

Workshop Development Tool

A. WORKSHOP PROFILE

Workshop Title

Working With Others: Building a Better Team

Workshop Goal/Purpose/Objective/Description

This workshop will provide an opportunity to enhance the essential skills, working with other, and essential skill used when interacting with coworkers/customers and to communicate effectively as ambassadors of our community. This workshop will enable you to have a greater understanding of your communication style and an appreciation for the strengths of others. Learn to maximize your communication skills to better be heard by you coworkers, enhance productivity and minimize conflicts.

Learning Outcomes

The participants will

- 1. Identify communication styles.*
- 2. Recognize diverse communication styles of coworkers and customers*
- 3. Develop team building skills*
- 4. Recognize, appreciate and accept individual differences.*
- 5. Learn how to build a successful team by understanding individual contributions.*

Assessment

Describe the assessment tool you will create or adapt and modify to demonstrate that the students are meeting the learning outcome. Identify an evaluation to be used pre-workshop and post workshop.

Personality Dimensions

Personality Dimensions® represents the next level of evolution in presenting temperament or personality theory. The primary author, Lynda McKim builds on the foundations established by the work of David Keirse, Linda Berens, et al, and a history of temperament theories that spans 25 centuries.

This dynamic tool is the culmination of the research and validation work that was done in Canada for over a decade, to support temperament theory, and to provide an easily understood methodology for building self-awareness, self-esteem, and effective communication strategies.

Drawing on the result of current validation studies that included participants from across Canada, and years of observation of interpersonal preferences demonstrated in workshop settings, Personality Dimensions® fosters increased self-knowledge through a facilitated self-discovery model that will make a lasting positive impact.

How Does It Work?

Personality Dimensions® emphasizes the self-discovery process, and uses the highly effective, time-honored learning technique of manipulating cards to engage the participants and reinforce learning by choosing the temperament or personality that is

most like them from the four temperament-based, colour coded *Picture Cards*. The four temperaments on the *Picture Cards*, are represented by a unique marriage of internationally accepted, non-offensive, high impact colours, and specially-selected, easily recognized symbols.

These personal selections are then reinforced by selecting *Dimension Cards* that are most representative of the individual in some or all of the following areas, depending on the type of programme being facilitated; *Life Values, In Communication, At Work, In Relationships*.

The instrument further explores personal temperament preferences by having participants complete a *Traits & Characteristics* survey, in which they explore their personal values, traits, strengths, characteristics, and behaviours. Finally, borrowing an aspect of personality type theory, participants take a short quiz to reveal their preferences for introversion or extraversion. Personality Dimensions® workshop will receive a copy of the *PD In Action* take home booklet. This handy booklet includes brief descriptions of introversion and extraversion, as well as descriptions of: core needs, characteristics, strengths, skills, weaknesses, likes, and various other areas for each of the four temperaments.

The PD assessment tool is used for a wide variety of applications including recruitment, retention, leadership training, customer service, sales skills, communication and team building activities. The PD assessment tool is practical and easily adaptable. The results can increase productivity, improve communications, relationships and morale.

EVALUATION: Taking Stock Worksheet

B. WORKSHOP OUTLINE

1. Introduction
2. Welcoming Activity
3. Warm-up Activity
4. Taste of Color Activity
5. Determining your own Color Activity
6. Introversion/Extroversion Assessment
7. Color Reflection Activities
 - Explaining the Colors
 - Brightening Activity
 - Blended Activity
 - Shadow Activity
8. Tying it all Together Activity

C. WORKSHOP REUSABLE RESOURCE PACKAGE

Provide the narrative of the targeted essential skill workshop.

Insert activities and list activity steps.

Insert the developed or modified tools, handouts, tip sheets.,

Incorporate examples related to the target group.

Reference all resources used to develop the workshop.

List any additional supplemental resources.

Forward an electronic version and hard copy of the workshop to Cumberland College.

Create or adapt and modify an assessment tool to demonstrate that the students are meeting the learning outcome.

Identify an evaluation to be used pre-workshop and post workshop.

Personality Dimensions is a workshop where the participants do most of the work.

1. Introduction

Welcome everyone to the session. Explain the intent of the workshop, room set-up, intended schedule, etc.

Supplies needed: none

Time Frame: 2 minutes

Goal: Introduction should cover all aspects of the workshop that might be important to each color.

2. Welcoming Activity

Supplies needed: paper, pen

Time Frame: 3 minutes

Goal: to help participants realize that we all have a natural preference to do something but we can do it other ways with little extra concentration. This is similar to color temperament. We have a dominant color but we are all capable of using other

temperaments. All four colors are equally good. They all have strengths and weaknesses. WE ARE ALL PLAID!

Activity

- Handwriting – write your name on a piece of paper. Now switch hand and write your name using your other hand.
- Fold your hands together – Now switch and fold your hands in the opposite manner. For example if your right thumb is over your left, put your left thumb over your right. Demonstrate to avoid confusion.
- Cross your arms over your chest – Now switch so that you have crossed with a different arm on top. One feels comfortable and natural. The other awkward.

3. Warm-up Activity

Background of PD and Important Basics

Supplies needed: Projector, screen, PD CD, slides 1 – 7

Time Frame: 10 minutes

Goal: to provide a brief background to PD and how understanding your color relates to team building.

Rope Star Activity:

Supplies needed: nylon rope

Time Frame: 3 minutes

Goal: To show the value of team work and how each individual can contribute to the “whole” differently but still effectively. (Small groups must make a five point star while holding onto the rope with both hands)

Illustrates the importance of both leaders, and followers.

4. Taste of Colour Activity

Supplies needed: flipchart paper, colored markers, PD poster arranged around the room

Time Frame: 20 minutes – 8 minutes to look at the posters, 2 minutes to organize flipchart papers, 10 minutes to discuss exercise.

