

DIMENSIONALLY SPEAKING

A Newsletter for Personality/Temperament Theory Facilitators

Spring/Summer, 2004

Welcome to this issue of *Dimensionally Speaking*. This 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:

- **Lynda McKim**, author of the Personality Dimensions® Manual and Building Blocks, writes on Introversion and Extraversion and what it adds to the Personality Dimensions® model, in ***Introversion and Extraversion Revisited***
- **Scott Campbell** writes on what makes an effective leader and interaction styles in ***Leadershift***.
- **Carole Cameron** writes about enhancing your presentations by understanding temperament in ***Something for Everyone***
- a new feature of Dimensionally Speaking, ***Tips from the Field***, makes its debut, with suggestions by **Tammy Adams**
- **Kathy Harris** and **Penny Hopkins** contribute their ***Personality Dimensions® Motivator Cheat Sheet***, an essential guide to Personality Dimensions® Facilitators
- **Canadian statistics** from the first year Personality Dimensions® has been in use.

Onward and upward ~

Denise

Denise Hughes, Director
Career/LifeSkills Resources

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Introducing Personality Dimensions®

Since the introduction of Personality Dimensions® in June 2003, we have been busy keeping to our promise of continuous improvement and development.

We're delighted that all the legal work has been done and Personality Dimensions® (and Dimensions de Personnalité®, see below) is now a *registered* trademark of Career/LifeSkills Resources Inc. If you've been using the ™ symbol on your promotional materials, etc., please change this to the ® symbol.

Most recently, we launched the French-Canadian version (adult components, others to follow soon) of Personality Dimensions® – Dimensions de Personnalité®. We are most grateful for the support of our French language Facilitators in making this happen and, especially, to Claire Beaulne for her wonderful presentation to "Colloque 2004" of Les Types Psychologiques de Jung.

As well, the manual for Facilitator Trainers (level II)

and Master Trainers (level III) to conduct Qualifying Programs (level I) was launched the second week of June. The *Train the Trainers Toolkit* is developed around a modular format to allow for both traditional 3 day programs as well as adaptability for programs that run over differing periods of time such as Two Friday evenings and two Saturdays.

Please note ...

Type practitioners have made us aware that there is a potential for misunderstanding between the use of the term "shadow" in type theory and the Personality Dimensions® model. To avoid confusion between the two models we will be changing our terminology to "palest colour" and refer to exercises using our palest colour preference as "Stretching" exercises.

There has also been some ambiguity about the number of Dimensions Cards that should be used

in a 3 hour session. We do not recommend that you use more than 2 sets of Dimensions Cards in any one 3 hour session (in addition to the Picture Cards and consumables). To use more than 2 sets does not allow enough time for your participants to experience the full self-discovery model through group interaction and presentations.

More to Come ...

PD at School will be ready for the September school term – in both English and French – as will *PD Basics!* Our sincere thanks to everyone who participated in both of these projects – from drafting to field testing to comments and final revision – you’ve made a huge difference!

Over the summer we’ll also be hard at work putting the finishing touches on Personality Dimensions® Toolkits in the following areas: Career Management, Lifelong Learning and Teambuilding, with more titles in this great series to follow.

You will be contacted in early July to ask you to participate in the retest validation studies. We would very much appreciate your participation in this valuable aspect of ongoing development and research into this tool. Of course, the results will be shared with all Qualified Facilitators.

A quick reminder to those who are qualified to conduct Facilitator Qualification programs – the exam component is also part of our commitment to continuous development, which means that it changes periodically. So please do not reuse any exams from previous programs. They probably will not match the ones sent to you with your order for materials for your current Facilitator Qualification program.

We now have flexibility in responding to your needs – this is a Canadian tool developed in response to requests from Canadian facilitators – as one facilitator puts it: “We’ve put the “U” back in “colour”!”

Introversion and Extraversion Revisited

For many facilitators who are not familiar with the Jungian definitions of Introversion and Extraversion, this aspect of Personality Dimensions® presents some problems. For those people, we will take another look at this important dimension.

Introversion and Extraversion are not actually part of Temperament Theory, but it is important to introduce it to your participants because it does have an impact across all four temperaments and also because it helps participants to better understand how different people communicate. It is also important that you understand it thoroughly so that you can make allowances for it in your workshops.

Let’s start with a review of the Jungian definitions of Introversion and Extraversion. Unlike the more commonly accepted definitions of “shy” and “outgoing,” the Jungian definitions refer to how individuals are energized. Introverts draw their energy from within, from the self, from quiet time alone and tend to direct their energy into inward reflection. Extraverts are stimulated by, and draw energy from people, and things outside

themselves and tend to direct their energy outward in action. For example, if an Introvert and an Extravert were working at their computer all day planning a workshop, at the end of the day, the Introvert would be energized while the Extravert may be quite tired (due to no external stimulation). On the other hand, if an Introvert and an Extravert were spending the day delivering that workshop to a group of 20 people, the Introvert would likely be tired (too much external influence) and the Extravert may be quite pumped up and need time to come down before sleeping.

Jungian Introverts do their best thinking, learning, planning and decision-making through quiet reflection and study. Jungian Extraverts are at their best when talking, sharing and discussing with others. Unlike the commonly accepted definitions of Introversion and Extraversion, Introverts can be warm, outgoing and exceptionally good at interacting with others and Extraverts may sometimes be shy or reserved upon first meeting. So you can find reserved and outgoing Introverts and reserved and outgoing Extraverts.

