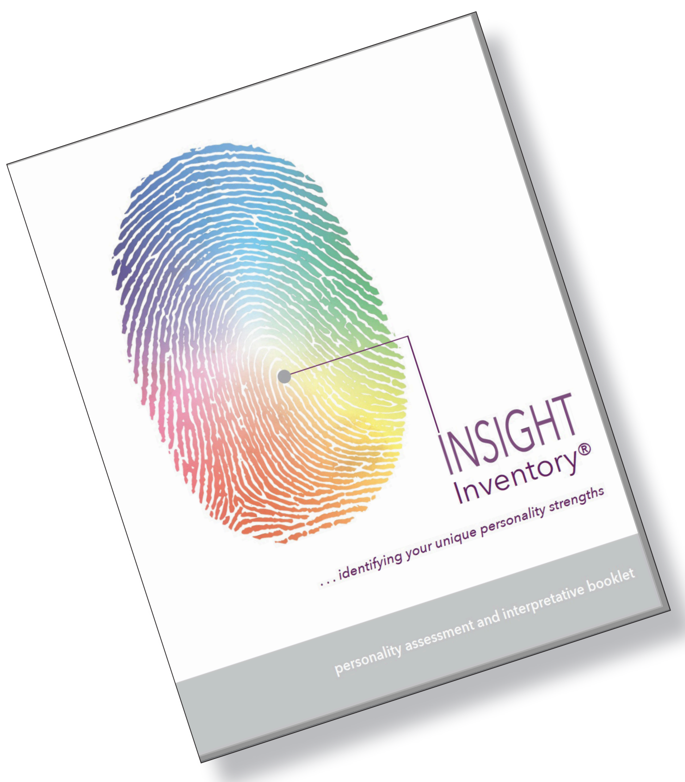
INSIGHT Inventory

personality profile and interpretive booklet

Facilitator Guide



Using this Insight Facilitator Guide.

This Facilitator Guide describes how to present a training session using the *INSIGHT Inventory* interpretative booklet or online interpretative report. It aligns each slide with key content and links to support materials available in the online Facilitator Center such as slides, videos, discussion activities, skill-building exercises, etc.

Use this guide to:

- Plan your session and its objectives.
- Identify those areas of the program you want to invest time presenting.
- Select and match slides and discussion activities that best support the points you wish to emphasize.
- Identify video clips for use in your sessions or to prepare yourself to make a successful session.

Get familiar with the training resources.

To conduct the best training session possible make use of the many training resources, examples, training aids, and interactive activities contained in the Facilitator Center.

The online Facilitator Center resources provides:

- Presentation slides available in both Microsoft PowerPoint and PDF. You can edit and customize them if desired.
- Videos of Dr. Handley presenting each slide. Use these for your training session or watch them and then make your own presentation.
- Skill-Building Activities that help participants apply the content to real life situations. The Facilitator Center also provides instructions for conducting each exercise.
- Technical Manual with the history of the development of the *INSIGHT Inventory*, theoretical basis, research data, and validity studies.
- Extra tools and resources for facilitators, i.e. name tags, wall charts, small group activities, etc.
- Discussion activities for small group learning and application of content.

RESOURCES

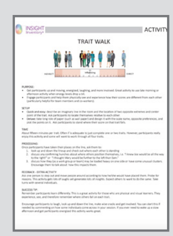

Facilitator Center

Facilitator Guides Condensed guides provide detailed instructions to facilitate the INSIGHT Inventory versions	**Presentation Slides** PowerPoint® presentation slides integrate with the Facilitator Guides to add visual components to your program	**Manuals** Comprehensive manuals that provide in-depth information and knowledge on the INSIGHT Inventory
Video Tutorials Tutorial videos by Dr. Handley on the presentation slides, activities, and more	**Discussion Activities** Activities designed to get participants talking openly about their strengths	**Training Aids** Reproducible charts, name tags, and tent cards that reinforce trait names and descriptions
Skill-building Exercises Exercises that get participants engaged in applying the INSIGHT Inventory concepts to "real life" situations	**Session Outlines** Outlines for presenting programs using the INSIGHT Inventory	**Train-the-Trainer** Advanced two-day program equips trainers with the skills to effectively present and interpret the INSIGHT Inventory.

online
Facilitator Center
www.insightinstitute.com

This icon indicates that there is a tutorial video on this topic in the online Insight Facilitator Center

Slides

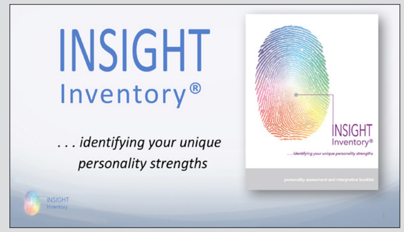


Discussion Activities

INTRODUCTION: Open the session.

Welcome participants to the *INSIGHT Inventory* Program.

- Introduce yourself and your role as the trainer or facilitator.
- Consider starting the program with real life examples, i.e. a story about a working relationship that ended in conflict due to personality differences or a thought provoking question about how personality traits impact communication, etc.
- Ask participants to introduce themselves by sharing personal stories about personality traits that either drew people together or lead to conflict and tensions.



Slide #1

Introduction

VIDEO

Describe what the *INSIGHT Inventory* program is and isn't.

- Make the point that the *INSIGHT Inventory* assesses strengths and behavioral preferences, not weaknesses.
- Emphasize how the INSIGHT Inventory helps improve self-understanding and interpersonal communication.
- Point out that as participants, they will learn about their individual preferences and when to flex their styles to improve relationships with others.

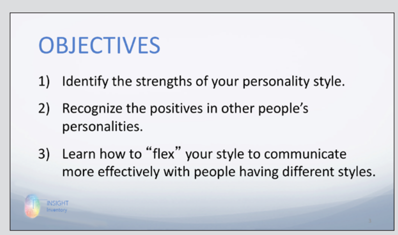
Slide #2

Understand

VIDEO

Review the objectives of the program.

- Go over the objectives to give participants a clear direction of where the program is headed.
- If you are using this program with other training materials, identify how this component links to the entire course.
- Emphasize the importance of creating positive, trusting relationships with team members regardless of their individual personality traits.



Slide #3

Objectives

VIDEO

Describe the program.

Review the components of the program.

Discuss the sequence of sections involved in this program:

1) Completing the *INSIGHT Inventory*
2) Learning about one's own and other's personality traits
3) Understanding the different reactions to stress
4) Identifying strategies for flexing one's style
   These include:
   - flexing to communicate with people having opposite traits.
   - flexing to communicate with people having similar traits.

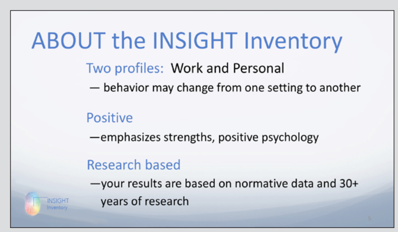
Slide #4

Components

VIDEO

Identify how the *INSIGHT Inventory* helps people understand themselves and others.

