

# Getting to Know You

Name: \_\_\_\_\_ A quick guide to your preferences

## **Instructions:**

Discuss in pairs or small groups. Each person should go through the sets of questions and interview each other. Put a check mark by their answers. Discuss any answers you are unclear about.

## ***Choose what is most true of you at work:***

|    |  |   |  |  |
|----|--|---|--|--|
| 1  |  | You prefer working alone                                    |  | You prefer working in a group  |
| 2  |  | You prefer ideas  |  | You prefer facts   |
| 3  |  | You like to have things scheduled                           |  | You prefer not to have a schedule  |
| 4  |  | You prefer to work out ideas by talking about them          |  | You prefer to work out ideas by reflecting on them                         |
| 5  |  | You prefer a supervisor who gives you detailed instructions |  | You prefer a supervisor who leaves you alone to figure it out for yourself |
| 6  |  | You get most renewed by being with people                   |  | You get most renewed by having time alone                                  |
| 7  |  | You like to take leadership                                 |  | You like to follow   |
| 8  |  | You enjoy change  |  | You like a sense of things staying the same                                |
| 9  |  | You like to plan ahead                                      |  | You like to adapt as you go  |
| 10 |  | You try to avoid last minute stressors                      |  | You like the challenge of last minute stressors                            |
| 11 |  | You see routine as limiting                                 |  | You see routine as helpful   |
| 12 |  | You need a sense of order                                   |  | You are tolerant of things being disorganized                              |
| 13 |  | You tend to be task oriented                                |  | You tend to be people oriented   |
| 14 |  | You like things to move quickly                             |  | You like things to move at a slow steady pace                              |
| 15 |  | You need to have a sense of fun mixed in with work          |  | You prefer to wait until the task is completed before you have fun.        |
| 16 |  | You are motivated by winning people's approval              |  | You are motivated by a job being done correctly                            |

# Getting to Know You

Ask me anything!

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## Ask, Listen (Pay attention!) Clarify, Paraphrase

### Instructions:

1. Write down 4 questions you would like your partner to answer. Avoid questions which would have either a “yes” or “no” answer.
2. Read your questions to your partner.
3. Your partner chooses 2 of the 4 questions to answer.
4. You can ask clarifying questions about his/her answers.
5. Paraphrase what you have heard.
6. Then switch roles – the other person writes questions for you to answer.

### Questions:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

+++++

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

+++++

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

## WHAT'S REALLY IMPORTANT TO YOU?

Rate each value with a number between 1 and 5 according to how important these things are to you, 1=low value, 5=high value

| VALUE                                     | RATE | VALUE                          | RATE |
|---|------|--------------------------------|------|
| Mobility                                  |      | Planning                       |      |
| Choices                                   |      | Spontaneity                    |      |
| Independence                              |      | Harmony                        |      |
| Being part of a team                      |      | Responsibility                 |      |
| Education                                 |      | Following rules                |      |
| Having intimate friendships               |      | Duty                           |      |
| Family                                    |      | Romance                        |      |
| Church                                    |      | Kindness                       |      |
| Doctrinal correctness                     |      | Politeness                     |      |
| Equality with others                      |      | Honesty                        |      |
| Adequate resources                        |      | Follow-through                 |      |
| Safety                                    |      | Transparency/authenticity      |      |
| Adventure                                 |      | Making a measurable difference |      |
| Effective use of time                     |      | Creativity                     |      |
| Support groups                            |      | Nature                         |      |
| Being influential                         |      | Doing things well              |      |
| Recreation                                |      | Affirmation                    |      |
| Physical Touch                            |      | Beauty                         |      |
| Freedom to Express Yourself               |      | Gentleness                     |      |
| Job satisfaction                          |      | Directness                     |      |
| Hobbies                                   |      | Hospitality                    |      |
| Rootedness                                |      | Starting things                |      |
| Fun                                       |      | Worship                        |      |
| Privacy                                   |      | Conversation                   |      |
| Communication: phone calls, e-mails, mail |      | Developing                     |      |
| Traditions                                |      |                                |      |
| Use of Spiritual gifts                    |      |                                |      |
| Children                                  |      |                                |      |
| Leisure                                   |      |                                |      |
| Learning                                  |      |                                |      |

### Notes:

- Your values define what is important to you
- If you find stress in your life, looking at how your values are not met, can be helpful in knowing how to handle the stress. For example, if "choices" is a high value for you, but you are in a situation where you feel you have no choice in any area, this can cause great stress. Find one area (even a small area) where you can have choices
- Understanding your values may help you choose your priorities
- Understanding what your values are, and understanding what other's values are, can help you know how to work with and respond to co-workers or family



# Expectations

*“In no way is it enough to set out cheerfully with God on any venture of faith. You must also be willing to take your ideas of what the journey will be like and tear them into tiny pieces, for nothing on the journey will happen as you expect.” Streams in The Desert, April 16*

1. Think of a time when your expectations were not met.
2. Fill in the boxes below

| The Situation | How I felt | How I reacted |
|---------------|------------|---------------|
|               |            |               |

3. Discuss:
  - Do you think your feelings and reactions were typical for you when your expectations aren't met?
  - Could the unmet expectation have been avoided? How?
  - What would be helpful for you in times of disappointment?

