

EASI TOOLKIT



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INTRODUCTION

In the instructor brief of each exercise, you will find information about the purpose, so you can choose between the exercises, depending on if you would like:

- To become familiar with the EASI model
- To become aware of your own style
- To be observant about styles of co-workers, team members, or employees
- To be able to respond to the needs of styles
- To become aware of strengths and pitfall connected to the styles
- To experience how the styles react in conflict situations
- To become more versatile

You can choose the exercise and its variation, depending on the character of your training, the participants or desired development action. The order and how many exercises you choose depends on your agenda for the session. We recommend getting participants familiar with the EASI model before doing more advanced exercises (like “Strengths and Pitfalls” or “Analysing the Gap”).

In general, it can be a good idea to use the “Basic styles” scheme to facilitate the exercises, by having it visible during the exercises on either a flip over or on a slide.

TEAM EXERCISES

Be aware that some exercises are designed for team workshops, and they require previous relations between team members. Before you decide to use such exercises take into consideration how well people know each other, how open they are with each other and what the company culture is. This is particularly important in exercises that include feedback dialogue.

ONLINE VERSION

Online versions of the instructions have been prepared to give you inspiration on how to run an online workshop with EASI. The online versions are redesigned to facilitate online interaction and respect online group dynamics. We do not recommend any specific online tool, but some exercises require you to have chat functionality or to be able to divide the group into separate virtual rooms. We recommend you familiarise yourself with the technical possibilities you have available and take these into account when choosing exercises.

Supportive online materials can be found in the PowerPoint “EASI Visual materials to support online workshops”.

VISUALS

On the last pages, you will find the visual materials that are mentioned in some exercises. Please note that some of the visuals are used in a single exercise and some are used in several exercises. The materials that can be found on the last pages have been underlined in the instructor brief and instructions.

EASI – THE BASIC MODEL

INSTRUCTOR BRIEF

Purpose: Understanding the basic constructs in the EASI model

Form: All participants on the floor in 1 room

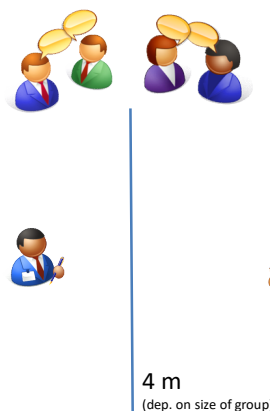
Duration: 5 min introduction + 5 min pr. participant + 10 min for discussion

Materials:

- Coloured tape to mark a 4 x 4 m cross on the floor (or larger with more than 8 participants).
- Large print of the axes of 4 quadrants.
- Large (at least 1 A4 for each quadrant) print of the 6 keywords for each type. These are the words placed in the *Behavioural Type graph* in the report.

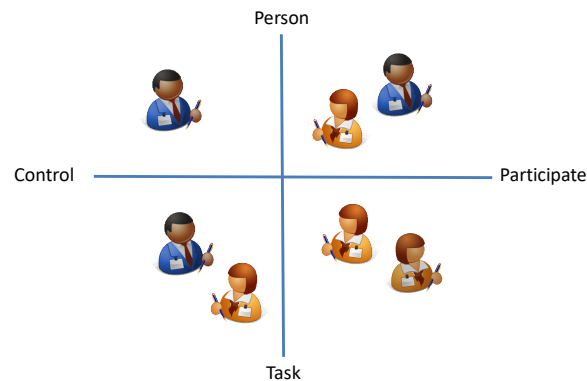
INSTRUCTIONS

1. Make a 2-4 m tape line with plenty of space on each side for people to stand on. Explain that people on one side of the borderline are primarily focused on tasks (what is done), whereas people on the other side are primarily focused on persons (who is doing it). Use the prints of the axes of the 4 quadrants to visualise this.



2. Ask a participant (a focus person) to place themselves on one side of the borderline to indicate what they focus mostly in their daily work. Explain that this participant may distance themselves closer or further from the borderline to indicate how strongly they focus on either tasks or feelings. Ask the participant to explain why they chose this placement. NB: Everyone must place themselves on one or the other side, i.e., we will all have parts of us that are on the other side, but generally, what is more important to me as a person?

3. **Optional** (requires that the participants have some background knowledge of each other): Ask everyone else in the group if they agree in how the focus person has placed themselves. Have group members explain their judgment by giving examples of actions they have seen the person carry out. As participants explain how they agree or disagree, they may physically “move” the focus person around.
4. Repeat step 2 (and 3) with all participants.
5. Remove the tape and create a new line perpendicularly to the first one. Explain that people on one side of this line primarily like to have control (make things happen) over others whereas people on the other side mostly participate (observe what is happening). Use the prints of the axes of the quadrants to visualise this.
6. Repeat step 2 (and 3) for all participants with the new borderline.
7. Add the first line to the one already on the floor to create a 2x2 grid and add a large print of the keywords for each type (the 6 adjectives in each quadrant in the behaviour graph in the report). Ask everyone to place themselves in 1 of the 4 quadrants created according to their placement under 2 (and 3) above. Repeat the explanations for the 2 dimensions if necessary.



8. **Optional:** Ask everyone in a quadrant to comment on people in the diagonally opposed quadrant. E.g., let all in the upper left quadrant tell people in the lower right quadrant what they think are the strengths and weaknesses of the others. When they are finished, allow the opposing quadrant to do the same. If necessary, control who can talk, and who must listen.
9. Briefly summarise the strengths and weaknesses of the different quadrants in the model and show the model on an overhead with the definitions on it.

VARIATIONS

1. Cut out, shuffle, and give out the 24 EASI keywords to the participants. Ask them to place the 6 keywords for each type in the correct quadrant.
2. Use the 4 animal pictures (parrot, beaver, dolphin polar bear) to symbolise/memorise the types:

Polar bear: Fearless, rears on hindlegs to display power, make swift decisions for attack of prey.

Kea parrot: Highly expressive, spontaneous, curious, experiments (impossible to keep out).

Beaver: Persevering, systematic, reticent, analytical (will make that water stop!)

Dolphin: Seeks social cohesion, Empathetic, harmony seeking, welcoming, curious.

3. Use the 4 cartoon characters to symbolise/memorise the types.
4. Use the 4 portrait characters to symbolise/memorise the types.

ONLINE VERSION

- Use readymade cards and descriptors to prepare an interactive drag and drop exercise.
- Put the 24 EASI keywords on 1 slide with the EASI grid (Person vs. Task and Participate vs. Control). Ask participant to place (on the slide) the 6 keywords for each type in the correct quadrant.
- You can do the exercise in pairs and then compare the slides made by several pairs to discuss the placement of the keywords.
- Use the 4 animal pictures (parrot, beaver, dolphin polar bear) or persons in the same way to memorise the types.

IDEAS FOR FEEDBACK USING CARDS

INSTRUCTOR BRIEF

Purpose: Variations of giving constructive feedback after exercises.