- Ask for a show of hands of how many people have taken a personal style or personality assessment in the past and then, after getting their results, said to themselves, "But I'm not that way all the time." Explain that the *INSIGHT Inventory* prevents this by providing two profiles, based on behavior in different settings.
- Point out that the *INSIGHT Inventory* recognizes that behavior may change from one setting to another. As such, it doesn't "type cast" people as always behaving a certain way.
- Emphasize that the *INSIGHT Inventory* focuses on positive descriptions and strengths, rather than negatives or weaknesses. Support material emphasizes "flexing" instead of trying to change underlying personality preferences.
- Note that the *INSIGHT Inventory* is research-based, statistically normed, and validated. It is not a simple survey or self-comparison instrument.



Slide #5

About INSIGHT

VIDEO

Select between two options, paper or online.

Using the self-scoring printed version.

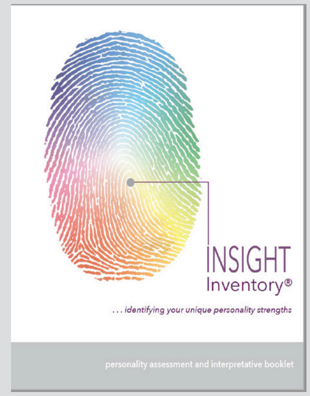
- If participants don't have internet access or you want everyone complete the built in *INSIGHT Inventory* questionnaire at the same time, then the paper self-scoring interpretative booklet is the best choice.
- The self-scoring paper version makes it possible to keep all participants moving through the program together and eliminates the need for any prework that has to be tracked and brought to the seminar.
- There are three components 1) the self-scoring assessment, 2) the interpretative guidelines, and 3) the optional discussion activities. Select the activities that fit your training objectives or work through them in follow-up sessions.
- An optional feature allows individuals who have completed the paper version of the *INSIGHT Inventory* to go online and enter their score totals without retaking the assessment. They can then generate their personalized e-INSIGHT report. This provides a great seminar follow-up and coaching guide.

Using the online e-INSIGHT Inventory.

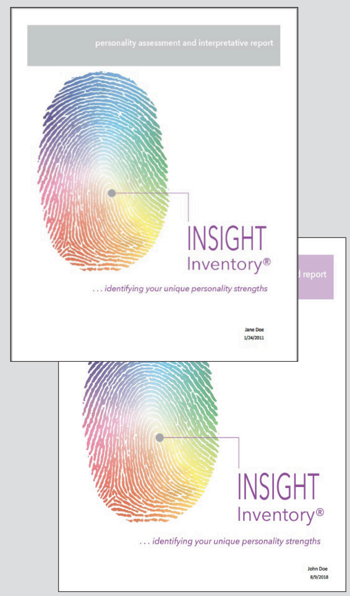
- There are two online reports available:

  1) the Personalized Report that speaks directly to the user

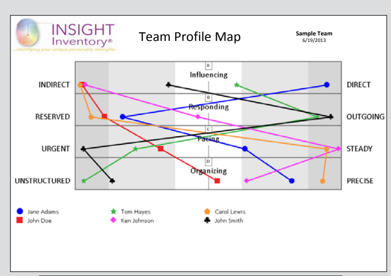
  2) the Interpretive Report that matches the paper self-scoring interpretative booklet.
- The pages of the interpretative report are exactly the same as the paper interpretive booklet. However, it saves user's scores digitally and allows participants to complete the assessment ahead of time and also generate Team Maps as does the Personalized Report.
- The Team Map plots each team member's scores on one large chart. This makes it possible to compare scores, spot gaps and overlaps, and discuss how personality differences can help or hinder teamwork.



Paper Booklet



Two online reports
1) Personalized Report or
2) Interpretative Report



Team Map

PART 1: Completing the self-scoring questionnaire.

When using the paper, self-scoring booklet, instruct participants on completing the questionnaire and scoring it with the carbon-less paper in the front of the booklet

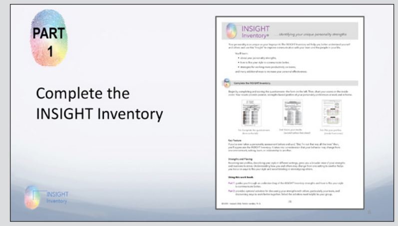
- Emphasize that all the results are positive; therefore, be honest when checking the descriptive terms.
- Suggest that users press firmly when checking their responses so their marks show through on the scoring sheet of the two-part carbon-less form.
- Encourage users to complete the Work Style column first and then complete the second column, the Personal Style. When finished, ask them to move to the second sheet and follow the scoring instructions.

Explain how to score the carbon-less form.

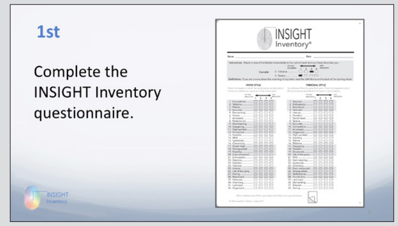
- Point out that instructions are provided on the scoring sheet. Often it's helpful to demonstrate how to score a form by marking directly on a sample or slide image.
- Remind participants to be sure and use the numbers in the boxes on the scoring sheet. These are different–for statistical reasons–from the numbers on the first page.
- No score total can be less than 8 or more than 48. Ask participants to recompute if scores fall outside this range.
- Expanded descriptions of terms can be found on the back of the scoring sheet.

Chart the results in the *INSIGHT Inventory* booklet.

- Display an example of a completed chart to give participants a vision of the end product. Otherwise, direct them to the small image in the upper right-hand corner of the page.
- Encourage participants to make large solid points and draw heavy dark lines connecting the points so the profiles are easy to read.



Slide #6



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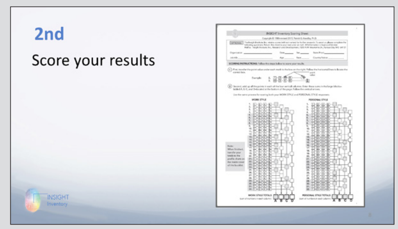

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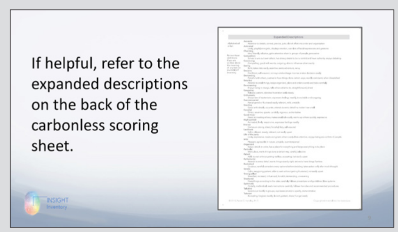

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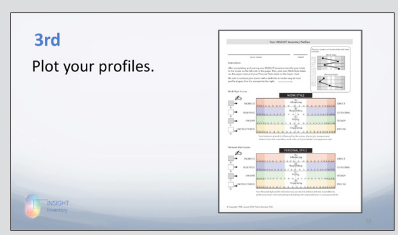

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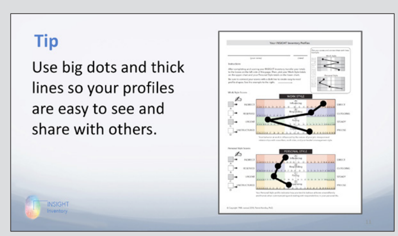


Slide #11

PART 2: Overview the traits and trait intensity.

