



Golden Personality Type Profiler

Facilitator's Guide

Workshop Materials for Introductory
Interpretation and Leadership Development

John P. Golden, Ed.D.




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Introductory Interpretation and
Leadership Development

John P. Golden, EdD



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1 2 3 4 5 6 7 8 9 10 11 12 A B C D E

Contents

Workshop Preparation

Participant Materials	1
Facilitator Materials.....	1
Audiovisual Resources	1
Learning Activity Materials	2
Room Set-Up	2
Symbol Key.....	2
Agenda for 6-Hour Workshop	3

Module 1: Interpreting Results

Goals	5
Agenda	5
Lesson 1: Workshop Introduction	6
Lesson 2: Personality Type Preferences	10
Lesson 3: Reviewing Your Type Report.....	24
Lesson 4: Uses of Personality Type	32

Module 2: Applying Results to Leadership Development

Goals	37
Agenda	37
Lesson 1: Type and Leadership.....	38
Lesson 2: Understanding Leadership Style	47
Lesson 3: Developing Your Leadership Style	53

Appendix: Worksheets

<i>Golden Personality Type Profiler</i> Terminology Worksheet.....	58
<i>Golden Personality Type Profiler</i> Terminology Worksheet—Answers	59
Personality Dimensions Worksheet	60

Leadership Style Facet Differences Worksheet	61
Leadership Style Opposites Worksheet	62
Leadership Style and Conflict Worksheet	63
Leadership Style and Feedback Worksheet	64

Workshop Preparation

Before beginning this workshop, review the materials carefully to help you prepare for facilitating each module. Keep in mind that the agendas provided may vary depending upon your rate of content delivery, the number of participants in the workshop, and how well participants know one another. You may also need to adjust learning activity times depending upon your group of participants.

Participant Materials

Review all participant materials prior to the session. Participants will need each of the following materials for the workshop:

- ◆ Individual *Golden Personality Type Profiler* reports
- ◆ Learning Activity Worksheets
- ◆ A copy of *Boundless Diversity: An Introduction to the Golden Personality Type Profiler* (optional)
- ◆ Handouts of PowerPoint® slides (optional)

Facilitator Materials

Review all facilitator materials prior to the session. You will need the following materials for this workshop:

- ◆ Module Facilitator's Guide
- ◆ Module PowerPoint® presentation
- ◆ Module Learning Activity worksheets and handouts
- ◆ Module worksheets
- ◆ Golden posters and type tables (as desired)
- ◆ Any additional handouts or materials (as desired)
- ◆ Your personal notes and examples

Audiovisual Resources

Test all audio-visual equipment prior to the session. You will need the following items for this workshop:

- ◆ Laptop computer
- ◆ Projector and screen
- ◆ Microphone and speakers (if needed)

Learning Activity Materials







- ◆ Newsprint paper or poster board
- ◆ Markers in several colors
- ◆ Tape or push pins
- ◆ Name tags

Room Set-Up

For 7 or fewer participants, set up tables in a U-shape.

For 8 or more participants, a set up group tables with 4 to 5 participants per table.

Symbol Key

Symbol	Description
	Key Information to Communicate
	Supporting Information
	Leader Note/Tip
Slide	Microsoft PowerPoint® Presentation Slide
	Individual Activity
	Group Activity
	Newsprint/Chart

Agenda for 6-Hour Workshop

Schedule	Content
9:00–9:40	Lesson 1: Workshop Introduction
(2 min.)	Welcome
(3 min.)	Workshop goals
(15 min.)	Introductions
(20 min.)	Terminology learning activity
9:40–10:15	Lesson 2: Personality Type Preferences
(5 min.)	Overview of personality models
(10 min.)	Core dimensions and global scales
(10 min.)	Facet scales
(10 min.)	S/N preference differences learning activity
10:15–10:30	Break
10:30–11:00	Lesson 2: Personality Type Preferences, <i>continued</i>
(30 min.)	Visual representation of type learning activity
11:00–11:30	Lesson 3: Reviewing Your Type Report
(30 min.)	Individual <i>Golden Personality Type Profiler</i> Report
11:30–12:00	Lesson 4: Uses of Personality Type
(3 min.)	Effective use of personality type
(2 min.)	Type in the workplace
(25 min.)	Exploring preferences learning activity
12:00–1:00	Lunch break
1:00–2:00	Lesson 1: Type and Leadership
(20 min.)	Workshop opener
(30 min.)	Leadership style facets
(10 min.)	Leadership style facet differences learning activity
2:00–2:30	Lesson 2: Understanding Leadership Style
(15 min.)	Leadership style and type
(15 min.)	Leadership style differences learning activity
2:30–2:45	Break
2:45–3:10	Lesson 2: Understanding Leadership Style, <i>continued</i>
(15 min.)	Leadership style opposites learning activity (25 min.)
3:10–4:00	Lesson 3: Developing Your Leadership Style
(20 min.)	Leadership style and conflict learning activity
(20 min.)	Leadership style and feedback learning activity
(10 min.)	Wrap up & closing

Module 1

Interpreting *Golden Personality Type Profiler* Results

Goals

Upon completion of this module, participants will be able to

- ◆ Understand the first four dimensions of the Golden
- ◆ Understand their individual Golden report results
- ◆ Identify the four temperament clusters and sixteen types
- ◆ Understand type facets

Agenda

Schedule	Content
9:00–9:40	Lesson 1: Workshop Introduction
(2 min.)	Welcome
(3 min.)	Workshop goals
(15 min.)	Introductions
(20 min.)	Terminology learning activity
9:40–10:15	Lesson 2: Personality Type Preferences
(5 min.)	Overview of personality models
(10 min.)	Core dimensions and global scales
(10 min.)	Facet scales
(10 min.)	S/N facet differences learning activity
10:15–10:30	Break
10:30–11:00	Lesson 2: Personality Type Preferences, continued
(30 min.)	Visual representation of type learning activity
11:00–11:30	Lesson 3: Reviewing Your Type Report
(30 min.)	Individual <i>Golden Personality Type Profiler</i> Report
11:30–12:00	Lesson 4: Uses of Personality Type
(3 min.)	Effective use of personality type
(2 min.)	Type in the workplace
(25 min.)	Exploring preferences learning activity

Lesson 1: Workshop Introduction

40 minutes

Slide 2—Lesson 1: Workshop Introduction

Slide 3—Welcome



- ◆ Welcome participants.
- ◆ Your personality is the essence of who you are.
- ◆ Understanding yourself is the first step toward self-improvement.



Welcome to the Golden Personality Type Profile, a powerful and multifaceted approach to understanding your personality. Your personality is the essence of who you are. It is reflected in the things you say, the way you feel, and the way you choose to live your life.

Having a better understanding of yourself is the first step toward self-improvement. The more you own your personality, the better you can understand your actions, feelings and relationships. There are no right or wrong, better or worse personality types. Each personality has its own unique strengths and resources. The Golden results in an invaluable profile that describes your unique personality.

Slide 4—Workshop Goals



- * Personality theory
- * Workshop goals
- * Review agenda (break times, ending time)
- * Review location logistics (restroom, exits, lunchroom, etc.)



This workshop introduces participants to personality theory and to the interpretation of their *Golden Personality Type Profiler* results. The theory underlying the Golden is based on the works of Carl Jung, Gordon Allport, and Hans J. Eysenck.

