



Orientation workshop manual

FUTURE HARVEST CENTERS **MENTORING PROGRAM**

Supported by the Gender & Diversity Program
of the CGIAR System



Table of Contents

| | |
|---|-----------|
| Introduction | 1 |
| Module 1 Personality Style | 2 |
| Module 2 Culture Profile | 9 |
| Module 3 Conflict Style | 18 |
| Module 4 Assertive Style | 21 |
| Module 5 Minorities | 23 |
| Module 6 Self-Fulfilling Prophecy | 25 |
| Module 7 Summary of Style Implications | 27 |
| Bibliography | 28 |

Introduction

WELCOME TO THE ORIENTATION WORKSHOP of the Future Harvest Centers Mentoring Program supported by the Gender & Diversity Program of the CGIAR System. This marks the beginning of your exciting year-long commitment and provides the first opportunity for you, as program participants, to come together and learn what good mentoring is all about and what skills and experiences will be required of you in order to build a solid, productive mentoring relationship.

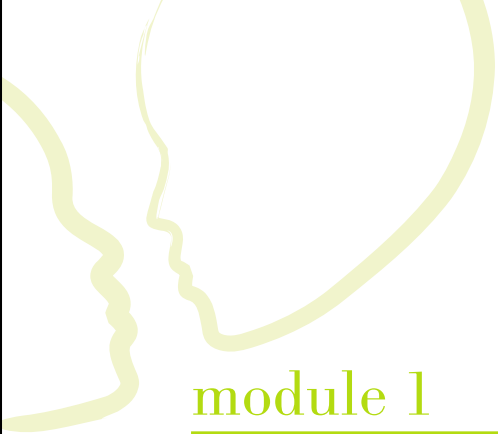
During the workshop, you will go through a fascinating series of exercises. They will introduce you to new ways to assess how you set goals and how you deal with cultural differences, conflicts and people with different personality styles. You and your mentoring partner will work together to develop a plan of action that recognizes any differences and receive direction for blending those differences in order to work together effectively.

Although this manual is designed for the Future Harvest Centers Mentoring Program, it contains good tips for any activities that require cross-cultural interaction which will prove beneficial to you in many aspects of your professional life. Enjoy the workshop and we look forward to hearing your comments as the year progresses and your mentoring relationship grows.

G&D Program Leader Vicki Wilde
and Normala S. Merry
Mentoring Program designers

Good mentoring relationships are helped when, from the very beginning, the mentor and mentee have a good understanding of each other's personal interaction styles, as well as an understanding of the mentee's goals. The CGIAR Mentoring Program focuses on five styles which are further explained in this manual and will be discussed in depth during your orientation sessions.

- 1. Personality**
- 2. Culture**
- 3. Conflict**
- 4. Assertiveness**
- 5. Gender/Minorities**



module 1

Personality style

All of us have personality styles that affect the way we interact with other people. Within relationships, the differences in these personality styles can be either inhibitors or opportunities. This is especially true in mentoring.

For this program, we follow a system developed by Dr. Meredith Belbin who identified nine personality styles that cover the types of contributions that people make in relationships. Dr. Belbin’s model has been used and proven effective with organizations worldwide. Module 1 presents the styles, as defined by Dr. Belbin, and some simple tools for determining your personality style and for understanding how your style interacts with the style of your mentor or mentee.

Identify your Style

From the following nine styles, choose the two which you think best describe you when you are working with other staff members. Indicate 1 (most like me) and 2 (next most like me)

| | | |
|---|---|---|
| PLANT Good at originating new ideas | RESOURCE INVESTIGATOR Extrovert and outgoing | CO-ORDINATOR Facilitates well and can see the big picture |
| SHAPER Aggressive and demanding | MONITOR EVALUATOR Good at logical analysis | TEAM WORKER Diplomatic – seeks harmony |
| IMPLEMENTOR Good at project planning and well organized | COMPLETOR Meets deadlines and good with details | SPECIALIST In-depth knowledge of specialist issues |

©1996, BELBIN ASSOCIATES, CAMBRIDGE.



Nine Team Role Descriptions

| STRENGTHS | WEAKNESSES | PROBLEMS |
|---|--|--|
| PLANT <ul style="list-style-type: none"> ■ Source of original ideas ■ Creative, imaginative, unorthodox ■ Solves difficult problems | <ul style="list-style-type: none"> ■ Ignores details ■ Too preoccupied to communicate effectively ■ Neglects practical matters | <ul style="list-style-type: none"> ■ Strong ownership of idea when cooperation with others would yield better results ■ Looks down on others |
| RESOURCE INVESTIGATOR <ul style="list-style-type: none"> ■ Creative negotiator ■ Extrovert, enthusiastic, communicative ■ Explores new opportunities ■ Develops outside contacts and brings home new ideas | <ul style="list-style-type: none"> ■ Over optimistic ■ Loses interest once initial enthusiasm has passed | <ul style="list-style-type: none"> ■ Lets down colleagues/clients by neglecting to make follow-up arrangements |
| COORDINATOR <ul style="list-style-type: none"> ■ The team controller ■ Mature, confident, trusting ■ Good chairperson – recognizes skills ■ Clarifies goals, promotes decision-making, delegates well | <ul style="list-style-type: none"> ■ Can be seen as manipulative ■ Delegates personal work ■ Inclination to be lazy if someone else can be found to do the work | <ul style="list-style-type: none"> ■ Takes personal credit for the effort of the team |
| SHAPER <ul style="list-style-type: none"> ■ Drives other people to excel ■ Challenging, dynamic, thrives on pressure ■ Has the drive and courage to overcome obstacles | <ul style="list-style-type: none"> ■ Can be provocative ■ Sometimes hurts people's feelings ■ Prone to frustration and irritation | <ul style="list-style-type: none"> ■ Consistently tramples on people's feelings ■ Inability to recover situation with good humor or apology |
| MONITOR EVALUATOR <ul style="list-style-type: none"> ■ Analyzer of problems ■ Cool, strategic, discerning ■ Sees all options ■ Judges accurately | <ul style="list-style-type: none"> ■ Sometimes lacking in tact – "these are the facts" ■ Inability to inspire others ■ Too critical | <ul style="list-style-type: none"> ■ Constant harsh criticism, regardless of people's feelings |
| TEAM WORKER <ul style="list-style-type: none"> ■ Focuses on harmony ■ Cooperative, mild, diplomatic ■ Listens, builds understanding ■ Defuses conflict | <ul style="list-style-type: none"> ■ Indecisive in difficult situations ■ Easily influenced ■ Always deferring to others – "what do you think?" | <ul style="list-style-type: none"> ■ Avoids situations that involve pressure ■ Never gives an opinion |
| IMPLEMENTER <ul style="list-style-type: none"> ■ Effective organizer ■ Disciplined, reliable, conservative, efficient ■ Turns ideas into practical actions | <ul style="list-style-type: none"> ■ Inflexible – slow to respond to new situations ■ Sticks to the proven and reliable | <ul style="list-style-type: none"> ■ Obstructs change ■ Unwilling to adapt to changing circumstances |