Research has shown that there is large percentage of preference for Introversion among Inquiring Greens and a large percentage of preference for Extraversion among Resourceful Orange. However, we must not confuse Inquiring Green traits and behaviours with Introversion nor Resourceful Orange traits and behaviours with Extraversion. In developing Personality Dimensions®, we wanted to ensure that the wording addressed both Introverts and Extroverts in each temperament. For example, in one of the Maritime Focus Groups, we had an Extroverted Inquiring Green who stated very clearly that the statement “I like to take time to think before speaking” definitely did not apply to her. Her words came out as they came to mind. As a result, we changed the wording to “I like to have time to think.” This worked for her. In an Ontario Focus Group we met an Introverted Orange who could not relate to the statement “I like to be the centre of attention.” So it was removed entirely. Several experts in Introversion and Extraversion were consulted to ensure that the Dimension Cards and the Traits and Characteristics sheets were E/I neutral. By that, I mean that all wording on the assessment instrument relates to both Introverts and Extraverts equally.

So why is E/I important to the delivery of Personality Dimensions® ? The PD model itself is highly Extroverted with lots of discussion, interaction and presentations, etc. First, it is important for participants to realize that not everyone functions as they do. So if someone

who is talking a lot they are not necessarily giving his/her final opinion. S/he may have a preference for Extroversion and just thinking out loud. The person who is quiet may be perceived as disinterested or not participating. In actual fact, however, this person may prefer Introversion and need time to process the incoming information before speaking. Second, if we as facilitators are not cognizant of the E/I element, our Introverts can get lost in this Extraverted setting.

As a facilitator, it is easy to give your Introverts quiet time to process information. Each time you put your participants into groups, give them a minute or two to individually think about the task at hand and perhaps make some notes to themselves. Insist on quiet during this time! Once the minute or two has past, ask the groups to start sharing. With only this brief time to process information internally and reflect on the task, Introverts will be much better prepared to join the discussion and will join much earlier than if not given this time for reflection.

For further information on Introversion and Extraversion see pages 17 and 18 in your PD Manual. If you are still unclear about the E/I concept feel free to contact me with questions or concerns.

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Leadershift: Leading Individuals the Way They Like to Be Led

What makes someone an effective leader?

Take a moment and think of the person whom you have most admired/enjoyed having as a leader. Consider not only your work experience, but also your volunteer activities, religious affiliations, and recreational pursuits.

In the spaces below, list the personal attributes and specific behaviours this person demonstrates which you consider to be the source of their leadership effectiveness.

Personal Attributes

Specific Behaviours

Next, ask two or three of your colleagues, friends, or family members to go through the same process with someone they respect as a leader.

Finally, compare your lists. My guess is that while there are no doubt some commonalities, there are probably some significant differences. And even the commonalities (for example, “caring” is an attribute I hear a lot) may mean very different things to each of you as you discuss what that actually looks like in behavioural terms.

The point of this exercise is simple. It demonstrates that people like to be led in different ways – ways that are natural to their interpersonal preferences. The results of failing to adapt to others’ preferences – miscommunication, resentment, irritation, and lack of commitment – bear directly upon productivity and quality. Conversely, adapting to others leads to greater buy-in, motivation and understanding – all of which positively affect the bottom line.

There exists a widespread myth that there is one right or best way to lead. Much of the current literature on leadership supports and promotes this myth. However, my experience as a leader and as a leadership development specialist suggests otherwise.

I believe that leadership effectiveness arises out of the combination of two key factors: (1) actions that are appropriate to the dynamics of the circumstances, and (2) an interpersonal approach that is appropriate to the individuals being led.

With regard to the first of these two factors, my business partner, Ellen Samiec, and I have identified five distinct tactics – what we term, “leadership dimensions” – that need to be employed when responding to the varied circumstances and situations leaders encounter. If you are interested in learning more about these, you can read about them on our website (www.5DLeadership.com). These dimensions address the first half of the equation of leadership effectiveness, actions that are appropriate to the dynamics of the circumstances.

In this article, I want to address briefly the second factor for leadership effectiveness, an interpersonal approach that is appropriate to the individual being lead.¹

Although there are many frameworks that can give us valuable insights into others’ interpersonal preferences, the one I want to employ is a model of personality Type called Interaction Styles.

An Interaction Styles Primer

This model of Type was first developed by William Marston in the 1920s, subsequently extended by John Geier through the DiSC instrument, later popularized in the “social styles” literature, and most recently, refined and expanded by Dr. Linda V. Berens. Her booklet, *Understanding Yourself and Others: An Introduction to Interaction Styles* is an excellent, in-depth explanation of this model. As a theory of personality Type, Interaction Styles is *distinct* from, yet *consistent* with, both Temperament theory and Myers-Jungian Type.²

I define an “Interaction Style” as *the preferred way in which a person communicates and works with others to achieve results*. Like other models of Type, one’s Interaction Style is about preferences, not abilities. This model of Type *describes four distinct patterns of interpersonal behaviour* that are consistent over time, but adaptable in the moment. I believe that a person’s Interaction Style is innate, a part of their “hard wiring.” It has a strong bearing on whom you find it easy (or challenging) to relate to and work with.