Building upon the research and theories of these scientists, we have attempted to capture the intricacy and uniqueness of individual behavior. Descriptions of personalities not only give us clues about who we are, but also how we operate and behave.

Workshop lessons focus on understanding the first four dimensions of the Golden, interpreting your individual report results, identifying the four temperament clusters and sixteen types, and understanding type facets.

Slide 5—Introductions



- * Introduce yourself as the workshop leader
- * Have participants introduce themselves
- * Review agenda (break times, ending time)
- * Review location set-up (restroom, exits, lunchroom, etc.)



Introduce yourself as the workshop leader. Share your experiences with the *Golden Personality Type Profiler*. Ask participants to introduce themselves including the following information:

- * Name
- * Golden Personality type (if known)
- * Job role/title
- * What he/she hopes to gain from this workshop



Record what participants want to gain from this workshop and post on a wall. Refer back to the participants' goals as they are addressed throughout the workshop.

Review the workshop agenda including break and ending times. Review the workshop location set-up, building layout, restroom, exit and lunchroom locations.



Post the workshop agenda on a PowerPoint slide or sheet of newsprint.

Slide 6—Learning Activity—Golden Terminology



- * Introduce the Golden terminology learning activity
- * Separate participants into groups of 4–5 people per group
- * Hand out learning activity worksheets
- * Provide learners with activity time limit
- * Debrief activity when finished



The following activity is an icebreaker and introduction to terminology that will be used throughout the Module 1 workshop. This activity jumpstarts learning by introducing participants to specific terms. Allow a total of 20 minutes for this activity.

Learning Activity	Golden Terminology
Materials Needed	One <i>Golden Personality Type Profiler</i> terminology learning activity worksheet per group
Process	<p>Separate participants into groups of 4–5 people each.</p> <p>Provide each group with the materials listed above.</p> <p>Assign a group leader to facilitate the discussion, take notes, and share the group’s responses.</p> <p>Instruct groups that they have 10 minutes to complete their terminology worksheet. Some groups may not finish their lists.</p> <p>When finished, select a term and have each group share their definitions. When each group has answered, provide the term’s definition as it relates to the Golden. Continue debriefing activity until you have covered all the terms.</p>

Lesson 2: Personality Type Preferences

65 minutes

Slide 8—Overview of Personality



- * Traits
- * Facet scales
- * Global scales
- * Personality type



A personality is made up of a number of traits. A trait is simply a habit or a repeated act of an individual that is observed to be consistent over time. For the construction of the *Golden Personality Type Profiler*, a number of traits were identified that were found to be common among many people and were defined with great care. The traits that have been distinguished and used in the Golden are based on more than 70 years of psychological research that sought to identify common traits among individuals.

In the Golden, these traits are paired and called Facet Scales. Each Facet Scale is composed of two traits (Talkative—Quiet, for example). These Facet Scales are grouped together to form a Global Scale (Extraversion—Introversion, for example).

Personality traits are combined in the Global Scales to form observed constellations of personality, or “types.” A personality type is a more generalized version of personality. The Golden uses the Global Scales to generate a personality type while employing the Facet Scales to highlight a person’s individuality.

Slide 9—Golden™ Personality Model



- * Criticism of approaches to personality that are too simplistic
- * Golden is geared toward measuring specific behaviors
- * Golden examines both work and leisure situations
- * Golden includes 36 paired Facet Scales within the four Global Scales, allowing individual personalities to emerge
- * Golden measures strength of preference for all scales
- * Golden measures responses to daily stressors



Many instruments are used to assign a personality type to an individual. Once an individual is categorized, these approaches assume that people of the same type are similar in many ways, including interests, aptitudes for particular careers, and basic ways of relating to other people. Critics contend that these approaches to personality are too simplistic.

The Golden includes the Facet Scales to provide an in-depth personality profile that is comprehensive, accurate, and unique to each individual. However, because of the value of working from larger generalizations about personality within some settings, results of the Golden include universal, or type, descriptions as well.

Overall, the Golden differs from other personality assessment instruments in the following ways:

- * it is geared toward measuring specific behaviors;
- * it examines both work and leisure situations;
- * it includes 36 paired Facet Scales within the four Global Scales, allowing individual personalities to emerge;
- * it measures strength of preference for all scales; and
- * it has an added Global Scale with two additional Facet Scales, measuring responses to daily stressors.

Slide 10—Core Dimensions & Global Scales



- * Hand out the Personality Dimensions Worksheet, encourage participants to jot down their personal and professional examples
- * (E) Extraverting—Introverting (I) - the way you focus your attention; your source of energy
- * (S) Sensing—iNtuiting (N) - the way you gather and interpret information
- * (T) Thinking—Feeling (F) - the way you make decisions
- * (Z) OrganiZing—Adapting (A) - the way you live in the world; your lifestyle orientation



The Golden™ Personality model is based on four core personality dimensions. People typically favor one aspect (indicated by the Global Scale) of each of the four dimensions. It is important to keep in mind that preferring one versus another aspect of these dimensions is neither right nor wrong—it is simply a preference. Our preferences indicate ways of behaving that come most naturally to us.

The four core personality dimensions refer to how we:

- * focus our attention; our source of energy
- * gather and interpret information
- * make decisions
- * live in the world; our lifestyle orientation

Each dimension has a corresponding Global Scale. These four Global Scales determine your personality type. For example, you could be identified as Extraverting, Sensing, Feeling, Adapting (ESFA) or as Introverting, iNtuiting, Thinking, OrganiZing (INTZ). There are sixteen possible combinations.

Encourage participants to jot down their personal and professional examples on the Personality Dimensions Worksheet as you proceed through the lesson.

Slide 11—Facet Scales



- * Personality type = generalizations
- * Personality profile = individualizations
- * Facet Scales



Human behavior frequently transcends simple labels and is far more complex and flexible than type-oriented models suggest. Using broad generalizations in some settings may be important, but so is moving people out of boxes. Each of us is unique. The *Golden Personality Type Profiler* gives us the best of both worlds: the ability to create generalizations about personality type, and also to generate unique profiles for each individual.

Not every Extravert is the same as every other Extravert. As a result, we have identified four Facet Scales for each Global Scale. Among other things, we are able to tell whether an individual is a Quiet Extravert or a Talkative Introvert. Individual differences simply reflect the dynamic interaction and combinations of the Global and Facet Scales.

The Facet Scales give us a much more accurate and dynamic picture of your personality and how you are going to express your unique strengths than the Global Scales alone. Many of the questions in the Golden are presented in the context of either work or leisure, thus avoiding vague or ambiguous questions that can elicit responses that tend to change easily depending on circumstances or moods. As a result, the Facet Scales give realistic insights into how you operate in both your professional and personal realms.

Next, we'll take a look at the first four Global Scales.

Slides 12–15—Extraverting—Introverting



- * Talkative—Quiet
- * Socially bold—Reserved
- * Outgoing—Intimate
- * Participative—Reflective



Talkative individuals are animated and expressive. They enjoy being sociable and gregarious. They often report that it is difficult to keep others from discovering how they feel because they have a strong need to communicate both verbally and nonverbally.

Quiet individuals are calm and serene. When talking with strangers or friends they tend to say less than the other person. They only speak if they have something to say. They are private and have a hard time opening up to others, thus finding it difficult to confide their feeling and allow others to know them. They often do not show their feelings even when upset.

