

DIMENSIONALLY SPEAKING

A Newsletter for Personality/Temperament Theory Facilitators

Spring 2005

The *Dimensionally Speaking* newsletter is an informal way for us to keep in touch – and a forum for you to share your experiences and tips with other personality theory facilitators. So keep in touch – tell us what you'd like to learn more about and we'll make every effort to address this in future issues.

Issue highlights:

- **Rob McKim** provides us with the results of the Reliability Test that was conducted Fall, 2004
- **Talking in Colour (Toronto) event** featuring: **Lynda McKim, Scott Campbell, Michael Tudor** and **Larry Konyu**
- **Talking in Colour (Vancouver) event**
- **Colour Cues** by **Roberta Neault** gives us valuable tips on how to “speedread”
- **Population Statistics** – current population stats are attached

Onward and upward ~

Denise

Denise Hughes, Director

Career/LifeSkills Resources

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Dimensional Developments - Continuous Improvement - Reliability

As part of the continuous improvement aspect of the Personality Dimensions® Instrument (PDI), a time dependence reliability test has been performed that looks at the stability (or reliability) of the tool over a period of 18 months. Time dependent reliability is utilizing the “test-retest” method (<http://www.guidetopsychology.com/testing.htm>) which provides an empirical basis for measuring the reliability of PDI over time. Our sincere thanks to everyone who made a difference by taking the time to redo their own PD profile and send us the results – you are the real heroes who make the PDI a reliable and valid form of self-discovery. Thank you for making a difference, and a special thank you to **Rob McKim** for his work in collating all of this data. His findings are appended to this newsletter. I would strongly encourage you to print out a copy and add it to your own Manual.

Talking in Colour (Toronto) event - August 19th, 2005

Mark your calendars! Talking in Colour is happening on Friday, August 19th in Toronto!

Featuring **Lynda McKim, Scott Campbell, Michael Tudor** and **Larry Konyu**

Michael Tudor and **Larry Konyu** will be **Celebrating Cultural Diversity Using Personality Dimensions**. Michael and Larry will provide a look at the positive role culture can play in your Personality Dimensions workshops. Practical suggestions will be presented to assist your participants to become more aware of how their cultural background informs their preferred PD colour spectrum.

Lynda McKim will put you to work! In **Trying On Winning Workshop Strategies** you will take part in the highly entertaining and eye-opening one-hour *Castle Building Exercise* described in the new **Winning Workshop Strategies** book. Lynda will walk you through the exercise so you can see first hand why this is one of her favourite learning experiences for everyone, from high school students to CEOs! A very effective strategy for a variety of Applications, including Team Building, Change Management, Communications and Leadership.

In the afternoon, Lynda will introduce you to the new, soon-to-be-released, **PD Career Assessment Tool**. You will actually complete the assessment yourself and be encouraged to offer feedback on its final format. You will also get a peek at the companion booklet which outlines how to use the new tool and offers exercises and techniques for effective Career Planning Workshops.

Scott Campbell believes that **Self-Employed Shouldn't Mean Unemployed** – and provides you with tips on **How to Prosper As An Independent PD Practitioner**. Many people get their PD certification with the dream of going out on their own. They envision a steady stream of clients eager to share the joy of learning about their personality type. They see themselves making a good living while doing good work.

And then reality shows up. The phone isn't ringing. There are few hits to their website. The few clients who do contract their services haggle over costs and will pay only low, low fees. It doesn't have to be that way.

This workshop will cover three critical components of succeeding as an independent PD practitioner:

- Marketing solutions, not tools
- Becoming a recognized expert in your target market
- Creating strategic alliances to extend your reach

Please note: This workshop is intended for current or soon-to-be sole proprietor coaches, trainers, consultants, or counsellors.

Talking in Colour – 5th annual (Vancouver) event - October 1st, 2005

For more information on this event, organized by Roberta Neault at Life Strategies, contact Life Strategies at info@lifestrategies.ca.

Hot off the presses – three new titles in the PD Toolkit series!

Lots of ideas about how to use Personality Dimensions®, but no time to develop customized workshops?

Want to offer your clients more than a basic introductory workshop?

Interested in offering previous clients follow-up programs?