The following chart is adapted from Linda Beren’s, *Understanding Yourself and Others: An Introduction to Interaction Styles*.³ It gives you a glimpse of the essential themes and preferences for each Interaction Style pattern. Taking these preferences into account is the key to leading individuals the way they like to be led.

The Four Interaction Style Patterns

<p>Chart-the-Course</p> <p>The theme is having a course of action to follow. People of this style focus on knowing what to do and keeping themselves, the group, or the project on track. They prefer to enter a situation having an idea of what is to happen. They identify a process to accomplish a goal and have a somewhat contained tension as they work to create and monitor a plan. The aim is not the plan itself, but to use it as a guide to move things along toward the goal. Their informed and deliberate decisions are based on analysing, outlining, conceptualizing, or foreseeing what needs to be done.</p>	<p>Behind-the-Scenes</p> <p>The theme is getting the best result possible. People of this style focus on understanding and working with the process to create a positive outcome. They see value in many contributions and consult outside inputs to make an informed decision. They aim to integrate various information sources and accommodate differing points of view. They approach others with a quiet, calm style that may not show their strong convictions. Producing, sustaining, defining, and clarifying are all the ways they support the group process. They typically have more patience than most with the time it takes to get consensus for a project or to refine the result.</p>
<p>In-Charge</p> <p>The theme is getting things accomplished through people. People of this style are focussed on results, often taking action quickly. They often have a driving energy with an intention to lead a group to the goal. They make decisions quickly to keep themselves and others on task, on target, and on time. They hate wasting time and having to back track. Mentoring, executing actions, supervising, and mobilizing resources are all ways they get things accomplished. They notice right away what is not working in a situation and become painfully aware of what needs to be fixed, healed, or corrected.</p>	<p>Get-Things-Going</p> <p>The theme is persuading and involving others. They thrive in facilitator or catalyst roles and aim to inspire others to move to action, facilitating the process. Their focus is on interaction, often with an expressive style. They Get-Things-Going with upbeat energy, enthusiasm, or excitement, which can be contagious. Exploring options and possibilities, making preparations, discovering new ideas, and sharing insights are all ways they get people moving along. They want decisions to be participative and enthusiastic, with everyone involved and engaged.</p>

The above chart is meant only to introduce you to the very basics of the Interaction Style patterns and dynamics. The model has much more to it, and I would again encourage you to read Berens' booklet to introduce yourself to the richness of this framework.

Interaction Styles and Leadership Effectiveness

With regard to leadership effectiveness, the ability to adapt to the Interaction Styles of the individuals we lead greatly extends our capacity to gain their understanding, cooperation, and commitment. For example, I have a "Get Things Going" Interaction Style. As such, I naturally lead with lots of enthusiasm and excitement. My focus is on getting the energy going in interpersonal discussions and group interactions and I want to obtain an embraced result (i.e., a result to which *everyone* wholeheartedly commits). I tend not to develop or be comfortable with a predetermined, detailed plan of action, and I don't want to spend a lot of time discussing and refining details of an emerging decision. Finally, I am generally uncomfortable *telling* others what to do. I want them to *want* to do it, so I prefer to inform them about what needs to be done rather than directing their actions. These are some of the natural tendencies of a "Get Things Going" Interaction Style.

While this style works very well for other "Get Things Going" individuals, it can be frustrating and even irritating for the other three styles. For example, my lack of a predetermined and concrete plan of action can irritate a "Chart the Course" Type, who may view my leadership as thoughtless, aimless, and overly expressive. An "In Charge" staff member may view my desire for small talk and storytelling as a waste of time and see my lack of specific directives as a lack of clarity or as a lack of commitment to achieving results quickly. A person with a preference for a "Behind the Scenes" style may be frustrated with my "let's

move ahead as long as we have a general agreement” approach. They may experience my fast-paced, consensus decision-making style as a frustrating impediment to taking the time necessary to dialogue, research, and refine our ideas to get the best result possible.

My leadership effectiveness can be greatly enhanced by adapting my approach to try to meet the Interaction Style needs and preferences of the person I am leading, rather than trying to lead him/her from my preferred approach. Remember, *people like to be led in ways that fit their interpersonal preferences*.

Leadershift

Leadershift is the name I have given to the practice of adapting one’s own Interaction Style to that of others. Becoming proficient at “leadershifting” requires three skills. First, we must be able to *identify* correctly an individual’s preferred Interaction Style. This ability grows as we familiarize ourselves with the Interaction Styles model. Second, we must be able to *shift* our energy levels, communication style, and decision-making style to match those of the person we are leading. This comes with conscious effort and trying out new behaviours. Third, we must be able to *evaluate* how well we are adapting to others’ Interaction Style preferences. This is best done by a combination of (1) observing others’ responses and (2) asking for feedback on our attempts to shift to someone else’s style.

What might leadershifting look like in practice?

Let’s say I am going to delegate a project to one of my staff members. As a “Get Things Going” leader, my *natural* tendency when delegating would be to:

- % connect with the individual on a personal level before getting down to business.
- % explain only in broad outline what I want accomplished.
- % explore collaboratively a variety of options about how to accomplish the objective(s).
- % employ a relatively non-structured, but fast-paced format for the conversation.
- % keep the conversation fun and lively.
- %

I have decided which staff member I think is best suited for the project and I am going to speak with him/her about it. Using a *Leadershift* approach might involve the following actions.

First, I need to determine their Interaction Style. In reviewing the Interaction Styles patterns, I conclude my staff member probably has a “Chart the Course” style.