Socially bold individuals initiate and facilitate. They often introduce themselves rather than waiting to be introduced. They initiate conversation and then take the lead. They often describe themselves as outgoing, friendly, and bold.

Reserved individuals prefer to follow the lead of others. They usually wait to be approached rather than initiating contact themselves. They have a great dislike for giving speeches. They often describe themselves as shy and standoffish, but not necessarily unfriendly.

Outgoing individuals have a wide circle of friends and acquaintances. They derive special satisfaction from knowing a lot of people. They dislike working alone and will often be more productive in a group or on a team. They prefer work settings that offer an opportunity to interact with others. They often have difficulty leaving a party because they want to make contact with everyone.

Intimate individuals have a few close, long-lasting friendships. They prefer to be one-on-one with people and to spend their social time with close friends rather than casual acquaintances. They often prefer to work alone and can work for long periods without interruption. At a social gathering they feel no need to mingle, prefer not to attract attention, and can leave without fanfare.

Participative individuals are active, energetic and highly involved in the world around them. They like to have ready access to, if not live in, a city that can provide stimulating things to do. On weekends they prefer going out with friends rather than staying at home. They are apt to believe that if life isn't exciting it isn't worth living. They prefer to learn through discussion.

Reflective individuals believe that silence is golden. They are attracted to a life that offers sanctuary from constant stimulation and to environments that offer peace and quiet. On weekends they typically enjoy a quiet evening at home, watching television or a video, or reading. They find being in crowds uncomfortable and need quiet time or solitude to reflect and recharge. They prefer to learn by reading.

Slides 16–19—Sensing—iNtuiting



- * Concrete—Abstract
- * Practical—Innovative
- * Conventional—Visionary
- * Conservative—Trend-setting



Concrete individuals prefer dealing with tangible facts rather than abstract ideas. They prefer people who speak plainly and demonstrate common sense. They focus on what is rather than what could be and prefer working out details to looking at possibilities.

Abstract individuals prefer to focus on theories and ideas. They prefer talking about possibilities and the future rather than realities and the present. Valuing imagination that goes beyond the obvious, they search for patterns and enjoy people who find unusual ways of expressing ideas. Details bore them.

Practical individuals adapt existing methods by focusing on what is known to create a new solution. They're more interested in preserving than creating, in applying a concept more than the concept itself. They are more interested in the end result than in the range of possibilities to get there. They prefer not to introduce new concepts in their work and do not like having to improvise.

Innovative individuals like variety and prefer to create better methods by coming up with new ideas and concepts. More inclined to think up new and better methods than to apply existing methods, they prefer tackling problems that have never been solved. They like improvising and resolving a crisis with a solution that has never been tried before.

Conventional individuals value customs and standard practices. They dislike standing out or appearing unusual. They are the ones who are likely to say, "We have always done it that way." They prefer living in a traditional home built according to accepted methods and principles.

Visionary individuals value originality, inspiration, and uniqueness. They do not mind appearing to be unconventional and nonconforming. If they were to build a home, they would prefer that it be distinctive, incorporating visionary methods of construction.

Conservative individuals are predictable and established. They are always mindful of the facts and can be adamant that details be correct. When looking at a graph or chart, they are cautious not to make inferences beyond what the data shows. They have little interest in undertaking new projects that would require them to use unconventional methods. They tend to follow established patterns and oppose change made just for the sake of change.

Trend-setting individuals focus on change and the big picture. Trend-setting or trend-spotting people like work that offers new challenges, intellectual stimulation, and freedom to do it their way. They are constantly on the lookout for new ideas and become bored with routine, detailed work.

Slide 20—Learning Activity—S/N Preference Differences

Learning Activity:

Ask participants to focus on traits or behaviors and caution against general biases. When finished, have each group debrief their findings. As the workshop leader, point out various descriptors that illustrate type dynamics. Allow a total of 10 minutes for this learning activity.

Learning Activity	Sensing/iNtuiting Preference Scale
Materials Needed	Sheet of newsprint or poster paper 1–2 markers Tape or push pins Common household or office item (bottle of water, book, envelope, highlighter, etc.)
Process	<p>Ask participants to self-select their Global Scale preference based on what they have learned so far in the workshop (the selection they made from the Personality Dimensions Worksheet).</p> <p>Separate participants into the two preference groups (S & N).</p> <p>Provide each group with the supplies listed above.</p> <p>Ask groups to brainstorm and write down as many uses of the item they can think of.</p> <p>When finished, have each group debrief their findings.</p> <p>Allow the other preference group to offer their input.</p> <p>Debrief the activity by pointing out various descriptors that illustrate type dynamics.</p> <p><i>Note:</i> Sensing participants will traditionally communicate concrete, practical, and conventional uses of the item. While iNtuiting participants will present abstract, innovative, and visionary uses.</p>

Slides 21–24—Thinking—Feeling



- * Rational—Empathetic
- * Autonomous—Compassionate
- * Analytic—Warm
- * Competitive—Nurturing



Rational individuals make decisions based on analysis and logic. They often report that they can reason clearly in highly charged situations. They approach problems dispassionately and analyzing information objectively and prefer others to do the same. They tend to de-emphasize how they feel about matters.

Empathetic individuals make decisions based on their own and others' values and how the outcome will affect those they care about. They place themselves in the role of participant rather than objective observer. They are more likely to empathize strongly than to reason clearly. They would rather be known as more compassionate than logical.

Autonomous individuals are impartial, objective, and independent. They are relatively unaffected by the emotional currents created by others. They treat people as they would like to be treated, fairly and impartially. As managers they tend to take a more task-oriented than relationship-oriented approach. They are not apt to know what others think or feel.

Compassionate individuals are affected by the feelings and needs of others and want to make the world a better place. Good at knowing what others think and feel, they're concerned about getting people to work together in harmony. As managers they tend to place greater importance on relationships than on the task. They are apt to start a new project by first determining its impact on people.

Analytic individuals apply scientific principles to problem solving and decision-making. They typically report being better informed about science than the humanities. More likely to believe something if it makes scientific sense, they like being known as analytical and look for opportunities to use these skills.

Warm individuals apply humanitarian values to decision-making. They value being personable more than being logical or analytical. Typically they are better informed about the arts, literature, and the humanities than science. They value how things are connected more than how they can be taken apart.

Competitive individuals value debate, criticism, and skepticism. As is typical of those with a preference for thinking, they tend to be tough-minded and enjoy a good argument. When listening to someone speak, they often concentrate more on finding the flaw in the argument than on something to praise. In the extreme, this skepticism can be seen as opinionated.

Nurturing individuals value acceptance and accommodation. They value cooperative and supportive behaviors. As is typical of those with a preference for feeling, nurturing people prefer getting along to confronting or competing, even if it sometimes leads to appeasement. When listening to someone speak, they typically concentrate on finding something to praise.

Slides 25–28—Organizing—Adapting



- * Planned—Open-ended
- * Reliable—Casual
- * Deliberate—Spontaneous
- * Conforming—Nonconforming



Planned individuals like to follow a schedule and find pleasure in being highly organized. They enjoy planning out the details before they start on a project, try to anticipate contingencies, and work steadily toward closure.

Open-ended individuals like working things out as they unfold. They value being adaptable and flexible and often find schedules too confining to follow regularly. When they do make plans they like to be free to modify them as needed, especially during vacations, holidays, and free time. They avoid premature closure and handle contingencies as they occur.