The Toolkit series might be just what you are looking for. The *Personality Dimensions® Toolkit* series has been created with the busy facilitator in mind. You can customize a PD workshop, complete with PowerPoint® slides and relevant handouts, in less than half an hour!

And now there are **six** titles in the series: • **Leadership Development (new)** • **Work-Life Balance (new)** • **Sales, Marketing and Customer Service (new)** • Career Building • Teambuilding • Learning Styles and Strategies •

Must haves if you want a prepackaged sure-fire presentation!

Coming April, 2005 – Winning Workshop Strategies ... the companion book to *Building Blocks*!

Just as Lynda McKim walked you step by step through a Personality Dimensions® Awareness workshop in her first book, *Building Blocks*, she now offers practical how-to advice for creating effective and enjoyable Applications Sessions. Included in *Winning Workshop Strategies* are clear, easy-to-follow directions and suggestions for planning and conducting every aspect of a winning Personality Dimensions® Application Session. As a bonus, Lynda provides a number of ice-breakers, and exercises for testing and reviewing learning in interesting and entertaining ways, as well as techniques for forming groups and workshop wrap-ups.

Winning Workshop Strategies offers a variety of proven exercises and strategies, developed over the years by Lynda and many of her generous colleagues, which can be used to teach PD concepts in a variety of settings (Team Building, Conflict Resolution, Communications, to name but a few).

This book will definitely be an asset in developing and delivering highly successful workshops. A must for new facilitators and for experienced facilitators who are looking for new ideas.

Colour Cues

We recently asked Roberta Neault, author of the PD Toolkit series, how you can guess, or speed-read, someone's colour, and she shared the following clues with us. These are particularly useful to you and your clients in sales, customer service and marketing and some are even very effective to help you speed-read someone's colour when you are speaking to them on the telephone.

How can you guess someone's colour?

Body language, word usage, and clothing give some clues.

- ~ Authentic Blues: open, welcoming, use "touch"; sincere / caring language; textured, comfortable, "unique" clothing
- ~ Inquiring Greens: reserved, cool, disorganized; tech language / big words; casual clothes
- ~ Organized Golds: structured, "correct" posture; precise words; appropriate clothes
- ~ Resourceful Oranges: open, vibrant, active; jokes and laughter; fashionable and flamboyant

And, here is some information on "gaining cooperation and respect." It's from a teambuilding perspective, but some of the characteristics could be borrowed for understanding how to work with customers.

Tips on Gaining Cooperation and Respect using *Personality Dimensions*:

- ~ From Authentic Blues ...
 - Create a relaxed, people-centred environment
 - Ask for help with team conflicts; Acknowledge people skills
- ~ From Inquiring Greens ...
 - Provide space and time for thinking/research/professional growth
 - Assign challenging and important projects; Be open to new ideas
- ~ From Organized Golds ...
 - Be organized and punctual; Keep promises/commitments
 - Provide adequate time/resources; Recognize their contributions
- ~ From Resourceful Oranges ...
 - Don't micro-manage; Provide "hands on" opportunities
 - Provide immediate feedback; Count on them in a crisis

And here is information on "communicating" – again, from a teambuilding perspective, but easily adapted to other perspectives.

Tips on Communicating using *Personality Dimensions*:

- ~ With Authentic Blues ...
 - Take time to build rapport; Show interest in them as people
 - Discuss opinions and feelings, not just facts
- ~ With Inquiring Greens ...
 - Invite ideas/opinions/input up front; Discuss facts, not feelings
 - Share the big picture; Provide rationale for decisions
- ~ With Organized Golds ...
 - Make explicit requests; State expectations/procedures clearly
 - Provide a clear rationale for changes; Allow time for processing
- ~ With Resourceful Oranges ...
 - Be clear and direct, but not "directive;" Limit rules and controls
 - Use humour; Minimize formality

Tips for using *Personality Dimensions* in Sales and Marketing:

Authentic Blue Salespeople:

- Customer-oriented
- Relationship-focussed
- Great communicators
- Enjoy the challenge of sales
- Good at multi-tasking

For an Authentic Blue Customer – concentrate on how your product will:

- Please the recipient
- Create harmonious relationships
- Motivated / provide social contacts

Inquiring Green Salespeople:

- See big picture
- Educated / Contributes knowledge
- Knows technical product information
- Enjoys selling innovative products