Next, I need to decide how I am going to adapt my natural tendencies to this person’s “Chart the Course” preferences when discussing the project and their responsibilities. This would involve at least the following shifts:

- % limiting small talk and being more matter of fact and to the point.
- % being systematic in how I explain the project’s objectives, timelines, requirements.
- % explaining in detail the plan for accomplishing the project.
- % pausing to allow them to absorb the details.
- % inviting questions about the details.
- % not interrupting while they are speaking.

Third, I will need to observe the person’s response to my attempts to shift to their preferences and adapt and learn. It’s easy to stereotype a different style and end up being patronizing, not helpful. So I will watch for clues (verbal and non-verbal) that tell me if I seem to be on their wavelength. And, of course, I can always ask them directly if the way I am explaining things is helpful or what I could do differently to make it better for them.

As you practice “Leadershifting,” it will become more habitual, less conscious, and more effective. You will find individuals responding to your leadership initiatives with more commitment, greater understanding, and better results.

People really do like to be led in different ways – ways that are in keeping with their natural interpersonal preferences. Interaction Styles is one framework that helps us apply that truth for greater leadership effectiveness.

~ Scott Campbell, 5D Leadership
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^J The focus of this article will be solely on leading individuals, as opposed to teams or groups. The principle of adapting one’s own interpersonal approach to others’ preferences remains the same when focussing on team dynamics. The challenge, of course, is to meet the diverse needs and preferences of all team members.

^c For more on the relationship between these three Type models, see the appendices in Linda’s booklet.

^T Used with permission from Berens, Linda V., *Understanding Yourself and Others®: An Introduction to Interaction Styles*, p.23 (Huntington Beach, Calif.: Telos Publications, 2001)

“Colour-Spotting” Using Personality Dimensions®

We all know that the best way to get to know someone is the “good old fashioned way”; spending time with them, listening to them, understanding their ideas and feelings, developing a relationship, be it business or personal, by sharing experiences with them. We also know that personality type and temperament theories provide us with pretty darn good tools to help us understand others’ behaviours, and “what makes them tick.”

The “art of speed-reading,” a phrase coined by Paul and Barbara Tieger in their book of the same name, provides us with a great way to very quickly gain insights into others by observing a variety of “clues” they offer us relating to their appearance, their words and body language, their vocation and interests. A sort of “x-ray vision” into people’s personalities.

It’s really about putting our knowledge of type and temperament into practice where the rubber hits the road; in real-life day-to-day situations; in our roles as managers, partners, teachers, parents, or dates! And, it’s ultimately about increasing our own effectiveness in communicating, capturing and maintaining others’ attention, teaching, striking a bargain or coming to agreement, resolving or avoiding a conflict. It’s not about manipulation, but let’s not get into ethics right now.

Today we’re going to take a colour-spotting

journey, using the language of our new, exciting, Canadian tool, **Personality Dimensions®**.

Colour-Spotting in Cottage Country

We used to spend all our summers at the cottage. This meant lots of guests, and lots of opportunities to type watch. This is what happened upon arrival: The Organized Golds put away all the groceries and other items hauled up, then started making hors d’oeuvres and chatted about what we’ll do tonight, tomorrow, and the next day. The Resourceful Oranges headed straight for the lake, and suggest a quick spin in the boat. The Inquiring Greens asked questions about the local area, the wolf sanctuary, pointed out constellations, and checked out the books and games on the bookshelves. The Authentic Blues would drink in the wondrous night sky and clean air, ask about the neighbours, and chat with the children.

I think you get the idea.

As type practitioners, we know that behaviours are driven by our core needs, and that’s dandy information, but when we first encounter an individual, all we see is the behavioural clues they show us. These are the basis for our colour-spotting “guess”. The following charts provide at a glance some of the key temperament-based clues for us to look out for:

Organized Gold

Appearance % neat, finished, appropriate % tucked-in, coordinated % a classic, long-lasting look	Body/ Movement % sufficient personal space % more contained body language % good posture, often walk briskly, deliberately
Demeanor % rather formal, serious % polite, slightly reserved, respectful % consistent	Communication Style % direct, straight-forward, factual, detailed % talks about work, organizations, traditional activities such as holidays % sequential, systematic, will stay on topic

Resourceful Orange

Appearance % casual, fun, fashionable % trendy, unique % a look that makes an impact	Body/ Movement % open body language % demonstrate physical energy and action orientation % use hands, eyes scan the whole environment
Demeanor % comfortable, enthusiastic % present and in the moment % sparkling	Communication Style % direct, informal, may jump to a new topic % words are colourful, impactful, colloquial % talks about actions and activities

Inquiring Green

Appearance % functional, practical % could be unconventional or non-conformist % fashion is not a high priority, except as required by a job or occasion	Body/ Movement % sufficient personal space % breaks eye contact to think % often takes a reflective pose
Demeanor % slightly reserved % can appear cool, calm and collected % appear sure of themselves	Communication Style % logical, matter of fact % often use sophisticated words, compound sentences % talk about ideas, concepts, theories

Authentic Blue

Appearance % soft lines and colours % style reflects their individuality % enjoy creating a unique look	Body/ Movement % comfortable maintaining eye contact % comfortable with physical contact % warm and enthusiastic
Demeanor % warm, authentic % helpful, approachable % often expressive, animated	Communication Style % ask more personal questions % reveal personal information % offer words and gestures of empathy and concern

So Now What?

