

TRAINING

SPRING 2005

T O D A Y

Chicagoland Chapter
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Letter from the Editor

Views of Diversity

As a relatively recent focus in business, diversity offers great material to add to the repertoire of trainers. Perhaps the most exciting aspect of diversity is that it has so many dimensions, from demographic to highly personal dimensions, around which to develop training models that genuinely can enhance productivity.

What are the most important aspects of diversity for trainers to approach? This

issue reveals several views of diversity, from gender and generational diversity to the diverse interactions of teams, and even diverse forms of training. It also offers readers "The Iceberg Analogy," which suggests that we have only scratched the surface of this fascinating subject.

As you read, you'll see that each article blends theory and ideas with practical application. Many thanks to each and every author for their excellent contributions.

NOTE: The listings of CC-ASTD Board members and officers printed in the Winter 2005 issue beneath my editorial column was outdated. My apologies to all concerned! The correct listing is shown below, as well as at CCASTD.org.

—Karen Bolek

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Archetypes and Gender Diversity in Business

by BARBARA HANCOCK ANNIN

From the time we are small children, our parents and elders tell and retell us stories and fairy tales—stories with characters as diverse as the tooth fairy, the three little pigs and the fiery dragon. While these tales may seem rather whimsical, the stories, characters, and archetypal images within them not only play an important role in our development as humans, but impact our career expectations and behavior as well. According to the Swiss psychiatrist and scholar Carl Jung, these stories are passed on from generation to generation and from culture to culture.

Archetypes, according to Jung (1956), “are...structural elements of the psyche and possess a certain autonomy and specific energy which enables them to attract, out of the conscious mind, those contents which are best suited to themselves; the symbols act as transformers.” The knight in shining armor, the rain-maker, the fool, the nurturing earth-mother, the princess, the hand-maiden...archetypes exist right beneath the surface of our consciousness. Attention to them can empower people to navigate more effectively through the challenges presented by life and work. Archetypes serve a broad array of purposes, including providing role models, helping individuals overcome adversity through meaning making, providing a different point of view, providing structure, and what Pearson (1998) describes as finding the hero within.

Jung (1959) believed that the unconscious consists of two components: that which is personal and that which is collective. The collective unconscious serves as a repository of information, including the archetypes (Jung, 1964), that is shared by all human beings and cultures (Corlett & Pearson, 2003). The collective unconscious is constrained neither by time nor space, and works in tandem with the human conscious, communicating through our dreams (Singer, 2002) and intuitions. “The collective unconscious provides a basic

*...stories, characters, and archetypal images...
impact our career expectations and behavior.*

link between the individual and humanity as a whole” (Corlett & Pearson, 2003, p. 7). In the case of business leaders, the collective unconscious can serve as a robust source of guidance for decisions and actions.

Characteristics of Archetypes

Archetypes are characterized by repetition and seemingly bipolar forces (Enns, 1994). For example, the Infant archetype possesses the opposing characteristics of complete innocence and self-indulgence (Edinger, 1992). It may be the tension between these bipolar forces that creates the opportunity for increased growth and understanding. Research suggests that recognizing this tension allows individuals to come to terms with the opposing characteristics within.

Pearson (1998) contends that, whether working with others or on your own, you can awaken the archetypes within by:

1. identifying the positive qualities of a desirable archetype,
2. thinking consciously like the archetype you want to emulate,
3. identifying and eliminating the cause of the inner block to expressing this archetype,
4. talking the talk and walking the walk, and
5. fine-tuning your skills.

Gender-based Archetypal Structures

While understanding archetypes is pertinent to the business world regardless of

gender, it can be particularly helpful to women, and to men concerned with women's equality, because archetypes “provide insights that allow [women] to transcend constricting roles and persist in [women's] struggle to achieve equality” (Enns, 1994, p. 3).

There are several structural schemas that have been developed regarding archetypes. On the one hand, many structures that have been developed are based on male role models—King, Warrior, Statesman. These male role models can sometimes be difficult for women to emulate. On the other hand, feminine archetypal structures such as Nurturer, Princess, or Queen may be easier for women to relate to but may have limited application in the male-dominated corporate work environment.

Maccoby (1976) developed the male-dominated schema that he outlined in his book *The Gamesman* (as cited in Carr, 2002). According to Maccoby's construct, there are four archetypal figures within organizations: Craftsman, Jungle Fighter, Company Man, and Gamesman. Maccoby contended that the ideal archetype within the organizational structure was the Gamesman—those individuals who perceived work as a game; who were competitive and controlling; and who used decision-making skills pertaining to systems theory (as cited in Carr, 2002).

Mitroff (1983) presents another male-dominated archetypal structure that was developed by Thompson (1971) and presented in the book *At the Edge of History*. Thompson (1971) maintains that there were four basic archetypes through our culture: Hunter/Warrior, associated with military figures; the Shaman—medical professionals; the Fool—artists and entertainers; and the Chief—managers (as cited in Mitroff, 1986). According to Mitroff (1986), “Thompson shows how over time these four basic archetypal characters have become progressively refined and elabo-

rated into the impersonal institutionalized forms” (p. 395). While these archetypes do seem to be prevalent within organizations, evidence suggests that they alienate women because they exclude the female perspective.

Scholars such as Woogler and Woogler (1989) have examined the female archetypal perspective through research (as cited in Enns, 1994). They developed an archetypal structure based on the following six goddess types: “Athena: intellectual life, wisdom and achievement; Aphrodite: love and intimacy; Persephone: spirit world and mystical experiences; Artemis: adventure and physical world; Demeter: nurturing and motherhood; and Hera: power and leadership” (as cited in Enns, 1994, p. 131). While for some women, these gender-specific archetypes may be too limiting and difficult to apply within an organizational setting, for others they may provide inspiration or a sense of self-validation (Frymer-Kenskey, 1992, 219).

