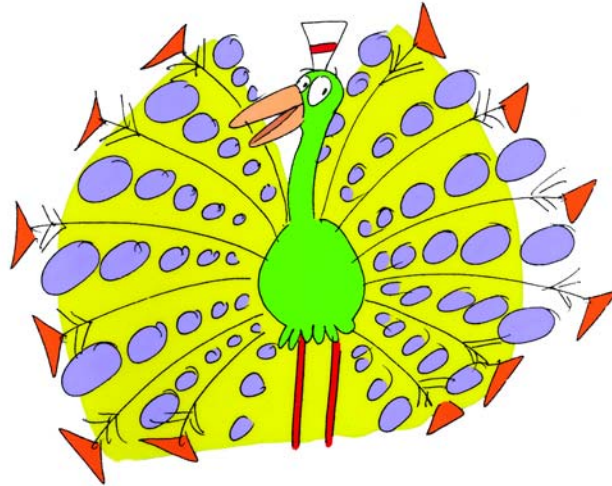


PREVIEW GUIDE



Peacock in the Land of Penguins

Materials Included With *Peacock in the Land of Penguins*

The workshop designed to accompany the video-based program is a flexible, yet comprehensive ½-day training design. The workshop kit includes all the materials you'll need to run the program:

- ◆ The **DVD** of *Peacock in the Land of Penguins* provides the theory and examples to illustrate the workshop topics. This animated, award-winning video featuring Perry the Peacock is an insightful, inspiring and non-threatening way to illustrate employee empowerment, effective communication and team building skills within the context of diversity.
- ◆ The **Leader's Guide** provides step-by-step instructions for introducing activities, leading discussions, and making transitions between the video, group discussions, and exercises. Two complete training designs are included; one for diversity and one for creativity.
- ◆ The **Participant Workbook** contains the worksheets for the suggested exercises in the Leader's Guide. Also, the majority of the information contained in the PowerPoint slides is reproduced in the Participant Workbook so participants spend less time taking notes. 10 Workbooks are included with each kit.
- ◆ A **PowerPoint® presentation** contained on a **CD-ROM** can be used to highlight key content and discussion points during the training session.
- ◆ **Reminder Cards** help viewers remember the program's key concepts. Remembering the important learning points is vital for results. 10 Reminder Cards are included with each kit.

Peacock in the Land of Penguins

SAMPLE PAGES FROM LEADER'S GUIDE

TRAINING DESIGN 1**A PEACOCK IN THE LAND OF PENGUINS:
HARNESSING THE CREATIVITY OF DIFFERENCES**

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Workshop Objectives	Page 7
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WORKSHOP OBJECTIVES

After completing this module, participants will be able to:

- Identify policies and practices that block or hamper creativity in their organization
- Build a work environment that supports creativity
- Use practical and fun techniques that increase creativity
- Use brainstorming to generate new ideas
- Brainstorm ideas that will increase creativity at work
- Be aware of factors that help or hinder creativity in a group to which they belong

WHO SHOULD ATTEND?

CRM's A Peacock in the Land of Penguins is designed for managers, supervisors and line staff who, as part of their jobs, use creativity to solve problems, produce or invent.

This material should be presented in a group setting where the responses of others can be compared and shared. While independent study would have some value, it would lack the group dynamics dimension that lies at the heart of the content.

CLASS SEQUENCE AND TIMING

Training Session Activity	Time (in minutes)
Welcome/Introduction	10
Icebreaker	10
Learning Objectives and Expectations	10
Defining Creativity	15
Exercise 1: Why is Creativity Relevant to our Organization?	10
Real Organizational Examples	10
Exercise 2: Creative Work Environment	10
Video Presentation: Part One and Debrief	15
Video Presentation: Part Two and Debrief	10
Break	10
After-Break Brainteaser	5
Exercise 3: What is the State of Creativity in Your Organization?	15
Exercise 4: Becoming a More Creative Bird	10
The Creative "Muscle"	10
Exercise 5: External and Internal Factors Affect Creativity	15
4 Steps to Creative Problem-Solving	5
Using Creative Techniques	10
Determining Evaluation Criteria	5
Deserted Island	10
Group Brainstorming Exercise	20
Exercise 6: Creativity and the Future of Your Organization	10
Circle of Influence	10
Reminder Card: My Circle of Influence Action Plan	5
Wrap-Up and Questions	5
Total running time	4 hours, 5 minutes

EXERCISE 3: WHAT IS THE STATE OF CREATIVITY IN YOUR ORGANIZATION? (15 MINUTES)

Discuss creativity in your organization.