Nine Team Role Descriptions

COMPLETER

- Meets deadlines
- Guarantees delivery on time
- Conscientious – notices errors and omissions
- Can be totally relied upon
- Reluctant to delegate and worries too much
- Perfectionist – "you won't do it the right (my) way"
- Always focusing on small details or mistakes in a way which demotivates
- Unnecessarily rushes the planning stage of a project

SPECIALIST

- "The expert"
- Single minded, self starting, dedicated
- Provides knowledge and skills in short supply
- Focuses too much on technical details
- Too theoretical with little concern for how their ideas link to the big picture
- Does not want to get involved in broader team issues
- "Not my problem" syndrome

© 1996, BELBIN ASSOCIATES, CAMBRIDGE, UK

Typical Phrases of the Different Personality Styles

The following identifies the types of things that might be said by those who are identified with that type of personality.

PLANT

- When a problem is baffling, think laterally.
- When there is a problem, there is a solution.
- The greater the problem, the greater the challenge.
- Do not disturb, genius at work.
- Good ideas always sound strange at first.
- Ideas start with dreaming.
- Without continuous innovation, there is no survival.

SHAPER

- Just do it!
- Say "no", then negotiate.
- If you say, "yes I'll do it", I expect it to be done.
- I'm not satisfied we are achieving all we can.
- I may be blunt, but at least I'm to the point.
- I'll get things moving.
- When the going gets tough, the tough get going.

RESOURCE INVESTIGATOR

- We could make a fortune.
- Ideas should be stolen with pride.
- Never reinvent the wheel.
- Opportunities arise from other people's mistakes.
- Surely we can exploit that?
- You can always telephone to find out.
- Time spent in reconnaissance is seldom wasted.

MONITOR EVALUATOR

- I'll think it over and give you a firm decision tomorrow.
- Have we exhausted all the options?
- Better to make the right decision slowly than make the wrong one quickly.
- This looks like the best opinion on balance.
- Let's weigh the alternatives.
- Decisions should not be based purely on enthusiasm.

COORDINATOR

- Let's keep the main objective in sight.
- Has anyone else got anything to add to this?
- We like to reach a consensus before we move forward.
- Never assume that silence means approval.
- I think we should give someone else a chance.
- Management is the art of getting other people to do all the work.

TEAMWORKER

- Courtesy costs nothing.
- I was very interested in your point of view.
- If it's all right with you, it's all right with me.
- Everybody has a good side worth appealing to.
- If people listened to themselves more, they would talk less.
- You can always sense a good atmosphere at work.

IMPLEMENTER

- If it can be done, we will do it.
- An ounce of action is worth a pound of theory.
- Hard work never killed anybody.
- If it's difficult, we do it immediately. If it's impossible, it takes a little longer.
- To err is human; to forgive is not company policy.
- Let's get down to the task in hand.
- The company has my full support.

SPECIALIST

- In this job you never stop learning.
- Choose a job that you love, and you will never have to work a day in your life.
- True professionalism is its own reward.
- My subject is fascinating to me.
- The more you know, the more you find to discover.

COMPLETER

- This is something that demands our undivided attention.
- The small print is always worth reading, because if anything can go wrong it will.
- There is no excuse for not being perfect.
- Has it been checked?

ARE ANY OF THESE PHRASES FAMILIAR?

Three Categories of the 9 Styles



ACTION ROLES

Shaper, Implementer, Completer

PEOPLE ROLES

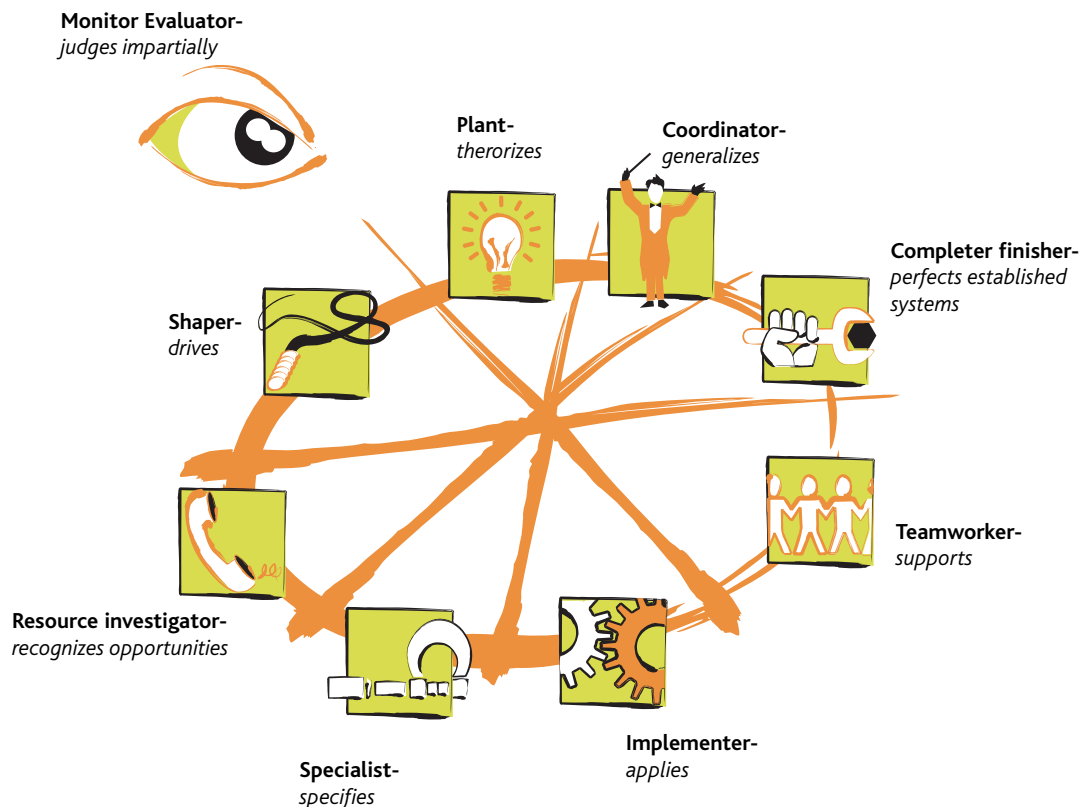
Coordinator, Teamworker, Resource Investigator