Archetypal Journey Model

Pearson and Marr (2002) developed a gender-neutral archetypal model based on the notion that archetypes can facilitate human development in an individual regardless of gender. Pearson has written extensively on the subject of archetypes, myths and heroes, and her writings are heavily influenced by the work of Carl Jung and Joseph Campbell. Pearson (1998) also contends that there are three stages of the archetypal journey: “preparation, the journey and the return” (p. 5). Furthermore, there are specific archetypes that we call upon during the stages of the journey (Pearson, 1998). One can argue that it is through this process of calling upon these archetypes at different points throughout our life journey that we are able to foster the growth and development of our psyche.

Pearson (1998) maintains that the benefits of an archetypal journey include helping individuals become more aware of their own consciousness and their reactions to people with whom they come in contact. She believes the outcomes of the process include the ability to: 1) anticipate problems and prevent overload; 2) develop one’s own self-expression; 3) set and achieve goals; 4) be generous to others; 5) have a sense of faith and tranquility; and 6) achieve balance in life.

TABLE 1

Archetype	Characteristic or Gift
Innocent	Optimism, trust, hope, faith, simple virtue
Orphan	Realism, resilience, interdependence
Warrior	Discipline, courage, determination, skill
Caregiver	Community, nurturance, compassion, generosity
Seeker	Autonomy, ambition, identity, expanded possibilities
Lover	Passion, commitment, enthusiasm, sensual pleasure
Destroyer	Metamorphosis, revolution, capacity to let go
Creator	Creativity, vision, skill, aesthetics, imagination
Ruler	Responsibility, sovereignty, control, system savvy
Magician	Transformative, catalytic, or healing power
Sage	Wisdom, nonattachment, knowledge, skepticism
Jester	Humor, life lived in the moment, exuberant joy

Source: Pearson, C.S. and Marr, H. K. (2002). *Introduction to archetypes: the guide to interpreting results from the Pearson-Marr archetype indicator instrument*. Gainesville, FL: Center, p. 9.

In *Introduction to Archetypes* Pearson and Marr (2002) outline the twelve archetypes of the Archetypal Journey Model. The archetypes within this model, based on research conducted by Pearson and Marr, have evolved since they were first developed by Pearson and published in her book *The Hero Within*. Listed below in Table 1 are their twelve archetypes and associated characteristics.

Training Implications

If archetypal thinking is embedded in our collective unconscious, then it makes sense that trainers who help learners become aware of the archetypes through which they are already functioning can stimulate growth. According to Mitroff (1983), “archetypes afford a unique way of understanding organizations and their impact on individuals” (p. 394). One could argue that during periods of tumultuous change such as reorganizations, mergers and acquisitions, individuals are seeking anchors and guides. Often the structures, practices and leaders they have known are no longer present. Morgan (1986) concurs with the contention that archetypes and archetypal structures play an important role in organizations. He cites the work of Mitroff who

maintains: “organizational life can be understood in terms of fools, magicians, warriors, high priests, lovers and other symbolic characters” (as cited by Morgan, 1986, p. 227).

Archetypes for Women in Organizations

It may be that men have long enjoyed a tremendous advantage in the business world largely because the male archetypes we learned as children are much easier to adapt to that arena. With all due respect to men and no intent to put them down, but simply to help women adapt the ancient female archetypes to the world of business more effectively, we look now at two positive applications of the Mother/Nurturer archetype to business leadership.

One of the potential applications of the Nurturer archetype for female leaders in organizations is for women to serve as mentors to other women (Eagly, 2003). The combination of mentoring and archetypes can be particularly helpful for aspiring women leaders in organizations because they are often lacking established role models within the organization. A mentor can help fill this void and an archetype can provide women with a construct

that offers tangible suggestions for how to deal with the issues that arise through their development as leaders. This is in contrast to their male counterparts who tend to have more established venues for developing relationships with role models and mentors.

According to Eagly (2003), women leaders exhibit the characteristics that are more supportive of mentoring their subordinates. Eagly (2003) contends that when compared to their male counterparts, female leaders are: "less hierarchical; more cooperative and collaborative; and more oriented to enhancing others' self worth" (p. 579). This research suggests that women leaders possess the skills that are necessary for serving as a mentor. Women leaders serving as role models for other women may also help to "revalue women's work of all kinds" (Enns, 1994, p. 130). A mentoring relationship may "help individuals to create new and more complete models of what it means to be a woman" (Enns, 1994, p. 3). Wehr (1987) alleges that a female mentor may also serve the benefit of "defin[ing] receptivity and feminine instincts" (as cited in Enns, 1994, p. 130). Archetypal patterns can also provide women with a source of strength (Wyatt, 2003, p. 3).

On a similar note, Eagly (2003) conducted an extensive analysis of existing research regarding leaders in organizations. Specifically, Eagly examined "research that compared women and men on transformational, transactional and laissez-faire leadership styles" (p. 569). The purpose of Eagly's study was to determine if there were differences between male and female leaders. The results of the study were profound. Based on an extensive review of the existing literature and research on the subject, Eagly (2003) found evidence to show support for the notion that women leaders appeared to be more transformational in nature than their male counterparts. In fact, "female leaders scored higher than male leaders on overall transformational leadership" (Eagly, 2003, p. 579).