Reliable individuals start early and meet deadlines. They value being prompt, punctual, and responsible. Good at getting things done in the proper order, they are focused and give 100 percent of themselves.

Casual individuals like diversions and are energized by deadlines. They tend to get a late start in tackling projects and to let other work pile up while working toward a deadline. They often perform their best work when the deadline is upon them. They sometimes report being distractible.

Deliberate individuals are exact, cautious, and methodical. They tend to be goal- and plan-oriented, even in their recreational activities. They prefer a settled lifestyle and are unlikely to undertake a high-risk project, even though the rewards may also be high. They tend not to take risks, nor act impulsively.

Spontaneous individuals are impulsive, ad-hoc, and opportunistic. They enjoy risk taking. They typically report being restless, changeable, and more inclined to undertake a project if both the risk and reward are high.

Conforming individuals seek a secure and stable environment. They like to know the rules of the game and will abide by them. They prefer work that provides security, a secure income, and stable environment. They work best when they're given clearly stated goals and told how to achieve them.

Nonconforming individuals seek freedom to develop their own rules and goals. They do not seek the security of a stable environment and income. They dislike following rules and being given specific directions, which limit their responses and opportunities.

Slide 29—Learning Activity—Visual Representation of Type

Participants will create a visual representation of their personality type. Allow a total of 30 minutes for this learning activity.

Learning Activity	Groups consisting of the same personality type will work together to create a visual representation of their type.
--------------------------	--

Materials Needed	Sheet of newsprint or poster paper 3–5 color markers Tape or push pins
-------------------------	--

Process	Ask participants to self-select their personality type based on what they have learned so far in the workshop (the selection they made from the Personality Dimensions Worksheet).
----------------	--

Separate participants into groups representing each of the 16 types. Some groups may not be represented. If any groups are larger than 5 participants, divide those groups again.

Provide each group with the materials listed above.

Allow groups 15–20 minutes to create a visual representation of their personality type (ENFZ for example). Visual representations may include illustrated concepts, ideas, or images that describe the particular personality type.

Have each group title their poster with their personality type, and then post them around the room.

Allow 10–15 minutes for groups to debrief their visual representations.

If time permits, you may choose to have groups refrain from posting their personality type on each poster and instead allow workshop participants to guess the types based on what they have learned so far.

Lesson 3: Reviewing Your Type Report

30 minutes

Slide 30—Lesson 3: Reviewing Your Type Report

Slide 31—Golden Personality Type Profiler Individual Report



- * Handout participants' Golden Individual Reports
- * Improve your work and personal relationships
- * Make positive life choices
- * Personal development



The goal of the Golden is to provide information about your personality type that can help you improve your work and personal relationships and enable you to make the kind of positive life choices that are most in tune with your unique personality type.

Lack of self-awareness is the number one barrier to personal development. Your report will enable you to develop a:

- * deeper understanding of your strengths and growth opportunities
- * clearer picture of how your behavior impacts others
- * better appreciation for other's personal styles and how to interact with them effectively

Page 2 of your Individual Report provides an overview of the Golden™ Model of Personality. In addition, you will find a summary of the four core dimensions and Global Scales. On the bottom of the page you will find a table of contents for your report. This lesson focuses on how to interpret your individual report results.

When reviewing the individual report results, continue to refer to specific page numbers and report section titles as a roadmap for participants.

Slide 32—Portrait of Your Type



- * Ask each participant to take a few minutes to read through the Portrait of Your Type on page 3 of their individual reports
- * Description of your personality type
- * Based on Global Scale responses
- * Generalized summaries of common characteristics



The Portrait of Your Type is a description of your personality type. There are a total of sixteen types, based on Global Scale responses, and they are generalized summaries of characteristics that are most often held in common by those who fall into each of the four-letter type designations.

Your Facet Scale response patterns will personalize and expand on the global descriptions contained in these summaries.

Ask participants to compare their report results with their self-selected results from their Personality Dimensions Worksheet. If there are differences, encourage participants to determine which Global Scale preference(s) is most appropriate.

Slides 33–34—Summary of Global Results



- * Results indicate a level of preference across the 4 dimensions
- * Strength of response
- * Not clear, slight, clear, strong, very strong



Your individual report illustrates your preferences across the four core personality dimensions. The report also indicates the strength of our preferences. When taking the Golden you are able to choose how strongly you identify with a particular characteristic of your personality. The degree to which you indicate a preference is your strength of response. We have ways of behaving that we prefer, that come naturally to us and that we usually do not have to think about. However, we also use our non-preferred traits at different times and in different situations.

For example, few people have a sole preference for Extraverting. Most people usually demonstrate combinations of both Extraverting and Introverting characteristics. The Golden identifies which mode an individual prefers, along with how strong that preference is.

Slide 35—Map of Sixteen Types



- * Allow learners to review the 16 personality types for 2–3 minutes
- * No good or bad types
- * Four higher-level temperaments



It is important to keep in mind that there are no good or bad personality types, nor is any type better than another. The chart of 16 types on page 6 of your individual report provides a summary provides a brief summary of each type. Take a few minutes to review the various types and see where your personality type fits in.

Along with 16 personality types, the Golden also can be grouped into higher-level temperament clusters. These temperaments illustrate how some personality types are more similar than others.

Slide 36—Personal Development Information



- * Likely strengths
- * Growth opportunities
- * Communication and team work
- * Motivation and learning



Pages 7–10 of your individual report contain results you can use for personal and professional development. Information includes likely strengths, growth opportunities, communication and team work preferences, and your motivation and learning style.

Due to potential time constraints, encourage participants to read this section at a later time.

Slides 37–38—Facet Results



- * Facet results for each Global Scale
- * Strength of response
- * Provides an unique snapshot of your personality
- * Out of pattern results*



Pages 11–14 of your individual report illustrate your facet results within each Global Scale. These results are reported by how strongly you identify with a particular characteristic of your personality.

*Out of pattern results occur when you favor a facet scale that is opposite to what you might expect based on your global results. These out of pattern preferences help you gain insight into your unique way of expressing type.

Example:

If Sue is an Extravert but also has a strong Introverting score, the Facet Scales help identify how her Introversion is demonstrated. Perhaps she is reserved or reflective when talking with others, both Introverting traits. Using the Facet Scales and the strength of response scores, a personality profile of an individual that is unique to her is generated. It would be rare for two people to have identical profiles.

Slide 39—Response to Daily Stressors



- * Global Scale = Tense—Calm
- * Facet Scale = Concerned—Optimistic
- * Facet Scale = Unsure—Confident
- * Stress management methods



Throughout the workshop we have focused on four global scales of personality, however, the Golden has the added benefit of including a fifth scale measuring your strength of response to questions designed to illuminate your reaction to daily stressors.

Knowing about your personal stress levels and being able to act upon it enables you to make appropriate lifestyle choices. The following are suggestions for managing stress:

- * Expressing your feelings in a safe, non-threatening manner
- * Positive self-talk
- * Physical exercise
- * Planned breaks
- * Personal time
- * Meditation and other relaxation techniques
- * Reevaluation of priorities
- * Developing a life purpose and plan

Slide 40—Confirm Your Results



- * Self-reporting instrument
- * Reports responses you choose
- * Does your profile truly represent you?



The Golden is a self-report instrument. Your responses provide the material for the scoring and subsequent profiles.

Ask if anyone has a profile result that truly does not represent what they know about themselves. If this situation occurs, the participant may require individual follow-up during a break.