THINKING ROLES

Plant, Monitor Evaluator, Specialist

Personality Style – Opposites

Often, potential problems with others can be forecast by looking at different styles. It is important to recognize that some roles can clash and others are highly complementary.



©1996, BELBIN ASSOCIATES, CAMBRIDGE,

Personality Style - Individual Development

1. What is the most valuable thing you have learned about your style?

2. How can you use your dominant styles more effectively?

3a. What style is your mentor/mentee?

3b. What are the implications of your mentor/mentee's style for your interaction with each other?

3c. How will you build a better relationship knowing both your styles?

4. Which style will you actively try to develop?

Personality Style - Nicknames

This is just a bit of fun to give the picture of the kind of behavior or stereotype one could expect from people as identified by their main styles. The characters are formed by the top two team-roles (in either order). This was designed by Mike Holbrook from Junior Chamber UK who originally suggested team-role nicknames.

| TEAM-ROLE PAIR | NICKNAME | TEAM ROLE PAIR | NICKNAME |
|----------------|---------------------|----------------|-----------------------|
| PL – RI | EXPLORER | CO – TW | COUNSELLOR |
| PL – CO | NAVIGATOR | CO – CF | EDITOR |
| PL – SH | MAVERICK | CO – SP | PROJECT LEADER |
| PL – ME | BRAINS | SH – ME | INQUISITOR |
| PL – IMP | ARCHITECT | SH – IMP | TASK MASTER |
| PL – TW | HIDDEN TALENT | SH – TW | TEAM CAPTAIN |
| PL – CF | SCULPTOR | SH – CF | PURSUER |
| PL – SP | PROFESSOR | SH – SP | STEAMROLLER |
| RI – CO | FACILITATOR | ME – IMP | PLANNER |
| RI – SH | DYNAMO | ME – TW | TEAM CONSCIENCE |
| RI – ME | DETECTIVE | ME – CF | CORRECTOR |
| RI – IMP | SCOUT | ME – SP | CALCULATOR |
| RI – TW | COMMUNICATOR | IMP – TW | CONFORMER |
| RI – CF | CONTRACTOR | IMP – CF | DOER |
| RI – SP | BUTTERFLY COLLECTOR | IMP – SP | MR FIX IT |
| CO – SH | BOSS | TW – CF | EMPLOYEE OF THE MONTH |
| CO – ME | JUDGE | TW – SP | TECHNICAL SUPPORT |
| CO – IMP | ORGANIZER | CF – SP | REFINER |

© 1996, BELBIN ASSOCIATES, CAMBRIDGE, UK





module 2

Culture Profile

Recognizing and accepting personality styles and differences is only part of the Future Harvest Centers Mentoring Program. In dealing with cross-cultural relationships such as those in mentoring programs, cultural acceptance is also of vital importance. There are many cultural issues that need to be recognized and dealt with.

In order to work together we need to:

- 1 recognize** that there are cultural problems to solve – often they get swept under the carpet.
- 2 understand** our own values, and understand and respect the values of others.
- 3 find** ways to reconcile those seemingly different values.
- 4 build** rapport face to face – often the most difficult.

In order to recognize and resolve cultural differences, it is necessary to hone cross-cultural skills. Four of these skills have been identified.

- 1 CULTURAL DETECTIVE** – recognizes that cultural values impact many areas of our lives.
- 2 CULTURAL AUDITOR** – recognizes the cultural issue and then identifies what type of issue it is.
- 3 CULTURAL INTEGRATOR** – develops skills that integrate and reconcile opposing cultural values.
- 4 CULTURAL CONNECTOR** – improves face-to-face cultural connecting skills.

1

Cross-Cultural Skill

DETECTIVE

Often, we are so focused on the task side of our job that we don't see the cultural issues. Cultural detectives recognize that even though it may be uncomfortable to deal with culture, cultural values impact many areas of our lives. Cultural detectives believe that in order to be effective, cultural issues must be dealt with and that it is necessary to maintain a good balance between tasks and relationships.

| TASK | RELATIONSHIPS |
|---|--|
| <ul style="list-style-type: none">■ what you are paid to achieve■ what the program exists for■ what the organization exists for | <ul style="list-style-type: none">■ how you work together to complete the task |

Impact of Relations on Task

Even though poor relationships account for a majority of our work difficulties, we still tend to look for answers or excuses on the task side. One goal of this mentoring workshop is to provide you with the tools to search for the root of problems on the relationship side. When mentors and mentees are from different cultures, their cultural differences need to be examined and factored in at the beginning of the relationship.

What is Culture?

Culture can mean "the way we do things around here", or it can refer to a "cultured" person who enjoys art and opera. For our purposes, the definition and influence of culture is much deeper.

What is your definition of culture? Please give a short statement which sums up what you think is the essence of culture.

1

Cross-Cultural Skill

When you first visited another culture, what things did you initially notice were different about that culture, compared to your own culture?

The 3-Level Model of Culture

This model gives insight into why and how we react to different cultures. It presents the three levels as (1) Observable Differences, (2) Norms and Values and (3) Hard-Wired Core Assumptions and Beliefs. This section further explains these levels.

LEVEL 1 - OBSERVABLE DIFFERENCES

What we notice first

- » skin color
- » expressions of emotion
- » eating habits
- » public behavior
- » buildings
- » customer service
- » clothes
- » language
- » sayings
- » treatment of strangers
- » driving patterns
- » climate



What are some of the cultural differences you see in your own Center?