Some things you may have expectations about:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>▪ Benefit of your mission experience to you personally</li> <li>▪ Benefit of your mission experience to the project</li> <li>▪ Time spent with nationals</li> <li>▪ Time spent with each other – with spouse, or with each other</li> <li>▪ Freedom to plan schedule</li> </ul> | <ul style="list-style-type: none"> <li>▪ Your living arrangements</li> <li>▪ How a team should operate</li> <li>▪ How you will worship</li> <li>▪ Use of free time</li> <li>▪ Clarity of what your job is</li> <li>▪ Who will be in charge</li> <li>▪ How decisions will be made</li> <li>▪ Sense of job satisfaction</li> </ul> |
|--|--|

Some possible reactions to unmet expectations:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>▪ Anger</li> <li>▪ Depression</li> <li>▪ Sense of failure</li> <li>▪ Withdrawal</li> </ul> | <ul style="list-style-type: none"> <li>▪ Irritation</li> <li>▪ Confusion</li> <li>▪ Disappointment</li> </ul> |
|---|---|

Some possible solutions:

## **Cultural Values**

Take this assessment as individuals; then compile the results on the last page: team results

### **When do we start? – Time**

| <b>Time orientation</b>   | <b>Event orientation</b>   |
|---|--|
| Concern for punctuality and amount of time expended                 | Concern for details of the event, regardless of time required                              |
| Time is seen as being a limited resource                            | Time is seen as plentiful  |
| Time can never be replaced  | Time is seen as circular, renewing itself each year  |
| It is rude to waste someone's time                                  | It is no problem to keep someone waiting all day, then tell them to come back the next day |
| Tightly scheduled, goal-directed activities                         | A "let come what may" outlook not tied to any precise schedule                             |
| Careful allocation of time to achieve the maximum within set limits | Exhaustive consideration of a problem until resolved                                       |

**Which side best describes your values?**

**Time orientation** \_\_\_\_\_ **or** **Event Orientation** \_\_\_\_\_

### **Who am I? – Identity**

| <b>Group (Collective)</b>   | <b>Individual</b>   |
|---|---|
| The concerns of the group are more important than those of the individual | Concerns of the individual are more important than those of the group |
| The social unit is the group  | The social unit is the individual                                     |
| "We" culture  | "I" culture   |
| View themselves as part of a group  | View themselves as individuals  |
| "All for one and one for all"   | "Every person for him/herself"  |
| A person's identity lies within the family or group                       | A person's identity lies within the individual                        |
| A person should rely on the group   | A person should rely on self  |

**Which side best describes your values?**

**Group** \_\_\_\_\_ **or** **Individual** \_\_\_\_\_

### **What drives us? Activity**

| <b>Doing</b>   | <b>Being</b>   |
|--|--|
| Value results and materialism                            | Value relationships and quality of life                      |
| Clear separation of personal and work activities         | No boundaries between personal and work activities           |
| Task completion takes precedence over social commitments | Social commitments and task completion are equally important |
| Usual pace of life is fast, busy                         | Usual pace of life is slow, relaxed                          |

**Which side best describes your values?**

**Doing** \_\_\_\_\_ **or** **Being** \_\_\_\_\_

## Where are we? – Context

| Low Context  | High Context  |
|--|---|
| Place small amount of importance on setting, location, decorations, for an event | Place high amount of importance on setting, location, decorations, for an event     |
| The content of the message is more important than the context                    | The context of the event is as important as the event                               |
| The speaker is responsible for the communication                                 | The listener is responsible for understanding the communication                     |
| Values open, direct communication  | Values tactful ,indirect communication  |
| Emphasis on explicit words   | Emphasis on implicit understanding  |
| Believe that if you discuss everything, you can resolve conflict                 | Will generally rely on a third party to deal with conflict in order to “save face.” |

Which side best describes your values?