According to Eagly (2003), transformational leadership "involves establishing oneself as a role model by gaining trust and confidence of followers" (p. 572). Transformational leaders are innovative, futuristic and goal oriented. In addition, through empowerment and mentoring,

The research suggests that female leaders within organizations can use archetypal structures and personification to help mentor other women within the organization.

"transformational leaders encourage [their subordinates] to develop their full potential and thereby contribute more capably to their organization (Eagly, 2003, p. 572). Another way of looking at these findings is to compare Eagly's work to the concept of personification and the work of Moureau (1997) who contends that: "the most common way of experiencing an archetype is through personification" (as cited in Wyatt, 2003, p. 4). Furthermore, Wyatt (2003) explains that personification occurs through a "particular type of image in which a character embodies and expresses the pattern of energy that is the archetype" (p. 4). The research suggests that female leaders within organizations can use archetypal structures and personification to help mentor other women within the organization.

Conclusion

According to Pearson (1998), "the point of archetypal awareness is to be more complete, to be more whole, to have a wider repertoire of choices – not to be higher upon the developmental ladder" (223). Archetypes provide us a rich context to view the world, as well as a structure to guide our own development as individuals and as professionals.

In her book *Boundaries of the Soul*, June Singer (2002) likens the process of working with archetypes to that of navigating the wind currents when learning to sail a boat. According to Singer, "by understanding them, you become one with them and in doing so you are able to find your own direction" (p. 13).

Barbara Hancock Annin is an executive coach with 20 years of progressive organizational

communication and change experience with Fortune 500 companies. She is an affiliate with the Chatfield Group, an independent network of OD, communications and coaching consultants. A resident of Lake Bluff, Illinois, she holds an MBA from DePaul University and is currently completing her Ph.D. in Human and Organizational Systems at the Fielding Graduate Institute in Santa Barbara, California. She can be reached by e-mail at barbara.annin@sbcglobal.net, or by phone at 847-234-9829.

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Interview with Carole Widmer

In this issue, CC-ASTD member Carole Widmer, Vice President of Harris eChannel Services, shares her corporate perspective on the topic of two diverse types of training: technical training and soft-skills training.

Training Today: Carole, what is the basic difference between technical training and soft skills training?

Carole: Technical training involves the “what.” What do learners need to do? What steps do they need to take into the processes of the system? For example, if you’re training people to use a computer program, there is a set pattern to teach.

By contrast, training people in soft skills involves both the “what” and the “how.” Learners have to know the process, but they also need to apply the process according to the situation. For instance, salespeople first learn a model call. But on a real sales call, the customer may ask something specific right away that doesn’t follow the model. The salesperson has to

jump over steps to respond to the question, and then work back through the model to complete all the steps. When learners work with people rather than machines, they need to learn to build the process out of disorder.

Training Today: What are some of the corporate trends in technical and soft skills training?

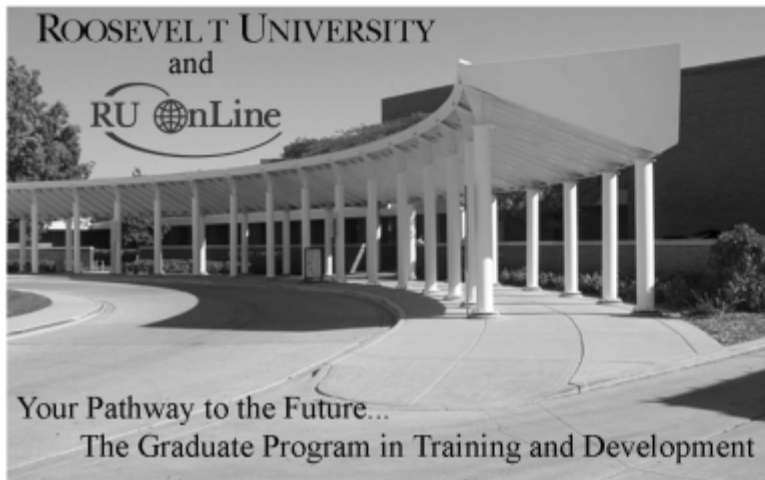
Carole: In technical training, the trend is increasingly self-directed learning. In soft-skills training, the focus remains on classroom learning and/or blended learning.

Training Today: What advice would you give a new person starting out in the field of corporate training?

Carole: Both technical and soft-skills

trainers need to get onboard with the latest technology, because technology is going to continue to change our field drastically within the next ten years. The major challenges facing companies are revenue generation and productivity, so training must focus on these two drivers to be relevant. Neither technical nor soft-skills training will go out of style, but whichever type of training best supports the corporate strategy will predominate. Be prepared to be flexible, as the emphasis may change yearly, monthly, or even daily according to the needs of the business.

Carole Widmer can be reached by e-mail at carole.widmer@harrisbank.com or by phone at 847-520-6409.



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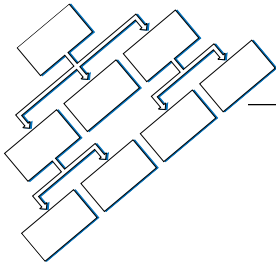
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OD and the Diversity Challenge: Appreciating Gender

by THERESE F. YAEGER, Ph.D. and PETER F. SORENSEN, Ph.D.

Diversity involves a range of differences that includes demographics: gender, race, ethnicity, and age—characteristics that are usually apparent from looking at someone. As an organization becomes more diverse, differences among groups often become more pronounced, creating new management challenges (Francesco & Gold, 2005).

Several profound trends are shaping the labor markets of modern organizations. Women now represent nearly 50% of the paid workforce, compared to just 20% a few decades ago. As a result of this trend, gender difference is a primary component of workforce diversity.