1

Cross-Cultural Skill

LEVEL 2 - NORMS AND VALUES

Norms - Things that you do not necessarily believe, but you do them because everybody else does.

Values - Things you really believe in.

LEVEL 3 - HARD-WIRED CORE ASSUMPTIONS AND BELIEFS

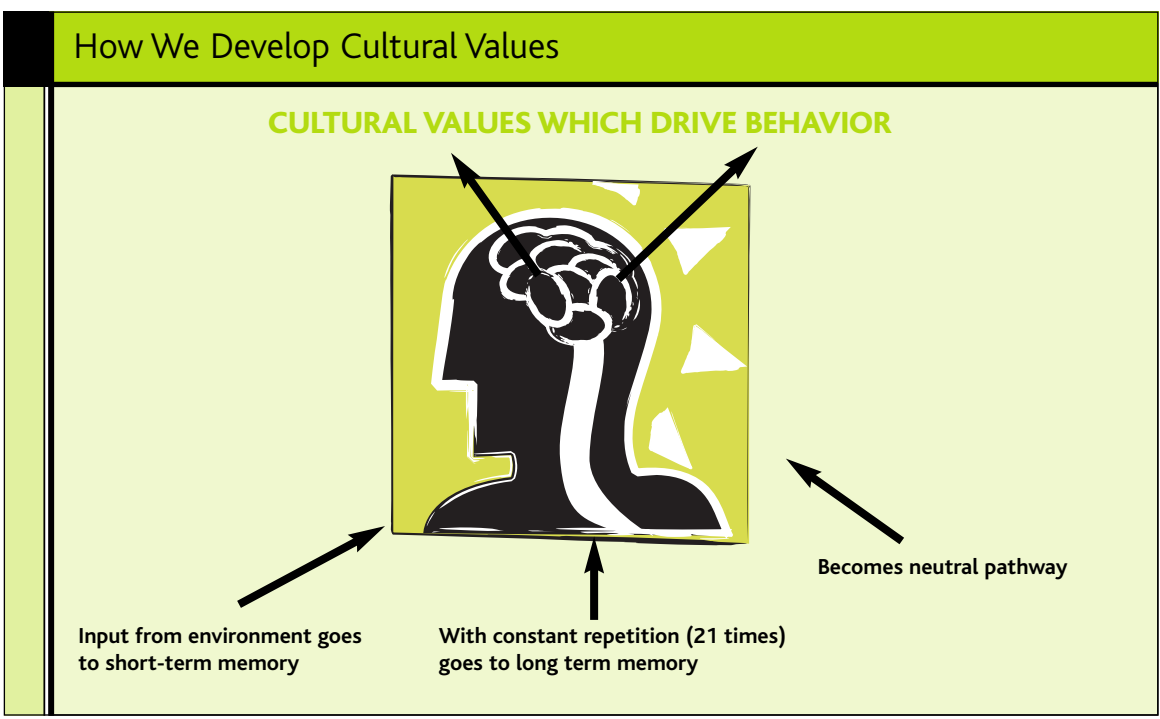
Core assumptions are deep-rooted beliefs that we take for granted. They are the lens through which we view and make judgments about the world. To borrow a phrase from computer terminology, core assumptions are our "operating systems".

Defining Culture

The definition of culture we will use is "a group's shared system for solving problems".

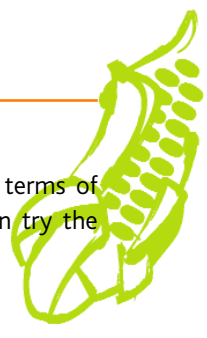
Historically the definition of culture comes from the Greek word *cultura*, meaning "how we interact with nature". Because humans evolved in different geographical situations they faced different problems. The behaviors they developed to solve environmental problems were the first basis of cultural differences. This problem-solving behavior was repeated and passed on to new generations. Over time, these responses became so automatic that they dropped from our awareness and became core assumptions about life.

In addition, these hard-wired beliefs become physiologically wired. The following diagram shows how cultural values become embedded in our brains, starting with the environment, becoming part of our short-term memories and then becoming ingrained in our long-term memories.



2

AUDITOR



Four Basic Assumptions – Self Assessment

This section introduces four dimensions of cultural differences, defined in terms of both individual and group styles. Read through the four choices and then try the exercise that follows.

- i) Indicate your style by placing a tick on the line next to the dimension.
- ii) Indicate your mentor or mentee style by placing X on line next to the dimension.
- iii) Share your styles with each other.
- iv) What implications do your styles have for your relationship?

A. PROBLEM-SOLVING FOCUS

| TASK | RELATIONSHIP |
|--|--|
| "When working with someone, I like to get down to business quickly". | "Spending time building good personal relationships is the best way to achieve results". |

B. TEAM-WORKING STYLE

| INDIVIDUAL | GROUP |
|---|--|
| "I have no problem taking the initiative to express my opinion in a group". | "My natural inclination is to suppress what I want in favor of group harmony". |

C. COMMUNICATION STYLE

| DIRECT | DIPLOMATIC |
|--|--|
| "If someone is not meeting targets, it is best not to "beat about the bush" – but to let them know". | "When someone is not meeting agreed targets, let them know in subtle ways so they do not get upset". |

D. DEALING WITH AUTHORITY

| EQUALITY | HIERARCHY |
|--|--|
| "Technical expertise for getting the job done is more important than title or position". | "It is important to show respect to a person's age and seniority". |

a. Indicate your style by placing a tick on the line next to the dimensions

b. Indicate your mentor or mentee style by placing an X on the line next to the dimension.

c. Now that you have seen your mentor or mentee style, note where you are similar and also where you are different.

d. Discuss and record the implications of your similarities and differences for your relationship?

