



EASI Toolkit



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The Number Puzzle

Instructor Briefing

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

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

Time: 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 are required.
- Tape or rope to “draw” grid.
- Small, non-obvious cards saying either “Stop saying anything!” or “Start talking, lead the group!”
- Whiteboard/blackboard/flipover/OH to show participants the solution they are working towards.
- Flip-over size chart with EASI types and keywords (see “EASI – The basic model” exercise).
- Little comment slips or sheets of paper for participant feedback to each other (see “Ideas for Feedback using cards”).

Instruction:

Make sure that everyone in the group can see each others’ 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 nine 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 hold on to your own card at all times. You cannot pass it to others.
- It is only possible to move to the empty square.
- Only one person can move at a time.
- There can only be one 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 a 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 one or more cards.

Follow-up:

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 not 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 this time?
- What did you notice about other persons in the group at this time?

Encourage and try to ensure that every one 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:

- Experiment with giving out “Speak up” cards to followers before giving out “shut up”.
- Try stopping the group in its tracks as they work and ask for comments on what is going on.
- 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 small cards which they give to each other without anyone else seeing them.
- 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.



I see, you see, we all see EASI

Instructor Briefing

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 one round.



Materials:

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

Instruction:

Divide into groups of 4-6 people.

With 4 people each of the four persons will be represent one of the EASI types.

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

Leave enough A4 prints of “How/What they say” out on the tables for everyone to be able to read them during the exercise. Each of the four sides of the table represents one of the four types. No matter who sits/stands at that side, they must act as that type. Four 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 one 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 one 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 types’ 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 criticize what others say, criticize their views/type but avoid criticizing or offending the person. Every minute or so I will give a signal for you to move one or two 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 summarize 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 to their own opinion on a given dilemma, but has to change their *behavior* to the new type/role they are in when they rotate i.e. consider how/what they 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 favor 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:

- 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.
- 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.



What they say

Enthusiast

- Possibilities
- Exuberance
- News value
- Excitement
- Prestige
- Overall view

Supporter

- Feelings
- Values
- Personal experience
- Cohesion
- Recognition
- Empathy

Implementer

- Results
- Independence
- Success
- Efficiency
- No-nonsense

Analyst

- Quality
- Safety
- Plan
- Structure
- Logic
- Facts

How they say it

Enthusiast

- Open
- Acknowledging
- Lively
- Animated
- Curious
- Informal

Supporter

- Pleasant
- Welcoming
- Attentive
- Patient
- Accepting
- Calm and present

Implementer

- Involved
- Focused
- Shows self-confidence
- Quick and exact
- Direct
- Persuasive

Analyst

- Low-key
- Formal
- Well-prepared
- Interested
- Calm



Mars Landing

Instructor Briefing

Purpose: Team exercise with a strong focus on the primary behavior 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.
- Paper with description of exercise



Instruction

Hand out the materials and tell the teams, that they have to 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 meters heights – 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:

- You can give one of the team players an “secret” role being an observer of the process. This to make sure, that observations will be done, even if process becomes very hectic.
- You can use the follow up exercise “The missing person” that is presented in the exercise: “Getting the story right”.



MARS LANDING

Participants instruction

Make a prototype of an 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.





Handling Conflicts

Instructor Briefing

Purpose: To train for handling conflicts in two 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 one 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.
- Pages with questions – one page for each of the two parts in this exercise.

Instruction

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 one 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.

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 , 1967). 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:

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

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.



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 emphasize 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 his/her story will have to listen without interrupting – preferable turn his/her 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 behavior?

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

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



Getting the Story Right

Instructor Briefing

Purpose: Team exercise with a strong focus on what behavior is *missing* in the team

Form: Group exercise with 2 groups working together. Groups should be separated physically.

Duration: 15 min. group discussion – 15-30 minutes Reflection on the “missing person”.



Materials:

- Participants instruction for each participant.
- Clay or paper to illustrate the persons from the story

Instruction

- 2 groups work together to tell the same story in front of you, the instructor, who will act like the Judge checking for coherence in the story they tell
- The two groups can communicate but only by sending one “communicator” at a time.
- Each group should make a clay model or a drawing illustrating the *real* guilty person.
- The groups have x minutes and will then meet in front of the judge and tell the story together presenting their individual drawings (and explaining them).
- The judge will be prying to find out any inconsistencies in the stories and drawings/models presented by the two groups.

Recommended follow up

This exercise should give room for all 4 EASI types to take an active role. A communicator outside and inside the team, a person keeping track of the soundness (facts) of the story, a person keeping focus on the overall goal and the tight deadline and a person to make it a positive process.