Reasons why a perceived mismatch may occur:

- * Participants may not have a clear preference on one or more of the global scale pairs. If this occurs, encourage the participants to look more closely at their facet results to understand their preferences.
- * Participants respond to the Golden using a situation-specific mindset (for example, responding as they think they should behave in a specific setting rather than how they truly prefer to behave). If this occurs, encourage the participants to retake the Golden.

Lesson 4: Uses of Personality Type

30 minutes

Slide 41—Lesson 4: Uses of Personality Type

Slide 42—Effective Use of Personality Type



- * Building on strengths
- * Self-knowledge
- * Developing balance
- * Understand differences



When the Golden is used effectively, the focus in any situation moves away from criticizing your weaknesses to building on your strengths.

Ultimately the goal of obtaining self-knowledge through the Golden is reached by developing a balance between your use of the innate personality facets embodied within your unique personality type, and your use of skills that may not naturally be your strongest. Through the concept of balance you are able to move out of the general “type” descriptions and draw on the entire range of human behaviors.

Differences between individuals of varying personality types can be understood, accepted, and turned into positive factors. Improved communication, productivity, direction, self-esteem, and satisfaction are likely results. Other likely outcomes include:

- * appreciation of differences in others
- * less interpersonal conflict and stronger relationships
- * greater synergy between people
- * increased effectiveness at home and work
- * clearer career direction

Slide 43—Type in the Workplace



- * Coaching, leadership, and management development
- * Interpersonal and people skills training
- * Teambuilding and succession planning
- * Sales force training



The *Golden Personality Type Profiler* can be used in a variety of settings with individuals, couples, families, schools, and organizations. It may be particularly valuable for:

- * coaching, leadership, and management development
- * interpersonal and people skills training
- * career planning and educational guidance
- * job search and interview planning
- * teambuilding and succession planning
- * sales force training
- * relationship counseling
- * parenting
- * high school and college educational programs
- * health and wellness programs

Slide 44—Learning Activity—Exploring Preferences

The following activities help participants understand how type preferences play out in the workplace.

Ask participants to focus on traits or behaviors and caution against general biases. When finished, have each group debrief their findings. As the workshop leader, point out various descriptors that illustrate type dynamics. Allow a total of 25 minutes for each learning activity.

Learning Activity Option A:

Learning Activity	Thinking/Feeling Preference Scale
Materials Needed	Sheet of newsprint or poster paper 1–2 markers Tape or push pins
Process	Separate participants into the two preference groups (T & F). Four to five participants per group is best; if groups are larger, divide into more groups.

Provide each group with the supplies listed above.

Instruct groups that they are to assume the role of leaders within their organizations who have recently been asked to reduce staff company-wide by 20%. Ask groups to discuss and determine how they will accomplish this objective.

When finished, have each group debrief their findings.

Allow the other preference group to offer their input.

Debrief the activity by pointing out various descriptors that illustrate type dynamics.

Note: This learning activity discusses how participants make decisions. Thinking participants will utilize rational and analytical ways to reach their decision. Feeling participants will rely on empathy and compassion.

Learning Activity Option B:

Learning Activity	OrganiZing/Adapting Preference Scale
Materials Needed	Sheet of newsprint or poster paper 1–2 markers Tape or push pins
Process	Separate participants into the two preference groups (Z& A). Provide each group with the supplies listed above. Ask groups to discuss their ideal work week. Ask them to write down common themes about what makes a work week ideal. When finished, have each group debrief their findings. Allow the other preference group to offer their input. Debrief the activity by pointing out various descriptors that illustrate type dynamics. <i>Note:</i> This learning activity discusses how participants approach life. OrganiZing participants will desire a planned and reliable schedule while Adapting participants will tend to prefer a more casual or open-ended approach.

Module Two:

Applying *Golden Personality Type Profiler* Results to Leadership Development

Module Two focuses on the specific application of the Golden results to leadership development. It is designed as a follow-up to Module One. For optimal results, participants should complete Module One before proceeding to Module Two.

Goals

Upon completion of this module, participants will be able to:

- * Understand personality type with regard to leadership
- * Identify facets and behaviors contributing to leadership style
- * Make effective use of leadership-related personality strengths
- * Develop their individual leadership style and skills

Agenda

Schedule	Content
1:00–2:00	Lesson 1: Type and Leadership <ul style="list-style-type: none">* Workshop opener (20 min.)* Leadership style facets (30 min.)* Leadership style facet differences learning activity (10 min.)
2:00–2:30	Lesson 2: Understanding Leadership Style <ul style="list-style-type: none">* Leadership style and type (15 min.)* Leadership style differences learning activity (15 min.)
2:30–2:45	Break
2:45–3:10	Lesson 2: Understanding Leadership Style, continued <ul style="list-style-type: none">* Leadership style opposites learning activity (25 min.)
3:10–4:00	Lesson 3: Developing Your Leadership Style <ul style="list-style-type: none">* Leadership style and conflict learning activity (20 min.)* Leadership style and feedback learning activity (20 min.)* Wrap up & closing (10 min.)

Lesson 1: Type and Leadership

60 minutes

Slide 2—Lesson 1: Type and Leadership

Slide 3—Lesson Introduction



- * Welcome participants (if session is not part of a full day workshop)
- * Review benefits and applications of the Golden
- * Review leadership-related outcomes



When the *Golden Personality Type Profiler* is used effectively, the focus in any situation moves away from criticizing your weaknesses to building on your strengths. Ultimately the goal of obtaining self-knowledge through the Golden is reached by developing a balance between your use of the innate personality facets embodied within your unique personality type, and your use of skills that may not naturally be your strongest. Through the concept of balance you are able to move out of the general “type” descriptions and draw on the entire range of human behaviors.

Differences between individuals of varying personality types can be understood, accepted, and turned into positive factors. Improved communication, productivity, direction, self-esteem, and satisfaction are likely results.

Other likely outcomes involve how you relate to others in a leadership capacity such as:

- * an appreciation of differences in others
- * less interpersonal conflict and stronger relationships
- * greater synergy between people
- * increased effectiveness

Slide 4—Workshop Leadership Activity



If this module is not part of a full day workshop:

- * Introduce yourself as the workshop leader
- * Provide workshop agenda information, breaks, and facility locations
- * Have participants introduce themselves
- * Lead workshop opener (icebreaker) activity pertaining to leadership



Introduce yourself as the workshop leader. Share your experiences with the Golden and leadership development.

For the workshop opener activity, ask participants to think of a leader that they admire. This could be a current or historical leader, someone famous or not, a local, national, or international leader, a co-worker, boss, family member, friend, or someone you work with on a volunteer basis. Write down the reasons why you admire their leadership style and some specific examples of what they do to illustrate that style.

Next, have participants to introduce themselves including the following information:

- * Name
- * Golden Personality type
- * Job role/title
- * Name of the leader they admire, reasons they admire their leadership style and some specific examples of things they do to illustrate that style

This workshop opener activity illustrates the point that individuals like to be led in various ways. Refer back to the examples shared throughout the rest of the workshop.

Slide 5—Preference and Facet Information



- * Review preference and fact information
- * Traits > Facet scales > Global scales > Personality type



In the Golden, traits are paired and called Facet Scales. Each Facet Scale is composed of two traits (Talkative—Quiet, for example). These Facet Scales are grouped together to form a Global Scale (Extraversion—Introversion, for example).