Give an overview of the four traits.

- Present a quick overview of the four traits. Emphasize only the general characteristics at this time.
- Explain that all people have these four traits. How they exhibit their preference on each trait is reflected by how far their score falls to the left or right of the center line.

Display the layout of the profile chart.

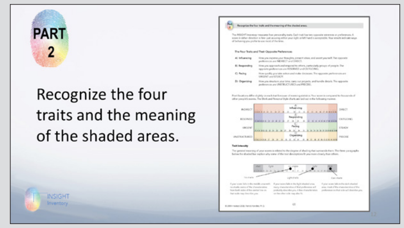
- Note how the colors of the traits are different and can be tracked throughout the reports, slides, and booklets.
- Mention that each scale has been statistically normed; therefore, the locations where the scores are plotted have different spacing.

Clarify the purpose of the shaded areas on the charts.

- Explain that the shaded areas provide an easy way to identify how strong a preference is.
- Read each of the descriptions of the shaded areas and reassure participants that scores at any location are fine. There are no good or bad, pass or fail scores.

Discuss what the overall profile shape conveys.

- Explain that "personality style" is the combination of trait preferences and the interactions of these preferences with each other.
- Describe the example. The person's Work Style and Personal Style are different. She is Direct at work but Indirect at home. She remains Reserved in both settings. She is slightly Steady at work but very Steady at home. And she remains fairly structured and Precise in both settings.
- Note that they may spot shifts such as these in their own profiles. This will be discussed in more depth later.



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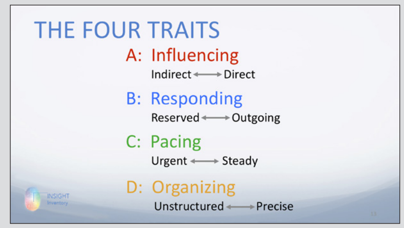
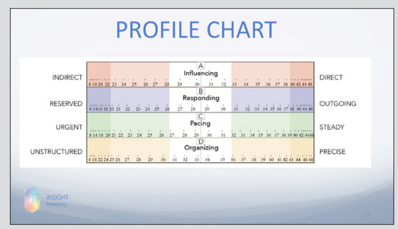


Slide #13

The Four Traits VIDEO



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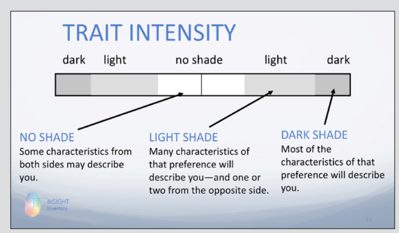
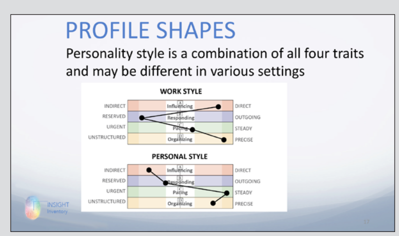


Slide #15

Trait Intensity VIDEO



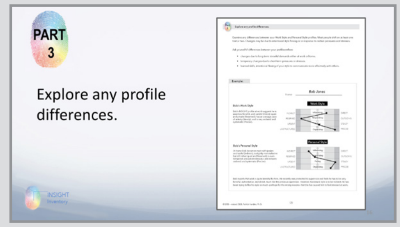
Slide #16

Profile Shapes VIDEO

Explain the effect of environment.

Discuss how environmental pressures impact behavior.

- Point out that the *INSIGHT Inventory* acknowledges that people may behave differently in various settings (environments) because of how they react to different pressures and expectations.
- Note that the *INSIGHT Inventory* identifies behavior in two general environments, Work and Personal. There are also many smaller, more specific environments (virtual teams, special time-limited project groups, leadership roles etc.) that may bring out other behavior.
- Emphasize again that the goal is to better understand general behavioral tendencies. However, it is important to avoid labeling oneself or others as always behaving a certain way. Different environments or situations can alter behavior.



Slide #17

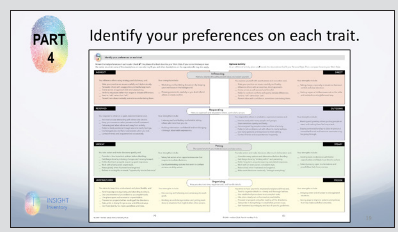
Slide #18

Environment VIDEO

PART 4: Introduce the four trait descriptions.

Review the descriptions of opposite preferences.

- Ask participants to follow along in their INSIGHT booklet or online report as you review the opposite preferences of the four traits.
- Encourage participants to identify how well certain preferences describe them by checking or underlining any phrases they find particularly descriptive of them.
- Remind participants that the phrases describe the very extreme characteristics on each trait. It is unlikely that the descriptions will fit them perfectly.
- Collect stories and humorous material from your own life so you can make presenting this section personal and fun.



Slide #19

Slide #20

Exploring Traits VIDEO

Review the descriptions of Scale A: Influencing

Provide an overview of Scale A

- Point out that all people have the ability to influence others and will tend to use either a Direct or Indirect approach. Emphasize that people using the Indirect style can be just as powerful and influential as people using the Direct style.
- Note that this scale provides an indication of how people assert themselves and "attempt" to influence others. It doesn't mean they always succeed; it only describes their general tendency.
- Remind participants that given certain situations, pressures, or motivations, an Indirect person can be Direct and also, a Direct person can become Indirect. These aren't mutually exclusive characteristics; they are on a continuum.

Review the descriptions of Indirect and Direct extremes.

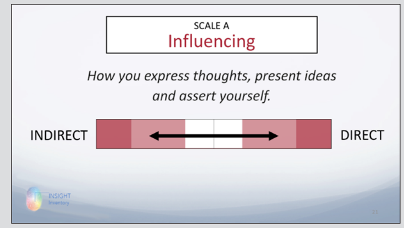
- Present the slide and move through the traits one extreme at a time.
- Go back and note how each description is closely paired with an opposite on the other side.
- Add personal stories and examples or ask participants to share theirs. It's often easiest to identify personal ones and then circle back and describe some that occur in the work setting.

Review the strengths of each preference.

- Keep the session strengths based and include any of the additional phrases.

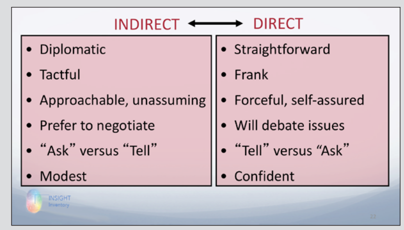
INDIRECT: creating harmony, minimizing conflict, negotiating peacefully, accommodating to buy time, willing to go second, pleasing others first, etc.

DIRECT: pushing for results, holding others accountable, driving action, holding firm, focusing on tasks not emotion, saying no, setting boundaries, etc.