Ok, so now I know what clues to look for, and I may find that I'm getting pretty good at spotting those clues accurately in others. So then what? What do I do with this great wisdom and these great insights? We'll wrap things up with a few tips on interacting effectively with each colour dimension...

Ways to best communicate with ... get the attention of... keep the interest of ...

<p style="text-align: center;">Organized Gold</p> <ul style="list-style-type: none"> % Use just enough small talk to be polite, then get down to business % Be organized, punctual and dependable % Clarify expectations, procedures and deadlines % Talk about how something is useful % Stick to the rules and guidelines % Acknowledge their loyalty, efficiency and dependability 	<p style="text-align: center;">Resourceful Orange</p> <ul style="list-style-type: none"> % Create an action-oriented atmosphere % Talk about what we can do now % Limit controls, details and supervision % Provide immediate response to their thoughts and actions % Be confident, and flexible % Acknowledge their hands-on skills, energy and adaptability
<p style="text-align: center;">Inquiring Green</p> <ul style="list-style-type: none"> % Talk about the rationale or principles behind something % Be knowledgeable, logical, objective % Argue facts, not feelings % Seek out their ideas and perspectives % Be open to their observations, critique, and questions % Acknowledge their ideas, creativity and ingenuity 	<p style="text-align: center;">Authentic Blue</p> <ul style="list-style-type: none"> % Establish rapport % Encourage co-operation and fairness % Talk about how something contributes to personal or professional growth % Be enthusiastic, authentic and affirming % Argue feelings and opinions, not just facts % Acknowledge their uniqueness, people skills and ability to motivate

Practice Makes Perfect (well, you know)

At a recent OAAPT (Ontario Association for the Application of Personality Type) evening event, we had an opportunity to practice and sharpen our colour-spotting skills, using a “speed-dating” methodology called 747. Each participant met with 7 different partners, for 4 minutes each, made their best “colour guess”, then shared their observations. It was a great (and safe!) way to assess our own skills, and to get insights into which clues others were spotting in us.

Like most new skills, the more you use it, the better you become. Without making colour spotting into a parlour game, or a way to show others how smart you are, try to make the deliberate effort to practice it as much as you can; watch for clues, make your best “guess” and then check out how accurate you

are by observing further behaviour or asking questions.

Hey Lois, I Can See Your Underwear...

Just as Superman uses his x-ray vision for the good; with respect and discretion, so must we use the skill of colour-spotting with only the best of intentions; to connect with others, to enhance relationships, and communicate more effectively.

Carole Cameron, speaker, facilitator and trainer, is a personality type enthusiast. Her company, **Creative Performance Solutions** specializes in the customized design and delivery of leadership, management, and teambuilding programs. You can reach Carole through her website, www.creativeperformancesolutions.ca

Tips from the Field

This section of *Dimensionally Speaking* is designed for facilitators such as yourself to share tips, pointers, and/or anecdotes from your workshops with others. If you have something you would like to share, please send it to pd@clsr.ca and we will be happy to include it in the next edition.

Filling the Quiet Time

A suggestion to fill the quiet time as participants are scoring the Dimensions cards, I/E Quiz, and the Traits and Characteristics Choices (as suggested by my group participants) would be to supply a variety of entertaining time fillers, for example:

- % play dough
- % colour pages
- % word searches
- % puzzles
- % mind teasers
- % fast and easy to read books (I purchased children's Garfield books)

All can be purchased at dollar stores to keep costs to a minimum.

room brighteners.

Also, a tip for those looking to purchase room decor. It has always been a challenge for me to find orange, gold, green and blue. It seems I can find three of any combination, but I am always missing a fourth. Hit the dollar stores in the spring...there are many things...dishes, planters, placements, flowers, sand pails, etc....all in the four PD colours. I also was able to find a plaid centre placement card that when laminated should last for a very long time.

~ Tammy Adams

Editor's note: Having trouble finding Resourceful Orange decorations? Visit a party supply store in October. Also check out their anniversary party supplies – great source for Organized Gold decorations!

Where and When to look for the four colour

Personality Dimensions® Motivator Cheat Sheet

Temperament tools such as Personality Dimensions® require you to look at lists of words and phrases and choose the ones that best describe you. It is easy to get confused or even stuck, especially when the same words appear on more than one list.

How do you decide which style is most like you? One way is to ask yourself what is driving your behaviours (the motivator). Here are the core motivators for each personality type. Kathy Harris and Penny Hopkins have developed a terrific Motivator "Cheat Sheet" – and you will find it at the very end of this newsletter, on two separate pages, to make it easier for you to print and keep your own copy of this valuable reference tool.

BOOK REVIEWS ...

... BY JACK FALT

Parviainen, Janice M., *Living with Colour*, JMP Consultants Inc., CD audio, 67 min.

This CD is for anyone who has taken a temperament workshop. It is directly related to Personality Dimensions® and is very useful for new facilitators. You have so much new information coming at you that you can't absorb it all in one sitting. Also, you are more focused on your own temperament and you may tend to drift off when listening to the description of the other three temperaments. It all makes sense at the time but when you get home it tends to be a blur. Now with this CD you can listen to the material over and over until it finally sinks in. Of course, all there is to know can't be covered in 67 minutes, but you can master the basics from listening to this CD.

You will want to listen to this CD in your car while you are waiting in traffic. I listen to this kind of material while I am doing my morning stretching exercises.