The following case describes how Appreciative Inquiry (AI) was used to address a need for gender equity at Avon, an international direct-sales organization.

Case

Avon's vision is "To be the company that best understands and satisfies the product, service and self-fulfillment needs of women globally." Their "dedication to supporting women touches not only beauty—but health, fitness, self-empowerment and financial independence." (see www.avoncompany.com)

Although Avon is generally known as one of the best places for women to work, the parent division, Avon International in New York City, noted the preponderance of males in Avon management. To avoid possible legal action from the female workforce, they decided to increase the number of women in both senior management and executive positions across the company.

Avon Mexico, one of the most successful Avon companies, was to serve as a pilot and model for the rest of the company. At the time of this project, Avon Mexico had about 3,000 employees with a sales force of 250,000 independent distributors, yet

there were no women on the executive committee and few female executives in general. As Pedro Cervantes, Vice President of Human Resources, Legal Affairs and Public Relations at Avon Mexico stated, "[In Mexico] we are a macho society, so this sense of diversity was a new concept. We had to convince men that the mix of men and women in meeting and decision-making forums was positive."

The Appreciative Inquiry 4-D model formed the framework for the project: Definition, Discovery, Dream, and Destination.

AI consultants built the foundation for success by creating a deeper understanding of Appreciative Inquiry with the clients, and then working with a planning team—an internal/external team made up of internal opinion leaders who would help co-define the topics to be studied and be the guides for the external consulting team. Consultants gained a shared understanding of the readiness for change and the methods that would be most appropriate for the site's culture.

They then planned a series of two-day workshops to introduce AI theory, practices and philosophy to people selected to be part of the learning team who would conduct the Discovery interviews. Members of the learning team—20 formal and informal opinion leaders from across functions and organizational levels—were known as the "Pioneers."

The Discovery phase began with a two-day workshop for the Pioneers where they learned about AI, developed the first set of questions to be used in the interviews, practiced interviewing, and planned all the logistics for collecting the data (stories and examples).

Several challenges emerged in translating Appreciative Inquiry to the appropriate terminology in Spanish. There was concern

about the word "inquiry" and some of the multiple meanings it suggested. There was, however, absolute clarity on what they were doing. The Pioneers group soon called AI the "philosophia": not merely a method or technique, but a way of living and doing business. As Pedro Cervantes stated, "Our people understood and appreciated this term, and it works to the long-term benefit of the company's sales force and the country."

The final interview protocol focused on identifying instances of men and women working together effectively. Over the course of about 2,000 interviews, many best practices and compelling stories emerged that illuminated what diversity looks like and what it takes for men and women to work well together at Avon Mexico. Out of the most illustrative stories, the planning team was able to construct models of excellence so that the ideal could come alive in people's imaginations.

Sometimes change was instantaneous. At a planning committee meeting, the idea that men and women should be represented at all levels of decision making was brought into question, since no women were sitting on the executive committee. The President of the company, Fernando Le Zama said, on the spot, that women would be invited to attend all future executive committee meetings. The two most senior women began attending those meetings and, within six months, Lucia Larado was named Director of Sales and given a permanent seat on the Avon Mexico Executive Committee. Ms. Larado has since been named President of Avon Ecuador.

The Dream phase found the team writing a report that summarized the key learnings, reinforced them with stories, and presented a range of possibilities for achieving gender equity as an effective way of working. The report showed that the

ideal was already happening and suggested how it might be possible to foster more of those extraordinary examples. It was used as input to the Future Conference summit that occurred next.

Over 100 learning team members were invited to the summit to validate and flesh out a collective vision and strategies to get there. The planning team also invited a group of Mexican university students to participate in conversations about the changing role of women in Mexico. The group arrived at a joyous conclusion about the possibility of men and women working together in teams. Clear and compelling steps forward came out of the summit, such as ensuring male and female co-chairs for project teams. These conclusions were put into a second report for the Destination phase, and an internal advisory committee was formed to move the recommendations into action.

Outcomes

Within six months, outcomes were significant: the first female executive was appointed to the Executive Committee, and profits increased dramatically. The division

and this project won The Catalyst award, which is given each year to a company that has policies and practices that significantly benefit women in the company.

Conclusion

Avon Mexico has long been a classic case of how AI was applied to a difficult situation and rendered wonderful, inspiring results. With the winning of the Catalyst award and increased profits in six months, along with the first female executive appointed within six months of the project, AI fueled the positive core of Avon Mexico, which has continued and is sustained.

But this case also has implications for the workforce outside of Avon, or Mexico, or women only. This case shows how AI provides a positive, supportive approach to changing what could be a harmful work environment.

Many thanks to the AI consultants—our colleagues Marge Schiller, David Cooperrider, Jane Watkins and Rusty Rennick—for their great work and their contribution to this topic!

Peter F. Sorensen Jr., PhD is Professor and Director of the PhD-OD program and the MS-MOB program at Benedictine University. He is Chair of the OD&C Division of the Academy of Management, and received the “Outstanding OD Consultant of the Year Award” from the OD Institute in 2003.