Slide #21

Scale A Introduction



Slide #22

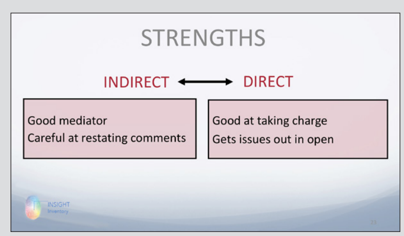
Scale A Indirect

Scale A Direct

Scale A Comparisons

Scale A Judgments

Scale A Examples



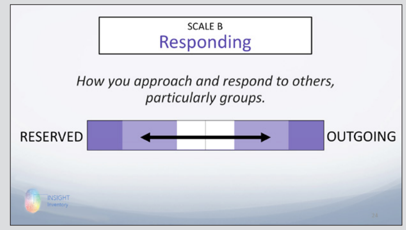
Slide #22

Scale A Strengths

Review the descriptions of Scale B - Responding

Provide an overview of Scale B

- Note that Scale B, Responding, measures the classic introversion-extroversion dimension found on many personality instruments.
- Advise participants not to interpret Reserved as meaning shy or insecure. Reserved people can be self-confident, self secure, and enjoy others. However, they tend to choose to remain quiet in groups and may not openly share feelings.
- Note also that most Outgoing people need some alone and quiet time. However, they don't need as much alone time as Reserved individuals. Plus, Outgoing people often tend to recharge and get energized when around others.

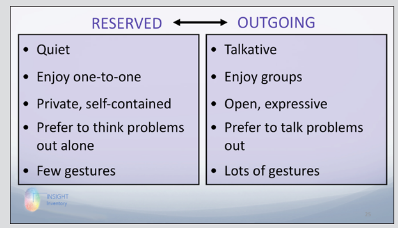


Slide #24

Scale B Introduction VIDEO

Review the descriptions of Reserved and Outgoing extremes.

- Present the slide and move through the traits one extreme at a time.
- Go back and note how each description is closely paired with an opposite on the other side.
- Add personal stories and examples or ask participants to share theirs. It's often easiest to identify personal ones and then circle back and describe some that occur in the work setting.



Slide #25

Scale B Reserved VIDEO

Scale B Outgoing VIDEO

Scale B Comparison VIDEO

Scale B Judgments VIDEO

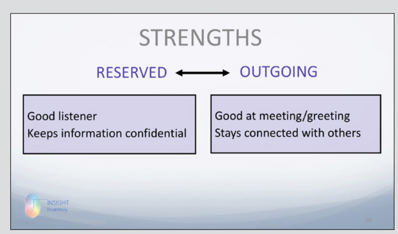
Scale B Examples VIDEO

Review the strengths of each preference.

- Keep the session strengths based and include any of the additional phrases.

RESERVED: comfortable with silence without needing much attention or stimulation, non intrusive, willing to listen to others without the need to talk much themselves, self-sufficient, etc.

OUTGOING: attentive to others, noticing of other's emotional state, good at connecting and building relationships, energetic and enthusiastic about people issues, sixth sense about others, etc.



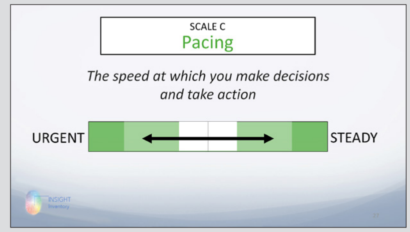
Slide #26

Scale B Strengths VIDEO

Review the descriptions of Scale C - Pacing

Provide an overview of Scale C.

- This scale, Pacing, provides an indication of people's style of making decisions and taking action. This dimension has a time component: fast and quick vs. steady and deliberate.
- Point out that the quality of a decision, whether it is good or bad, relates to the decision-maker's knowledge and experience with the issue not the pace at which the decision was made.
- Emphasize that people with either the Steady or Urgent preference can make good decisions. However, the speed at which they make the decisions and the process they go through will be quite different.

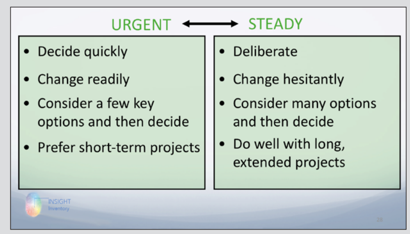


Slide #27

Scale C Introduction VIDEO

Review the descriptions of Urgent and Steady extremes.

- Present the slide and move through the traits one extreme at a time.
- Go back and note how each description is closely paired with an opposite on the other side.
- Add personal stories and examples or ask participants to share theirs. It's often easiest to identify personal ones and then circle back and describe some that occur in the work setting.



Slide #28

Scale C Urgent VIDEO

Scale C Steady VIDEO

Scale C Comparisons VIDEO

Scale C Judgments VIDEO

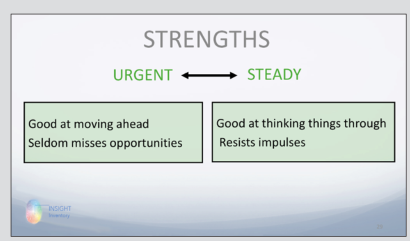
Scale C Examples VIDEO

Review the strengths of each preference.

- Keep the session strengths based and include any of the additional phrases.

URGENT: puts energy to movement and change, willing to decide quickly and reassess results later, jumps in fast, brings variety and action to life, etc.

STEADY: puts energy towards stability, changes only after getting comfortable, establishes harmony and peacefulness, deliberates before deciding, brings security and consistency to life, etc.



Slide #29

Scale C Strengths VIDEO

Review the descriptions of Scale D - Organizing

Provide an overview of Scale D.

- Point out that how a person Organizes the details in their lives is an important component of this scale but, the scale is actually broader in nature. It also involves the need for structure, time management, and order.
- Emphasize that both Unstructured and Precise individuals can produce high quality results requiring precision. However, they will go about the process of completing a task quite differently, i.e. files vs. piles.
- Note that Unstructured people's need for flexibility affects how they manage time. Time is approximate for them. On the other hand, Precise individuals tend to manage time by the clock. It's an exact science for them.
- Point out that most Unstructured individuals have one or two areas in their life that they order and keep meticulously perfect. Likewise, most Precise individuals have an area or two that they let get disorganized.

Review the descriptions of Unstructured and Precise extremes.

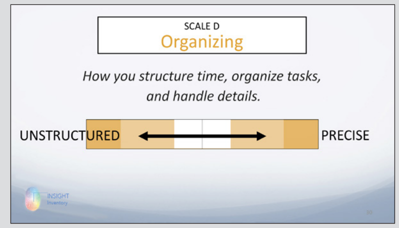
- Present the slide and move through the traits one extreme at a time.
- Go back and note how each description is closely paired with an opposite on the other side.
- Add personal stories and examples or ask participants to share theirs. It's often easiest to identify personal ones and then circle back and describe some that occur in the work setting.

Review the strengths of each preference.

- Keep the session strengths based and include any of the additional phrases.