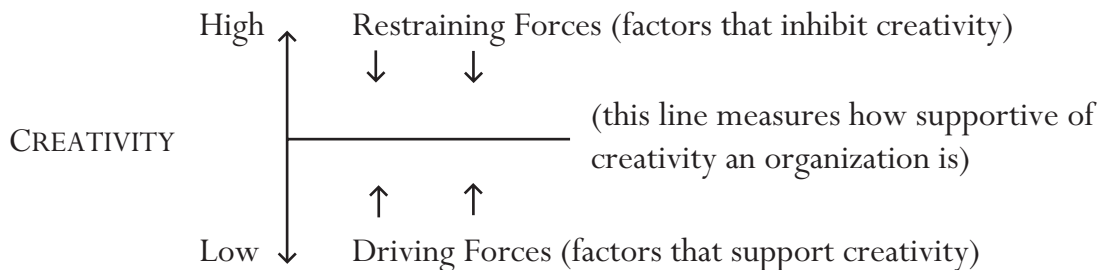
Now that we have taken a look at the penguin organization, let's take a look at creativity in our own organization. Turn to Exercise 3 in your workbooks and let's split the room down the middle, so half of you will answer the first question, and the other half will answer the second question. You will have 5 minutes.

1. What factors support creativity in our organization?
2. Which factors inhibit creativity? For example, how are people rewarded for coming up with new ideas? How does our organization deal with "far out" or seemingly impractical ideas?

While participants are discussing, draw your own Force Field Diagram on the whiteboard or flipchart. After 5 minutes, bring the groups back together and explain what a Force Field Diagram is.



Slide #15: Sample Force Field Diagram



Let's look at the factors supporting and inhibiting creativity in our organization using a Force Field Diagram. A Force Field Diagram is a visual way to depict the forces affecting a characteristic, like creativity. Whether an organization is highly supportive of creativity or doesn't support creativity much at all, is represented by this middle line (point to horizontal Creativity line). The line can move up and down, depending on the two forces pushing it: Restraining Forces, which are factors that inhibit creativity, or Driving Forces, which are factors that support creativity.

For example, if an organization was highly supportive of creativity, their Driving Forces would outnumber their Restraining Forces, and the line would be fairly high.

What do you think the Force Field Diagram would look like for the Penguin organization (at the beginning of the video)?

Take responses. Obviously, the line would be very low. Now return to the discussion about your own organization. Ask for their responses and record them on the Force Field Diagram you just drew.

Now we are going to go back to the factors we just brainstormed about our own organization, and put them on this Force Field Diagram. What factors support creativity? Inhibit it?

Write the participants' responses of factors that support creativity as arrows pointing up to the line. Write the factors that inhibit creativity as arrows pointing down.

TRAINING DESIGN 2**A PEACOCK IN THE LAND OF PENGUINS:
WORKING WITH DIVERSITY**

CONTENTS

Workshop Objectives	Page 44
Class Sequence and Timing	Page 45
Overview, Introductions and Expectations	Page 46
Concepts and Definitions	Page 51
Video Part 1 and Debrief	Page 54
Organizational Benefits and Challenges of Diversity	Page 55
Video Part 2 and Debrief	Page 60
Break	Page 61
Diversity and Organizational Culture	Page 61
Personal Views on Diversity and Stereotypes	Page 66
Changing our Views of Diversity	Page 69
Questions and Wrap-up	Page 71
Participant Material	Page 85

WORKSHOP OBJECTIVES

After completing this module, participants will be able to:

- Analyze ways in which your organization is or isn't using people and their ideas
- Describe ways that valuing diversity can benefit you and your organization
- Identify organizational factors that hamper valuing diversity
- Find ways you can leverage diversity as an organizational asset
- Describe how you can reduce negative assumptions about diversity
- Find personal satisfaction in working creatively with others who are different from yourself

WHO SHOULD ATTEND?

CRM's A Peacock in the Land of Penguins is designed for managers, supervisors and line staff who, as part of their jobs, interact with diverse groups of people.