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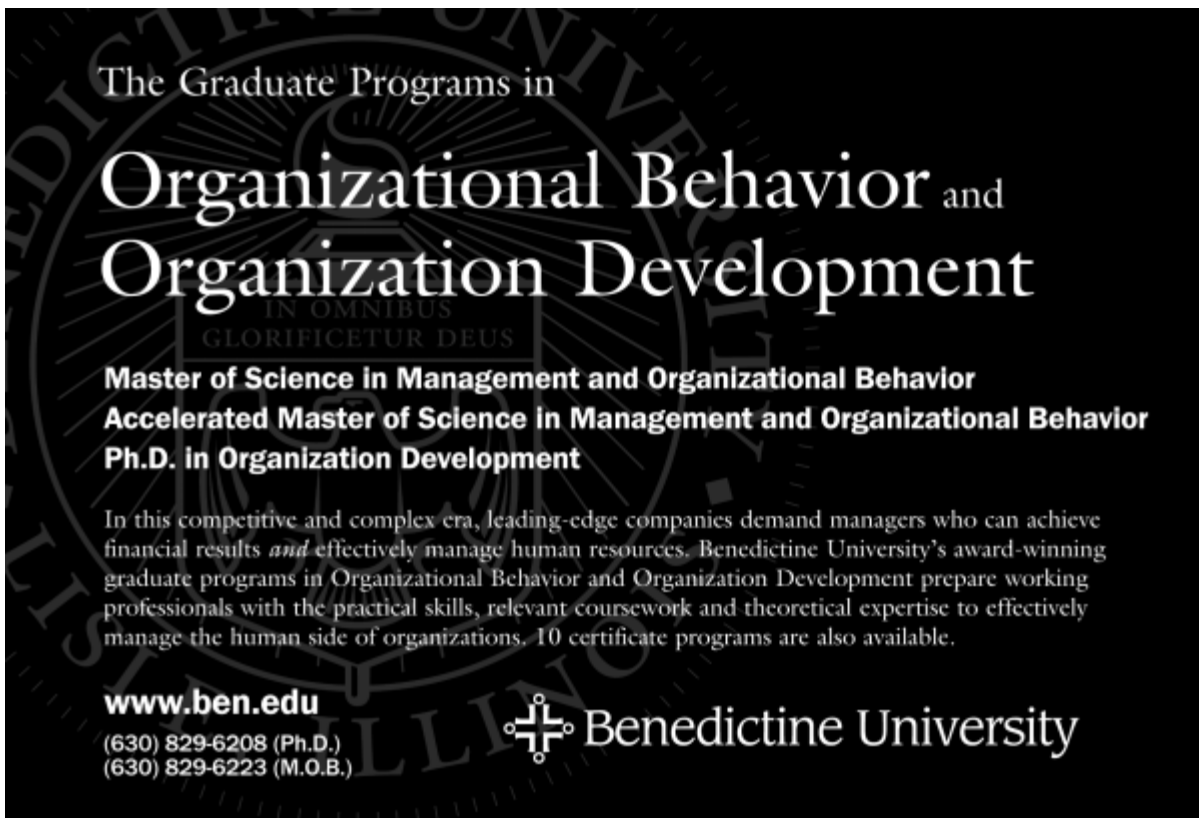
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A version of this case is available at: <http://appreciativeinquiry.cwru.edu/intro/bestcasesDetail.cfm?coid=3218>

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Diversity Training “Gen Why”

by ERIC CHESTER

“I’ll have a hot apple pie and a vanilla shake,” I said. The young teen who took my order replied, “Fine, sir. Would you like any dessert with that?”

While amusing, this story illustrates how young employees who are trained in how to reply still need help in learning how to relate.

Should we blame managers? Not really. As a society, we’ve demanded that our

schools prepare students with all the right answers for standardized tests. But in the process, we’ve failed to teach them how to respond when the “right answers” don’t fit the situation. Thus,

entry-level employees can often pass skills tests, but cannot necessarily solve problems or think on their feet.

The Solution?

To avoid robotic responses and reduce mindless mistakes, managers must make time to teach the reason instead of merely training the task. When “Gen Whys” comprehend the purpose and are plugged into the mission, they’ll unleash boundless talents to benefit their organizations as well as themselves.

1. **Clarify the end result.** Let them know the why behind the what. When they understand why, they can extend the thinking to handle new situations more effectively.
2. **Provide practice** through roll playing.

Giving them an opportunity to think their way through a series of possible scenarios will increase their confidence in handling any situation.

3. **Empower them.** Give them the freedom to put their personality or flair into the task. Otherwise, you’ll turn them into robots.
4. **Reward excellence.** Make a bigger deal out of their successes than out of their mistakes.

Eric Chester is the founder of Generation Why, Inc., a training and consulting firm helping leading organizations manage and motivate 16- to-24-year-old employees. He’s an award-winning speaker and the author of 10 books, including *Getting Them to Give a Damn—How to Get your Front Line to Care About Your Bottom Line* (Dearborn Trade Publishing, May 2005). For more info, visit GenerationWhy.com.



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Team Performance Consulting – Supporting Diversity at Work

by LEE S. JOHNSEN



How many teams do you belong to? During your lifetime, you probably have been a member of several teams—at work, in your community, church, or school. And if you're like most of us, you've struggled with team-related issues more than once. We hear so much today about the benefits of diversity in work environments, and yet the fact remains that diversity among team members creates both opportunities and unique challenges that, without outside intervention, sometimes reduce or even derail a team's output.

Teams are increasingly viewed as critical to an organization's success. Today it is commonplace to hear about project teams, cross-functional teams, process improvement teams, committees, councils, and the list goes on. In 2001, 80% of surveyed workers reported they are members of at least one team (Fiore, Salas & Cannon-Bowers, 2001), and the numbers are estimated to be even higher today. The use of teams has expanded dramatically in response to competitive challenges—and with good reason. Studies show that effective teams are the most powerful resource available to boost group performance. (Katzenbach & Smith, 2001)

So how can we, as T&D professionals, help teams become more successful?

Team Performance Consulting

A performance consultant (PC) who specializes in team effectiveness has expertise in a set of skills and interventions to identify and resolve team issues, and assists team leaders in building more effective teams that achieve superior results. When a Team PC is present at the start of a team project, he or she proactively ensures an effective launch and guides the team in staying on course as the project progresses.