Definitions of Differences

| | |
|---|--|
| <p>TASK</p> <ul style="list-style-type: none"> ■ Gets down to business ■ "Cut the small talk" ■ Close relations not vital ■ Head – logical | <p>RELATIONSHIP</p> <ul style="list-style-type: none"> ■ Seeks to build relationships ■ Likes to spend time "getting to know" ■ <i>Guanxi</i> (Chinese word for 'relationship') ■ Heart – intuitive |
| <p>INDIVIDUAL</p> <ul style="list-style-type: none"> ■ Independent – breaks rules ■ "Do my own thing" ■ Take initiative ■ Give my opinion | <p>GROUP</p> <ul style="list-style-type: none"> ■ Member of a group – conformity ■ Considers others ■ Seeks consensus ■ Listens first to others |
| <p>DIRECT</p> <ul style="list-style-type: none"> ■ "Say what I think" ■ "Express my emotions" ■ No means no, yes means yes | <p>DIPLOMATIC</p> <ul style="list-style-type: none"> ■ "I don't directly say what I think" ■ Body language shows true feelings ■ "Conceal my emotions" ■ "Yes sometimes means no" |
| <p>EQUALITY</p> <ul style="list-style-type: none"> ■ Respects achievement ■ "Call me John" ■ We all have equal opportunities to achieve | <p>HIERARCHY</p> <ul style="list-style-type: none"> ■ Respect for status ■ Titles and position important ■ Some more equal than others |

3

CONNECTOR

Cross-Cultural Skill

It is one thing to understand culture intellectually, quite another to connect with another culture face to face. Many impressions are communicated in first meetings and non-verbally.

First Impressions and Body Language

PERSONAL IMPACT – HOW DO OTHERS SEE YOU?

Non-verbal communication is the first and greatest source of impressions in face-to-face interaction. Communication is transmitted as follows:

| | |
|------------|------|
| Non-verbal | 55% |
| Voice | 38% |
| Words | 7% |
| <hr/> | |
| | 100% |

- ▶▶ When there is a disparity between your non-verbal clues/tone of voice and your words, people will always believe the non-verbal messages.
- ▶▶ The non-verbals precede and affect all subsequent communication.
- ▶▶ One of the key differences between influential and non-influential people is how they use non-verbal communication.
- ▶▶ To be an effective communicator, you must become aware of your pattern of non-verbal communication.

Research suggests that the first things people focus on when meeting is the non-verbal side. They focus on what they see, in sequence:

1. color of skin, gender, age, and then,
2. appearance

These factors are also observed, non-verbally, but vary in their importance across cultures.

- ▶▶ facial expression
- ▶▶ eye contact
- ▶▶ movement
- ▶▶ personal space
- ▶▶ touch

Mentors and mentees need to be aware of the messages they send to each other and regularly pay attention to tone and body language.

3

Factors which help build connection and rapport across cultures

Cross-Cultural Skill

If one of your goals is to work effectively across cultures, here are some tips.

1. Do not spend all your time with your own expatriate community.
2. Develop good interpersonal skills in your own culture.
3. Have a big picture mentality.
4. Adapt well to new people, places, situations.
5. Understand and promote the organization's global strategy.
6. Strive for global standards and practices while allowing for local variations.
7. Understand your own cultural value.
8. Realize that your culture's way of doing things is not the best – or only – way.
9. Stay open to change and face difficult issues.
10. Know how to talk about difficult issues.
11. Work to reconcile cross-cultural differences.
12. Communicate and collaborate well face to face.
13. Learn to read what a person is not saying – body language.
14. Have a basic liking for other cultures.
15. Make an effort to get to know other people and their customs, be adventurous.
16. Listen well.
17. Enjoy experiences such as living away from your culture.
18. Do not constantly "complain" about other cultures.
19. Develop foreign language skills.



4

INTEGRATOR

Cross-Cultural Skill

The key skill for building cross-cultural partnerships is the ability to integrate or reconcile. Reconciliation means recognizing that there is not a true right or wrong way to accomplish a task. This is not always easy or straight forward. It demands sensitivity, perseverance and judgment.

Three-step process for integration

- 1 Be aware of your own values.
- 2 Be aware of the other person's values.
- 3 Focus on reconciliation.



integration:

A process of bringing opposite values together so that both are included.





module 3

Conflict Style

Phases in a mentoring relationship

You need to be aware and prepared for the issues that surface during different phases of mentoring. In a long-term mentoring relationship, there is a clear mentoring cycle. In a one-year program such as this one, you may or may not experience it. However, all participants need to be aware of the different phases, so that the coordinator can respond when the mentor or mentee needs help.

A) STARTING OR BEGINNING – FORMING

Mentor and mentee are happy to be working with each other and excited about the possibilities, although both can be rather tentative, wondering if it will work out. Mentor can be seen as the expert. Mentee may have some doubts but does not put them on the table.

B) SHARING OR CONFRONTING – STORMING

The “honeymoon” is over and both begin to share previously hidden thoughts. Critical feedback is very important at this stage. It is important that neither becomes defensive and that they maintain open and honest communication.