Form: Giving feedback during the other exercises

Duration: Depends on the situation. Anything from 5 minutes to 30 minutes.

Materials: Depending on the form of feedback you choose to use; you will find following materials in this document:

- Make cards with EASI behaviour keywords for each type.
- Cards with Strengths and Pitfalls (can be laminated).
- Print cards for handwritten feedback.
- Print development cards used to note “Important input for my development”.
- Ask each participant to bring their Reports (for recommended follow-up).

INSTRUCTIONS

In general, cards with feedback can be given by 1 or several other participants, but make sure that all participants will receive feedback.

Cards with Keywords for behaviour:

Use cards with EASI behaviour keywords for each type. Can be printed in smaller sizes and laminated if recycled.

Have several copies of the keywords spread out on the floor, table, or similar. Group the cards belonging to each of the 4 types together for easy retrieval.

The keywords are not necessarily positive or negative but more descriptive and therefore, help to clarify the perceived behavioural style – in general or in close relation to an exercise.

Cards with Strengths and Pitfalls:

Have several copies of the Strengths and Pitfalls cards spread out on the floor, table, or similar. See below for cards. Group the cards belonging to each of the 4 types together for easy retrieval.

The cards are either positive (Strengths) or negative (Pitfalls), thus, make sure that participants are in a climate where negative feedback can be given. If you start with a Strength, a negative feedback is often more welcomed; thus, ask each participant to give a “Strength” and a “Pitfall” to the person(s) next to them.

Cards with handwritten feedback

Hand out the empty cards for handwritten feedback to be filled in. There are several ways of doing this. First you can ask each person to turn to the person next to them and write the feedback they want to give to each other. Secondly you can ask each of them to ask a person they want to get feedback from.

The feedback can be given based on general observations of behaviour from work or from the exercises on the course/training/workshop only. The feedback can be based on different aspects. Here are some examples:

- What behaviour I value the most about you.
- How I have seen you contribute to the team.
- What behaviour I would enjoy seeing more of from you in the future.
- What I find as the most important input for your future development.
- What animal/car/tool I see you as (requires some explanation).

Cards with “Important input for my development”

After collecting cards with feedback from others, it is important for the person getting feedback to select and prioritise what they particularly want to focus on in their future development. For this reason, it is recommended to hand out development cards for the participants’ own notes. These cards help to focus what to put into their Development Plan in the EASI Report.

Recommended follow-up

After prioritising the cards, it is highly recommended to use the Development Plan in the Test Taker Reports to work more in depth with the feedback given and to make sure it is implemented into actions.

VARIATIONS

1. The Feedback exercises here can be varied in endless ways using the same cards e.g., only giving cards with Strengths, asking several people to talk openly about what feedback should be given to a single person etc.
2. Instead of printing and laminating each Keyword or Strength and Pitfalls, you can display them on a large scale and participants can then write the relevant ones down on the handwritten feedback card.

ONLINE VERSION

- Send feedback cards (you have chosen for the exercise) in an editable version to every participant.
- During the exercise, ask participants to work in pairs and fill out the form during or after the exercise. They can use the private chat option to share feedback.
- You can use “rooms” to make people more comfortable about sharing feedback.

MAKING A PLAN

INSTRUCTOR BRIEF

Purpose: To focus on the development dialogue

Form: Dialogue in pairs of small groups, group discussion to wrap-up the exercise

Duration: 20-30 mins

Materials:

- Development catalogue from EASI report
- Strengths and Pitfalls tables



INSTRUCTIONS

Present Strengths and Pitfalls to work with in a handout available for participants.

Let participants choose 1 pair of Strengths /Pitfalls they would like to work with as a feedback giver or as a test taker. Ask every participant to reflect on: *How would you communicate that to the test taker during development dialogue? How could you coach that person on how to work with that Strength and Pitfall?*

Let them do a small dialogue exercises in pairs to see how to make a development dialogue about the Strengths and Pitfalls.

Ask participants to use the Development catalogue to choose possible development actions.

VARIATIONS

You can use the “Core Quadrant” from the slides and Strengths & Pitfalls Forms to facilitate more depth in the exercise.

ONLINE VERSION

- Present Strengths and Pitfalls on a slide
- The instruction above can be done in a form of online exercise in pairs (virtual rooms). Make sure participants have the Development Catalogue in .pdf before the workshop.

PERFECT PROJECT TEAM

“Nobody is perfect, but the team can be.”

M. Belbin

INSTRUCTOR BRIEF

Purpose: Team exercise with a strong focus on what behaviour is missing in the team. This exercise should give room for all 4 EASI types to take an active role.

Form: Group exercise with 2 groups. Groups should be separated physically (or be in 2 virtual rooms).

Duration: 10 min. group discussion – 15-20 minutes Reflection on the “missing person”.

Materials:

- Participants instruction for each participant.
- Clay or paper (or slides) to illustrate personas.

INSTRUCTIONS

- Each team should prepare and run a garden party for the Company (all employees and their families). You can start by assigning team members to specific tasks: Preparing, sending, confirming guest list, preparing venue, preparing program, entertain guests during the event, planning budget etc.
- The groups have 10 minutes. After 10 minutes you can tell them: there is an option to recruit additional person for your team: “You can choose 1 additional team member to the team you dispose to make the project more successful. “
- Make a detailed description of a Person who could bring some behaviours into the team and will make the team more successful. The Missing Person should be described (visualised) with relevant and most concrete and specific behaviours. These missing behaviours should preferably be related to 1 of the 4 EASI types.

VARIATIONS

ONLINE VERSION

- You need to provide participants with slides (4 styles definitions) and give them opportunity to work on a shared slide to describe a missing person.

THE NUMBER PUZZLE

INSTRUCTOR BRIEF

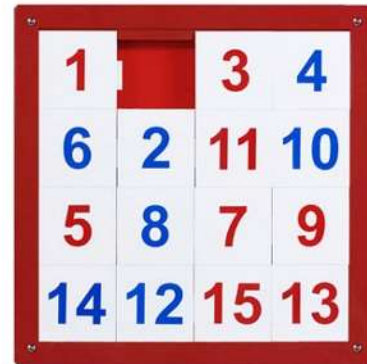
Purpose: To focus on how the different types react to a challenge involving leadership and change.

Form: Everybody in 1 big group will work together. For groups larger than 16 people you may split groups. However, 1 instructor (trainer) pr. group is needed.

Duration: Minimum 20 min including review (may take longer if group is > 15 persons).

Materials:

- Laminated A4 sized cards with numbers 1-? Depending on the size of the group. A minimum of 7 participants excluding the instructor is required.
- Tape or rope to “draw” grid on the floor.
- Small, non-obvious cards saying either “Stop saying anything!” or “Start talking, lead the group!”
- Whiteboard/blackboard/flip-over/projector to show participants the solution they are working towards.
- Flip-over size chart with EASI types and keywords (use the words found in the Visuals section).