For an Inquiring Green Customer – concentrate on how your product will:

- Build competence
- Add logically to processes
- Provide answers/ solutions
- Create improvements

Organized Gold Salespeople:

- Provide concrete, helpful advice
- Sells the strengths of the company
- Focusses on image / reputation
- Good at closing the sale
- May be impatient with delays

Resourceful Orange Salespeople:

- Motivate
- Offer ingenious solutions
- Enjoy troubleshooting
- Enjoy the challenge / thrill of the sale
- Get excited by variety
- Like to negotiate

**For an Organized Gold Customer –
concentrate on how your product will:**

- Apply to real, immediate needs
- Be efficient, help to organize
- Stand up over time
- Provide reliable service to others

**For a Resourceful Orange Customer –
concentrate on how your product will:**

- Offer change / variety
- Develops skills / challenging
- Get attention
- Be seen as novel / exciting

Population statistics

Current population statistics, as submitted by Personality Dimensions facilitators, are appended to the back of this newsletter. Please continue to send in your workshop statistics to help us keep this valuable resource current. Our thanks to everyone who faithfully submits their workshop statistics – you make this happen!

Statistics can be sent to pd@clsr.ca

Time-based Reliability of PDI

Overview

As part of the continuous improvement aspect of the Personality Dimensions® Instrument (PDI) tool (Appendix C; *Personality Dimensions® Manual*) a time dependence reliability test has been performed that looks at the stability (or reliability) of the testing tools over a period of 18 months. Reliability can be defined as the ability of a testing tool to provide consistent results. Internal test reliability has been measured as a stability index relating the consistency between PDI tools (Appendix C equation 11; *Personality Dimensions® Manual*). Time dependent reliability is utilizing the “test-retest” method (<http://www.guidetopsychology.com/testing.htm>) which provides an empirical basis for measuring the reliability of PDI over time. This reliability test does not address whether or not individual temperaments change over time.

A control group of 163 participants were given the complete PDI assessment using all 6 PDI tools (picture cards; life value cards; at work cards; in relationships cards; in communications cards; and traits and characteristics cards) in the spring of 2003, and again in the fall of 2004, for a trial period of 18 months. Changes in the PDI profile were measured and the degree of change was calculated as a stability index (I)

$$[13] \quad I_j = (N - \delta) / N$$

where N is the number of the control group participants; δ is the number that displayed any changes between the two assessments; and j is the measure of change. Three measures of change were calculated. These were:

I_p = changes of position i.e. did any temperament type change position

I_d = degree of change i.e. how many temperament types changed position

I_c = changes in temperament types i.e. which temperament types changed position

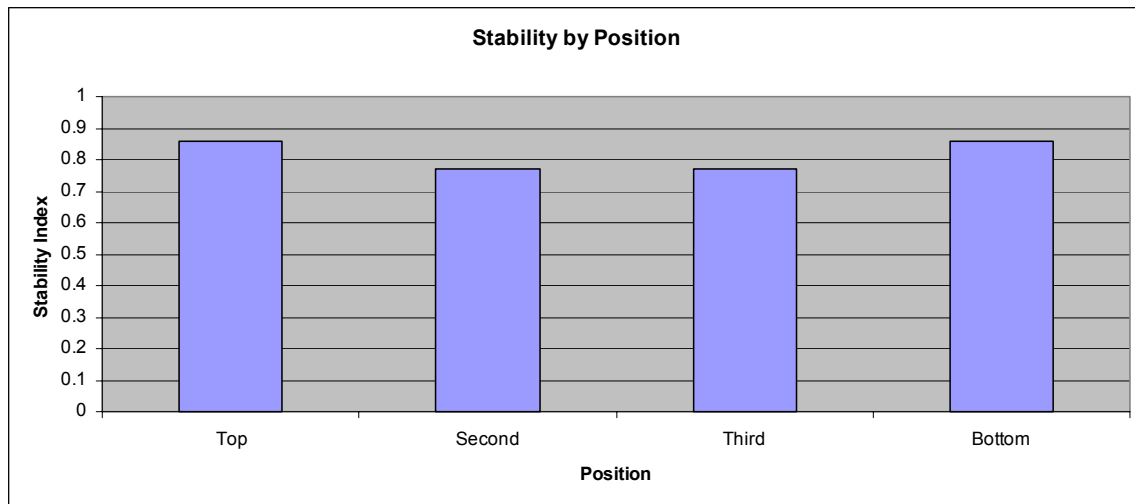
Change of Position

The results for Change in Position (I_p) are given in the table below:

Data Summary – Change in Position

| Position | # Changed | Population | Stability Index | Standard Deviation |
|----------|-----------|------------|-----------------|--------------------|
| Top | 23 | 163 | 0.86 | 0.35 |
| Second | 38 | 163 | 0.77 | 0.42 |
| Third | 37 | 163 | 0.77 | 0.42 |
| Bottom | 27 | 163 | 0.83 | 0.37 |
| | | Mean | 0.87 | |
| Total | 125 | St. Dev. | 0.045 | |

This is presented graphically (below) clearly showing the top and bottom colour are slightly more stable than the second or third colours.



Utilizing [3] we calculate a probability of 0.62 that fewer than one out of five people will change their top temperament type within 18 months; and a probability of 0.53 that fewer than one person in five will change their bottom temperament type within an 18 month period.

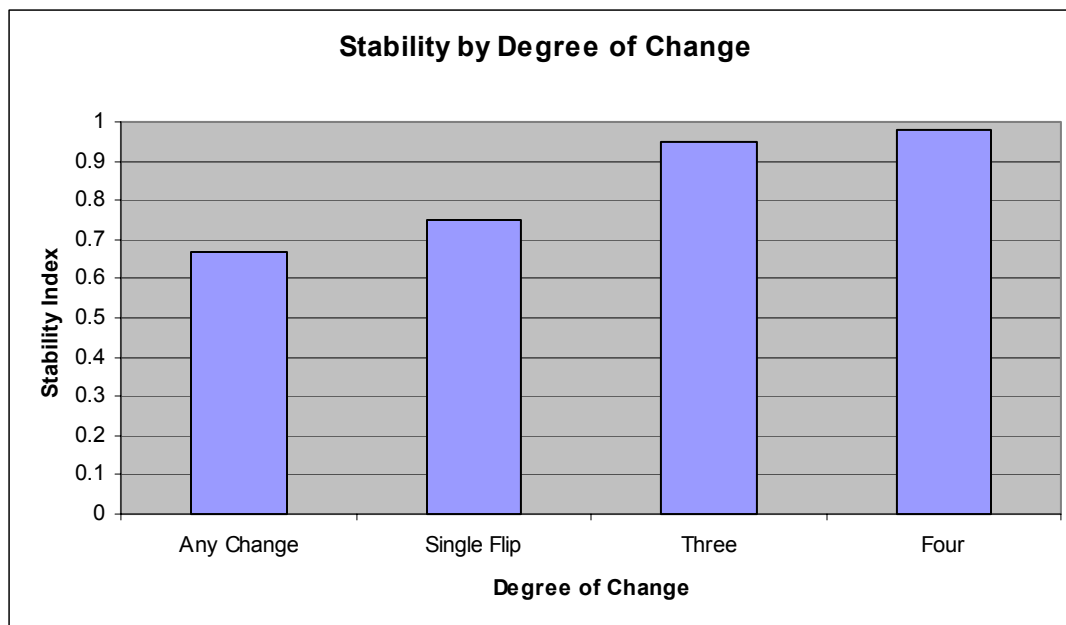
Degree of Change

The results for Change in Colour (I_d) are given in the table below.

Data Summary - Degree of Change

| Degree | Stability Index |
|-------------|-----------------|
| Any Change | 0.67 |
| Single Flip | 0.75 |
| Three | 0.95 |
| Four | 0.98 |

This information is presented graphically below.



This measure of reliability needs to be applied with care. The PDI tool shows a stability index ranging from 0.67 to 0.98 depending on the degree of changes experienced. This test does not indicate which temperament position could change, only that a change has occurred.