C) SETTING GUIDELINES – NORMING

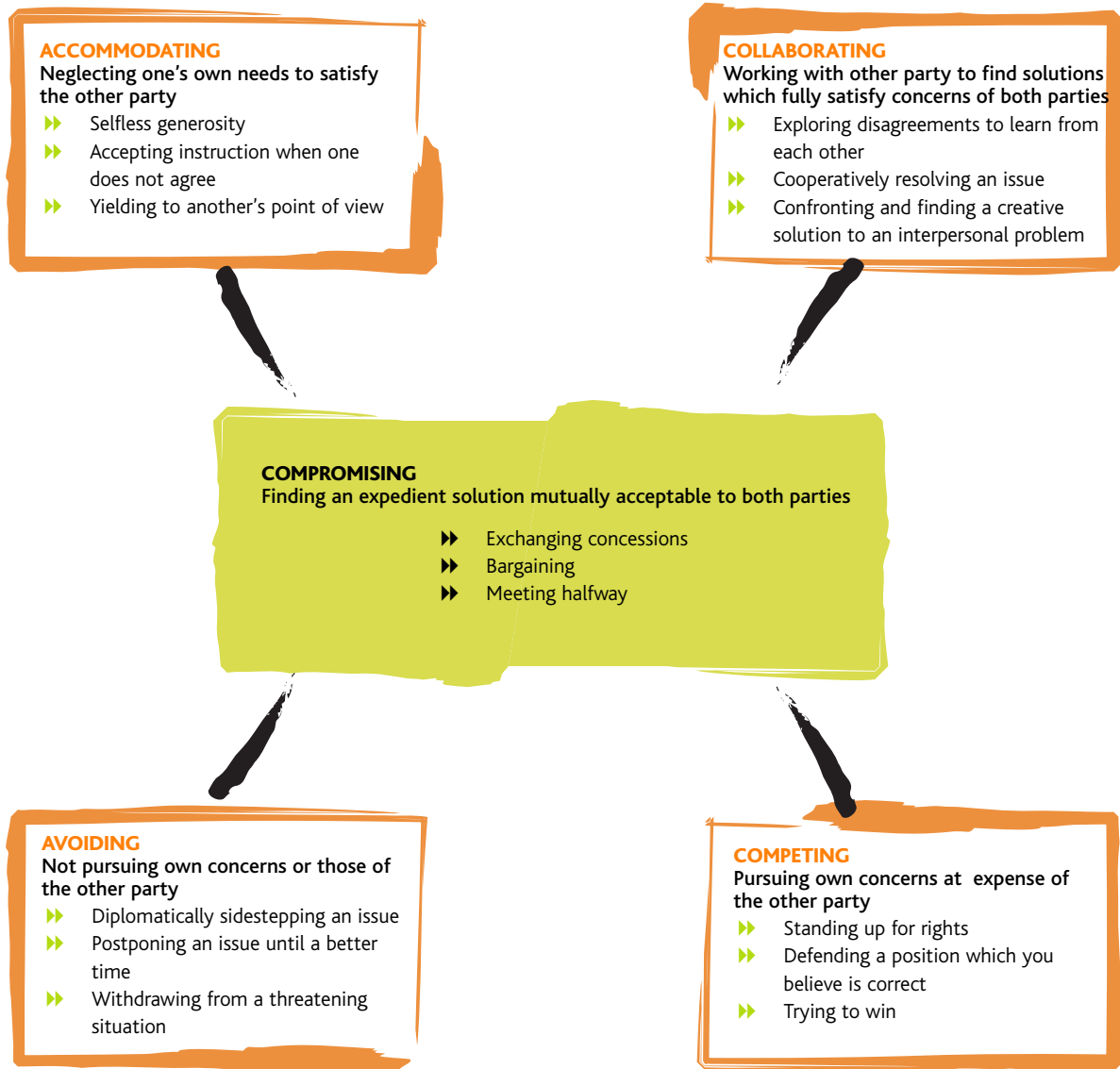
Mentor and mentee begin to work out the rules of how they will operate together.

D) SYNERGIZING – PERFORMING

The relationship is working well and both are able to give and receive feedback without getting defensive.

Managing Conflict

Managing the different ways you deal with conflict is an important part of mentoring. There are bound to be differences between mentor and mentee from time to time, so understanding your own preferred style is useful. The following model, made famous by Thomas-Kilman, identifies five styles for managing conflict.



Uses of the 5 Conflict Styles

COLLABORATING

- a) Finding an integrative solution when the people involved recognize that both sets of concerns are too important to be compromised
- b) Testing your assumptions, understanding the views of others – when your objective is to learn
- c) Merging insights from people with different perspectives on a problem
- d) Gaining commitment by focusing on consensus
- e) Working through difficult interpersonal issues

COMPETING

- a) When quick, decisive action is vital, e.g. emergencies
- b) On issues vital to organizational welfare when you are convinced you are right
- c) To protect yourself against people who take advantage of non-competitive behavior

AVOIDING

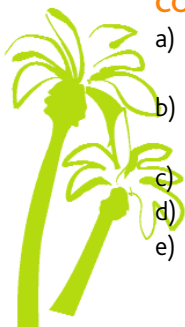
- a) When other, more important issues are pressing
- b) When you see no chance of satisfying your concerns
- c) When the potential damage of confronting a conflict outweighs the benefits of its solution
- d) To let people cool down, reduce tensions to a productive level and regain perspective and composure
- e) When the need for information gathering outweighs the advantages of an immediate decision
- f) When others can resolve the conflict more effectively
- g) When the issue is only symptomatic of a more basic issue

ACCOMMODATING

- a) When you realize you are wrong
- b) When the issue is much more important to the other person than to you
- c) When continued competition would only damage your cause
- d) When avoiding disruption is especially important
- e) To aid in the development of subordinates, allowing them to experiment and learn from their mistakes

COMPROMISING

- a) When goals are moderately important but not worth the effort or potential disruption of more assertive behavior
- b) Where two opponents with equal power are strongly committed to mutually exclusive goals
- c) To achieve temporary settlements to complex issues
- d) To arrive at expedient solutions under time pressure
- e) As a back up when collaboration or competition fails

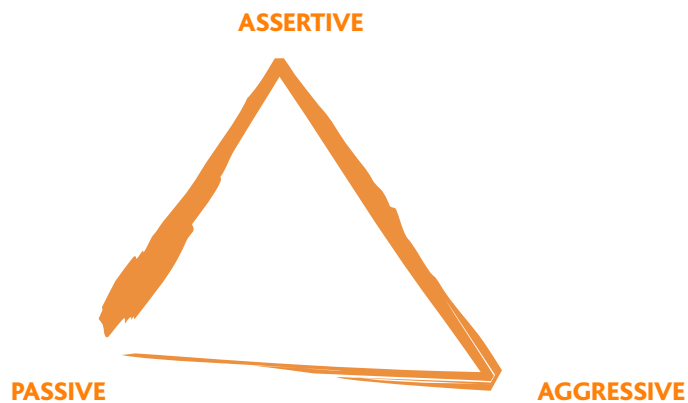


module 4

Assertive Style

Many people do not say what they are thinking or feeling with the consequence that issues do not get discussed. This model will help you think more about your assertiveness.