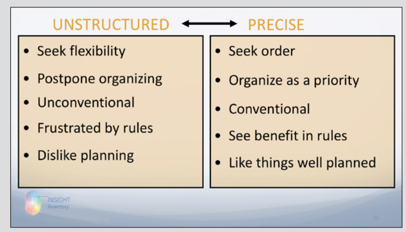
UNSTRUCTURED: lives life in shades of gray rather than black and white, starts projects freely before organizing, sees creative ways around unneeded rules, etc.

PRECISE: able to draw clear lines in what otherwise looks like gray zones, good at finishing projects and wrapping up details, finds rules that help them navigate systems in creative ways, "use rules rather than fight them," etc.



Slide #30

Scale D Introduction VIDEO



Slide #31

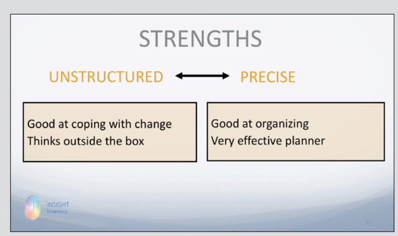
Scale D Unstructured VIDEO

Scale D Precise VIDEO

Scale D Comparisons VIDEO

Scale D Judgments VIDEO

Scale D Examples VIDEO



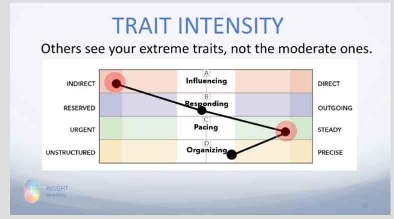
Slide #32

Scale S Strengths VIDEO

Profile Shape and Trait Intensity

Explain what is meant by Profile Shape and Trait Intensity.

- Discuss how people tend to be known by one or two of their most intense traits.
- Ask participants how they would view the person who's profile is presented in the slide. Then ask them to reflect on how people tend to create shortcuts when describing others.



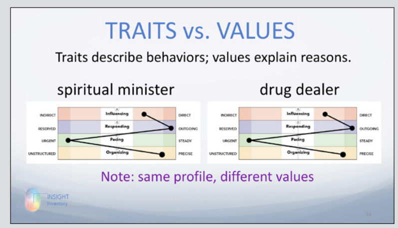
Slide #33

Profile Shape & Intensity VIDEO

Clarify how the profiles describe Traits not Values

Discuss the meaning of traits vs values

- People can have the same profiles but apply them differently because they value different things. In the example, the minister values helping people while the drug dealer values taking advantage of others for money.
- Engage participants in a discussion of what other values influence how traits are used and the impact.



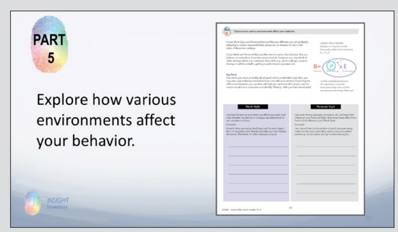
Slide #34

Traits & Values VIDEO

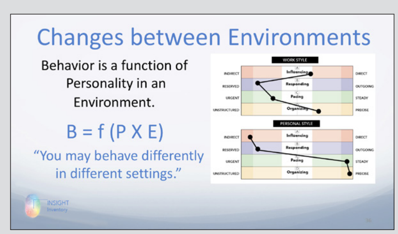
PART 5: Explore how environments changes behavior.

Discuss how environment affects behavior.

- Explain that many personality assessments try to predict behavior and hold that personality is fixed and unchangeable. The *INSIGHT Inventory* instead maintains that behavior is also a reaction to environment.
- Point out that the *INSIGHT Inventory* is based on field theory. The underlying premise is that behavior is the function of personality within an environment.
- Discuss the various types of environmental pressures, expectations, and stresses that encourage or discourage certain behaviors.
- Ask participants to share examples of how certain environmental pressures cause them to change their behaviors. A great activity is to have them discuss this within breakout groups.



Slide #35



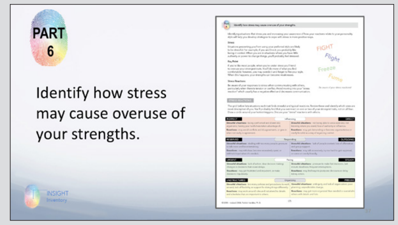
Slide #36

Changes Environment VIDEO

PART 6: Identify how stress leads to strengths overuse.

Explain these typical reactions to stress.

- Stress throws people into atypical patterns of behaving. These exaggerated behaviors are attempts to cope, but they often strain relationships.
- People usually have one or two preferences they overuse when under stress.
- Common stress reactions: flight, fight, fume, or freeze are frequently related to certain personality traits.
- Differences between personality traits show up more intensely when people are under stress.



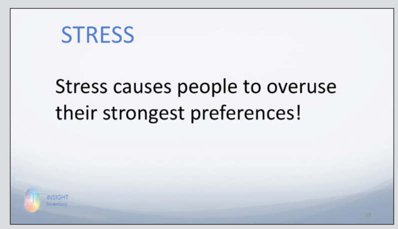
Slide #37

Describe how each preference may react differently.

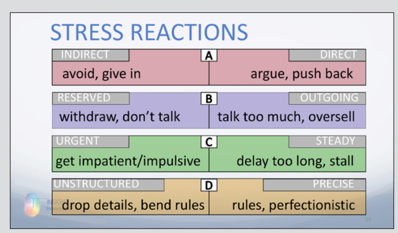
- Use the Stress Reactions slide to help participants better understand how people who have intense scores may behave when under stress.
- Emphasize that people's stress reactions show up when they sense they won't get what they need if they stay in their strength zone. For example, Steady people prefer to have time to think things over. When pressured to decide quickly, they feel stressed and may further delay a decision to regain control.
- Give participants an overview by discussing each of the overuse reactions.
- Encourage participants to share examples of:

  1) what stresses them,
  2) how this relates to their strongest preferences, and
  3) how they tend to react.

- To go even deeper, ask participants to identify what co-workers and family members can do to help them alleviate their stress. Some will want action, others will ask to be left alone, etc. Planning ahead helps.



Slide #38

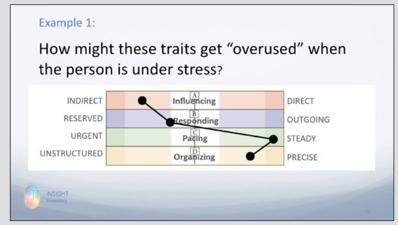


Slide #39

Stress VIDEO

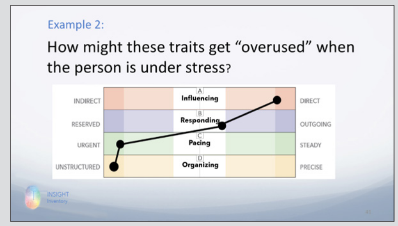
Discuss Two Examples

Example 1: This person will tend to become more Indirect and may cause him to avoid conflict, not speak up, or agree when he doesn't really support an idea. He is also very Steady and may postpone decisions and delay taking action when stressed. Since he is also Precise, stress may cause him to become rather compulsive or rule bound.