The missing person – a follow up exercise:

The team will find out that as a team they lack some behaviour to succeed even more. Ask them to make a drawing of a Person who could bring behaviour into the team which will make the team more successful. The Missing person should be described (and visualized) with all kinds of person data like gender, age, background etc where relevant and most importantly is to get some concrete and specific behaviours listed. These missing behaviours should preferably be related to one of the 4 types, and could be made as a Criteria for this team’s future Development.

Alternative possibilities:

- You can use the follow up exercise “The missing person” with other team exercises.



GETTING THE STORY RIGHT

Instructions for the accused parties

You have been imprisoned with a friend of yours. You are charged for possessing some stolen diamonds. You have been separated from your friend and are not supposed to talk with him. You have found a way to communicate by sending one of your cellmates to your friend's cell – but only one at a time.

You only have limited time before you will be brought to a judge who will decide whether you are guilty or not.



What story will you and your friend tell the Judge? Will you plead guilty or not? What happened from the start?

You and your friend should agree on who is the guilty person(s) and the guilty person(s) should be illustrated for the judge only using the material given to your team by your instructor.

Be well prepared...the judge will ask many factual questions!



YouTube

Instructor briefing

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

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

Materials:

Printed list of subjects to choose from (see next page) for each group.

One EASI “How they say” and one “What they say” grid printed on A4 for each “viewer” (see the exercise *I see you see we all see EASI*).

Separate locations (rooms): One for presenters to prepare and one for presenting to group and getting feedback.



Instruction:

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 (see next page). Tell them that they will be presenting “a one-minute live video on YouTube”. They should present whatever they find is most important about the subject in one minute. Let them prepare for a few minutes while you instruct the viewers.

NB: Try to avoid that presenters have had different levels of preparation. I.e. if a presenter is used to giving talks about management, try to have the person choose another subject, so you avoid presenters having different “levels of preparation” before they start.

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

With the presenters back together with the group tell everyone that while the presentation goes on you will indicate time in a “progress bar” (draw the bar somewhere visible to but not interfering with the presenter and group). Tell them that this serves two purposes: For the presenter to keep track of time and for everyone else to make a note of something specific they want to comment on.

Let the presenter present his/her 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 him/herself where they were at the given time.

Variations:

- Leave groups to themselves after instructing them in the method. This may encourage more openness in the feedback.
- 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 one person in the viewer group should have the target behavior of the presentation as their primary behavior style.
- 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 behavior 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 behavior.



For the presenter

Choose **one** of the subjects below for a 1-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.

- **Raising children**
- **The (un)importance of understanding mathematics.**
- **Communication at work**
- **Creativity at work**
- **Better management**
- **The best book/movie I ever read/watched**



Ideas for Feedback using Cards

Instructor Briefing

Purpose: Variations of giving constructive feedback after 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:

- Cards with Keywords for EASI behaviour
- Cards with Strengths and Pitfalls (can be laminated)
- Cards used for handwritten feedback
- Cards used to note “Important input for my development”

Instruction

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

Cards with Keywords for behavior:

Have several copies of the keywords spread out on the floor, table or something similar. Group 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 a help to clarify the perceived behavioral 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 something similar. Group 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 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 behavior 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 behavior I value the most about you.
- How I have seen you contribute to the team.
- What behavior 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 prioritize what s/he would particularly want to focus on in his/her future development. For this reason it is recommended to hand out 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 prioritizing 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 make sure it is implemented into actions.

Variations:

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



Cards with keywords

See Cards from the exercise “The Basic Model”. Can be printed in smaller sizes and laminated if recycled.

Cards with Strengths and Pitfalls

See separate file for this.

Slide with Strengths and Pitfalls

See separate file for this.



CARDS WITH 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:



“IMPORTANT INPUT FOR MY DEVELOPMENT”

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:



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



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



A	STRENGTHS	Perfectionists, ensuring 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.
S	STRENGTHS	Make rational and carefully considered decisions.	A	PITFALLS	Are 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	Are 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.



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



EASI – The Basic Model

Instructor Briefing

Purpose: Understanding the basic constructs in the EASI model

Form: All participants on the floor in one room.

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

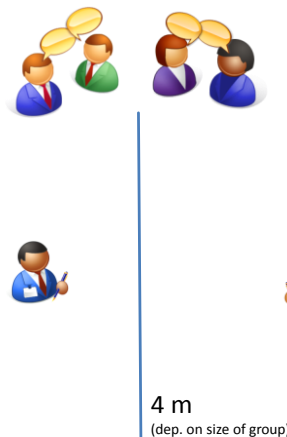
Materials:

Coloured tape to mark a 4 x 4 m cross on the floor (or larger with more than 8 participants).

