

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!

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

Some possible reactions to unmet expectations:

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

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

Time orientation	Event orientation
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

Group (Collective)	Individual
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

Doing	Being
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 4th 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.

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



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....