Slide #40

Example 2: Under stress, this individual may move from Direct and straight forward to autocratic and aggressive. He is Urgent and this may shift from a preference for fast action to impatience and reactivity. His Unstructured preference on Scale D may cause him to break rules he would normally follow.

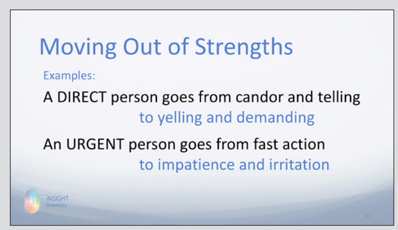


Slide #41

Stress Examples VIDEO

Discuss what it means to "Move Out of Strengths."

- All the characteristics and descriptions used by the *INSIGHT Inventory* are positive and strengths based. Shifting away from these and using ineffective behaviors or even destructive reactions is called "moving out of your strengths."
- Emphasize to participants that it's important to not get known for their reactions to stress or triggers. (more on triggers in upcoming slides). Other people tend to remember when you overreact and may label you by these behaviors rather than your strengths.
- Ask for examples and encourage open discussions. Sometimes it is easier to get people to share by asking how a relative or family member reacts to stress and creates tension with others.
- After some personal examples are shared, move back to some examples of co-workers or leaders who were ineffective when overreacting to stress.



Slide #42

Optional: Introduce Triggers and Hot Buttons

Discuss the meaning of triggers and hot buttons.

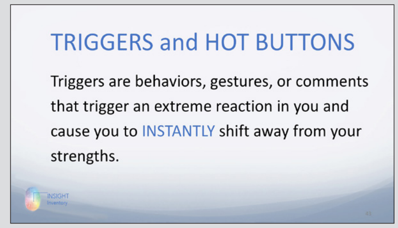
- Triggers and hot buttons are intense and very quick reactions to certain behaviors in others. They cause people to move away from their strengths.
- People often get known for their triggers more than their strengths. This is because these triggers are emotional and "hot" and therefore much more memorable and impactful, even if not helpful.

Help participants identify their triggers and hot buttons.

- A wide variety of behaviors may trigger excessive reactions. This slide identifies many examples. Ask participants to identify which ones are triggers for them and add others to the list.
- Triggers often trace back to incidents in childhood and old patterns of interactions with parents, siblings, or school mates. When people identify their triggers they may want to describe how these developed. Encourage this but don't go into too much depth. This activity promotes awareness, not counseling.

Explore how the Change Cycle can help unravel triggers

- The well known cycle for making changes, Awareness, Understanding, and Action can work with triggers.
- In the Awareness phase, help participants identify their triggers, the behaviors that cause them to explode, leave, avoid, or overreact. Suggest making a list.
- Use the Understanding phase, to help discover where the trigger developed. Spotting the situation and rethinking their "old" reaction as a survival technique helps participants own the solution they developed earlier in life. Don't over analyze; spot and move on.
- In the Action phase, identify new, desirable patterns and strategies they can use to remember the desired action i.e. avatars, music cues, catch phrases, etc.

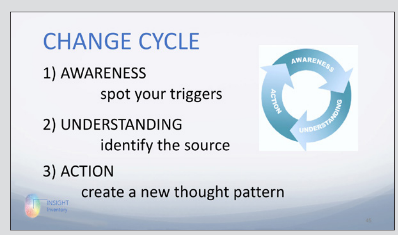


Slide #43

Trigger Hot Button VIDEO

Slide #44

Trigger Hot Button VIDEO



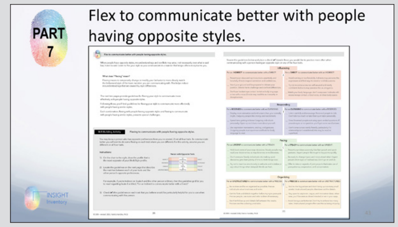
Slide #45

Change Cycle VIDEO

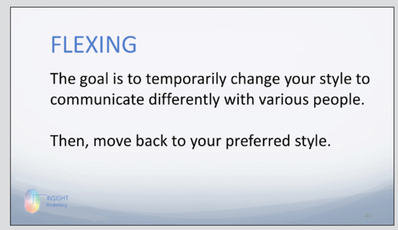
PART 7: Introduce the concept of "Flexing."

Discuss the meaning of the term "flexing."

- Point out that this program uses the term "flexing" to mean to temporarily change one's style (or behavior) to communicate differently with various people.
- Note that some programs use the words "versatility," "adaptiveness," or "style shifting" to refer to a similar concept.
- Ask participants to discuss why it is challenging to "flex" even at those times they know it would be helpful. Anticipate responses such as, "It can be hard and thankless work," "I want the other person to do it." "I simply forget and focus on what I'm trying to say and don't realize how I'm coming across." etc.



Slide #46

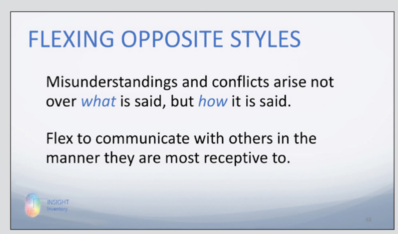


Slide #47

Flexing Opening VIDEO

Identify strategies for flexing to communicate with Opposites.

- Note to participants that at one time or another they will probably have to communicate with someone who is opposite from them on one or more traits. They will need to be aware of the challenges.
- Ask participants to discuss the differences between the traits on HOW things are said as opposed to WHAT is actually said.
- Sometimes the Platinum Rule applies. "Do unto others as they would have you do unto them."
- An excellent activity is to have participants break into small groups according to one of their strongest trait scores. Then ask these groups of like-minded individuals to identify how they want others to communicate with them. In essence this is telling others how to flex for them. Then, ask groups to share their advice. Encourage lots of laughter even though it's serious.

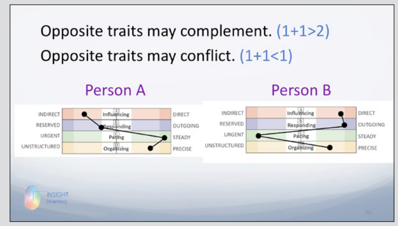


Slide #45

Flexing Opposites VIDEO

Discuss complementary issues with Opposites.

- The formula, (1 + 1 > 2) holds that when two people bring different strengths together their performance exceeds what two similar people might achieve.
- Point out that often people having opposite traits complement each other and bring energy and different perspectives to their work and personal relationships.
- The formula (1 + 1 <1) suggests that when there is conflict because of different traits, individuals get less done than they would had they been working alone.
- Ask participants to review the example of Person A and Person B and comment on how they might complement or conflict.

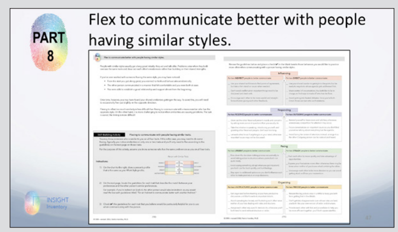


Slide #49

PART 8: Strategies for flexing with SIMILAR styles.