When a Team PC is called into a team environment where the project is already underway and the team is stuck, he or she serves as a "reactive" resource, assessing the problem (often a crisis) and providing interventions to move the team forward.

Proactive vs. Reactive Interventions

PCs experienced in team disciplines educate team leaders and members about the stages of team development, and clarify the type of work group or team the members should form: an effective work group, a single-leader team, or a shared-leadership team. (Katzenbach and Smith, 2001) Typically, the Team PC stays in touch with the group or team as the project progresses to ensure that they remain on-track. If the team gets stuck (and they commonly do), the Team PC assists members in identifying key issues and actions to get back on course. Because each team is a unique, complex organism, having a Team PC who is familiar with the team from the beginning of a project saves precious time when something goes wrong.

While the proactive approach to Team PC work makes more sense from a consulting standpoint, many organizations still operate according to the old adage, "If it ain't broke, don't fix it." As long as a team appears to be functioning, why invest in the services of a consultant? Yet when a team is stuck, a Team PC at that juncture can help a floundering team to get back on track and reach its goals.

Helping the Stuck Team

At some point along the way, most teams get stuck. The most common reasons for this are:

1. Unclear goals—even when goals start out clearly defined, priorities can change as work progresses.

2. Mistaken attitudes—confusion about roles, unclear accountability, wavering commitment.
3. Missing skills—a lack of particular skill sets necessary to accomplish goals.
4. Membership changes—new members need to be integrated into the work group or team.
5. Time pressures—while deadlines loom, achieving high performance takes time.
6. Lack of discipline and commitment—key elements to exceptional team performance.

The Performance Consulting Process

As any performance consultant would, the Team PC applies a disciplined approach to identifying and solving performance problems. Often referred to as the performance consulting process, it consists of five steps:

1. Probe to assess performance gaps and their causes
2. Report findings and make recommendations
3. Identify appropriate interventions
4. Deliver interventions
5. Evaluate interventions and their impact on performance

Applied to the practices unique to each performance unit—Effective Work Group, Single-Leader Team, or Shared-Leadership Team—this process stands in stark contrast to the creation of "teambuilding" events that do not necessarily lead to outstanding teamwork results. According to Katzenbach and Smith, "far too many people, including experts, speak, act, manage, lead and advise as though getting along, or improving group dynamics, is the same thing as teaming. It is not." (2001)

To be truly effective, a Team PC must be able to analyze the group's or team's performance and work with them to deliver

solutions that leverage members' effectiveness. Without some form of diagnosis (steps 1 – 3 in the performance consulting process), we too often respond to the manager's request by delivering a teambuilding activity that only makes people feel better in the short term. Ultimately, we do a disservice to the team and to ourselves by not addressing the true performance problems.

Selecting or Becoming a Team PC

With more and more teams in the workplace, how can we find—or position ourselves to become—Team PCs? Where do we gain the understanding and expertise that goes beyond group dynamics and surface issues? If you're looking for someone, try using this list of 10 interview questions (at right) to assess the candidates' qualifications. If you're looking to develop your own skills as a Team PC, read as many current resources on teams and team consulting as you can, and then use the list at right to assess your own strengths and points of growth.

Portions of this article are taken from *Real World Teambuilding Strategies That Work*, co-authored by Lee Johnsen; Insight Publishing, 2004. For information on obtaining a copy of this book, please contact Lee Johnsen (see below).

Lee Johnsen is a Performance Consultant, author, and President of Partners in Development, a company that partners with organizations to assess employee development needs and deliver solutions to achieve excellent results. He is Co-Director of the Human Resource Development Institute (HRDI) and as such, serves as a CC-ASTD board member. Lee can be reached by e-mail at johnsenL@ameritech.net or by phone at 773-282-8985.

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Ten Q and A's For Finding A Team PC

Ask:	Listen for:
1. What is your experience working with teams to boost their performance?	examples of either the PC's leadership or involvement in the consulting process as well as his or her role in delivering interventions focused on improving team results.
2. What is your process for identifying team performance issues and recommending solutions?	a clear list of each of the steps of the performance consulting process. Note methods to analyzing and identifying performance gaps. Be wary of people who jump to conclusions or suggest one-size-fits-all interventions.
3. If you were to work with us, what information would you want to have access to?	requests for documents that describe the team's purpose, goals, and work approach; feedback from team sponsor, leader, and members; factors outside the team's control.
4. How do you typically report the findings of your analysis and recommendations?	descriptions of written summaries of findings and a collaborative discussion with team sponsor, leader, and members to interpret findings and develop solutions.
5. Once interventions are selected, which ones would you personally create and deliver and for which ones might you use other resources?	key strengths the PC brings to interventions he or she would deliver and what other expertise would be drawn on such as coaching, training design, and facilitation to ensure quality interventions are delivered.
6. What are some examples of team problems you've dealt with and interventions you've used to address them?	specific examples of problems, interventions, why those interventions were chosen, and performance results following interventions. The PC should also describe his or her role in delivering these.
7. How did you and the team evaluate the effectiveness of these interventions? What were the results?	examples of how the PC gathered evaluation feedback and how the feedback was linked to the interventions. Evaluation could include reactions to the interventions applied, results individuals achieved from applying the interventions, and cost-effectiveness of the interventions.
8. What's been one of the most challenging team issues you've addressed? How did you handle it?	a description of a problem, analysis, intervention and results. Examples might include dealing with team problem symptoms and issues outside team control.
9. Would you share an example of a team you worked with that wasn't successful and describe what happened?	a description of the problem, analysis, solution, and results. Focus on what the PC learned and what he or she would do differently.
10. What types of resistance have you encountered when working with teams? Who was the source of the resistance, and how did you address it?	techniques used as the PC identified the resistance and took steps to mitigate or resolve it. (Note: resistance is normal and to be expected when dealing with teams.)

