

MosaicTM
Owner's Manual
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SEGMENT ONE: Introduction and Overview

Imagine a team of people in an unfamiliar environment, tasked with getting to a specific destination important for them as a group to reach. Each individual has a different map of the unfamiliar territory and each is insisting on the validity of his or her map, implying in essence, that his or her map is the “correct” one.

What kinds of problems and complications might occur in this group? To reach the desired destination most efficiently, retaining the engagement and enthusiasm of each team member, what needs to be done? What would constitute a useful strategy for individuals and the team to adopt?

Most will recognize the similarity of this scenario to business environments, where teams—composed of external and internal customers—are charged with reaching desired destinations or outcomes, knowing that individual people have varying perceptions or points of view about the territory being traversed.

Mosaic simulates this business dilemma/scenario perfectly. The team has a desired outcome—construct a mosaic with the plastic tiles, according to specifications. The “A,” and “B” eyewear mirrors the different maps—the varying perceptions, interpretations, points of view—of the territory (the Light Box).

Mosaic provides trainers with a wealth of possibilities for stimulating business insights and sparking conversation about effective action in the business environments.

Depending on the goals of the training session, and the specific roles of the participants, trainers could focus on:

1. What the 3-D style eyewear symbolize in their specific business arena—individual points of view of team members, interpretations of a product by external customers, point of view about “how things are” by team leaders, etc.
2. What “encrypted messages” (as seen on the Light Box) mean in their organization/business environment. The concept of “encrypted messages” and the need to decode encryptions could be related to external or internal customers.
3. Specific behaviors that represent effective “decoding” of encrypted messages. What are effective decoding procedures for customer service personnel, for leaders, for sales people, etc.?
4. The business equivalent of having only 5 seconds to decode an encrypted message, and what is the emotional and business impact of having such a short time to succeed?

5. Effective ways to describe our own perceptions/realities to others, knowing that they do not have access to what we have “seen.”
6. Effective ways to “hold our own reality lightly”—to acknowledge what we have seen without denying or discounting the (perhaps radically different) perceptions of others.
7. Effective ways to “merge realities”—to honor all perceptions—in order to reach a shared desired destination. This is the “heart” of business success and the heart of what is required to succeed in the Mosaic activity.
8. How acknowledging and honoring other peoples’ perceptions, interpretations, and viewpoints relates to the building of interpersonal respect and trust.
9. How leaders and team members can begin to not only embrace radically different perspectives, but to actually seek them out and harvest them—making diversity a concept that is creatively exciting (not just a dull concept of tolerance and acceptance). Industry leaders typically conduct “aggressive listening” campaigns to discover varying viewpoints of their products, services, business processes, etc.

Curricula

Mosaic can be used in curricula related to Creative Problem Solving, Decision Making, Negotiation, Conflict Resolution, Listening, Customer Intimacy, Consultative Selling, and any type of Leadership program.

Energize Meetings and Retreats

Mosaic is an excellent activity to use in the context of any meeting/retreat where it is crucial to gather varying viewpoints and interpretations of current or desired business dilemmas/outcomes. It will give participants a graphic, visceral experience of how crucial it is to understand that their “maps” may differ radically from other peoples’ maps and the tremendous opportunity available by hearing and utilizing a variety of maps: a perfect way to “set the table” for critical group problem solving.

Theatre

Mosaic is also great “theatre.” The light box, the eyewear, the tiles, etc. involve learners in an engaging visual environment that captures excitement and emotional involvement. The challenge

is complex enough to elicit intense communication and problem solving.

SEGMENT TWO: Activity Description

Multiple teams of 4 to 8 members are seated at separate tables.

At the start of the activity, the teams are instructed not to talk until the discussion phase of the activity.

Each team, in turn, views an encrypted image on a light box at the front of the room.

Team members are wearing special eyewear to decode the image so they can see a colored shape within the image.

Teams then work at their table to construct a mosaic, with red and blue tiles, that includes the colored shape they observed.

Every few minutes, a different member of each team will be allowed to come to the front of the room and view the image again.

The teams face a significant challenge in constructing the mosaic. They have not been told that half of the members of each team have a different type of eyewear than the other half. This results in some members seeing a red shape while other members are seeing a different blue shape.

SEGMENT THREE: Room Set Up

Have a separate table with chairs for each participant group of 4 to 8 people.

Mount the light box on the tripod and place it in the front of the training area, facing away from the tables.

Arrange a table and chairs for each participant group so that there is ample space between tables and there is a clear path between the tables and the light box.

Mark the designated viewing area by putting two masking tape lines on the floor. The lines should start at the base of the tripod and branch away from the front of the light box at a 60 degree angle for about 8 feet.

Place the 16" by 20" "white board" work surface on each table.

Distribute the Mosaic eyewear so that one half of each team has "A" type eyewear and the other half has "B" type eyewear. The eyewear type is indicated by a date code (month, 01, year for "A" type and month, 10, year for "B" type).

Distribute the Mosaic graphic example of a **colored shape on a white background—covered by a checkerboard pattern of black squares** or, display a large copy of the graphic so that all participants can see it.

Position the containers of colored tiles for the groups so that you can distribute them immediately after participants have their first viewing of the encrypted image on the light box.