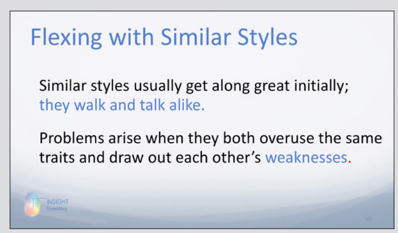
Having similar styles has its advantages and disadvantages.

- Note that everyone will, at one time or another, need to "flex" to avoid communication problems that occur between two individuals with similar styles.
- Ask participants to share what issues they have seen arise between two people who are the same on a particular trait.
- Be sure to emphasize the positive. Two like-minded individuals can often relate well and work very productively together. Ask for examples.



Slide #50

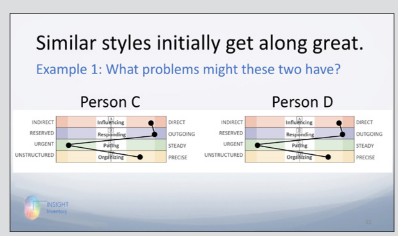
Flexing Similar VIDEO



Slide #51

Practice identifying both supporting strengths and problems between two people with similar styles.

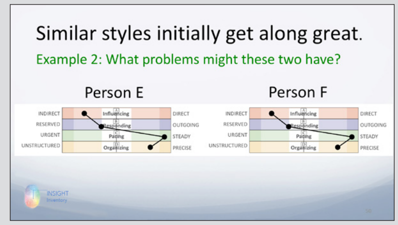
- Ask participants to predict how Person C and D will work well together; emphasize strengths.
- Next, ask participants to discuss what conflicts may emerge over time when values or priorities differ.



Slide #52

Additional practice identifying both supporting strengths and problems between two people with similar styles.

- Ask participants to predict how Person E and F will work well together. These two profiles are almost the exact opposite of those presented in the previous slide.
- Then, ask participants to discuss what conflicts may emerge over time when values or priorities differ.
- If time is short, have some observations of your own thought out and present them quickly.



Slide #53

Communication Strategies

Communicating Strategies, Example 1

- Ask participants to identify what communication behaviors might be most effective with the person in Example 1.
- Next, ask participants to look at their own Work Style profile and imagine they are needing to suggest a change in policy and procedure to the person portrayed in Example 1. Ask them to share what traits they personally might need to flex to best communicate with this person.

Slide #54

Communication Ex 1 VIDEO

Communicating Strategies, Example 2

- Repeat this activity with a different profile. Example 2.
- Ask participants to identify what communication behaviors might be most effective with the person in Example 2.
- Next, ask them to identify what traits they personally might need to flex to best communicate with this person.

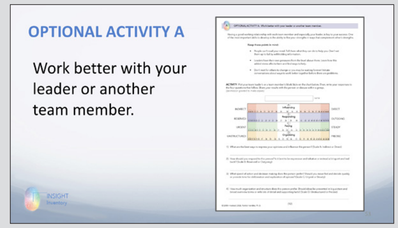
Slide #55

Communication Ex 2 VIDEO

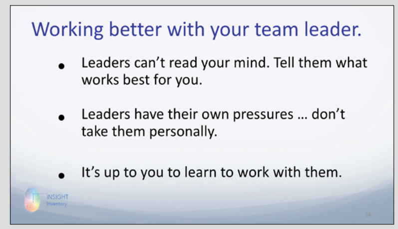
OPTIONAL ACTIVITY A: Working better with team leaders.

Emphasize the importance of managing upward.

- Build responsibility for becoming an active team member and communicating upward and not waiting for the leader to always figure out what works best.
- Share the points on the slide and discuss the various pressures and issues leaders have that frequently cause them to misread interpersonal dynamics.



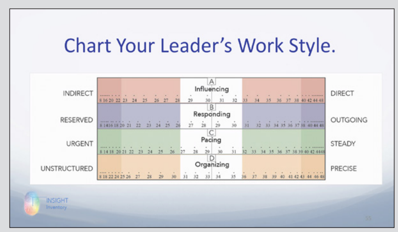
Slide #56



Slide #57

Chart the Leader's (or a specific team member's) Work Style.

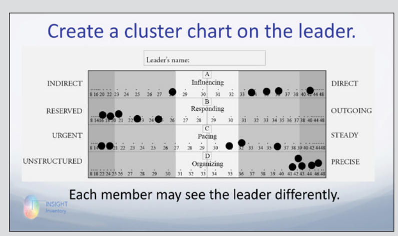
- Ask participants to work in groups, ideally intact teams, and "guesstimate" the leader's or other member's profiles.
- Encourage participants to be open to all perspectives and even discuss how various people see the person differently.
- Feedback can also be provided using the online Observer Feedback assessment if the participants are signed up and using that service.



Slide #58

Create a cluster chart on the leader that combines the feedback scores (or guesstimates) from all the team members.

- Team members can plot their perceptions of their leader on one chart and then discuss the findings.
- Encourage participants to accept one another's perspective and learn how differing opinions may have developed rather than try and reach consensus.
- Point out that looking for gaps and overlaps can be a helpful way to discuss various perspectives. Also remind participants to talk about the two scores that are most different from each other on each scale. These reveal the largest variation in opinions.

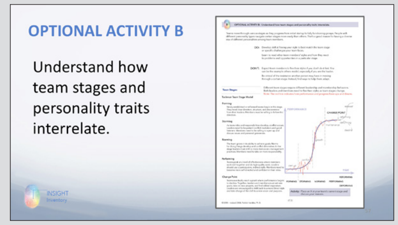


Slide #59

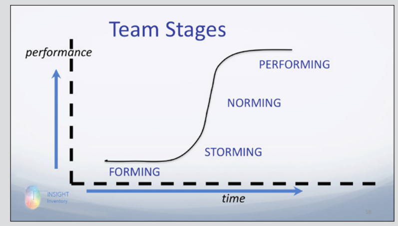
OPTIONAL ACTIVITY B: Understanding team stages.

Help teams understand typical team stages.

- Discuss how teams move from a startup phase called "forming" to a predictable stage of conflict labeled "storming." If the conflict gets resolved then the team works out their rules and agreements called "norming." Once these norms become accepted they reach the high effective stage called "performing."
- Reference the original work by Bruce Tuckman in 1965. However, this adapted version notes a change point for teams where they either reform or deform. This is discussed in Slide 63.