Armed with this kind of information, you can find (or become!) a skilled Team PC—who will guide your diverse team members to produce superior results.

Diversity Training: The Iceberg Analogy

by MATTHEW VALLE, Ph.D.

How do you define an abstract concept like diversity so that learners can apply it effectively in their organizations? Although many people claim to understand what diversity is, they are less sure about what it does for an organization. Why is it that such an important concept is so widely misunderstood? Managers and employees seem to be confused about how to think about diversity, understand it in-depth, and employ it as an organizational resource.

This article describes a method that helps individuals understand and apply diversity in their organizations: a quick team exercise followed by a discussion using an iceberg analogy.

The Team Exercise

The aim of this training exercise is to reinforce the notion that organizations are collections of individuals who need to work in teams to accomplish organizational objectives. This exercise prepares the trainees to understand the nature of diverse team member input and group interactions that occur in the context of organizational work. The total time required for this exercise is 20-30 minutes (5 minutes for set-up, 5-10 minutes to complete the exercise, and 10-15 minutes for the guided discussion).

To begin the exercise, randomly assign individuals to teams (5-7 individuals per team) using a round-robin, count-off procedure (the random assignment should mix the individuals in terms of gender, age, race, etc. fairly well). Give the individuals a few moments to gather with their new team members and get acquainted. Once the teams have settled down, distribute—face-down, one copy per individual—the worksheet included here as Appendix 2. Instruct the individuals to leave the worksheets face down on their tables until instructed to turn their sheets over.

Once the individuals have their worksheets in front of them, read the story

included here as Appendix 1. Read the story quickly, but clearly and loudly enough so that everyone can hear you. When you have finished reading the story, instruct the individuals to turn their worksheets over and answer the ten questions as quickly as they can. Instruct them to remain silent. They may not ask questions. Instruct them to turn their worksheets face down again to signal that they are done.

After everyone has answered the ten questions individually, instruct them to get together with their teammates and come up with team answers. Instruct one member of each team to record the team answers, and ask the teams to keep their discussions as quiet as possible so as not to tip off the other teams. Once the teams have completed their task, instruct them to put the materials aside.

The Iceberg Analogy

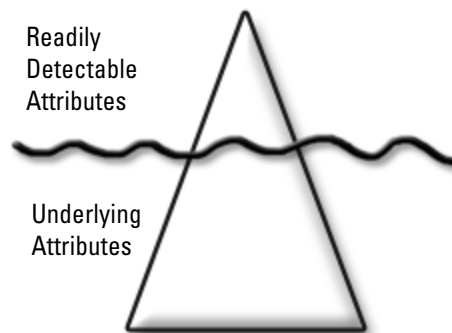
At this point, begin a discussion of the concept of diversity and introduce the diversity iceberg. Diversity in its broadest sense means differences among people.¹ The diversity iceberg is composed of two parts: the part above water (the part you see—readily detectable attributes), and the part below the surface (the part you do not see—underlying attributes). Many indi-

viduals remember that the majority of the iceberg's mass lies below the waterline, so it is important to draw the iceberg as shown in Figure 1.

Label the portion of the iceberg above the waterline "Readily Detectable Attributes," since that is what people see when they think "diversity" or "differences." Make reference to the visible demographic make-up (e.g., age, gender, race) of the trainees to highlight these readily detectable differences. Label the portion of the iceberg below the waterline "Underlying Attributes." You could engage in a discussion/callout of all the possible ways in which people may differ (e.g., personality differences; knowledge, skills and abilities (KSA) differences; decision-making style; conflict management style) based on the things we cannot see. The list, if written on a blackboard or flipchart, may grow to be quite large. The important point to make is that these differences reside below the surface. The purpose of this discussion is to get the trainees to think beyond observable differences to some of the many possible ways in which individuals might differ. The diversity iceberg includes not only that which you see, but, more importantly, a great deal more that you do not see. Just ask the Captain of the Titanic!

We are often told that diversity is good, but individuals are often unsure as to why diversity is good and how it actually adds value for an organization. Initially, when asked about the value of diversity, individuals may suggest that increasing diversity is good because it is a matter of fairness (and law). This type of reaction can be described as the "Discrimination and Fairness Paradigm"². Organizations operating with this frame of reference measure success by gauging their progress toward recruitment and retention goals, not by how effectively the company allows the workers to contribute their unique abilities and attributes to the effective conduct of work.

FIGURE 1: THE DIVERSITY ICEBERG



THE DIVERSITY ICEBERG

Another approach is the “Access and Legitimacy Paradigm”³. Within this framework, access to diverse markets requires similar diverse elements within the organization, so similarity to the target market gives the firm legitimacy within that market. For instance, in order to tap into the Hispanic market for snack foods, it might be necessary to construct a marketing group within the firm made up of Hispanic individuals. This is a better business case, but it still fails to make use of the full range of diverse elements within the workforce.

On another, more subtle level, these frameworks may reinforce counterproductive cultural and/or organizational norms. While the discrimination and fairness paradigm pressures employees to think alike (“We are all one firm”), the access and legitimacy paradigm forces employees into pigeon-holes (“We’re here to go after the Hispanic market”). The former downplays differences, while the latter effectively relegates the impact of cultural differences to seemingly well-defined market niches. In either case, the impact of diversity is muted within the organization, and may have only a minimal effect on the mainstream workforce. This discussion gets us a bit closer, but not quite where we need to be in our understanding of the value of diversity in organizations.