SEGMENT FOUR: Instructor Notes

Using the Eyewear

Avoid touching the eyewear lenses. Participants should fold their eyewear so that the date code is facing inward. The eyewear will fit over normal eyeglasses and it is most effective when used in a horizontal position. The “A” type eyewear has a date code with a month, an 01-day and a year and the “B” type eyewear has a date code with a month, a 10-day and a year.

Displaying the Image

When displaying the image with the light box it is important that you limit the time the participants are allowed to view the images (typically 5 seconds or less). This will minimize the chances of participants seeing both ‘A’ and ‘B’ images. If participants view the image for a longer time they may tilt their heads to one side and this reduces the effectiveness of their eyewear. The light box should be in a vertical position when displaying the images.

It will generally be necessary to display the images more than once during the activity to assure that some participants successfully complete the mosaic.

Light Box and Viewing Shutter

The light box, with encrypted image, filter and shutter, may be turned on at the beginning of the activity. Be sure that the viewing shutter covers the filter and blocks the view of light box image. During the learning activity the shutter is periodically lifted (flipped over) to expose the light box image to participants.

It is important to limit the time that participants can see the image (typically 5 seconds) to minimize the chances of participants seeing both “A” and “B” images. This can happen if they tilt their heads to the side while viewing the image.

The viewing shutter should be used to cover the image while individual participants are approaching the light box to see the image and also while participants groups are putting on their

eyewear and getting ready to see the image.

Puzzle Solution

The puzzle solution provided with the overlay represents the largest shape that could be consistent with the image they see on the light box. Participants may feel that a smaller shape is also consistent with what they see. This difference of opinion can stimulate useful discussion about the different ways people perceive and think.

Some participants may try to use all the materials provided by stacking tiles on top of other tiles. You can avoid this by emphasizing the instructions stating that tiles may not be stacked.

Participants should not see the blue and red tiles until they have seen the light box image and are ready to construct the mosaic. It is important that you supply the exact number of blue and red tiles required to complete the mosaic (21 red tiles and 21 blue tiles).

Debriefing Images Diagram

The debriefing images diagram shows the image that participants see with “A” type eyewear and “B” type eyewear, the general shape that participants assume is the **colored shape on a white background—covered by a checkerboard pattern of black squares** and the required colored shapes that are necessary to complete the mosaic.

Viewing Procedure Variations

The Mosaic learning activities are typically conducted with multiple participant groups. In general, group members will be given some combination of “A” or “B” type eyewear at the start of the activity. Structuring the way the participants see the images can create different learning outcomes.

Hold the light box and show the image in turn to each participant group one time. Then, periodically show the images to each group again as they work on the task.

Mount the light box on a tripod and request one member from each group to approach the light box and view the image. Then, periodically allow other individual group members to view the image while the groups work on the task.

Show the image to two members of the group, one with “A” eyewear and one with “B” eyewear, who are positioned away from the rest of the group and are not allowed to communicate directly with the main group. Designate two more members to move

**SEGMENT FIVE:
Activity Instructions
To Participants**

between the main group and the two members with eyewear. These two members may communicate with all other members.

You will have a chance to view an encrypted image on a light box located in the front of the room. The image you will see consists of a **colored shape on a white background—covered by a checkerboard pattern of black squares.**

Study the graphic examples we have so that you understand what you will see.

You will need to wear special eyewear in order to decode the image and determine the colored shape on the white background. The eyewear will fit over normal eyeglasses.

All participants, at each table, will need to come to the front of the room to view the encrypted image – one table at a time.

You must stand in the designated viewing area. Marked by tape, and keep your eyewear in a horizontal position to ensure that you decode the image correctly.

You will only have a few seconds to study the image so focus your attention and memorize the color, size and location of the shape.

You will then return to your table and construct a mosaic that includes the colored shape you observed.

Use the colored tiles and white board provided to construct the mosaic.

All tiles **must** be used and placed on the white board. They may not be stacked or stood on edge.

All team members should work on the mosaic. Each member should place approximately the same number of tiles.

You will have 15 minutes to complete the mosaic.

Every few minutes, a different team member, from each table, may come to the front of the room to view the image again.

You should wear your special eyewear until the exercise is completed.

Now put your eyewear on and get ready to view the light box.

You may not talk from this time on until you are instructed to discuss the activity.

SEGMENT SIX: Activity Debriefing Instructions

Before discussing the activity, consider the graphic images that show first what you observed, then an assumed solid colored shape, then a required “open” colored shape and finally the intended mosaic.

Some of you had eyewear that allowed you to see the red shape and others had eyewear that allowed you to see the blue shape.

If you assumed that the image was solid, that may have made it more difficult to create the mosaic.

If you assumed the image could be “open” that would increase the chance of completing the mosaic.

Take time to discuss the questions provided with your team members.

Consider in your discussion:

- How would you describe your behavior and what were the results?
- What about the experience reminds you of similar situations at work?
- What lessons did you learn?

Suggested Debriefing Questions

What was your response to some team members having a different view of the colored shape?

How did team members communicate in their effort to create the mosaic?

What was required in order to come to a common understanding and complete the mosaic?

How does the metaphor of encrypted images (messages) and different eyewear (perspectives) apply to your work situation

What would it take, in the workplace, for people with opposing viewpoints to shift or “open” their thinking and create new and better outcomes?