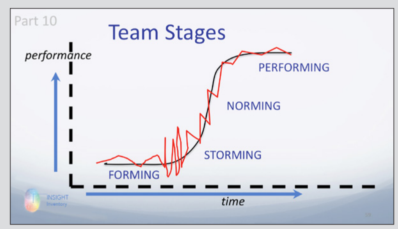
Slide #60



Slide #61

Examine "normal" progression through the stages

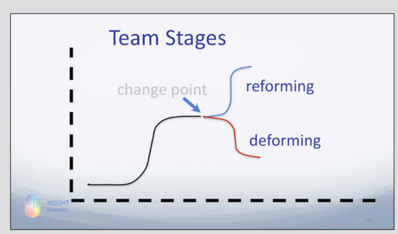
- Let participants know that the "Team Stages" curve is rarely smooth. It's more like a heart beat with ups and downs, particularly in the conflict stage.
- Movement upward indicates increases in team performance. Movement from left to right shows increasing time.
- Note that even though the progress has ups and downs it generally goes up once a team gets past the conflict stage.



Slide #62

Emphasize the importance of recognizing the change point.

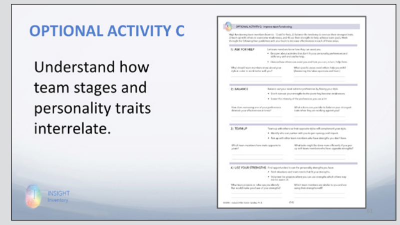
- The change point comes after a period of good performance. Slowly, sometimes ever so slowly performance starts to deteriorate. Teams need to catch this point and either deform or reverse this and reform.
- Ask team members to identify "famous" teams that deformed after a period of high performance and never caught the critical moment, i.e. winning sports teams, military units, businesses, etc.
- Encourage team members to place an X on the chart that indicates where they see their team.



Slide #63

OPTIONAL ACTIVITY C: Improve team functioning

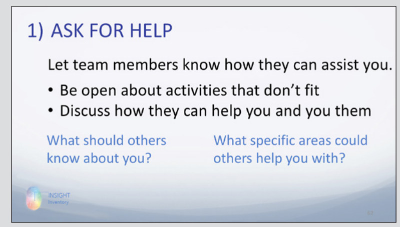
There are four actions team members can take to apply what they have learned about personality strengths to improve team functioning.



Slide #64

1) Emphasize how asking for help can be challenging.

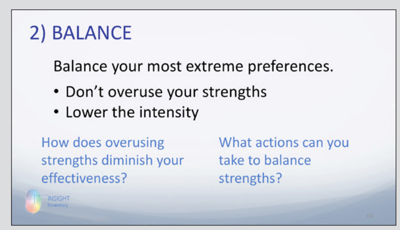
- Identify how each trait can use help with certain activities.
- Invite participants to discuss specific areas where they could use help.



Slide #65

2) Help participants see that balancing is a form of flexing.

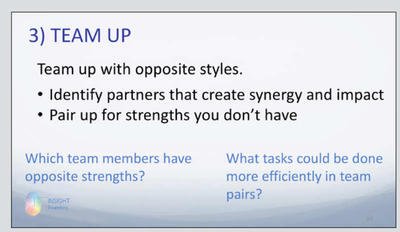
- Team members with extreme preferences have the biggest distance to move to balance their strengths.
- This section has components of the Flexing guidelines addressed earlier in the program. Refer back to it.



Slide #66

3) Note that teaming up is the core of teamwork.

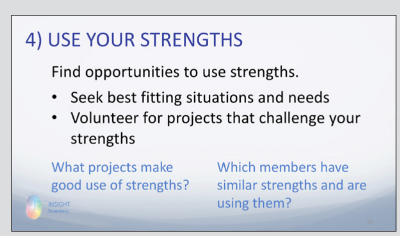
- Invite participants to discuss how they currently or once teamed up with someone who had opposite strengths.
- Discuss how work pairings or small groups can help people more freely team up.



Slide #67

4) Empower participants to use their strengths.

- People are often "seduced out of their strengths" and working at tasks that are not in their strengths zone.
- Encourage participants to identify the projects and tasks that best fit their personality traits.

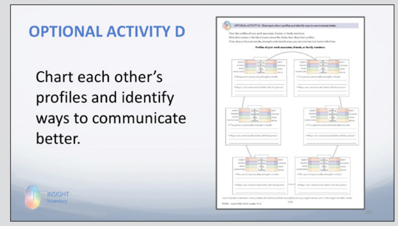


Slide #68

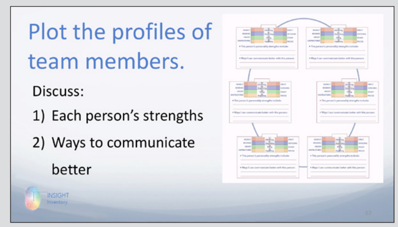
OPTIONAL ACTIVITY D: Charting team profiles

Compare individual differences by plotting all team member's profiles together (download various size charts available in the online Facilitator Resource Center).

- Draw each team member's profile and go around the room and ask each team member to:
  - Identify each person's strengths.
  - Discuss how they could communicate better.
- For many individuals this is the first time they have heard other team members personally say to them what they see them as contributing and hear how they can better work together. This powerful activity can change the dynamics of team functioning.



Slide #69

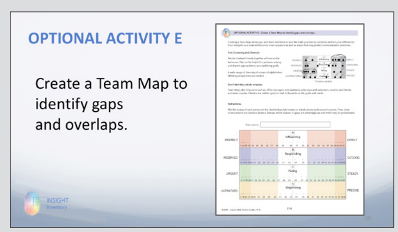


Slide #70

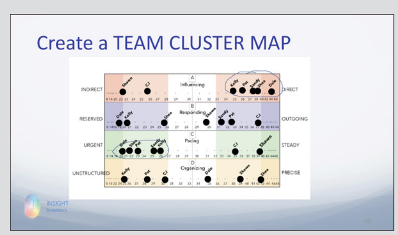
OPTIONAL ACTIVITY E: Creating a team map

Chart all team member's scores on one large profile

- Ask participants to discuss any gaps and overlaps or atypical clusters.
- Tie the observations of the team cluster map to the four strategies for teaming up (earlier section).



Slide #71

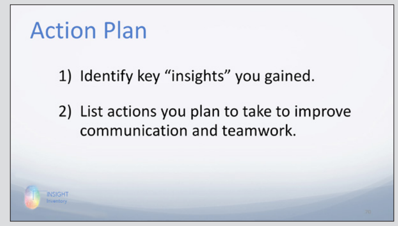


Slide #72

Sum up with an Action Plan

Guide participants through a summary of key points.

- Ask participants to identify and then share a key takeaway or insight they gained from the program.
- Encourage participants to list a new behavior they plan to take action on, a plan they have for communicating better with someone on their team.



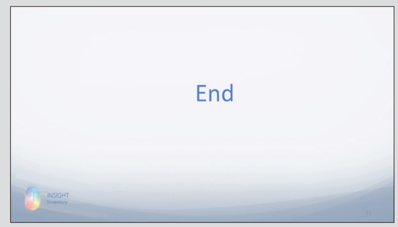
Slide #73

Action Plan & Summary VIDEO

End Strong

Plan a memorable ending that captures participants attention.

- Identify a poem, song, music video, or slide image that helps you end on a strong, positive note.
- One option is to present the corporate values that this program was selected to help participants practice.



Slide #74