The author is Canadian and has a wide background including Myers-Briggs® and True Colors®.

The CD seems to mix up the terms "type" and "temperament," which can be confusing for someone going on to psychological type. *Living with Colour* begins with describing the purpose of "type." Then there is a separate track for each of

the four colours, describing them in general terms, then a track that focuses on sales and service. The final track gives tips for managers, parents, teachers and spouses. There is a lot of information on the CD and it will take a while to absorb it all. One thing about this CD that did annoy me was the squealy music they use between tracks. I suppose it is the latest in music styles but I would think that it would be annoying for older people.

I would definitely recommend the CD for any trainer. If you are giving a workshop where money is no object, this would be a great handout. If cost is more of an issue, you might recommend that a company purchase a copy that can be shared by staff. The CD describes the four temperaments but does not indicate how to determine ones temperament. So you are not giving away any secrets.

Wenc, Charlene C., *Cooperation: Learning Through Laughter, 2nd Ed., 51 Brief Activities for Groups of All Ages*, Minneapolis, MN: Educational Media Corp., 1993, ISBN 0-93296-51-6, 80 pp.

The title of this book is a bit misleading. While the focus is on cooperation, there are not a lot of laughter inducing activities other than the giggles that any group of children will engage in; and very few activities are ones that would be suitable for other than junior school age children. Other than that, the book is a useful one for classroom teachers or leaders working with children such as brownies or cubs, or at summer camp.

The exercises are quite simple and usually need very little preparation. I can see a classroom teacher having some props, such as balloons, newspaper, masking tape, etc., ready for activities and then, when the energy in the class seems to flag, engaging the children in one of these games.

The objective is worthwhile. Children do need guidance on how to include others. Children left on their own will play together, but some will be excluded. Here is a book of short, quick exercises that will help children be aware of the need to include everyone and to feel good about doing it. It is hoped that these skills spill over into other parts of their lives. These skills are useful in the context of Emotional Intelligence under the headings of interdependence and social responsibility.

There were several that I thought could be used with an adult group in a workshop setting. If an activity is presented in the right context, adults are willing to go along. They like a chance to let their inner child come out to play, as long as they aren't made to look foolish.

The book is set up so that each exercise is on one page and the leader can quickly scan through the book to find an activity to brighten up a long Math lesson and get the children energized and go back to work with renewed enthusiasm. I can imagine that children would soon see these activities as a treat to look forward to.

“Cooperative Squares” was an activity that looks interesting. There is a diagram as to how five squares are to be cut up. Pieces from different squares are put into five envelopes. Divide the group into five teams. The total group is now to reassemble the five squares. There is to be no talking and no taking pieces from someone else. Individuals may only receive or give pieces to others. So many activities involve competition. This is one that emphasises cooperation. Actually, this is very similar to an exercise used in Group Dynamics back in the 1960s.

I would recommend this book for classroom teachers or children's leaders.

Jack Falt, Authentic Blue, is qualified in the MBTI® instrument, Personality Dimensions® and True Colors®, and leads an ongoing group called “Appreciating Differences” in Ottawa, ON, Canada. He gives presentations, workshops, and does personal growth counselling. He can be reached at 613-256-3276 or <jfalt@trytel.com>. His website at <http://www.trytel.com/~jfalt> has his previous book reviews and other Type and Temperament related articles and materials.

The Ontario Association for the Application of Personality Type Presents...

Leadershift: Leading Others the Way They Like to be Led

People like to be led in different ways – ways that are natural to their interpersonal preferences. While this truth might be acknowledged in theory, it is frequently ignored in practice – to the detriment of our organizations’ effectiveness. The predictable results of failing to adapt to others’ preferences – miscommunication, resentment, irritation, and lack of commitment – bear directly upon productivity and quality. Conversely, adapting to others leads to greater buy-in, motivation and understanding – all of which positively affect the bottom line.

In this highly interactive session, we will explore a powerful framework for adapting one’s leadership style to the natural interpersonal preferences of the individual being led. This model of type is known as “Interaction Styles” and refers to a *pattern of how a person prefers to communicate and work with others to achieve results*.

Interactions Styles *describes four distinct patterns of interpersonal behaviour* that are consistent over time, but adaptable in the moment. Your Interaction Style has a strong bearing on whom you find it easy (or challenging) to relate to and work with. It provides important clues and insights on how to shift your leadership approach to maximize your effectiveness. As a theory of personality type, Interaction Styles is *distinct* from yet *consistent* with both Temperament theory and Myers-Jungian Type.

This workshop will be relevant to those with both formal and informal leadership responsibilities as well as those who coach or train leaders, managers, and executives.

- When: Late September (exact date to be determined)
- Where: Durham Region (exact location to be determined)
- Cost: \$25 (Members) or \$40 (Non-Members)

for registration information visit www.aaapt.ca or call 905-760-1339 / fax 905-760-0113

Canadian Personality Dimensions® Population Statistics Database

The information contained in the following chart has been compiled from population statistics forwarded by Qualified Personality Dimensions® Facilitators of all levels from their awareness workshops and certification programs. It is very important that everyone contributes to this database, in time it will develop into a very reliable and stable resource that all Qualified Facilitators can rely upon.