Three Styles of Influence



| PASSIVE PERSON | ASSERTIVE PERSON | AGGRESSIVE PERSON |
|--|---|---|
| <ul style="list-style-type: none"> ▶▶ Has rights violated; is taken advantage of ▶▶ Does not achieve goals ▶▶ Feels frustrated, unhappy, hurt and anxious ▶▶ Inhibited and withdrawn ▶▶ Allows others to choose for him/her | <ul style="list-style-type: none"> ▶▶ Protects own rights ▶▶ Respects the rights of others ▶▶ Achieves goals without hurting others ▶▶ Feels good about self; has appropriate confidence in self ▶▶ Socially and emotionally expressive ▶▶ Chooses for self | <ul style="list-style-type: none"> ▶▶ Violates rights; takes advantage of others ▶▶ May achieve goals at expense of others ▶▶ Defensive; belligerent; humiliates and depreciates others ▶▶ Explosive; unpredictably hostile and angry ▶▶ Intrudes on others' choices |

Tips on Assertive Behavior

ELABORATED OPINION STATEMENTS

1. Begin with a personal pronoun: "I think that", "My opinion is".
2. Use a compound sentence containing several phrases connected by such words as "because", "therefore" and "but", e.g. "I disagree with what you've said because...", or "I agree with your first point but...".
3. You do not need to have an original argument in order to express your opinion. You may rephrase, repeat or comment on what another person has said.
4. You may agree or disagree with what others say. Or you may change the direction of the conversation: "I think we're ignoring an important point, which is...".

BREAKING INTO AN ONGOING CONVERSATION

1. Have an interest and desire to participate in the conversation.
2. Ask to join the conversation.
3. Listen actively, nod, look directly at others, i.e. indicate non-verbally that you are paying attention.
4. Wait for a natural pause in the conversation.
5. Raise your voice slightly to signal to others you wish to speak.
6. Use your body, lean forward into the conversation arena, use hand gestures, if appropriate, touch the person to whom you wish to speak.
7. State an opinion: "I think that...", or ask a question, "What about...?".
8. Use the person's name to gain attention.

RESISTING INTERRUPTION

1. Raise voice slightly to signal that you would like to finish your comment.
2. Repeat your opening phrase so that you do not lose your train of thought.
3. Continue talking without hesitation; engage in parallel talking for a short time.
4. Do not look at the interrupter; look at those who are attentive.
5. Ask the interrupter to wait until you have finished your statement.
6. Hold up your hand or touch person to signal that you would like the interrupter to stop.
7. Pause briefly, then quickly resume your comment.
8. If interruption is a question, briefly reply and resume comment.
9. State that you will refer to the content of the interruption at a later stage.





module 5

Minorities

Challenges When Mentoring Women and Minorities

Research done by David A. Thomas, a professor of organizational behavior and human resource management, suggests that to be a successful mentor of a minority race/gender mentee requires a different approach than mentoring a same race/gender mentee. Thomas suggests that when mentoring IRS, NRS or women scientists, the senior scientist or mentor needs to:

- ▶▶ give young scientists more challenging assignments;
- ▶▶ make sure that mentees can deal with negative criticism that has a gender/racial bias;
- ▶▶ have positive expectations of the scientists – give positive reinforcement;
- ▶▶ build confidence by focusing on the whole person and develop a coaching and counseling style of mentoring as opposed to an instructional style;
- ▶▶ offer advice to help mentees avoid career dead ends;
- ▶▶ focus on the importance of mentoring skills and monitor networking progress;
- ▶▶ help mentees build relationships with scientists from other races and gender;
- ▶▶ support mentees' ideas in public;
- ▶▶ give open-ended advice and encourage mentees to question that advice;
- ▶▶ model the ability to deal effectively with race and gender.¹

1. David A. Thomas, Professor of Organizational Behavior and Human Resource Management, Harvard Business School, *The Truth about Mentoring Minorities*, Harvard Business Review, 04/2001 and *The Impact of Race on Managers' Experiences of Developmental Relationships: An Intra-Organisational Study*, Journal of Organisational Behavior, 1990.

Masculine and Feminine – some differences

EQUALITY of men and women is a political or moral issue.

ESSENTIAL DIFFERENCES between men and women is a topic of ongoing debate.

Difference is not the opposite of equality. Equality means being free to choose the things we want to do; difference means men or women may not want to do the same things. The evidence presented here shows that the sexes are intrinsically inclined to behave in different ways.

Since the 1990s, overwhelming evidence has supported the scientific view that we are born with much of our brain software already in place. We are more products of our biology than the victims of social stereotypes – though the debate continues.

What is not in doubt is the issues facing global, multi-cultural organizations that are working to build teamwork and collaboration. Evidence shows the female culture is probably better equipped for these tasks than the male culture. The chart below shows results of research into differences between women and men, which leads to differences between female and male culture.

| "Not better or worse – just different" How gender affects communication issues | |
|--|--|
| WOMEN | MEN |
| <i>Corpus callosum</i> – 30% more connections between right and left brain; faster and more accurate intuitive judgment | Brain is configured to concentrate on one specific, dedicated task at a time |
| Indirect communication – use words to show participation and build relations – avoiding aggression, confrontation or discord – oriented to building rapport and connection | Direct communication – use quantifiers such as "none", "never" and "absolutely" – this kind of speech helps close business deals quickly and efficiently, is a means of asserting authority over others – oriented to solving problems |
| 90% active at rest – constantly receiving and analyzing information from the environment. | 30% active at rest – when it's done, it's done |
| Focus on tone and body language | Focus on literal meaning of words |
| 16,000 words per day | 7,000 words per day |
| 45-degree peripheral vision | Long-distance tunnel vision |
| Longer sentences – many subjects, multi-tracking | Shorter sentences – solution focused ² |

2. Allen and Barbara Peese, *Why Men Don't Listen and Women Can't Read Maps*, Orion Books Ltd, GB, 1999.



module 6

Self-fulfilling Prophecy

"Pygmalion effect" or the self-fulfilling prophecy and its relation to mentoring

According to Greek myth, the king of Cyprus, Pygmalion, had a statue made of his perfect woman – Galatea. He treated the statue as if it were real. One day, Venus brought Galatea to life for Pygmalion and they lived happily ever after. Although simplified, this story has a modern counterpart known as the "Pygmalion effect" or the self-fulfilling prophecy. It reinforces the notion that supportive, encouraging messages have a positive impact on a recipient's behavior and illustrates that actions based on mere perceptions and labels can have a dramatic impact.

WELDING APPRENTICESHIPS

This is a story about a training supervisor who has 20 apprentices. To three of his apprentices, whom he was told were better than the others, he frequently sends positive messages. By the end of the six months of training, the three apprentices had much better grades than the other 17 apprentices. But in fact, there was no real difference in talent. The supervisor's perception that they were outstanding influenced how he treated them.

