



### ▶ **About paradoxes and dilemma's ....**



This board game is meant for (managerial) staff or students to train conversational skills with each other and to extend leadership awareness by means of paradoxes and dilemmas from everyday practice of management in their ever changing organisations. The theme is “the manager in the role of employer”. The game has no competitive purpose and thus has no losers, only winners.



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## DEFINITIONS

### dilemma

1. A situation that requires a choice between options that are or seem equally unfavorable or mutually exclusive.
2. A problem that seems to defy a satisfactory solution.
3. An argument that presents two alternatives, each of which has the same consequence.

### paradox

1. A seemingly contradictory statement that may nonetheless be true: the paradox that standing is more tiring than walking.
2. One exhibiting inexplicable or contradictory aspects: "The silence of midnight, to speak truly, though apparently a paradox, rung in my ears" (Mary Shelley).
3. An assertion that is essentially self-contradictory, though based on a valid deduction from acceptable premises.
4. A statement contrary to received opinion.

Source: internet



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2. Content, layout and colours of the board may not be changed;
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8. The set of materials will be send digitally after the payments are received;
9. The fee for the complete package is € 195,= excl. VAT.

## Additional: the game as means of reflection

The game can very well be played individually and therefore be used as a means of reflection:

1. Make a list for your own use (see example) with one or two paradoxes which are trapping to you, or dilemmas you are in at the moment;
2. Put any colour of the game board in front of you, read the text in that field and write your considerations on the same list as in number 1;
3. Give the board a quarter of a turn in the direction of the arrows and repeat step 2;
4. Continue until you have 'dealt with' all the segments of the board;
5. Draw your conclusion;
6. Tip for playing the game: set a kitchen timer at 4 minutes to keep yourself sharp.



## AIM of the GAME



The game has a **fourfold** aim:

- to be able to make all kinds of problems subject of discussion at the right level in the organisation, taking use of words, attitude, behaviour, leadership behaviour and emotions into account
- awareness of paradoxes and dilemmas in leadership in the company, and then how to make choices, including:
- recognising and acknowledging management skills
- recognising and acknowledging problem analysis and result-oriented thinking.

## Flexible gaming

The game can be a part of, or be supportive to, the following:

- communication training
- group and executive coaching
- conflict management
- management training
- skills training: listening, analysing, resolving.

This way, the game can very well be used as a team-building instrument as part of executive coaching, linked with everyday practice.

The time to use the game can be flexible:

- as fixed part of a set-up training
- as aid to a weekly dialogue hour
- as instrument for brainstorm or team forming during a work conference.



tions proceeding from the 'colour' where they are sitting, for example when the dialogue 'reaches a deadlock';

11. Turn the board every 4 minutes in the direction of the arrows, and 'look at things from another viewpoint';
12. The members themselves may decide when a change of role might take place. A guideline is 15 minutes per case: 12 minutes for the dialogue and 3 minutes for reflection, in which the observer reports his or her observations and writes his or her conclusions down on the observation form. A case or role play will be played 4 times in this order, so that everyone gets at least one turn;
13. After each round, discuss the conduct and skills which have been observed. Thereafter, group all the observation forms of all the participants of all groups, and draw conclusions and establish priorities together/plenary.



## Work Instructions

In principle, the game has been designed to play with groups of at least 3 participants per board, 4 at the most.

1. Determine the aim of the workshop for which this game will be used. The nature and the aim of the workshop or training determines what the content of the cases or role plays will be. Firstly, read the general instructions carefully;
2. Write any new cases or role plays down and make new cards (sets of cards have been enclosed as standard accessory);
3. Determine what the observation forms contain. Use the enclosed form or make a new one;
4. Copy sufficient observation forms; at least 4 per board;
5. Make sure there are enough cards; in the case of role plays, a set of at least 4 cards and 8 at the most should be filled in beforehand (see the examples enclosed);
6. Divide the participants (or let the group divide itself) into groups of 4;
7. Give each group a board game and the pre-stipulated set of cards;
8. When a role play is the case, then the game is to be played by 4 people, while 2 participants play a role (that of manager and employee for example) and the other 2 participants are observers of the dialogue which is to take place;
9. When a case description is the case, then, by using a card (case description), the problem will be discussed with each other from one of the points of views, and together the problem will be brought to a solution;
10. Both of the other participants can divide the roles of 'monitor of time and profundity' and of 'observer' among themselves. The observer takes notes on a special observation form to be filled in anonymously so that the observation can take place goal-oriented. In stead of observing, the non-discussants may ask ques-

## Paradoxes and dilemma's

### The dilemma and paradox perspectives that come up are:

- Management versus Leadership
- Structure versus Culture
- Urgent versus Important
- Resistance versus Commitment



### Management versus Leadership

A *manager* has an eye for the processes for which he/she is responsible. The manager ensures that to its department delegated tasks and functions are carried out, for which he has a team of employees at hand. A *leader* will have (operational) people behind him/her – because of his/her irradiation (charisma), conviction, strength and vision - to realise the organisation aims. He/she receives the confidence for this.