Personality Dimensions® - Canadian Population Statistics					
	Authentic	Organized	Inquiring	Resourceful	Total
	BLUE	GOLD	GREEN	ORANGE	
Student Profiles					
ADULT HIGH SCHOOL EDUCATION STUDENTS	27	12	12	12	
AT-RISK STUDENTS	13	2	11		17
GRADE 11 STUDENTS	23	7	19		64
GRADE 12 STUDENTS	12	3	4		16
HIGH SCHOOL STUDENTS	14	14	10		21
YOUTH (UNIDENTIFIED STUDENTS)	10	4	5		9
Total (Students)	99	42	61	139	341
Percentage Breakdowns	29%	12%	18%	41%	
Post Secondary Students					

BACHELOR OF EDUCATION PROGRAM STUDENTS	18	5	6	4	
BUSINESS DIPLOMA STUDENTS	8	4	2	4	
COLLEGE STUDENTS (UNSPECIFIED)	39	19	12	17	
DENTAL HYGIENE/ASSISTANCE STUDENTS	34	30	4	19	
EARLY CHILDHOOD EDUCATION STUDENTS	61	6	4	34	
GRAD. STUDENTS - COUNSELLING PROGRAM	19	2	3	1	
GRAD. STUDENTS (UNSPECIFIED)	4	3	4	8	
OFFICE ADMINISTRATION STUDENTS	19	16	7	20	
PREPARATORY STUDENTS	14	8	10	7	
SCIENCE AND ENGINEERING STUDENTS	4	5	1		
STUDENTS OF LAW	5	9	2	13	
TEACHER EDUCATION STUDENTS	158	95	71	75	
UNIVERSITY STUDENTS	25	28	11	19	
VISUAL IMPAIRMENT STUDENTS	6	6	3	1	
YOUTH INTERNS	2	2	1	5	
Total (Students)	416	238	141	227	1,022
Percentage Breakdowns	41%	23%	14%	22%	
Teaching Professions					
CO-OPERATIVE EDUCATION TEACHERS	2	2	1		
EARLY CHILDHOOD EDUCATORS / TEACHERS	21	16	7	4	
EDUCATION COUNSELLOR'S & CONSULTANTS	53	44	20	30	
COLLEGE & UNIV. PROFESSOR'S / FACULTY /EDUCATORS	44	26	45	17	
ELEMENTARY SCHOOL TEACHERS	120	91	67	62	
K - 12 TEACHERS	18	14	10	4	
SCHOOL PRINCIPALS/VICE-PRINCIPALS	5	7	5	7	
SCHOOL SUPERVISORS/MANAGERS	2	1	1	1	
SECONDARY SCHOOL TEACHERS	94	58	51	158	
SPECIAL EDUCATION (TEACHERS/COORDINATORS)				1	
TEACHER ASSISTANTS	20	10	1	7	
TEACHERS (UNSPECIFIED)	0	103	68	70	
SCHOOL BOARDS (ADMINISTRATORS)	8	8	5	3	
SCHOOL BOARDS (EXECUTIVE ASSISTANTS)	16	4	4	5	
SCHOOL BOARDS (SUPPORT STAFF)	15	8	6	28	
UNIVERSITY/COLLEGE ADMINISTRATORS	3		8	1	
Total (Education)	421	392	299	398	1,510
Percentage Breakdowns	28%	26%	20%	26%	
Mixed Adult					
ACCOUNTING PERSONNEL	13	10	12	12	
ADULTS (UNSPECIFIED PROFESSIONS)	767	452	382	448	
ADMINISTRATION PROFESSIONALS	37	30	27	28	
ADMINISTRATIVE SUPPORT STAFF	19	10	9	4	
AGRICULTURAL SECTOR	1		1		
BUSINESS EXECUTIVES/MANAGERS/SUPERVISORS	46	36	40	50	
BUSINESS OWNERS	15	12	12	21	
BUSINESS SUPPORT STAFF	11	11	4	14	
BIOLOGISTS	1		1		
CANADA POST EMPLOYEES	1				
CANADIAN FORCES PERSONNEL	1				
CAREER TRANSITION	5	7	4	3	
CAREER EXPLORATION/JOB SEARCHING GROUPS	105	51	65	64	
CAREER/EMPLOYMENT CONSULTANTS/COUNSELLORS	229	182	166	126	
CARE GIVERS	13	6	1	9	
CASE/PROGRAM/PROJECT MANAGERS	52	19	20	19	