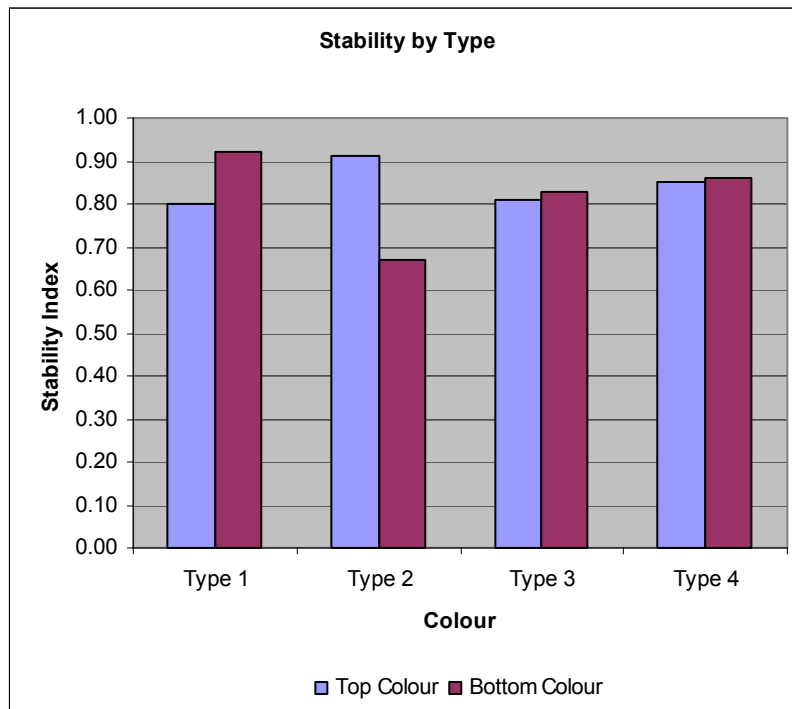
Changes in Temperament Type

The results for Change in Temperament Type (I_c) are given in the table below.

Data Summary - Change in Type

| | Stability of | |
|-----------------|--------------|---------------|
| | Top Colour | Bottom Colour |
| Type 1 | 0.80 | 0.92 |
| Type 2 | 0.91 | 0.67 |
| Type 3 | 0.81 | 0.83 |
| Type 4 | 0.85 | 0.86 |
| Mean | 0.84 | 0.82 |
| St. Dev. | 0.05 | 0.11 |

This information is presented graphically below.



The stability of each temperament type (1, 2, 3, or 4) have not been related to PDI types (green, gold, blue, and orange), and facilitators should not attempt to relate stability to a specific temperament type. This measure of reliability indicates that there is a probability of 0.79 that reliability of PDI rankings of temperament type is not dependent on temperament type.

Summary

Over an 18 month period the stability of the PDI tool as measured empirically is consistent with the overall accuracy of the tool (< 1 chance in five of an error in the assessment of the top or bottom types). Over the test period there is a probability of 0.86 that the top temperament will not change; a probability of 0.83 that the bottom temperament will not change; and a probability of 0.77 of that changes in the middle temperaments will not occur.

The reliability of the PDI tool measured in a test-retest situation ranges from 0.77 to 0.86 which is consistent with reliability of other standard temperament measurement tools.

Reliability of the PDI tool for independence from error due to individual temperament type is 0.79.

Stability indices for specific temperament types have not been included in this report.

Rob McKim, Ph.D.
February, 2005

Personality Dimensions(r) - Canadian Population Statistics

DATE: 4/5/2005

| Student Profiles | Authentic | | | Resourceful | | | Total # of Participants |
|--------------------------------------|------------|------------|------------|-------------|------------|--------------|-------------------------|
| | BLUE | GOLD | GREEN | ORANGE | ORANGE | Participants | |
| ADULT HIGH SCHOOL EDUCATION STUDENTS | 27 | 12 | 12 | 12 | 12 | 12 | |
| ALTERNATIVE SCHOOL STUDENTS | 6 | 2 | 4 | 4 | 3 | 3 | |
| AT RISK STUDENTS | 21 | 9 | 21 | 21 | 25 | 25 | |
| GRADE 9 STUDENTS | | | | | | | |
| GRADE 10 STUDENTS | 63 | 22 | 17 | 17 | 83 | 83 | |
| GRADE 11 STUDENTS | 71 | 27 | 31 | 31 | 137 | 137 | |
| GRADE 12 STUDENTS | 20 | 13 | 7 | 7 | 33 | 33 | |
| HIGH SCHOOL STUDENTS | 31 | 17 | 13 | 13 | 36 | 36 | |
| YOUTH (GENERAL/UNIDENTIFIED) | 40 | 14 | 12 | 12 | 32 | 32 | |
| Total (Students) | 279 | 116 | 117 | 117 | 361 | 873 | |

| Percentage Breakdowns | 32% | 13% | 13% | 41% |
|-----------------------|-----|-----|-----|-----|
|-----------------------|-----|-----|-----|-----|