Personality traits are combined in the Global Scales to form observed constellations of personality, or “types.” A personality type is a more generalized version of personality. The Golden uses the Global Scales to generate a personality type while employing the Facet Scales to highlight a person’s individuality.

- * (E) Extraverting—Introverting (I) - the way you focus your attention; your source of energy
- * (S) Sensing—iNtuiting (N) - the way you gather and interpret information
- * (T) Thinking—Feeling (F) - the way you make decisions
- * (Z) OrganiZing—Adapting (A) - the way you live in the world; your lifestyle orientation

The Golden™ Personality model is based on four core personality dimensions. People typically favor one aspect (indicated by the Global Scale) of each of the four dimensions. It is important to keep in mind that preferring one versus another aspect of these dimensions is neither right nor wrong—it is simply a preference. Our preferences indicate ways of behaving that come most naturally to us.

The four core personality dimensions refer to how we:

- * focus our attention; our source of energy
- * gather and interpret information
- * make decisions
- * live in the world; our lifestyle orientation

Slide 6—Leadership Style Facets



- * Facets related to leadership style
- * Facet pair differences
- * About your leadership style



Your leadership style is a dynamic concept drawing from all of the Global and Facet scales containing information about your type. However, some type information regarding how we work with others, gather information, and make decisions is more directly related to leadership style.

Next, we'll review some facet scale information that impacts leadership styles.

Slides 7–10—Extraverting—Introverting



- * Talkative—Quiet
- * Socially bold—Reserved
- * Outgoing—Intimate
- * Participative—Reflective



Talkative individuals often report that it is difficult to keep others from discovering how they feel because they have a strong need to communicate both verbally and nonverbally. **Quiet** individuals are private and often do not show their feelings even when upset.

Socially bold individuals initiate conversation and then take the lead. **Reserved** individuals prefer to follow the lead of others.



After this facet pair, ask participants to describe how the differences could impact leadership styles and behaviors.

Outgoing individuals dislike working alone and will often be more productive in a group or on a team. **Intimate** individuals prefer to be one-on-one with people and often prefer to work alone.

Participative individuals are highly involved in the world around them and prefer to learn through discussion. **Reflective** individuals believe that silence is Golden™ and prefer to learn by reading.

Slides 11–14—Sensing—iNtuiting



- * Concrete—Abstract
- * Practical—Innovative
- * Conventional—Visionary
- * Conservative—Trend-Setting



Concrete individuals prefer people who speak plainly and demonstrate common sense. **Abstract** individuals prefer talking about possibilities and enjoy people who find unusual ways of expressing ideas.

Practical individuals prefer not to introduce new concepts in their work. **Innovative** individuals prefer to create better methods by coming up with new ideas and concepts.

Conventional individuals value standard practices and are the ones who are likely to say, “We have always done it that way.” **Visionary** individuals value originality, inspiration, and uniqueness.

Conservative individuals are mindful of the facts and cautious not to make inferences beyond what the data shows. **Trend-setting** individuals focus on change and the big picture. Trend-setting people are constantly on the lookout for new ideas and become bored with routine, detailed work.



After this facet pair, ask participants to describe how the differences could impact leadership styles and behaviors.

Slides 15–18—Thinking—Feeling



- * Rational–Empathetic
- * Autonomous–Compassionate
- * Analytic–Warm
- * Competitive–Nurturing



Rational individuals approach problems dispassionately and analyzing information objectively and prefer others to do the same. **Empathetic** individuals make decisions based on their own and others' values and how the outcome will affect those they care about.

Autonomous managers tend to take a more task-oriented than relationship-oriented approach. **Compassionate** managers tend to place greater importance on relationships than on the task.

Analytic individuals apply scientific principles to problem solving and decision-making. **Warm** individuals apply humanitarian values to decision-making.

Competitive individuals, when listening to someone speak, often concentrate more on finding the flaw in the argument than on something to praise. **Nurturing** individuals, when listening to someone speak, typically concentrate on finding something to praise.



After this facet pair, ask participants to describe how the differences could impact leadership styles and behaviors.

Slides 19–22—Organizing—Adapting



- * Planned–Open-Ended
- * Reliable–Casual
- * Deliberate–Spontaneous
- * Conforming–Nonconforming



Planned individuals like to follow a schedule and find pleasure in being highly organized. **Open-ended** individuals value being adaptable and flexible and often find schedules too confining to follow regularly.

Reliable individuals value being prompt, punctual, and responsible. **Casual** individuals tend to get a late start in tackling projects and to let other work pile up while working toward a deadline.

Deliberate individuals tend to be goal- and plan-oriented, even in their recreational activities. **Spontaneous** individuals are impulsive and more inclined to undertake a project if both the risk and reward are high.

Conforming individuals work best when they're given clearly stated goals and told how to achieve them. **Nonconforming** individuals dislike following rules and being given specific directions, which limit their responses and opportunities.



After this facet pair, ask participants to describe how the differences could impact leadership styles and behaviors.

Slide 23—Learning Activity—Leadership Style Facet Differences

The following activity helps participants understand how leadership style-related facets play out in the workplace. This is an individual learning activity. Allow a total of 10 minutes for this learning activity.

Learning Activity	Leadership Style Facet Differences
Materials Needed	One Leadership Style Facet Differences worksheet per person
Process	Have participants review their facet information within the Decision Making graph (within their individual report on page 13).

Ask participants to select one area where they have a clear, strong or very strong facet preference, and then answer the following situational question:

- * You are the leader of a project team within your organization that is responsible for making decisions regarding external vendor usage and protocol. Your team is currently in the process of deciding which snack vendor to select and you have a strong preference regarding which vendor to choose. How would you approach this situation knowing that half of your project team possesses a clear, strong or very strong preference for the facet opposite yours?

Questions to think about:

- * How will you approach the snack vendor discussion with your group?
- * How may the team experience your approach and behaviors?
- * How might your behaviors benefit or hinder the team goal?
- * How might your behaviors reflect on you as a leader?

Instruct individuals that they have 5 minutes for this activity.

When finished, ask for volunteers who are willing to share their responses.

Lesson 2: Understanding Leadership Style

55 minutes

Slide 24—Lesson 2: Understanding Leadership Style

Slide 25—Leadership Style and Type



- * Understanding your whole leadership style preference
- * Adapting your leadership style



Review the sixteen leadership styles data. Refer to posted type chart.