Goal: To have each person familiar with details of the posters, to start recognizing the diversity and strengths of each color and to recognize the equal importance of each color to the team.

- Look at each of the picture cards. Have sets of the posters up all around the room. Beside each poster place a piece of flip chart paper. Have participants individually write down one or two strengths that come to mind for each color. Write the ideas on the flip chart beside the corresponding poster. If someone else has already made a comment that you agree with place a check mark beside the comment (strength)
- Take all flipchart papers of corresponding colors and move them to one location

- Share your thought and comments on the strengths listed on the flipchart paper. What are the similarities and differences? What would happen to a team if one the colors were not represented?
- Have everyone quickly scan comments that they feel matches them (pre-guess of color). Hopefully everyone will find one or two comments under each color that matches him or her. This is to prove that we are all plaid.

5. Determining your own Colour Activity

Supplies needed: personal PD kit, dimension cards (At Work and Communications), picture cards, traits and characteristics choices sheet, PD dictionary, pens or pencils

Time frame: 20 minutes

- Carefully go through the contents of personal PD kit. Also discuss the picture and dimension cards. Explain that we are not doing all the cards and why.

6. Introversion/Extroversion Assessment

Supplies needed: I/E Quiz, loose leaf slide #27

Time frame: 20 minutes (10 for quiz, 10 for activity)

Goal: to recognize the differences between extroversion and introversion and how contributes differently to the workplace team

Activity – Understanding your energy source and the Impact of Introversion and Extroversion

- After students have scored their quiz show slide #27 to further explain introversion and extroversion. Have participants form two groups – one with all introverted people and one with all extroverted people.
- Discuss the questions on the slide with group, record thoughts on flipchart paper and then share with the entire group
- Note the differences between the two groups. What would your team be like if you had only introverts or only extroverts?

Name Tag Activity

Supplies needed: nametags, colored markers

Goal: To acknowledge your color ‘scheme’ and your I/E tendency

- Have each participant mark the order of his/her color preference on a nametag.
Also mark whether he/she is introverted or extroverted

7. Colour Reflection Activities

A. Explaining the Colors - starting at slide 37 look at each color in detail.

Supplies: projector and slides

Inquiring Green

Organized gold

Resourceful Orange
Authentic Blue

Time: 20 minutes

Tying it all together – Bar Room Brawl at the local bar

Bar Room Brawl story – tell a story of a bar room brawl and what each color brings to the situation.

- Blues look at the emotional impact of the situation and how to ‘comfort’ those involved,
- Green look at the practical; and scientific impact and what will need to be done in the event of injury etc,
- Gold are organized and logical they will organize the chaos and have ‘to do’
- Orange are risk takers and mediators so they are most likely to take initiative to jump and break up the fight.

Add as much detail and humor as possible so the participants can visualize each color’s contribution. What weaknesses may each color bring? How is this similar to real life situations at work?

B. Brightening Activity

Supplies needed: flipchart and colored markers

Time frame: 20 minutes

Goal: To recognize natural preferences are part of your temperament and to recognize the preferences of other temperament as well

- Have participants move into their appropriate color group. Allow a few minutes for participants to think about the following questions and jot down ideas before sharing with the participants in their color group.
 - What would your ideal work setting be like? Keep in mind environment, schedules, communication methods etc.
 - What is your current workplace like? What would you keep the same? What would you change?

Participants must reach consensus for the ideas jotted down on the flipchart paper. This helps to ‘weed’ out other color traits going into the group’s list. Share ideas with the whole group. Note the similarities and differences.

C. Blended Activity

Supplies needed: Projector and slides 35 & 36, flipchart

Time frame: 20 minutes

Goal: To appreciate and accommodate individual preferences. To deepen understanding of individual team member’s needs/wants. To increase tolerance of other temperaments participants move into groups that is representational of each color group.

- Discuss the situation of slide 35. Come to a consensus as a group as to what you will do with the \$. Each group will write down their thoughts on flipchart paper to share with the group.

- As a large group, discuss the questions on slide 36. Was it easier or more difficult to come to consensus with a mixed color group? Why? How does this reflect everyday work situations?

D. Shadow Activity

Supplies needed: Flipchart and colored makers

Time frame: 20 minutes

Goal: To help participants realize that they can develop and benefit from using their shadow color. To view real life problems from different perspectives

- Have participants move into their shadow group – least preferred
- Ask them to plan how they would move a grand piano from the back of their business to the front of the building. There are no rules. They are to devise a plan that best suits the task at hand. REMEMBER to think like your SHADOW COLOR!! Record your plan on flipchart paper.
- Have each group report back and have participants with a dominant color validate the comments made by the SHADOW group.
- How was the activity using only your shadow color? Did you tend to revert to your brightened color?

8. Tying it all Together Activity

Reframing Stereotypes – Turning Criticisms to Compliments

Supplies needed: Facilitator can write ideas on flipchart paper corresponding to each color. Header on each flipchart sheet should say ‘STEREOTYPES’

Time frame: 10 minutes

Goal: To accept people for whom they are. To appreciate different styles, to foster empathy, to help recognize how perceived weaknesses of each color can actually be a strength.

Role Play – Do you recognize anyone from work?

Supplies needed: Role play handout

Time Frame: 2 minutes

Goal: Comical work situation emphasizing tendencies of each color

Relating color Today and to the Future – Warp-up

Supplies: none

Time frame: 10 minutes

Allow the participants a minutes or two to answer the following questions.

1. What is one thing you can contribute to your team?
2. What is one thing you have learned to appreciate about your shadow color?

Ask for feedback from the entire group or from individual volunteers.