This material should be presented in a group setting where the responses of others can be compared and shared. While independent study would have some value, it would lack the group dynamics dimension that lies at the heart of the content.

CLASS SEQUENCE AND TIMING

Training Session Activity	Time (min)	Time (min)
Welcome/Introduction	10	
Icebreaker	15	
Learning Objectives and Expectations	10	
Diversity: Definitions and Concepts	15	
Video Presentation: Part One and Debrief	15	
Optional: Peacock Assessment		10
Exercise 1: Organizational Benefits of Diversity	10	
The 3 C's of Diversity	10	
Exercise 2: Diversity Challenges	10	
Video Presentation: Part Two and Debrief	15	
Break	10	
Real Organizational Examples	5	
Diversity Culture: Pluralism vs. Assimilation	5	
Exercise 3: Assessment of Organizational Culture	10	
Exercise 4: Force Field Diagram	15	
Why We Stereotype	10	
Exercise 5: Changing Our Stereotypes	15	
Circle of Influence	10	
Reminder Card: My Circle of Influence Action Plan	5	
Wrap-up and Questions	5	
Total running time	3 hrs, 20 min	3 hrs, 30 min



Slide #22: Assimilation

A culture of assimilation is one that brings members into the fold and tries to blend everyone into the same beliefs, values, visions, and way of doing things. This culture expects the various groups to give up their differences and embrace the common norms.

When America was founded, it had a culture of assimilation. People from other nations and cultures tried to rid themselves of their distinguishing characteristics and look and sound like everyone else in America. Organizations were a microcosm of the larger society and they reflected that. To conform to the organization's views, dress, and politics was the way to be successful.

Then sometime in the 1960's, things changed. People wanted to be individuals. They wanted to express their own beliefs or culture. Now, people no longer are willing to change themselves to fit into the organization, and our organizations must accommodate this cultural shift.

Exercise 3: Assessment of Organizational Culture (10 Minutes)

Now that we know about pluralism and assimilation in organizations' cultures, let's take a fun assessment of how you think our organization feels towards diversity. Turn to Exercise 3 in your Participant Workbook and take 3 or 4 minutes to complete.

Give participants 3 or 4 minutes, then go over the assessment, discussing each item. Ask if any of their responses surprised them.

EXERCISE 3: ASSESSMENT OF ORGANIZATIONAL CULTURE

Directions: Take 3-4 minutes to complete this assessment of your organization's attitude towards diversity.

- | YES | SOME-TIMES | NO | |
|-----|------------|-----|--|
| ___ | ___ | ___ | 1. Decision-making emphasizes precedent, tradition and control ("That's never been done before," or "That's against company policy." — rather than creativity, risk-taking, flexibility, and innovation ("Seems like a good idea — let's try it.") |
| ___ | ___ | ___ | 2. Excessive emphasis is placed on "chain of command" and "not rocking the boat." Loyalty to your boss (or other powerful people) is valued over loyalty to the organization or the customer. |
| ___ | ___ | ___ | 3. Discussions are characterized by groupthink — with little disagreement and debate. Avoidance of confrontation, or clash with tradition and the existing order. |
| ___ | ___ | ___ | 4. It is extremely important to publicly adhere to the "company line" and be discrete in all conversations. You must be careful who you trust with your candid opinions, and <i>never</i> point out that "the Emperor has no clothes." |
| ___ | ___ | ___ | 5. "Organizational constipation" makes everything move slowly. Very bureaucratic — several layers of approval required to launch new projects, resolve customer problems, purchase things, etc. |
| ___ | ___ | ___ | 6. Subject to "analysis paralysis" — too many committees which study issues, but have no authority to make decisions; low level of risk-taking. |
| ___ | ___ | ___ | 7. Organization has a tendency to <u>add</u> layers of management rather than eliminate them. Up and coming fast-trackers are simply younger versions of those already in power. |
| ___ | ___ | ___ | 8. Newcomers are encouraged to assimilate, conform, fit in. Form is valued over content. Compatible style is often more important than results. Failure to fit in has dire consequences for one's career. |
| ___ | ___ | ___ | 9. The top executives look like they all go to the same clothing store and the same hairdresser. Similarity in attire, thinking and behavior. |
| ___ | ___ | ___ | 10. Trappings of status and power are visible and excessive emphasis on rank and position power within the organization. |

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