Post Secondary Students

| | | | | | | |
|--|-----|----|----|----|----|----|
| ADULT STUDENTS | 10 | 5 | 6 | 6 | 21 | 21 |
| BACHELOR OF EDUCATION PROGRAM STUDENTS | 18 | 8 | 7 | 7 | 9 | 9 |
| BUSINESS STUDENTS | 34 | 23 | 26 | 26 | 34 | 34 |
| CAREER COUNSELLING STUDENTS | 5 | | | | | |
| COLLEGE STUDENTS (UNSPECIFIED) | 146 | 68 | 35 | 35 | 55 | 55 |
| CONTINUING EDUCATION STUDENTS | 11 | 10 | 10 | 10 | 5 | 5 |
| DENTAL HYGIENE/ASSISTANCE STUDENTS | 48 | 43 | 10 | 10 | 38 | 38 |
| EARLY CHILDHOOD EDUCATION STUDENTS | 105 | 32 | 5 | 5 | 52 | 52 |
| FINANCIAL PLANNING STUDENTS | 5 | 12 | 5 | 5 | 5 | 5 |
| GRAD. STUDENTS - COUNSELLING PROGR. | 19 | 2 | 3 | 3 | 1 | 1 |
| GRAD. STUDENTS (UNSPECIFIED) | 4 | 3 | 4 | 4 | 8 | 8 |
| NURSING STUDENTS | 13 | 5 | 5 | 5 | 5 | 5 |
| OFFICE ADMINISTRATION STUDENTS | 45 | 40 | 13 | 13 | | |

| | | | | |
|---|------------|------------|------------|--------------|
| EMPLOYMENT PREPARATORY STUDENTS (CAREER PLANNING) | 62 | 26 | 37 | 48 |
| SCIENCE AND ENGINEERING STUDENTS | 5 | 5 | 1 | 5 |
| SOCIAL SCIENCE STUDENTS | 5 | 4 | 1 | 13 |
| STUDENTS OF LAW | 5 | 9 | 2 | 75 |
| TEACHER EDUCATION STUDENTS | 158 | 95 | 71 | 21 |
| UNIVERSITY STUDENTS | 34 | 32 | 13 | 1 |
| VISUALLY IMPAIRED STUDENTS | 6 | 6 | 3 | 9 |
| YOUTH INTERNS | 3 | 4 | 4 | |
| Total (Students) | 731 | 427 | 255 | 384 |
| | | | | 1,797 |

Percentage Breakdowns 41% 24% 14% 21%

Teaching Professions

| | | | | |
|--|------------|------------|------------|--------------|
| CO-OPERATIVE EDUCATION TEACHERS | 7 | 4 | 6 | 5 |
| EARLY CHILDHOOD EDUCATORS / TEACHERS | 43 | 25 | 8 | 7 |
| ESL TEACHERS | 6 | 10 | 6 | 3 |
| EDUCATION COUNSELLOR'S & CONSULTANTS | 112 | 63 | 29 | 45 |
| EDUCATORS/COLLEGE & UNIV. PROFESSORS/FACULTY | 79 | 46 | 57 | 31 |
| ELEMENTARY SCHOOL TEACHERS | 198 | 127 | 86 | 84 |
| K - 12 TEACHERS | 23 | 22 | 16 | 4 |
| PRIVATE SCHOOL TEACHERS | 16 | 8 | 12 | 9 |
| SCHOOL PRINCIPALS/VICE-PRINCIPALS | 7 | 7 | 5 | 7 |
| SCHOOL SUPERVISORS/MANAGERS | 3 | 1 | 2 | 1 |
| SCHOOL STAFF MEMBERS | 22 | 11 | 3 | 1 |
| SECONDARY SCHOOL TEACHERS | 134 | 84 | 61 | 175 |
| SPECIAL EDUCATION (TEACHERS/COORDINATORS) | | | | 1 |
| TEACHER'S ASSISTANTS | 53 | 21 | 9 | 12 |
| TEACHERS (UNSPECIFIED) | 118 | 161 | 108 | 115 |
| SCHOOL BOARDS (ADMINISTRATORS) | 8 | 8 | 6 | 3 |
| SCHOOL BOARDS (EXECUTIVE ASSISTANTS) | 16 | 4 | 4 | 5 |
| SCHOOL BOARDS (ALL AREAS OF SUPPORT STAFF) | 41 | 28 | 17 | 37 |
| UNIVERSITY/COLLEGE ADMINISTRATORS | 3 | | 8 | 1 |
| Total (Education) | 889 | 630 | 443 | 546 |
| | | | | 2,508 |