INSTRUCTIONS

Make sure that everyone in the group can see each other’s type during the exercise (lanyards or else wise). Draw/make grid on floor. Tell participants they will be solving a difficult task under time pressure together. Do not tell them that this task is really about leadership/change.

Elaborately place group in the given starting position. Note that it will require many moves to get to the target position below:

	8	7
6	5	4
3	2	1

...and show them what their target solution is:

	1	2
3	4	5
6	7	8

This is the minimum size grid. The exercise can be reduced to be used by 7 people by closing one of the 9 squares in the playing field. Inversely, the grid can be expanded to accommodate any number of participants.

Be sure to clearly explain the rules for moving:

- You must always hold on to your own card. You cannot pass it to others.
- It is only possible to move to the empty square.
- Only 1 person can move at a time.
- There can only be 1 person/number in each square at a time.
- Only vertical/horizontal moves are allowed. No diagonal moves.

Before they begin: Tell them and *write up* that the record is some realistic but still ambitious time and no. of moves to solve the puzzle. E.g., for an 8-person puzzle “The record is 1:48 min and 17 moves”.

Observations points and actions for the instructor:

Observe the various types “at work”. As the group progresses give out “stop saying anything!” cards to people that take the lead for a long period or “start talking, lead the group!” cards to people that are inactive/followers. Make a mental note of where people were standing when you observe significant changes in the group dynamic – often when you hand out 1 or more cards.

Follow-up for the instructor:

Stop the group after 3-5 minutes. Make the flip-over chart EASI keywords clear for all to see. Then “replay” 1-3 positions where you noticed significant changes by placing people in the square they were in at that time. Do not worry about getting it perfect – just approximately where they were.

Ask representatives of the controlling styles (E/I) and participating styles (S/A) separately:

- Give us a few words about how you were thinking/feeling at that time?
- What did you notice about other persons in the group at that time?

Encourage and try to ensure that everyone gives at least some input to this process.

Finally ask each person to write down an important learning point from their experience in this exercise.

VARIATIONS

1. Experiment with giving out “Speak up” cards to followers before giving out “shut up”.
2. Try stopping the group in its tracks as they work and ask for comments on what is going on.
3. Instead of letting group evaluate by using “replay” ask participants to choose 2-3 others whose behaviour they would like to comment on. Have them write their comment in 1-2 sentences on the cards for handwritten feedback, which they give to each other without anyone else seeing them.
4. Rather than handing out cards: Tell the group at some arbitrary point that they only have 3 (or another very low but realistic amount of) moves left. This will change focus from time to moves requiring a more analytical approach.

ONLINE VERSION

- Make sure that everyone in the group can see each other on the screen during the exercise. Make a PowerPoint slide with the grid. Tell participants they will be solving a difficult task under time pressure together.

- **Show** the target position below:

	8	7
6	5	4
3	2	1

...and show them what their target solution is:

	1	2
3	4	5
6	7	8

- **Introduce basic rules:**
 - It is only possible to move to the empty square.
 - Only 1 person can move at a time.
 - There can only be 1 person/number in each square at a time.
 - Only vertical/horizontal moves are allowed. No diagonal moves.
- **Before they begin:** Ask each person to write down some realistic but still ambitious time and no. of moves to solve the puzzle. E.g., for an 8-person puzzle “ 1:48 min and 17 moves”.
- **Observation and Follow-up** as in the original exercise

YOUTUBE

INSTRUCTOR BRIEF

Purpose: Considering how my type may affect how I present a subject. Getting input from others on how to present to different types.

Form: In groups of 4-5 people. Separate locations (rooms): 1 for presenters to prepare and 1 for presenting to group and getting feedback.

Duration: 15 min pr. presenter/group. Several presenters/groups can work in parallel.

Materials:

- Print for each group a list of subjects to choose from (see below for inspiration).
- Print for each “viewer” a A4 versions of What and How Cards.



INSTRUCTIONS

Divide into groups of 4-5 people.

Select 1 person pr. group as a presenter (make sure not only to pick Enthusiasts/Implementers).

Take the presenters to a separate location and give them the list of subjects. Tell them that they will be presenting “a 2-minute live video on YouTube”. They should present whatever they find is most important about the subject in 1 minute. Let them prepare for a few minutes while you instruct the viewers.

Without the presenters knowing: Give out What and How Cards to viewers. Ask them to focus on this grid as they watch the “video”. They will be giving the presenter feedback on their observations.

Instructions for the Presenter

Choose **1** of the subjects below for a 2-minute YouTube talk to the rest of you group. Consider that the average viewing time on YouTube is just 6 seconds, so you want to make sure you quickly get the points you think are most important about your subject of choice across.

- EASI test
- Communication at work
- Creativity at work
- Better management

Let the presenter present their video. As time progresses you move the indicator (e.g., a post-it note with an arrow on) on the progress bar.

When the presentation is done ask the viewers for feedback, starting with people from the opposite EASI diagonal of the presenter. Have them use the “progress bar” to tell what/where they are talking about. Encourage the presenter to “rewind” and position themselves where they were at the given time.

VARIATIONS

1. Leave groups to themselves after instructing them in the method. This may encourage more openness in the feedback.
2. Let someone give a presentation about a subject addressing a specific EASI type. E.g., let an “Implementer” try to address a group of “Supporters”. Preferably at least 1 person in the viewer group should have the target behaviour of the presentation as their primary behaviour style.
3. If presenters are used to giving presentations, let them all give (part of) a presentation that they have prepared/used recently for work purposes. NB: Note that if they have previously been given feedback on their presentation, they may be compensating for some of the behaviour you are trying to observe. You may inquire about this after their presentation to learn about what they are actively doing to accommodate any feedback they previously got on their behaviour.

ONLINE VERSION

Each participant will be playing 1 of 4 EASI styles. They work in “rooms” individually or in pairs if needed (select 1 person pr. group as a presenter) Tell them that they will be presenting “a 2-minute live video on YouTube”. They should present whatever they find is most important about the subject. Let them prepare for a few minutes, you can give handouts with “WHAT WE SAY” and “HOW WE SAY”.

EXAMPLE OF BRIEF

You are an ENTHUSIAST you need to prepare 2 minutes you tube talk about new tool we have in our company: the typology test EASI. You are asked to present the main idea of the tool and the way it will be used in your company.

You can use:

- Numbers
- Pictures
- Statements etc.

You have 10 minutes to prepare how to play your style. Focus on what and how the Enthusiast presents. It is OK to exaggerate the style to show its full potential!

I SEE, YOU SEE, WE ALL SEE EASI

INSTRUCTOR BRIEF

Purpose: Trying to take on the perspective of other types than your own. Understanding others better and being a better communicator.

Form: Group exercise. Ideally 4-6 persons pr. table. But will also work with 2-3 persons pr. table.

Duration: 5-10 min pr. round. You may choose to do more than 1 round.



Materials:

- Printed A4 versions of What and How Cards.
- Small tables for each group (if this is not an option: See “Variations”)

INSTRUCTIONS

Divide into groups of 4-6 people. With 4 people each of the 4 persons will be represent one of the EASI types. With 5-6 people 4 people will represent 1 of the EASI types each and 1-2 persons will be “facilitators”.