Low Context \_\_\_\_\_ or High Context \_\_\_\_\_

## What is important? Task vs. People

| Task Orientation   | Person Orientation   |
|--|--|
| Focus on task and principle  | Focus on persons and relationships   |
| High value placed on work and achievement                                      | High value placed on relationships and family                              |
| Seeks friends with similar goals   | Seeks friends who are group oriented                                       |
| Accepts loneliness and social deprivation for the sake of personal achievement | Deplores loneliness; sacrifices personal achievement for group interaction |
| Activity is approached with a concern for doing things together                | Activity is approached with a concern for being together                   |

Which side best describes your values?

Task \_\_\_\_\_ or Person \_\_\_\_\_

## Who's in Charge? – Authority

| Low Power Distance  | High Power Distance   |
|---|---|
| People are considered by nature to equal to everyone else                         | People are considered to be unequal by nature   |
| An individual could expect to be able to give some input to a supervisor          | A supervisor would be expected to tell an individual what to do without any input   |
| The amount of respect one receives varies with one's accomplishments and failures | The amount of respect one receives is permanently fixed; attention focuses on those with high social status in spite of any personal failings they have |
| Relationship between boss and subordinate is one of interdependence               | Relationship between boss and subordinate is one of dependence  |

Which side best describes your values?

Low power distance \_\_\_\_\_ or High Power Distance \_\_\_\_\_

## What's the Risk? – Ambiguity and Safety

| High Uncertainty Avoidance  | Low Uncertainty Avoidance  |
|---|--|
| As a group people of that culture are uncomfortable with ambiguity                                    | People are comfortable in settings where there is ambiguity                |
| Seeks quick resolution to avoid ambiguity   | Avoids taking action; avoids ambiguity                                     |
| People try to minimize the possibility of unknown situations by strict laws, rules, security measures | People are more ready to accept changes and more likely to take more risks |
| Believe you can control anything  | Believe you can't control anything   |

Which side best describes your values?

High Uncertainty avoidance \_\_\_\_\_ or Low Uncertainty avoidance \_\_\_\_\_

### Resources:

Elmer, Duane; Cross-Cultural Connections, Stepping out and Fitting in Around the World, Inter-Varsity Press, 2002

Hong, Sunny, "Cross-Cultural Mentoring: A Brief Comparison of Individualistic and Collectivistic Cultures", Article in William Carey International Development Journal, Vol. 1, Issue 3: Summer 2012

Lane, Patty; A Beginner's Guide to Crossing Cultures: Making Friends in a Multi-Cultural World, Inter-Varsity Press, 2002

Mackin, Sandra "Multinational Teams: Smooth as Silk or Rough as Rawhide?" Article in EMQ magazine, April 1992

Roembke, Lianne, Building Credible Multicultural Teams, William Carey Library, 2000

Stetzer, Ed; "Multi-cultural Teams in Church Planting," Article in EMQ magazine, October 2003

### Team Results: Cultural Values

| Cultural Value             | Team Members with this preference | Value of Host Culture |
|----------------------------|-----------------------------------|-----------------------|
| Time Orientation           |                                   |                       |
| Event Orientation          |                                   |                       |
| Group                      |                                   |                       |
| Individual                 |                                   |                       |
| Doing                      |                                   |                       |
| Being                      |                                   |                       |
| Low Context                |                                   |                       |
| High Context               |                                   |                       |
| Task                       |                                   |                       |
| Person                     |                                   |                       |
| Low Power Distance         |                                   |                       |
| High Power Distance        |                                   |                       |
| High Uncertainty Avoidance |                                   |                       |
| Low Uncertainty Avoidance  |                                   |                       |



## You, Me and Stress

*Understanding how my stress affects you, and your stress affects me!*

1. Each team members should individually spend time filling out columns 1-3.
2. Then let each individual share with the rest of the team what they have written.
3. For the 4<sup>th</sup> column, let teammates share how they perceive that individual when under stress. Talk about ways it affects the relationship, ways of understanding, and any healthier patterns moving forward.

| <b>What Stresses Me?</b><br>List below the things which typically cause you the most stress. | <b>How Do I Respond to Stress?</b><br>List your typical physical, emotional or verbal responses | <b>What Do I Need From You?</b><br>List what is most helpful to you – what you need from others. | <b>How My Stress Affects You</b> |
|--|---|--|----------------------------------|
|  |   |  |                                  |
|  |   |  |                                  |
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|  |   |  |                                  |
|  |   |  |                                  |
|  |   |  |                                  |
|  |   |  |                                  |
|  |   |  |                                  |
|  |   |  |                                  |
|  |   |  |                                  |



**Definition of Trust:** to believe in, to rely on, depend on, to have confidence in

**Trust:**

- Takes time to build
- Is easily broken, and takes longer to re-build
- Forgiveness and trusting again are not the same thing