The 16 Leadership Styles

ISTA	ISFA	INFA	INFZ
ESTA	ESFA	ENFA	ENFZ
ESTZ	ESFZ	ENTA	ENTZ
ISTZ	ISFZ	INTA	INTZ

Slide 26—SA Efficient and Resourceful: ISTA, ISFA, ESTA, ESFA

<p>ISTA</p> <ul style="list-style-type: none"> * Sets an example by leading through actions * Is pragmatic and usually unobtrusive * Looks for effective, expedient solutions * Troubleshoots and remains calm during crises * Calculates risks, and “looks before leaping” * Side steps the organization, responding quickly when trouble is on the horizon * Works best with flexible employees who apply innovative thinking to solving problems * Fosters independence in workers but is not particularly attentive to social niceties 	<p>ISFA</p> <ul style="list-style-type: none"> * Rises to any occasion and readily adapts * Seeks the most expedient solution to a problem * Uses personal loyalty, along with gentle persuasion, to motivate others * Avoids convoluted problems and believes that talk is cheap—“show me results” * Is at his or her best when responding to a crisis * Enjoys challenges and taking risks * Likes to work independently and call the shots * Admires the creative initiative of others * Believes that power and authority come through superior performance, not rank
<p>ESTA</p> <ul style="list-style-type: none"> * Motivates and inspires others * Enjoys solving immediate problems and making an impact * Takes charge in a crisis readily and dramatically * Has the ability to blend differing views together and keep things moving forward * Structures environments for fun and flexibility and motivates everyone to action * Expects leadership to be based upon performance, not position or length of employment 	<p>ESFA</p> <ul style="list-style-type: none"> * Leads through promoting goodwill and teamwork * Focuses on short-term more than long-term and has a sense of immediacy * Is unafraid of change, creative solutions, and taking big risks * Usually leaves implementation of plans to others * Effortlessly pulls conflicting factions together by soliciting feedback and input from others * Pays attention to relationships first and completing tasks second



Provide personal examples you have experienced.

Slide 27—NF Imaginative and Innovative: INFA, INFZ, ENFA, ENFZ

<p>INFA</p> <ul style="list-style-type: none"> * Is subtle, indirect, gentle, passionate, and inclusive in persuading others of his or her vision * Affirms individual contributions and promotes group undertakings * Accomplishes results in own way * Enjoys challenges and finding solutions * Is unafraid of taking risks * Pays careful attention to the people involved during crisis situations * Believes that power and authority come through integrity and credibility rather than through rank 	<p>INFZ</p> <ul style="list-style-type: none"> * Becomes an advocate for others and their talents when leading * Inspires others to follow through his or her enthusiasm and faith * Places intense attention and persistence on bringing his or her inspirations into reality * Prefers planning in advance and covering all contingencies to avoid crises * Is willing to be a pioneer, venturing forth into uncharted territories * Courageously challenges confirmed experts or popularly accepted beliefs
<p>ENFA</p> <ul style="list-style-type: none"> * Conveys enthusiasm and steps in when visionary leadership is required * Develops personal relationships with co-workers rather than using a hands-off, task oriented management or leadership approach * Accepts risk, particularly if people will benefit * Brings people and resources, across teams and functions, together * Focuses on areas of agreement, but easily negotiates differences among members, so everyone can get back to a harmonious environment * Leads with the belief that leadership and authority is granted by integrity, not position 	<p>ENFZ</p> <ul style="list-style-type: none"> * Is at his or her best in the role of facilitator * Believes work is best accomplished by building relationships * Demands consistency between organizational goals, actions, and values * Enjoys hands-on participation in coordinating people and projects * Tries to gauge schedules to avoid crises, but if a crisis occurs, focuses on the impact it will have on people * Inspires innovation and transformation in others (e.g., in direct reports)



Provide personal examples you have experienced.

Slide 28—SZ Responsible and Reliable: ESTZ, ESFZ, ISTZ, ISFZ

<p>ESTZ</p> <ul style="list-style-type: none"> * Is a born administrator of resources, people, and projects * Prefers to concentrate on the work, not the people conducting the work * Offers appreciation to those who earn by producing * Is direct and resolute in getting to core issues * Uses time-tested, established methods to achieve short-term results * Is very conservative toward change * Sets high standards and sticks to them * Believes authority is gained over time by producing positive results 	<p>ESFZ</p> <ul style="list-style-type: none"> * Tends to take charge when no one else does * Leads others through personal persuasion rather than analytical reasoning * Shows attention to others' needs, desires, and values, thereby building a loyal following * Knows when to buckle down and get to work and when to back off and socialize * Tries to gauge the workload to avoid crises * Does not care for much change or circumventing stated policies and procedures
<p>ISTZ</p> <ul style="list-style-type: none"> * Delegates authority once the situation, with all available facts and figures, is under control * Pays attention to the immediate needs of the organization * Is a reliable, stable leader who organizes tasks, staff, and operating procedures * Prefers to avoid crises by planning well in advance * Sets standards and expects others to follow through, rewarding those who follow the rules * Acknowledges power and authority that are bestowed through title and tenure 	<p>ISFZ</p> <ul style="list-style-type: none"> * Has an open, encouraging, supportive, and non-threatening leadership style * Focuses on the people involved in conducting business, yet stays on track with the tasks * Is a stickler for details and will see what others might miss * Plans in order to avoid crises * Looks out for the organizational needs of his or her followers * Adheres to traditional hierarchies and lines of authority



Provide personal examples you have experienced.

Slide 29—NT Competent and Visionary: ENTA, ENTZ, INTA, INTZ

<p>ENTA</p> <ul style="list-style-type: none"> * Acts as a visionary, persuading and inspiring others with enthusiasm and imagination * Is enlivened by crises, as well as opportunities to formulate theories and construct models or systems * Prefers to ignore standard or traditional paths * Values ideas, energy, willpower, and ingenuity * Values and promotes competence in employees and colleagues * Prefers precision and is irritated by inefficiency, errors, and extraneous information * Believes power and authority are granted by proficiency, not title or tenure 	<p>ENTZ</p> <ul style="list-style-type: none"> * Generates energy and enthusiasm for work * Manages people directly instead of indirectly * Objectively approaches situations, goals, and the tasks at hand * Focuses on results, accomplishing the long-term vision, and what it will take to get there * Is logical, decisive, and unafraid of unpopular decisions and taking risks * Wants independent and free-thinking colleagues and employees; seeks to be challenged by others in thinking or behavior * Takes pride in treating people well and utilizing resources to the maximum
<p>INTA</p> <ul style="list-style-type: none"> * Usually does not seek management or leadership roles * Prefers to work autonomously and solve complex problems at the technical level * Prefers intellectual rather than emotional interaction, relating to others through expertise * Establishes an agenda and stays focused on the long-term * Presents options for groups to make majority or consensus decisions * Meets crisis creatively but does not take unnecessary risks * Believes power and authority are granted by competence, not title or tenure 	<p>INTZ</p> <ul style="list-style-type: none"> * Is forceful and decisive in leadership roles, focusing more on tasks than relationships * Provides focus by helping to define, determine, and accomplish a stated purpose * Moves quickly in a crisis once all the pieces of the puzzle are in place * Is unafraid to completely overhaul the entire organization if necessary * Bases authority on competence, not on assigned titles or length of employment



Provide personal examples you have experienced.

Slide 30—Learning Activity—Leadership Style Opposites



- * Introduce the Understanding Leadership Style Differences learning activity
- * Have participants work in groups of 4–5 people
- * Handout learning activity worksheets
- * Provide learners with activity time limit
- * Debrief activity when finished



The following scenario activity helps participants understand how leadership style type differences play out in the workplace. Allow a total of 25 minutes for this learning activity.

Learning Activity	Leadership Style Opposites
Materials Needed	One Leadership Style Opposites worksheet per person
Process	Separate participants into groups of 4–5 people each.

Provide each participant with the materials listed above.

Assign or have groups select a group leader to facilitate the discussion, take notes, and share the group’s responses.

Instruct groups that they have 15 minutes to complete their worksheet.

When finished, ask groups to share their responses and encourage large group discussion.