Leave enough A4 prints of What and How Cards out on the tables for everyone to be able to read them during the exercise. Each of the 4 sides of the table represents 1 of the 4 types. No matter who sits/stands at that side, they must act as that type. 4 people from the group are placed at the table with one person as each “type”. Participants do not have to stand at the side of their own type. If you only have 2-3 persons/table have each person take on only 1 side of the table at a time.

Find a dilemma/topic for the table to discuss. You may let them choose their/your own or take 1 or more from the list below. What is important is that there are some contradicting views in the group on whichever dilemma/topic you select.

Brief everyone by explaining the **purpose**: *“By speaking from a different Type’s viewpoint that is not your own, you see the issue from a different angle. You may gain fresh insights from these different viewpoints even if you will not change your own type.”*

Then, brief them on the **process**: *“In this exercise, you may find yourself saying things you don’t really believe or in ways that are different from what comes naturally for you. That is OK. You may adopt an attitude/type that is not your own, but you should not make up untrue facts to support your case. Invest most of your energy in promoting the type you are (temporarily) representing. If you want to criticise what others say, criticise their views/type but avoid criticising or offending the person. Every minute or so I will give a signal for you to move 1 or 2 places to your left.”*

The facilitator role: The role of the facilitator is to keep the “type-participants” going in their discussions and giving them short feedback between each round. Note that the facilitator role is a great way of “keeping things on track”, as participants may stray from the role they should be taking on.

Start the discussion(s) and monitor the time and groups. After 1-2 minutes ask everyone to rotate left around the table to a new role. If you have facilitators in the group, ask them to quickly summarise to the group any important things they noticed e.g., in 30 seconds before the rotation.

After the rotation everyone should have changed to either a new type or to the role of facilitator. Now continue the discussion making sure that everyone takes on the responsibility for their new role. Note that a person may keep their own opinion on a given dilemma but must change their *behaviour* to the new type/role they are in when they rotate i.e., consider how/what we say. Continue rotating until everyone has tried all roles.

Dilemmas for discussion:

- Going to work when you're obviously sick and possibly contagious.
- Telling an insecure co-worker (or subordinate) their work is good when it is not.
- Voicing support for a decision you don't really believe in because everyone else is in favour of it and there is no more time for discussion.
- Ignoring a subordinate's chronic tardiness because the employee has a troublesome home life, and you figure they've got enough to deal with.
- Spending time at work on updating your LinkedIn (or other social network) account.

VARIATIONS

1. Place types at table so that diagonals (E-A and I-S) are across from each other. Do not take up a dilemma, but simply have the types discuss what they "like or dislike" about the type sitting across from them. Do everything else as described above.
2. When people or furniture is/are less mobile: Instead of people moving the roles move round. Use hats to represent roles, or just pass around written signs.

ONLINE VERSION

- Divide into groups of 2-5 people (1 person may facilitate the discussion).
- With 4 people each of the 4 persons will be represent 1 of the EASI types. With 2 people, 2 of the EASI types will be represented. Assign people to the Type for the first round.
- Leave the slide "How/What we say" on the screen for everyone to be able to read it during the exercise. Each of the participants represents 1 of the 4 types, they must act as that type.
- Start the discussion(s) and monitor the time and group. After 1-2 minutes ask everyone to rotate left to a new role.

MARS LANDING

INSTRUCTOR BRIEF

Purpose: Team exercise with a strong focus on the primary behaviour of the team and its members.

Form: Group exercise with 3-12 persons in each group. Groups should be separated physically.

Duration: 25 min. to build – 10 minutes for evaluation.

Materials:

- Drinking straws, sticky tape, scissors, eggs, string, balloons, paper, paper clips and rubber bands.
- Participant Instructions with description of exercise (“Mars Landing Instructions”)



INSTRUCTIONS

Hand out the materials and tell the teams that they must help NASA or ESA building a prototype of a landing vessel to land safely on Mars. Show the participants where you plan to launch the vessel thus participants will know the impact the vessel should be able to take (at least 3 metres high – and be prepared for the eggs that will be smashed).

If you want to activate different persons and types throughout the exercise, you can start the exercise without a time limit.

After 5 minutes, you can introduce the time limit and observe what goes on (anyone getting more active/passive?).

In the last 5 minutes, you can introduce that the vessel should be the flagship for Nasa or ESA and about 4 billion people will be looking at this vessel live on their television – thus it should look nice as well (who will take on this new task?)

Follow up:

- What kind of behaviour was dominant throughout the process? Did it change?
- What behaviour did particularly contribute to the success of this exercise?
- Who could have contributed a bit more to get a higher success with the process or product?
- What behaviour was missing in the team to make it more successful?

VARIATIONS

1. You can give 1 of the team players an “secret” role being an observer of the process. This is to make sure that observations will be done, even if process becomes very hectic.

2. You can use the follow up exercise “The missing person” that is presented in the exercise: “Getting the story right”.

ONLINE VERSION

- Present the mission: They must help NASA or ESA building a prototype of a landing vessel to land safely on Mars. Show the participants where you plan to launch the vessel, thus, participants will know the impact the vessel should be able to take (show the distance from your desk to the floor).
- The mission is to build 1 vessel from “what you have at your disposal”. You can choose 1 person with “a lot of resources” and decide as a team what you need and how to build it.
- After 5 minutes, you can introduce the time limit and observe what goes on (anyone getting more active/passive?).
- In the last 5 minutes, you can introduce that the vessel should be the flagship for Nasa or ESA and about 4 billion people will be looking at this vessel live on their television – thus it should look nice as well.

PARTICIPANT INSTRUCTION

MARS LANDING PARTICIPANT INSTRUCTIONS

Make a prototype of a vessel capable of transporting human beings to land on Mars. To test the prototype an egg will be placed in the vessel. The vessel should be able to drop to the ground without breaking or cracking the egg.

1. The egg may only be protected by the materials you have been given.
2. The egg must be transported without any contact or assistance from people or equipment.
3. The egg must not be moved by external energy sources - it should be moved using gravity.
4. The egg must be visible through the construction.
5. The egg should not be attached to anything.
6. The egg may not be fried or boiled - it must be uncooked.



THE HUMAN FAX

INSTRUCTOR BRIEF

Purpose: To focus on the real purpose of communication, which is to create a sense of meaning.

Form: 2 groups: 1 group will make a copy of the other group's Lego® figure. This means that 1 of the groups will build/copy, while the other group needs to be able to communicate what their figure looks like.

Duration: 30 mins

Materials:

- 2 identical sets of Lego®, plus extra Lego® bricks for the building group.
- Group 1 is given a readymade and relatively simple figure (approx. 40 Lego® bricks).
- Group 2 will have an identical set of Lego® bricks, plus extra bricks to make the exercise slightly more difficult. Group 2 will also have paper/flip-over pad and crayons/felt-tip pens.