CHILDCARE PROFESSIONALS	18	17		11	
CLERGY	4		2	1	
COMMUNICATION TECHNOLOGY	15	14	22	12	
COMMUNITY SERVICES STAFF	10	8	14	17	
COMPUTER TECHNOLOGY	5	2	4		
CORRECTIONAL SERVICES CANADA (ADMIN & SUPPORT STAFF)	18	12	8	5	
COURT SECTOR	20	52	12	21	
CRISIS CENTRE PERSONNEL	6	4	3	3	
CUSTOMER SERVICE REPS	12	4	1	1	
DENTAL HEALTH PERSONNEL	86	13	4	9	
EMERGENCY SERVICES SECTOR	5	5	3	5	
ENGINEERING PROFESSIONALS	18	18	54	13	
ENTREPRENEURS	22	4	24	23	
FACILITATORS/TRAINERS/COACHES	139	46	39	68	
FAMILY OUTREACH WORKERS/COUNSELLORS	1	2			
FEDERAL GOVERNMENT SERVICE SECTOR	30	35	16	12	
FINANCIAL SECTOR	11	15	6	8	
PUBLIC SAFETY SECTOR	7	8	7	5	
FISHERY SECTOR	1	1			
FOOD INDUSTRY	5	13	4	6	
HAIRDRESSERS / BEAUTICIANS	8	4	7	8	
HEALTH SECTOR ADMINISTRATORS	10	5	8	7	
HEALTH SECTOR STAFF (ALL FIELDS)	197	88	78	63	
HUMAN RESOURCES DEVELOPMENT SECTOR	101	77	50	51	
INFORMATION TECHNOLOGY	2		9	5	
INSURANCE SECTOR	8	6	3	4	
JOB SEARCH SPECIALISTS	34	21	15	27	
LAW ENFORCEMENT			1		
MARKETING/SALES/ADVERTISING REPS	2	1	3	6	
MECHANICAL ENGINEERING/TECHNICIAN	1		3		
MENTAL HEALTH ADMINISTRATORS	8	4	1	2	
MENTAL HEALTH SUPPORT STAFF	7	5	1	3	
MINISTRY OF EDUCATION REPS/TERRITORIAL/PROV.	11	4	5	6	
MUNICIPAL GOVERNMENT EMPLOYEES	8	5	4	3	
OCCUPATIONAL THERAPISTS	5	3	4	9	
ORGANIZATIONAL DEVELOPMENT CONSULTANTS	5	7	6	6	
PARENTING GROUP	4	2	1		
PHARMACISTS	23	25	17	11	
PHYSICIANS/GP'S			1		
PSYCHOLOGISTS/PSYCHOTHERAPIST/SOCIOTHERAPISTS	12	1	2		
REHABILITATION PRACTITIONERS	8	5	2	2	
RESEARCH FIELD			1		
SELF EMPLOYED	11	5	8	11	
SELF ESTEEM	2	4		1	
SOCIAL WORKERS	45	26	22	16	
UNEMPLOYED	97	62	54	68	
VETERINARIAN SECTOR	2	2	3	2	
VOCATIONAL REHABILITATION SPECIALISTS	19	5	10	4	
VOLUNTEER SERVICES	9	9	7	8	
WELLNESS MANAGEMENT THERAPISTS	6	6	2	5	
YOUTH (PRE-EMPLOYMENT)	20	7	6	16	
YOUTH EMPLOYMENT COUNSELLORS/ADMINISTRATORS	34	3	6	14	
Total (Adult)	2,067	1,273	1,119	1,152	5,611
Percentage Breakdowns	37%	23%	20%	21%	

Totals of all Participants	3,003	1,945	1,620	1,916	8,484
Percentage Breakdowns	35%	23%	19%	23%	



Personality DIMENSIONS®

Personality Dimensions® Motivator “Cheat Sheet”

Personality temperament tools such as Personality Dimensions® require you to look at lists of words and phrases and choose the ones that best describe you. It is easy to get confused or even stuck, especially when the same words appear on more than one list.

How do you decide which style is most like you? One way is to ask yourself what is driving your behaviours (the motivator). Here are some core motivators for each personality type.

I behave the way I do because:

	Inquiring Green	Organized Gold	Authentic Blue	Resourceful Orange
<i>I don't want...</i> Which one would be hardest on you?	to look stupid	others to see me as irresponsible	people to dislike me	to be tied down
<i>I do want...</i> Which one is most important to you?	my ideas to be valued	to make sure I get everything done	to be sure that everyone is feeling okay	to get things happening quickly



Personality DIMENSIONS®

Same Word – Different Motivator / Different Behaviour

	Authentic Blue	Resourceful Orange	Inquiring Green	Organized Gold
Create				
<i>Why do you want to?</i>	To express my feelings	Because I can	It makes me use my brain	To put things in order
<i>What does it look like?</i>	Something beautiful when I'm finished	Something people can't help noticing	New ideas	Neat and tidy
Help				
<i>Why do you want to?</i>	To make sure everyone feels cared for	Because I'm here, I'm able to - why wouldn't I?	To make sure people know what they need to know	Because someone has to
<i>What does it look like?</i>	Doing thoughtful things to show I care	Without hesitating ... as long as there isn't something else I have to do	Finding and sharing the information	Doing whatever people need taken care of – me pitching in
Plan				
<i>Why do you want to?</i>	To make sure people feel special	To make sure things happen	To make things better	To make sure that what has to get done gets done
<i>What does it look like?</i>	Thoughtful things that make people feel cared about	Pulling everything together that's needed to have a good time	Figuring out how to make the big picture happen	Step-by-step, first things first, one thing after another
Change				
<i>Why do you want to?</i>	Self-improvement	To keep from getting bored	I can't help it - I'm always getting new ideas	I don't at first until I can see how it will improve efficiency
<i>What does it look like?</i>	Journaling, self-help books, support groups, getting personal support from others	Frequent, decisions and actions happening "right now"	Like I'm never satisfied and am always trying to make it better	Me being negative until I know why and how to do it. Then you will see me hard at work
Organize				
<i>Why do you want to?</i>	To keep track of things that are special to me - to make things look beautiful	To make sure good times happen	So I can get my hands on it when I need it	Because I like my space neat and tidy
<i>What does it look like?</i>	Things that appeal to all the senses and help people feel good	All taken care of or when I'm getting ready for something. Not so great when it's over	Messy to others because I keep things in logical piles that sit everywhere	Me not relaxing until everything is taken care of