FACTORS WHICH IMPACT DEVELOPMENT

Professor Robert Rosenthal, a professor of social psychology, found that looking at development in terms of climate, feedback, input and output has obvious implications for the career development of IRS, NRS minorities and young women scientists. When mentors focus on and encourage those who have not previously been noticed, it can have an enormous impact on their chances of being successful. This list gives examples of how to make sure the four factors are considered positive.

- a) **CLIMATE:** create a positive emotional mood or spirit by smiling, nodding, using greater eye contact, leaning closer.
- b) **FEEDBACK:** offer more praise, less criticism.
- c) **INPUT:** spend more time coaching those they expect more from.
- d) **OUTPUT:** encourage greater responsiveness from mentee through mentor's verbal and non-verbal behaviors such as providing mentee with greater opportunities to seek clarification, etc.

MALE OR FEMALE MENTORS FOR WOMEN

There are opposing views from research on the issue of male or female mentors for women. M. Elizabeth Tidball³ suggests that same-gender mentoring is most productive for women and increases the likelihood that they will publish more if they are in academics. But Olson and Ashton-Jones⁴ suggest that a male mentor is better able to show the female mentee how to negotiate within a male system.

There are advantages and disadvantages of having a male mentor – the important thing is to be aware of what they are.

Advantages of having a male mentor

- ▶▶ More men than women are in areas of influence.
- ▶▶ Men (part of the old boys' club) have information that women (not part of the club) may not have.
- ▶▶ Men consider and view power differently from women, and since the power structure has been designed by male culture, the training a woman receives from a male mentor helps her navigate and advance more rapidly.

Disadvantages

- ▶▶ Male mentors are less likely to be seen as role models.
- ▶▶ Conflict arises out of gender-different orientation.
- ▶▶ Problems may arise due to physical attraction. According to Murray and Owen (1991), this is a no-win situation for women.



3. Tidball, M. Elizabeth, *Perspective on academic women and affirmative action*, Educational Record, 1973.

4. Olson, G. and Ashton-Jones, E., *Doing Gender: (EN) gendering academic mentoring*, Journal of Education, 1992.



module 7

Summary of Style Implications

| MENTOR /MENTEE STYLES | | IMPLICATION FOR OUR MENTORING RELATIONSHIP |
|--|--|--|
| 1. Personality Style Mentor: | | |
| Mentee: | | |
| 2. Cultural Style Mentor: | | |
| Mentee | | |
| 3. Conflict Style Mentor: | | |
| Mentee: | | |
| 4. Assertiveness Style Mentor: | | |
| Mentee: | | |
| 5. Gender Communication Style Mentor: | | |
| Mentee: | | |

bibliography

1. Alleman, E, *Impact Of Race On Mentoring*, Proceedings of the 1st International Conference On Mentoring, 11 Vancouver, BC, 1985
2. Belbin, R Meredith, *Management Teams – why they succeed or fail*, Butterworth Heinemann, Oxford, 1993
3. Belbin, R. Meredith, *Team roles at work*, Butterworth Heinemann, Oxford, 1993
4. Brainard, S G and Carlin, L, *A Longitudinal Study Of Graduate Women In Engineering & IC*, Journal Of Engineering Education, 1998
5. Cawood, B A MSc, *Assertiveness For Managers, Learning Effective Skills For Managing People*, International Self Counsel Press Ltd, Toronto, 1985
6. Clawson, J and Kram, K, *Managing Cross Gender Mentoring*, Business Horizons, 27, 1983
7. Elsea, Janet, *The Four Minute Sell - How To Make A Dynamic Impression*, Arrow, 1985
8. Glass, Lilian, *I know what you're thinking*, John Wiley and Sons Inc, NY, 2002
9. Hermann, Ned, *Whole Brain Business Book: Unlocking The Power Of The Whole Brain Organization & The Whole*, Mcgraw-Hill, 1996
10. Jeffers, Susan, *Feel The Fear And Do It Anyway*, Cox & Wyman Ltd, Reading, Great Britain, 1987
11. Jones, Philip L, *Mentors and Proteges: How To Establish Strength And Get The Most From A Mentor Protégée Relationship*, Arbor House, 1982
12. Kram, K, *Phases of the Mentoring*, Academy of Management Journal, 26, 1973
13. Murray, M and Owen, M, *Beyond the Myths and Magic of Mentoring*, San Francisco, Jossey- Bass Publisher, 1991
14. Olson, G and Ashton-Jones, E, *Doing Gender: (EN)gendering Academic Mentoring*. Journal of Education, 1992
15. Pease, Allan and Barbara, *Why Men Don't Listen And Women Can't Read Maps*, Orion Books Ltd, GB, 1999
16. Rosenthal, Robert and Jacobson, Lenore, *Pygmalion in the Classroom: Teacher Expectation and Pupils' Intellectual Development*: New York: Irvington Publishers, 1992
17. Ruzicka, Faddis B, Berard, P, Steward, J & D'Angelo, G, *Together Communicating Interpersonally*, 3rd ed, NY Random Press, 1988
18. Smith, Manuel J, PhD, *When I Say No, I Feel Guilty*, Bantam Books, NY, 1985
19. The Heim Group <http://www.heimgroup.com>
20. Thomas, David A., *The Truth about Mentoring Minorities*, *Harvard Business Review*, 04/2001
21. Thomas, David A., *The Impact of Race on Managers' Experiences of Developmental Relationships: An Intra-Organizational Study*. Journal of Organizational Behavior, 1990
22. Thomas, Kenneth, Kilmann, Ralph, *Thomas-Kilman Conflict Mode Instrument*, Consulting Psychologists Press, Inc, Palo Alto, CA, 1988



22. Tidball, M., *Perspective On Academic Women And Affirmative Action*, Educational Record, 1973
23. Trompennar, Fons and Hampden-Turner, Charles, *Riding the Waves of Culture*, Nicholas Brealey Publishing, London, 1977
24. Walker, Danielle and Thomas, Schmitz, Joerg, *The Guide To Cross Cultural Success*, McGraw Hill, NY, 2003
25. Zunin, Leonard, MD, with Zunin, Natalie, *Contact: The First Four Minutes*, Ballantine Books, NY, 1972