INSTRUCTIONS

The 2 groups are separated at the start and placed in 2 different locations – but not too far away from each other (approx. 10-30 metres). They should not be able to see each other's Lego® bricks, and ideally each group should have a doorway as a communication portal. If the communication portal is a door, the Human Fax can knock when s/he has a message. Alternatively, pick a visible location where it is not possible for the Human Fax to see the group's construction.

When the groups are in their separated positions, give these instructions:

“This task involves Group X building an exact copy of Group Y's Lego® construction within 20 minutes. Group Y will help by describing what its Lego® construction looks like. The groups are only allowed to communicate with each other by sending A HUMAN FAX and they may only send 1 Human Fax at a time. A Human Fax can deliver a verbal message, but the same Human Fax cannot accept a message from the other group. If the other group wants to comment or say something, it will also have to send a Human Fax. The message should be delivered verbally to the other group at its communication portal.”

It is important that the instructor tries to listen to what is being said at the communication portals, both to make sure that there is no cheating and to follow how the participants are communicating.

Observation points for the instructor:

- Do they create a common language, e.g., for the types of Lego® blocks?
- Are they in agreement about how to view the figure, e.g., from the front, north, south, etc.?

How can some of your observations be linked to our understanding of EASI Communication Style? E.g., communicating details versus overview?

VARIATIONS

ONLINE VERSION

- Not suitable for online training

THE GAP EXERCISE



INSTRUCTOR BRIEF

Purpose: To focus on how to analyse and understand the behaviour-motivation gap, to plan development initiatives based on the gap analysis.

Form: Individual reflection, then dialogue in pairs, followed by a group discussion, each person should have at least 10 minutes to work with their own gap analysis.

Duration: 20 – 40 mins

Materials:

- Motivational styles definition (in paper or on slide)
- Individual EASI report - Gap analysis
- Individual EASI report - Action Plan (to be completed during the exercise)

INSTRUCTIONS

Individually: Ask participants to take 2-3 minutes to reflect individually about the job they are currently doing. Focus on the last 2 – 3 months. Ask participants to think about diverse activities they are doing and ask them to answer 2 questions by giving examples of activities:

- I would like to do/have less of ...
- I would like to do/have more of ...

In pairs: Now ask the participants to into pairs and share the answers they have with their partner. And ask them to take their individual **gap analysis** and discuss in pairs in which way the gap refers to their answers (e.g., *I would like to have more of/less of ...*).

They can also discuss what the reasons are for the gap: *What has changed?* External factors (new tasks? New people?) or internal factors (Trying to be assertive/being ready to next step? Trying to adapt?).

In pairs: Now ask the participants to discuss 3 possible actions they can do for themselves to make things work better. Ask them to use **Action Plan** document from the report to write it down.

In group: Discuss the process and how they approach the exercise.

VARIATIONS

ONLINE VERSION

- Use breakout rooms for the discussion in pairs.

FEEDBACK - STRENGTHS AND PITFALLS

INSTRUCTOR BRIEF

Purpose: That each participant gets clear feedback about how others experience their strengths/pitfalls. This knowledge can be used for further development.

Form: Group exercise. At least 3 people per group.

Duration: 20 mins per group participant + 10 mins instruction and round-up. In other words, a group of 4 people: 4 x 20 mins + 10 mins = 1½ hours



Materials:

- 1 Participant instruction for each person.
- Each participant gets the same number of Strengths & Pitfalls Forms as there are participants in the group.
- You can use the “Core Quadrant” from the slides to facilitate the exercise.

INSTRUCTIONS

The participants are divided into groups and each group selects a person to be the first focus person.

The focus person sits with their back turned to the others and may not react in any way to what the others discuss; they are only allowed to listen.

The other group participants discuss the Strengths & Pitfalls Form for the focus person together and fill it in as they go. It is important that the participants make it clear to the focus person when they are referring to actual observations they have made during the course (these should be illustrated by specific examples) and when they are talking about hypotheses.

When they fill in the Strength & Pitfall Form, they do not have to start with Strengths. Just make sure they fill in the other 3 fields when they have identified a strength/pitfall/development action/provoker.

When the group has finished discussing the focus person and the S & P Form has been completed, the focus person can turn around and comment on what has been said by the others about them. (Total time for each focus person, incl. own comments = 20 mins).

The focus person can keep the S & P Form(s) the others have completed, as input in their own development process.

Round-up: There will be plenary session follow up to identify one's own Provoker – often this will be a person's type opposite, e.g., Implementer v. Supporter or Enthusiast v. Analyst.

Reflection on “Recognise your provoker” (see separate slide).

VARIATIONS

1. Where time allows, more than 1 form can be completed for each person to cover several different strengths and pitfalls.

ONLINE VERSION

- Not suitable for online training

PARTICIPANT INSTRUCTION

FEEDBACK - STRENGTHS AND PITFALLS

- Make sure to distinguish between:
 - **Actual observations** of the focus person (What? Where? When?)
 - **Hypotheses** about the focus person (Why do you think that?)
- **When you fill in the form:** Speak loudly so the focus person hears everything. The focus person should sit with their back turned and must not at any time say anything or express anything with their body language.
- When the group has completed the whole form, the focus person may turn round and tell the rest of the group how they feel and if they agree with them.



<u>When you give the focus person feedback:</u>	<u>When you receive feedback:</u>
<ul style="list-style-type: none"> • Be specific – Observations of behaviour. Alternative: Make it clear that it is a hypothesis. • Use 'I' sentences: Take responsibility for your feedback. Let the recipient know that it is your perspective – not necessarily everyone else's. • Realistic: Is it something that the focus person can actually change? • Relevant: Is your feedback relevant in this context? • Remember to acknowledge: There is always something positive you can bring up. • Show respect: Feedback is given for the recipient's sake. 	<ul style="list-style-type: none"> • Feedback is a gift that cannot be exchanged! • Say thank you...(someone has shown an interest in your development). • You can throw it away...(you can sort through what you get. Not everything will be constructive or useful). • You can ask for clarification in order to understand it (without being defensive or attempting to explain away). • Be open: You may not have intended others to perceive your behaviour in this way – but this is still the way people have perceived it! • Use it for future improvements – not to hold on to the past. • Take notes, as necessary.

HANDLING CONFLICTS

INSTRUCTOR BRIEF

Purpose: To train for handling conflicts in 2 parts:

1. Differences in Punctuation – to understand that we often punctuate differently during an event and therefore conflicts arise.
2. Understanding diversity of personalities – to understand how conflicts often keeps getting worse often because a difference in personality type.



Form: Group discussion: 2-5 people – preferable 3 persons. May take place in big rooms or in small rooms. You can choose to use both parts of the exercise or use only 1 of the parts. The process is mainly run by participants themselves using papers with questions.

Duration: 30 min. with *Differences in Punctuation* and 20 min. with *Differences in Personalities*.