**Definition of Trust builder:** Any action, word or attitudes that build others' trust in us.

**Definition of Trust buster:** Any action, word or an attitude that undermines other's trust in us.

**Story Illustration:** I've been a runner for many years, and never worried too much about dogs I encountered. That is, I never worried about them until a couple of years ago. The dog was giving no indication that I should be afraid of him – no growling, barking, or menacing demeanor. But as I passed by, he suddenly lunged at me, biting me, and leaving a five-inch wound in my leg. What followed was much physical pain, as well as the hassle of a doctor's visit, police reports, animal control reports, etc. So now when I see a dog as I'm out running, there are alarm bells that go off in my brain. I don't know what that dog is going to do to me. The alarms have gotten fainter with time (for a long while I wouldn't even go the same route), but I don't have the same unconcern I used to have. All of our team members come with a past history. They have experienced "dog bites." It may not be you who has done the "biting", but you are still dealing with their past history.

Have your team brainstorm and create lists under each category "Trust Builders" and "Trust Busters". What kinds of actions or attitudes "build" or "bust" trust on a team or between members?

If you wish, you can do this in stages.

1. For the first round of sharing, you can have people share about *general experiences* which have resulted in their distrust. Some possible examples: bad food, encounter with an animal, difficulties with a certain business, etc.
2. Have them brainstorm possible trust busters, or trust builders – (not necessarily things they have experienced themselves.)
3. Then have them share about past experiences with *leaders or teams*, which have produced the "ouch" effect. Discuss what it takes to build trust back again after it has been broken.

| Trust Builders | Trust Busters |
|----------------|---------------|
|                |               |

*"Peacemaking is a divine work. For peace means reconciliation, and God is the author of peace and reconciliation...It is hardly surprising, therefore, that the particular blessing which attaches to peacemakers is that 'they shall be called sons of God.' For they are seeking to do what their father has done, loving people with His love. It is the devil who is a troublemaker; it is God who loves reconciliation and who now through his children, as formerly through His only begotten Son, is bent on making peace." John Stott, Christian Counter-Culture*

Identify the source of conflict in each of the following passages.

| Passage         | Source of Conflict |
|-----------------|--------------------|
| James 4:1-2     |                    |
| Acts 15:22-29   |                    |
| Genesis 37      |                    |
| Genesis 13:1-12 |                    |
| Phil. 2:3-4     |                    |
| I Cor. 12:12-31 |                    |
| I Cor. 3:1-3    |                    |
| Joshua 22       |                    |

What principles on peacemaking do you glean from each of the following passages?

| Passage       | Peacemaking Principle |
|---------------|-----------------------|
| Romans 12:18  |                       |
| John 17:20-23 |                       |
| Eph. 4:1-3    |                       |
| Matt. 5:9     |                       |
| Prov. 12:16   |                       |
| Prov. 19:11   |                       |
| 1 Peter 4:8   |                       |
| Col. 3:13     |                       |

Discuss the "4G's of Peacemaking" (as outlined by Ken Sander, Peacemakers):

- Glorify God I Cor. 10:31 How can I please and honor the Lord in this situation?
- Get the log out of your eye Matt. 7:5 How have I contributed to this conflict and what do I need to do to resolve it?
- Go and show your brother Matt. 18:15 How can I help others understand how they have contributed to this conflict?
- Go and be reconciled Matt 5:24 How can I demonstrate forgiveness and encourage a reasonable solution to this conflict?



### For those times when you bump against a problem---

This exercise will help your team identify what the problem is, and to work through some potential solutions.

1. Agree on a time when everyone can give it some time and focus
2. Agree what the problem is. Write a statement of what the problem is on a flipchart. Focus on only one problem at a time. *The goal is to gather and clarify information so that everyone can better understand what has happened and what can be done to resolve this matter.* Each person should share their views of the problem. Focus on listening without interruption and gaining understanding of each person's position.
3. Brainstorm possible solutions. Don't judge or evaluate. Every idea needs to be heard.  
Discuss and evaluate the possible solutions you have come up with. Ask: "Are there any solutions that you can agree on?" Look for agreements and be willing to compromise.
4. Agree on one or two solutions.
5. Discuss what action steps will be taken.
6. Schedule a date to meet again and see how the solutions are working.

Some possibly helpful sentence starters:

- ✓ What do you need from
- ✓ Can you agree to...
- ✓ Can you summarize what the other person is feeling
- ✓ What is your response to what they have said
- ✓ What do you want to say to...
- ✓ Finish this sentence: I am feeling.....
- ✓ I can commit to...
- ✓ I need you to....
- ✓ I need you to stop....