Percentage Breakdowns 35% 25% 18% 22%

Mixed Adult

| | | | | |
|---|-----|-----|-----|-----|
| ACCOUNTING PERSONAL | 34 | 29 | 40 | 25 |
| ADDITION REHABILITATION | 49 | 23 | 11 | 24 |
| ADULTS (MIXED) | 195 | 601 | 576 | 608 |
| ADMINISTRATION PROFESSIONALS | 65 | 51 | 40 | 42 |
| ADMINISTRATIVE SUPPORT STAFF | 52 | 33 | 28 | 25 |
| AGRICULTURAL SECTOR (ALL FIELDS) | 14 | 13 | 22 | 20 |
| AVIATION | | | | 1 |
| BUSINESS EXECUTIVES/MANAGERS/SUPERVISORS | 84 | 60 | 84 | 105 |
| BUSINESS OWNERS | 16 | 12 | 12 | 21 |
| BUSINESS/OFFICE SUPPORT STAFF | 36 | 21 | 12 | 27 |
| BIOLOGISTS | 1 | | 1 | |
| CANADA POST EMPLOYEES | 1 | | | |
| CANADIAN FORCES PERSONNEL | 1 | | | |
| CAREER EXPLORATION/JOB SEARCHING/TRANSITION GROUPS | 364 | 192 | 225 | 199 |
| CAREER/EMPLOYMENT CONSULTANTS/COUNSELLORS/ADVISERS | 218 | 213 | 198 | 170 |
| CARE GIVERS | 35 | 20 | 6 | 13 |
| CARPENTERS | 6 | 1 | 6 | 16 |
| CASE/PROGRAM/PROJECT MANAGERS/DIRECTORS | 56 | 20 | 21 | 21 |
| CHILDCARE PROFESSIONALS | 34 | 21 | 3 | 15 |
| CLERGY/RELIGIOUS ORGANIZATIONS | 26 | 14 | 12 | 7 |
| COMMUNICATION TECHNOLOGY | 16 | 14 | 22 | 14 |
| COMMUNITY SERVICES STAFF | 10 | 8 | 14 | 17 |
| COMPUTER TECHNOLOGY | 4 | 4 | 24 | 1 |
| CORRECTIONAL SERVICE CANADA (ADMIN & SUPPORT STAFF) | 21 | 18 | 10 | 9 |
| COUNSELLORS | 17 | 7 | 3 | 5 |
| COURT SECTOR | 20 | 52 | 12 | 21 |
| CRISIS CENTRE PERSONNEL | 6 | 4 | 3 | 3 |
| CUSTOMER SERVICE REPS | 17 | 10 | 4 | 5 |
| DENTAL HEALTH PERSONNEL | 86 | 13 | 4 | 10 |
| EMERGENCY SERVICES SECTOR | 5 | 6 | 3 | 5 |
| ENGINEERING PROFESSIONALS | 29 | 29 | 85 | 26 |
| ENTREPRENEURS | 32 | 5 | 31 | 27 |