Materials:

- 2 pieces of rope for each group.
- Print pages with questions – 1 page for each of the 2 parts in this exercise.

INSTRUCTIONS

2 minutes: think of a conflict situation you have had with another person.

Explain to the person(s) next to you what the conflict was about. Each group should choose 1 of the conflict scenarios to work with.

If you begin with *Differences in Punctuation* you as the instructor will have to show briefly how to lay out the rope on the floor to illustrate the emotional changes throughout the conflict scenario. Also describe how we punctuate a story and that we do it differently.

You will then explain to them that their “partner” will be given a card with questions that will guide you all through this exercise. You as a facilitator will also be observing and available.

Differences in Punctuation



Lay out the rope to show to show the difference you felt in your emotional state throughout the process (highly positive feelings to highly negative feelings)



What happened at those specific times where your mood changed the most?



Change to “Reflective Team”

The rest of the group will now become a reflecting team and think out loud, how they think the opponent might have a different punctuation for this story or emphasise different parts of the story. During or after this, the reflective team tries to show how the mood of the opponent hypothetically might have changed throughout the process using the second rope while they explain the reason for this. The person telling their story will have to listen without interrupting – preferable turning their back to the reflecting team.

Now turn back to the person in focus and ask following questions:

What was useful to you from the comments/discussion you have just heard?

Should the rope representing your opponents' emotional state be changed now?

How does the difference in punctuation and telling the story help you understand your opponents' reaction?

No one can be blamed alone for a conflict like this, but we can all try to take the responsibility for a similar situation not to occur - how do you think you will approach this person next time you have a similar situation?

Differences in Personality types



What first caused the conflict to start is rarely what keeps the conflict going. Often it is the differences of personalities that “feed” the conflict.

In general, how would you describe your opponent's behaviour?

In the conflict scenario described what is the biggest difference in behaviour between you and your opponent?

When comparing your opponents' primary behaviour with your pitfalls – how could you then understand how your opponents' behaviour could be a great learning opportunity for you, since that behaviour might actually be the behaviour you should focus on developing?

Recommended follow up

Differences in Punctuation: we often punctuate differently when we understand and describe a situation. As Paul Watzlawick explained: "*The nature of a relationship is dependent on the punctuation*"

of the partners' communication procedures." (Watzlawick , 1967¹). Example: I became upset since she left without telling me why...While the other person might punctuate differently e.g. I left her since I was upset of the way she was ignoring my earlier request... Often the difference in punctuation is the real source of conflicts and clearly illustrate why differences in perspectives clearly causes misunderstandings and poor communication and thereby set the scene for the conflict to get started.

Differences in Personality types: What first caused the conflict to start is rarely what keeps the conflict going. Often it is the differences of personalities that “feed” the conflict. The more different personality the opponent has the more likely it is that the persons in the conflicts will find it more difficult to solve.

VARIATIONS

1. Use the exercise as an actual conflict handling tool after a real conflict between 2 people. In this case each person gives their emotional “rope description” laying down ropes next to each other.
2. Only use 1 of the parts.
3. To be better prepared for handling different Personality types, this exercise can be followed up by the “Strengths and Pitfalls exercise”.

ONLINE VERSION

- Choose 1 of the conflict scenarios to work with.
- Ask each participant to take A4 white paper and a pen or a marker (“you will use to note your emotional changes throughout the conflict”)
- If you begin with Differences in Punctuation you as the instructor will have to show briefly how to use paper and pen to illustrate the emotional changes throughout the conflict scenario. Also describe how we may punctuate a story and that we do it differently (curves, milestones etc.).
- You will then explain to them that their “partner” will be given a card with questions that will guide you all through this exercise. You as a facilitator will also be observing and available.

¹ References: Watzlawick, P., Beavin-Bavelas, J., Jackson, D. 1967. *Some Tentative Axioms of Communication. In Pragmatics of Human Communication - A Study of Interactional Patterns, Pathologies and Paradoxes.* W. W. Norton, New York.

VISUALS

On the next pages, we have gathered all the visuals that can support your exercises or that is used for handouts. Please note that some of the visuals are used in a single exercise and some are used in several exercises.

TABLE OF CONTENTS:

- Axes of the 4 Quadrants
- Keywords
- Animal Pictures
- Cartoon Characters
- Portrait Characters
- Strengths & Pitfalls
- Strengths & Pitfalls Form
- Cards for Handwritten Feedback
- Development Cards
- What and How Cards