### Structure versus Culture

From a culture angle, the 'HOW-side' of the venture deals with the style of approaching your colleagues and therefore also the style of 'leadership'. It is about *qualitative* aims, according to *values and standards*. In contrast there is a structure angle, with organigram and output of the venture, dealing with the *quantitative* goals which have been generally described in a strategy plan: in short, the 'WHAT-side' of the organisation.

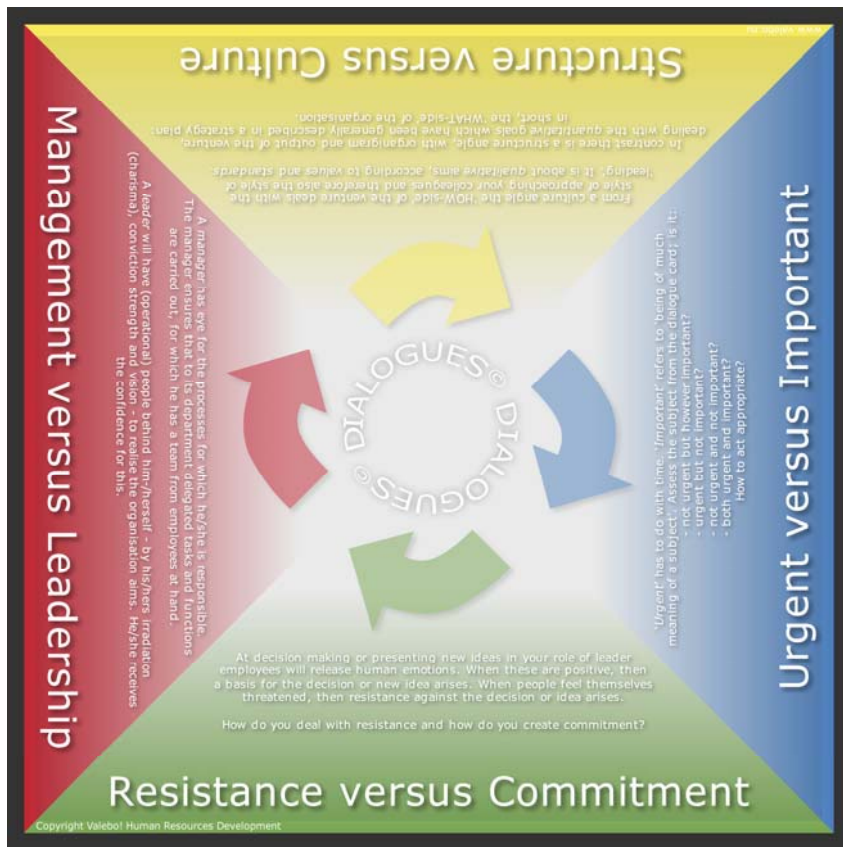
### Urgent versus Important

'Urgent' has to do with time. 'Important' refers to 'being of much meaning to a subject'. Assess the subject from the dialogue card; is it: Not urgent, but, however, important? Urgent, but not important? Not urgent and not important? Both urgent and important? How to act appropriately?



### Resistance versus Commitment

At decision making or presenting new ideas in your role of leader, employees will release human emotions. When these are positive, a basis for the decision or new ideas will then arise. When people feel threatened, resistance against the decision or idea will arise. How do you deal with resistance and how do you create commitment?



### Rules of the game

The game will be played by four people, in which two participants take up the role of manager and of employee alternatively. By means of an assignment card (with a case description), the problem defined will be discussed with each other from one of the perspectives and the participants will bring the problem to a solution together.

The other two participants can share out the roles among each other of 'guard of time and substance' and of 'observer'. The observer will take notes on a special observation form (see appendix) which will help to carry out specific observation. Instead of observing, the non-discussants may ask questions, according to the 'colour' where they are situated as starting point, for example at a moment the dialogue comes to a standstill.

The players themselves determine when they exchange roles. A guideline is to take 15 minutes per case: 12 minutes for dialogue and three minutes for reflection, in which the observer gives an account on his or her observations and describes his or her conclusions on the observation form (see appendix). A case will be played four times, in this order.

### The role of the consultant

The consultant will rotate the board during the dialogue, and suggest to "look at the case from a different point of view".

The consultant will stimulate reflection and self reflection.

The consultant will answer any questions on filling out the observation form.

### The Assignment cards

In principle, the assignment cards describing the cases will be delivered by the client: because putting in various issues from the companies own divisions increases recognisability. Nevertheless, more than 20 standard assignments cards and 4 roleplays are delivered with the game.