
