AXES OF THE FOUR QUADRANTS

Person



Task



AXES OF THE FOUR QUADRANTS

Control



Participate

KEYWORDS

Exuberant

Emotional

Outgoing

Influential

Like to experiment

Spontaneous

KEYWORDS

Deliberate

Systematic

Conscientious

Rational

Critical

Formal

KEYWORDS

Sensitive

Empathetic

Welcoming

Harmony-seeking

Patient

Seeking cohesion

KEYWORDS

Controlling

Result-orientated

Effective in decision-making

Pragmatic

Direct

ANIMAL PICTURES

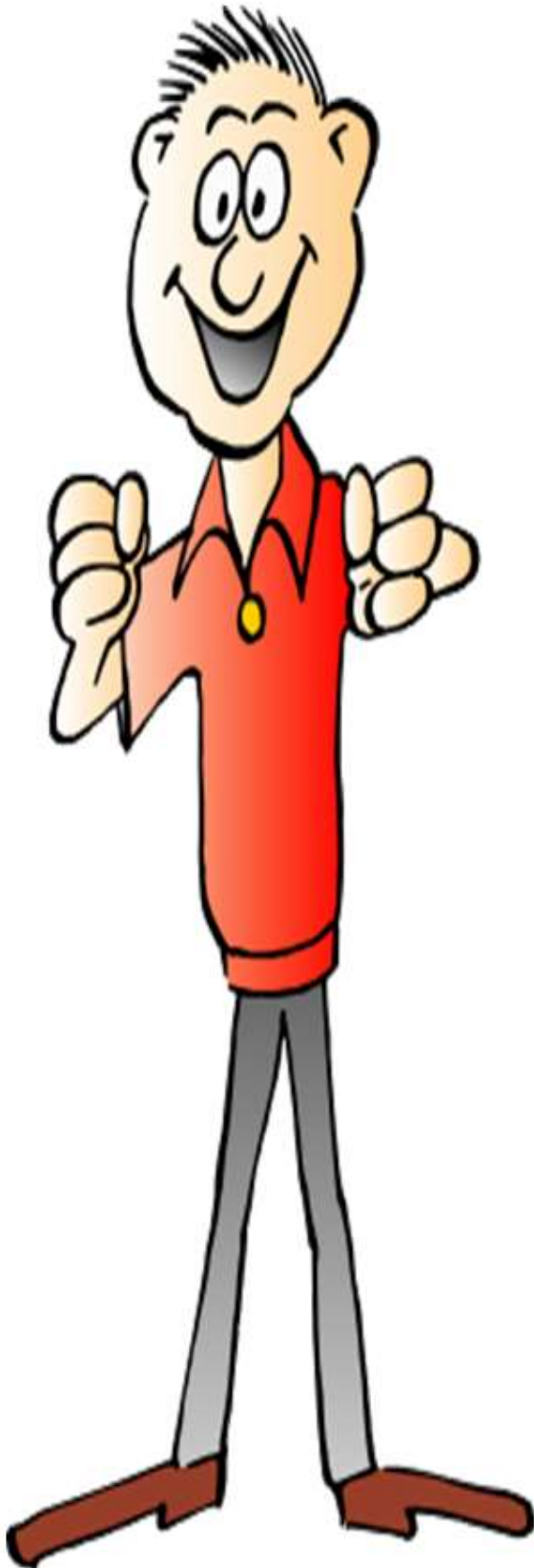


ANIMAL PICTURES





CARTOON CHARACTERS





CARTOON CHARACTERS



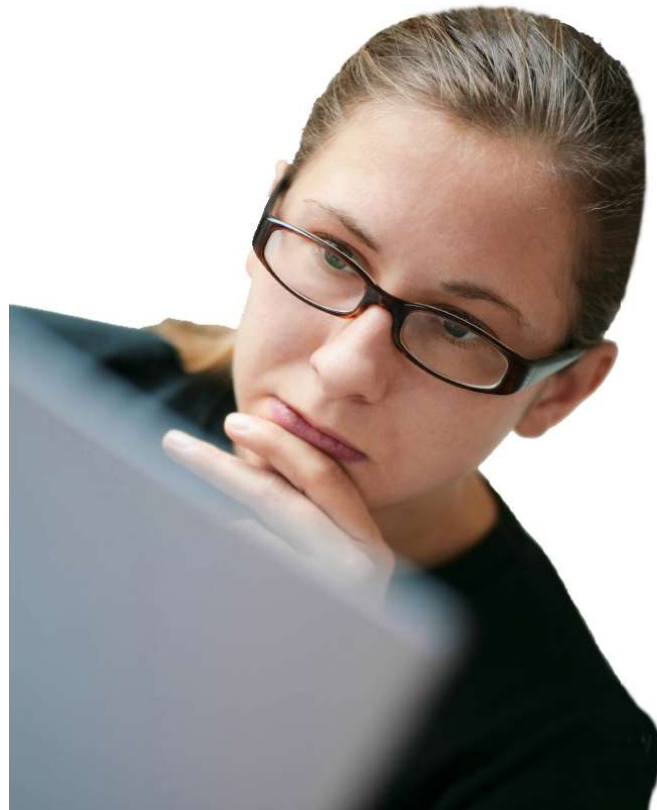


PORTRAIT CHARACTERS





PORTRAIT CHARACTERS



STRENGTHS & PITFALLS - IMPLEMENTER

<p>I STRENGTHS</p> <p>Like to get to the point in a matter-of-fact way, without fearing conflict.</p>	<p>I PITFALLS</p> <p>Appear reserved and cynical.</p>
<p>I STRENGTHS</p> <p>Decisive and energetic.</p>	<p>I PITFALLS</p> <p>Fail to make sure that everyone feels committed and involved in their decisions.</p>
<p>I STRENGTHS</p> <p>Convert theory into purposeful solutions and implement them.</p>	<p>I PITFALLS</p> <p>Become restless if they are not immediately able to see a specific purpose to things.</p>
<p>I STRENGTHS</p> <p>Like to work independently.</p>	<p>I PITFALLS</p> <p>Do not pay attention to what others are motivated to do.</p>
<p>I STRENGTHS</p> <p>Keep a clear focus on objectives, achievement, and efficiency.</p>	<p>I PITFALLS</p> <p>Make colleagues who try to live up to their ambitious expectations disheartened and unmotivated.</p>
<p>I STRENGTHS</p> <p>Rapidly gain control of new situations; and quickly start to organise and plan new tasks.</p>	<p>I PITFALLS</p> <p>Do not make sure that other people understand and accept proposals for solutions.</p>
<p>I STRENGTHS</p> <p>Good at delegating tasks of a routine or detailed nature – and following them up.</p>	<p>I PITFALLS</p> <p>Push impatiently to see results, even though the responsibility for task completion has been delegated to someone else.</p>
<p>I STRENGTHS</p> <p>Go to great lengths to win competitions.</p>	<p>I PITFALLS</p> <p>When competing with others they often replace the common agenda with their own agenda.</p>

STRENGTHS & PITFALLS - ENTHUSIAST

<p>E STRENGTHS</p> <p>Have their own unique impact on decisions and discussions.</p>	<p>E PITFALLS</p> <p>Impetuous and steamroll anyone in their path.</p>
<p>E STRENGTHS</p> <p>Infect everyone else with their enthusiasm.</p>	<p>E PITFALLS</p> <p>React emotionally to disappointments and criticism which has a negative effect on the mood of the team.</p>
<p>E STRENGTHS</p> <p>Good at talking to anyone.</p>	<p>E PITFALLS</p> <p>Superficial in their contact with others.</p>
<p>E STRENGTHS</p> <p>Very energetic.</p>	<p>E PITFALLS</p> <p>Become impatient and restless.</p>
<p>E STRENGTHS</p> <p>Make rapid decisions.</p>	<p>E PITFALLS</p> <p>Make decisions that are not fully substantiated by facts.</p>
<p>E STRENGTHS</p> <p>Are good at getting the big picture.</p>	<p>E PITFALLS</p> <p>Overlook important details.</p>
<p>E STRENGTHS</p> <p>Very curious and like to experiment.</p>	<p>E PITFALLS</p> <p>Fail to appreciate solutions that previously have been shown to work.</p>
<p>E STRENGTHS</p> <p>Easily navigate through chaotic situations that require improvisation or the adoption of new approaches.</p>	<p>E PITFALLS</p> <p>Lack a methodical approach to task completion.</p>



STRENGTHS & PITFALLS - ANALYST

A STRENGTHS	Perfectionist, ensure high-quality work.	A PITFALLS	Work slowly and push deadlines.
A STRENGTHS	Provide structure and method to their own and group work.	A PITFALLS	Experience great difficulty tolerating and dealing with chaos.
A STRENGTHS	Make rational and carefully considered decisions.	A PITFALLS	Indecisive and hesitant.
A STRENGTHS	Search for logical solutions to problems.	A PITFALLS	Have difficulty with dilemmas, political decisions or other problems which lack a clear-cut logic or objective truth.
A STRENGTHS	Evaluate and reality-check ideas and new initiatives.	A PITFALLS	Block the development of new ideas that they do not immediately consider to be realistic.
A STRENGTHS	Hard-working, persevering and very conscientious.	A PITFALLS	Not good at creating a relaxed social atmosphere, as they prefer to stay serious and formal.
A STRENGTHS	Use well-documented solutions and methods.	A PITFALLS	Seldom embrace change and consequently remain stuck in the past.