| | | | | |
|---|-----|-----|-----|-----|
| ESL ADULTS | 4 | 1 | 2 | 5 |
| FACILITATORS/INSTRUCTERS/TRAINERS/COACHES/PRACTITIONERS | 166 | 51 | 51 | 78 |
| FAMILY OUTREACH WORKERS/COUNSELLORS | 2 | 2 | | |
| FEDERAL GOVERNMENT SERVICE SECTOR | 41 | 44 | 21 | 14 |
| FILM INDUSTRY | | | | 2 |
| FINANCIAL SECTOR | 14 | 15 | 6 | 8 |
| FISHERIES AND OCEAN SECTOR | 1 | 1 | | |
| FOOD INDUSTRY | 5 | 13 | 6 | 7 |
| HAIRDRESSERS / BEAUTICIANS | 8 | 4 | 7 | 8 |
| HEALTH CARE SECTOR ADMINISTRATORS/MANAGEMENT | 39 | 24 | 27 | 22 |
| HEALTH CARE SECTOR STAFF (ALL FIELDS) | 650 | 339 | 218 | 224 |
| HUMAN RESOURCES DEVELOPMENT SECTOR | 117 | 86 | 58 | 58 |
| INFORMATION TECHNOLOGY | 20 | 15 | 67 | 25 |
| INSURANCE SECTOR | 21 | 24 | 16 | 12 |
| JOB SEARCH SPECIALISTS | 35 | 22 | 16 | 27 |
| LABORATORY TECHNICIAN | | 1 | | |
| LABOUR RELATIONS OFFICERS/ASSISTANTS | 6 | 5 | 3 | 7 |
| LAW ENFORCEMENT | | | 1 | |
| LIBRARY ASSOCIATION (ALL STAFF) | 20 | 4 | 8 | 6 |
| MARKETING/SALES/ ADVERTISING REPS | 14 | 10 | 20 | 24 |
| MECHANICAL ENGINEERING/TECHNICIAN | 2 | | 4 | 1 |
| MENTAL HEALTH ADMINISTRATORS | 8 | 4 | 1 | 2 |
| MENTAL HEALTH SUPPORT STAFF | 26 | 9 | 5 | 8 |
| MENTAL HEALTH CLIENTS | 5 | 1 | 3 | 1 |
| MINISTRY OF EDUCATION REPS / TERRITORY/PROV. | 11 | 4 | 5 | 6 |
| MUNICIPAL GOV'T EMPLOYEES | 14 | 14 | 8 | 16 |
| NURSES | 11 | 1 | 4 | 5 |
| OCCUPATIONAL THERAPISTS | 5 | 3 | 4 | 9 |
| ORGANIZATIONAL & LEADERSHIP DEVELOPMENT CONSULTANTS | 6 | 8 | 8 | 7 |
| PARENTING GROUP | 4 | 2 | 1 | |
| PHARMACISTS | 23 | 25 | 17 | 11 |
| PHYSICIANS/GP'S | 1 | | 1 | |
| PSYCHOLOGISTS/PSYCHOTHERAPIST/SOCIOTHERAPISTS | 13 | 1 | 2 | 1 |
| PUBLIC SAFETY SECTOR | 10 | 10 | 14 | 10 |
| RESEARCH FIELD | | | 1 | |
| SELF EMPLOYED GROUP | 11 | 5 | 8 | 11 |
| SELF ESTEEM GROUP | 2 | 4 | | 1 |

| | | | | |
|---|-----|----|----|----|
| SEMINAR ATTENDEES | 9 | 3 | 2 | 1 |
| SENIOR CITIZENS | 11 | 5 | 3 | |
| SOCIAL SERVICES CLIENTS | 9 | 1 | 5 | 4 |
| SOCIAL WORKERS | 89 | 55 | 44 | 46 |
| TEAM LEADERS | 2 | | | |
| TRANSPORTATION | 1 | 4 | 3 | |
| UNEMPLOYED GROUP | 110 | 66 | 66 | 82 |
| VETERINARIAN SECTOR | 2 | 2 | 3 | 2 |
| VOCATIONAL REHABILITATION SPECIALISTS | 19 | 5 | 10 | 5 |
| VOLUNTEER SERVICES | 9 | 9 | 7 | 8 |
| WELLNESS MANAGEMENT THERAPISTS | 6 | 6 | 2 | 5 |
| YOUTH (PRE-EMPLOYMENT) | 27 | 7 | 8 | 18 |
| YOUTH EMPLOYMENT COUNSELLORS/ADMINISTRATORS | 40 | 9 | 7 | 15 |

Total (Adult) 2,617 2,089 1,975 1,933 **8,614**

Percentage Breakdowns 30% 24% 23% 22%

Totals of all Participants **4,516** **3,262** **2,790** **3,224** **13,792**

Percentage Breakdowns 33% 24% 20% 23%