The important distinction in measuring the performance-related impact (e.g., the value-added for the organization) of diversity is in how *job-related* the diversity attributes are⁴. Diversity attributes that are highly job-related, encompassing experience and knowledge of the task at hand, are necessary for effective performance⁵. In short, diversity as a resource can be measured by how much individual differences impact the task at hand, and ultimately, how much the resource impacts overall organizational effectiveness.

Some organizations view diversity as an end in itself, while others view diversity as a means to an end. Diversity as an organizational resource is more consistent with the latter perspective. An organization approaching diversity as a means to an end has to look at a broader range of readily detectable and underlying differences and determine how they relate to the work of the organization. This is referred to as the “Learning and Effectiveness Paradigm.”⁶ This approach asks the organization to in-

tegrate the differing perspectives of the employees into the main work of the organization. As tasks, markets, strategies, and processes are refined through the input of multiple perspectives, the total work product of the organization is improved.

Scoring the Answer Sheets

Following this discussion, return to the completed answer sheets. Proceed through the questions asking for responses, and provide the correct answers to the ten questions. Instruct participants to score their individual answers. Answers must be completely correct to receive credit—no partial credit is allowed. Instruct the team member who kept the team answer sheet to score that sheet as well, totaling the number of correct responses.

Have participants calculate the average number of individual correct answers within their team (a quick estimate is all that is needed). Display these numbers on the board/flipchart. Then, ask each team for the number correct as a team. In most cases, the team score will be higher than the team’s individual average.

How does this exercise relate to the discussion? The teams are accessing some of their underlying individually distinct attributes (memory skills, decision-making skills, interpersonal skills, team task and maintenance skills) in order to achieve a better group performance (i.e., a better score for the team vs. the average individual score). As a result, the teams come to understand that they made use of more than just observable differences (gender or race) in order to achieve an improved organizational outcome (a better team score). In fact, overt differences such as gender and race had nothing to do with the conduct of this particular task.

The question is not whether diversity is or is not important. It is. But more to the point, diversity is important in a work environment as it relates directly to the tasks at hand. This kind of diversity allows some groups (or organizations) to outperform their peer groups who do not possess the same rare, inimitable and value-added characteristics. The context of the tasks is critically important. One must recognize that readily detectable attributes at the tip of the diversity iceberg usually have little, if any, effect on the exercise outcomes—it’s the submerged portion that holds the greatest value.

The essence of the business case for diversity is this: because organizations today have access to the same technology, financial resources, markets, etc., the only unique source of sustainable competitive advantage lies in the use of human resources, which are rare, hard to imitate, and capable of creating lasting value for the organization. Given that much of our work is knowledge work, organizations must depend on the creativity of teams to develop and sustain a competitive advantage.

Organizations that understand the diversity iceberg are in a position to use more of the underlying qualities that make us different to achieve better organizational outcomes in terms of productivity and performance. Diverse teams consistently produce composite work substantially superior to work produced by more homogeneous workforce populations. Diversity at the bottom of the iceberg becomes a significant organizational resource that can boost the business’ bottom line. Such a diversity orientation represents an integration of human resource policies and practices, which directs the organization toward both diversity management and increased success.

A strong diversity management program can create an environment where sub-surface diversity emerges and people feel free to engage in coordinated and creative action. Employees of this type of organization, seeing diversity as a fundamental part of the organizational culture, are more apt to embrace their differences and use them to enhance organizational effectiveness through creativity and innovation. And finally, as further evidence of the value-added nature of diversity, organizations find that, while initially difficult to coordinate, diverse work groups are often more cost-effective than homogeneous work groups⁷. All it takes is to look beneath the surface to uncover the broad range and depth of underlying knowledge, skills and abilities of organizational members and embrace the creative process of engaging it all in the work of the organization.

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APPENDIX 1

The Story*

John was driving along Joseph Street early one evening when he heard a loud noise and saw two people walking quickly out of the corner store. As he cautiously approached, they got into a small European sports car. It was blue and had a license plate with "7-11" on it. They drove off down Johnson Street. He could not believe what he was seeing. Then a man came out of the store screaming that he had just been robbed. They took \$200 in cash, twelve cartons of cigarettes, and the man's wallet. Thinking quickly, he dialed 911 on his car phone and the police showed up five minutes later. They asked him ten questions. Please help him respond.

The Answers

1. John. 2. Driving along Joseph Street. 3. Early one evening. 4. Three people; 1 man (from the corner store) and two people (gender unspecified). 5. No, no descriptions were given. 6. The man was robbed of his wallet. The story does not say that he was a store employee. 7. No, the man ran out of the corner store. 8. A small, European sports car, blue in color and with "7-11" on the license plate. 9. \$200 in cash, 12 cartons of cigarettes, and the man's wallet. 10. The story did not say that someone had a weapon. The loud noise in the beginning of the story could have been a gunshot, but the story did not say. Also, the man did not say anything about a weapon.

APPENDIX 2

The Questions

1. What is the witness's name?
2. Where was the witness when the witness saw this event?
3. What time did this happen?
4. How many people were there, and what gender were they?
5. Can you describe the people?
6. Who was robbed? (Include their position and description if possible).
7. Did this person run out of the office?
8. Can you describe the vehicle they drove away in?
9. Describe exactly what was stolen?
10. Who had a weapon?

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*This story based on the "How's Your Memory" exercise in G. Kroehnert (1991), *100 Training Games*, McGraw-Hill.

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