Lesson 3: Developing Your Leadership Style

50 minutes

Slide 31—Lesson 3: Developing Your Leadership Style

Slide 32—Developing Your Leadership Style



- * Leadership style is influenced by your whole type
- * You can adapt and develop your leadership style
- * You can control actions and behaviors



As we've discussed, leadership style is a dynamic concept that relates to many of your personality traits and preferences. Just as we adapt to and alter other personality-related actions and behaviors, so can we adjust our leadership style when necessary.



Ask participants:

Where can you best use your leadership strengths?

In what situations or roles are their leadership strengths most valuable?

Slide 33—Learning Activity—Leadership Style and Conflict



- * Introduce the Leadership Style and Conflict learning activity
- * Have participants review their leadership style on page 7 of their individual report
- * Have participants work individually, then debrief with 1–2 others
- * Handout learning activity worksheets
- * Provide learners with activity time limit
- * Debrief activity when finished



The following activity allows participants reflect on a previous conflict situation and explore alternate uses of their leadership style. Allow a total of 20 minutes for this learning activity.

Learning Activity	Leadership Style and Conflict
Materials Needed	One Leadership Style and Conflict worksheet per person
Process	Have participants work individually.

Provide each participant with the materials above.

Instruct groups that they have 10 minutes to complete their worksheet.

When finished, ask participants to discuss their situations with 1–2 individuals around them.

Next, ask for volunteers to share their experiences with the entire group.

Slide 34—Learning Activity - Leadership Style and Feedback



- * Introduce the Leadership Style and Communication learning activity
- * Have participants work in the following groups: SZ, SA, NZ, & NA
- * Handout learning activity worksheets
- * Provide learners with activity time limit
- * Debrief activity when finished



As a leader in your organization, you are responsible for communicating with your team. Important components of communication include giving and receiving feedback. This activity illustrates how different types prefer to receive feedback. Allow a total of 20 minutes for this learning activity.

Learning Activity	Leadership Style and Feedback
Materials Needed	One Leadership Style and Feedback worksheet per person
Process	Have participants work in the following groups: SZ, SA, NZ, & NA

Provide each participant with the materials above.

Instruct groups that they have 20 minutes to complete their worksheet.

When finished, ask the group leader to debrief their responses.

Slide 35—Wrap Up & Closing



- * Recap importance of understanding personality type with regard to leadership
- * Remind participants to make effective use of their leadership-related personality strengths
- * Recap that participants can enhance and develop their leadership skills



Thank participants for attending the workshop and offer any additional information necessary.

Appendix: Worksheets

Golden Personality Type Profiler Terminology Worksheet

What do the following terms mean to you?

Term	Definition
Extraverting	
Introverting	
Sensing	
iNtuiting	
Thinking	
Feeling	
OrganiZing	
Adapting	
Participative	
Reflective	
Practical	
Innovative	
Autonomous	
Compassionate	
Reliable	
Casual	

GoldenPersonality Type Profiler Terminology Worksheet—Answers

Term	Definition
Extraverting	Direct your energy outward onto people and objects in the outer world.
Introverting	Direct your energy inward toward your inner world of thoughts and ideas.
Sensing	You will prefer to take in information through one of your five senses.
iNtuiting	You will prefer to take in information through your intuitive insights.
Thinking	Decisions are made by using logic and reason.
Feeling	Decisions are made by using values and emotions.
OrganiZing	You may live your life in an organized fashion.
Adapting	You may desire a more flexible approach to living
Participative	Participative individuals are active, energetic and highly involved in the world around them. They prefer to learn through discussion.
Reflective	Reflective individuals believe that silence is golden. They are attracted to a life that offers sanctuary from constant stimulation and to environments that offer peace and quiet. They prefer to learn by reading.
Practical	Practical individuals adapt existing methods by focusing on what is known to create a new solution. They prefer not to introduce new concepts in their work and do not like having to improvise.
Innovative	Innovative individuals like variety and prefer to create better methods by coming up with new ideas and concepts. They like improvising and resolving a crisis with a solution that has never been tried before.
Autonomous	Autonomous individuals are fair, impartial, objective, and independent. They are relatively unaffected and unruffled by the emotional currents created by others.
Compassionate	Compassionate individuals are affected by the feelings, beliefs, and needs of others. They genuinely care about the welfare of others and want to make the world a better place.
Reliable	Reliable individuals start early and meet deadlines. They value being prompt, punctual, and responsible.
Casual	Casual individuals like diversions and are energized by deadlines. They tend to get a late start in tackling projects and to let other work pile up while working toward a deadline.

Personality Dimensions Worksheet

Throughout this lesson, jot down your personal and professional examples of the following questions below.

Four Core Personality Dimensions	Examples	Global Scales
1. Where do you focus your energy?		Extraverting or Intraverting
2. How do you gather information?		iNtuiting or Sensing
3. How do you make decisions?		Feeling or Thinking
4. How do you approach life?		OrganiZing or Adapting

For each of the preference questions above, place your corresponding Global Scale abbreviation in the boxes below.

1	2	3	4

Example:

1	2	3	4
E	N	F	J

Leadership Style Facet Differences Worksheet

Situation

You are the leader of a project team within your organization that is responsible for making decisions regarding external vendor usage and protocol. Your team is currently in the process of deciding which snack vendor to select and you have a strong preference regarding which vendor to choose.

How would you approach this situation knowing that half of your project team possesses a clear, strong, or very strong preference for the facet opposite of yours?

How will you approach the snack vendor discussion with your group?

How may the team experience your approach and behaviors?

How might your behaviors benefit or hinder the team goal?

How might your behaviors reflect on you as a leader?

Leadership Style Opposites Worksheet

Situation

For the following two “opposite” types, answer the four questions below regarding how each might utilize their leadership style preferences.

ESTZ

Is a born administrator of resources, people, and projects.
 Prefers to concentrate on the work, not the people conducting the work.
 Offers appreciation to those who earn by producing.
 Is direct and resolute in getting to core issues.
 Uses time-tested, established methods to achieve short-term results.
 Is very conservative toward change.
 Sets high standards and sticks to them.
 Believes authority is gained over time by producing positive results.

INFA

Is subtle, indirect, gentle, passionate, and inclusive in persuading others of his or her vision.
 Affirms individual contributions and promotes group undertakings.
 Accomplishes results in own way.
 Enjoys challenges and finding solutions.
 Is unafraid of taking risks.
 Pays careful attention to the people involved during crisis situations.
 Believes that power and authority come through integrity and credibility rather than through rank.

How might these individuals...

Motivate others?	Motivate others?
Communicate to and with others?	Communicate to and with others?
Plan and organize?	Plan and organize?
Delegate and manage tasks?	Delegate and manage tasks?

Leadership Style and Conflict Worksheet

Situation

Think of a time when you disagreed with or were frustrated by someone you work with.

1. How did you approach the situation? What did you do?
2. How did your preferred leadership style influence your actions? (found on page 7 of your Individual Report)
3. How did the person respond to your actions?
4. What would you do differently if the situation were to repeat?
5. What could the other person do differently if the situation were to repeat?

Fast-forward to the future...

- * What would you do in a similar future conflict situation if you knew the person you were working with was your opposite type?

Leadership Style and Feedback Worksheet

Within your group (SZ, SA, NZ, or NA), each share your worst feedback receiving experience. Then, answer the following discussion questions.

1. What are some of the common leadership style-related issues you had in common?
2. What made the feedback ineffective for you?
3. What could the person who provided you with feedback have done differently to be more effective in providing you feedback?
4. What would you do differently if the situation were to happen again?