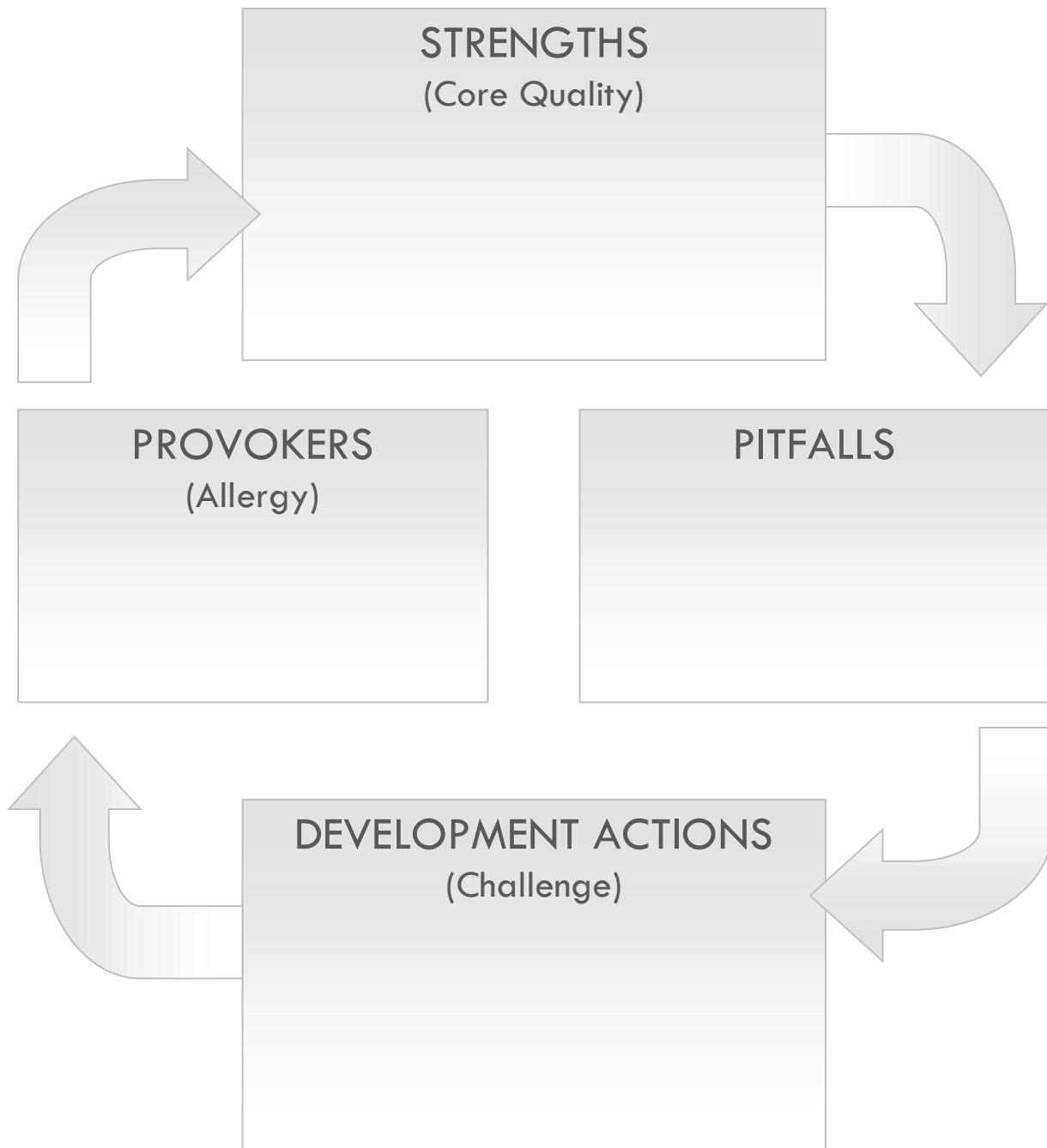


STRENGTHS & PITFALLS - SUPPORTER

<p>S STRENGTHS</p> <p>Friendly and pleasant.</p>	<p>PITFALLS</p> <p>Make an anonymous impression.</p>
<p>S STRENGTHS</p> <p>Help and support others and happy to sacrifice themselves for the sake of the group.</p>	<p>PITFALLS</p> <p>Forget their own needs in their eagerness to help others and end up overwhelmed.</p>
<p>S STRENGTHS</p> <p>Take everyone’s opinion into consideration and seek consensus.</p>	<p>PITFALLS</p> <p>Delay decisions because they want everyone to be in complete agreement.</p>
<p>S STRENGTHS</p> <p>Sensitive. Quickly sense other people’s thoughts, attitudes, and feelings.</p>	<p>PITFALLS</p> <p>Become inefficient as they are easily affected by other people’s bad moods, or by a negative atmosphere in the group.</p>
<p>S STRENGTHS</p> <p>Patient. Contribute to peace and reflection in the group.</p>	<p>PITFALLS</p> <p>Lose focus on the progress of task completion.</p>
<p>S STRENGTHS</p> <p>Make others feel that their opinions are heard, thereby making them feel important.</p>	<p>PITFALLS</p> <p>Withhold information if it is disagreeable to pass on.</p>
<p>S STRENGTHS</p> <p>Show their trust and faith in others, which brings out the best in them.</p>	<p>PITFALLS</p> <p>Appear naive in their faith in other people’s good and honest intentions.</p>

STRENGTHS & PITFALLS FORM

STRENGTHS & PITFALLS FOR: _____



CARDS FOR HANDWRITTEN FEEDBACK

Feedback given by:

I would like to give you feedback on:

Feedback given by:

I would like to give you feedback on:

Feedback given by:

I would like to give you feedback on:



DEVELOPMENT CARDS

In my future development I would like to focus more on this behaviour:

In my future development I would like to focus more on this behaviour:

In my future development I would like to focus more on this behaviour:

WHAT AND HOW CARDS

WHAT WE SAY

<p>Enthusiast</p> <ul style="list-style-type: none"> • Possibilities • Exuberance • News value • Excitement • Prestige • Overall view 	<p>Supporter</p> <ul style="list-style-type: none"> • Feelings • Values • Personal experience • Cohesion • Recognition • Empathy
<p>Implementer</p> <ul style="list-style-type: none"> • Results • Independence • Success • Efficiency • No-nonsense 	<p>Analyst</p> <ul style="list-style-type: none"> • Quality • Safety • Plan • Structure • Logic • Facts

HOW WE SAY IT

<p>Enthusiast</p> <ul style="list-style-type: none"> • Open • Acknowledging • Lively • Animated • Curious • Informal 	<p>Supporter</p> <ul style="list-style-type: none"> • Pleasant • Welcoming • Attentive • Patient • Accepting • Calm and present
<p>Implementer</p> <ul style="list-style-type: none"> • Involved • Focused • Shows self-confidence • Quick and exact • Direct • Persuasive 	<p>Analyst</p> <ul style="list-style-type: none"> • Low-key • Formal • Well-prepared • Interested • Calm