Large (at least one A4 for each quadrant) print of the six keywords for each type. These are the words placed in the Behavioural Type graph in the report.

Instruction:

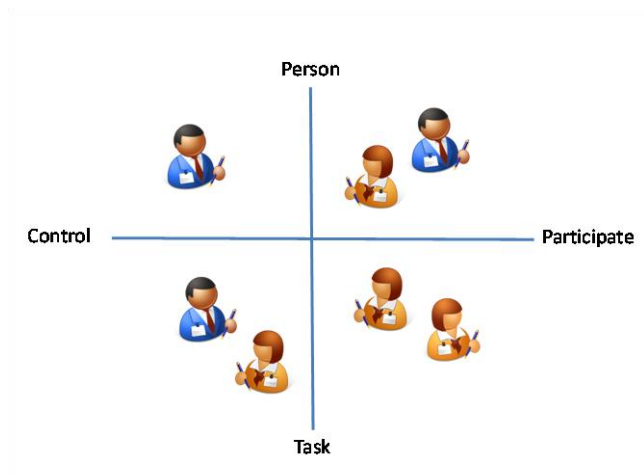
- 1) Make a 2-4 m tape line with plenty of space on each side for people to stand on. Explain that people on one side of the borderline are primarily focused on tasks (*what* is done), where as people on the other side are primarily focused on persons (*who* is doing it).



- 2) Ask a participant (a focus person) to place him/her self on one side of the borderline to indicate what s/he focuses mostly on in his/her daily work. Explain that s/he may distance him/her self more or less from the borderline to indicate how strongly s/he focuses on either tasks or feelings. Ask him/her to explain why s/he 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 back ground knowledge of each other): Ask everyone else in the group if they agree in how the focus person has placed him/her self. Have them 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 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 control (*make* things happen) over others where as people on the other side mostly participate (observe *what* is happening).
- 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 six adjectives in each quadrant in the behavior graph in the report) and ask everyone to place themselves in one of the four 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 is allowed to talk, and who has to listen.
- 9) Shortly summarize the strengths and weaknesses of the different quadrants in the model, and show the model on an overhead with the definitions on it.

Variations:

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 right quadrant.

Use the 4 animal pictures (parrot, beaver, dolphin polar bear) to symbolize/memorize 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.

Use the four cartoon men to symbolize/memorize the types.



Person



Task



Control



Participate



Exuberant

Emotional

Outgoing

Influential

Like to experiment

Spontaneous



Deliberate

Systematic

Conscientious

Rational

Critical

Formal



Sensitive

Empathetic

Welcoming

Harmony-seeking

Patient

Seeking cohesion



Controlling

Result-orientated

Effective in decision-making

Pragmatic

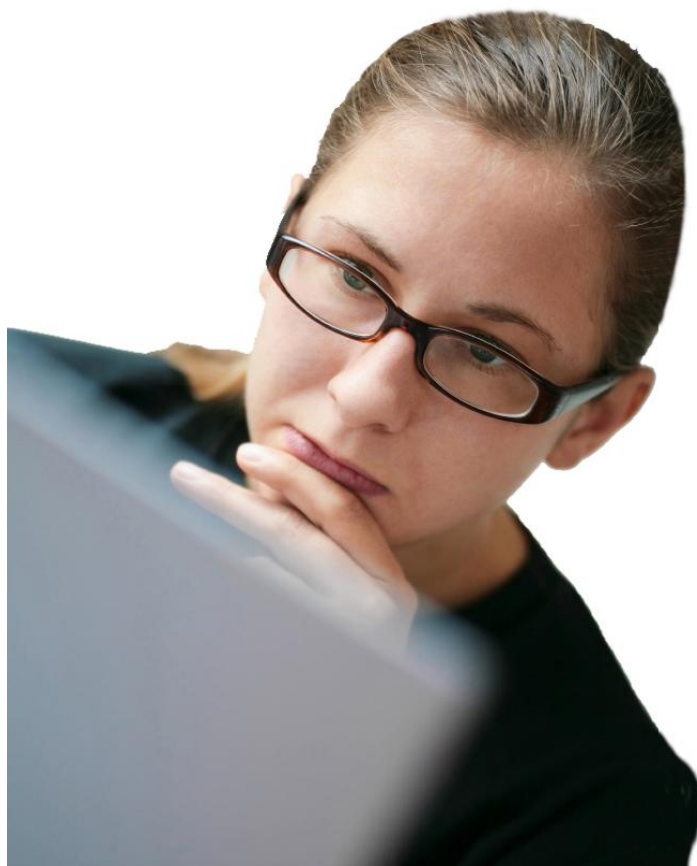
Direct

Impatient

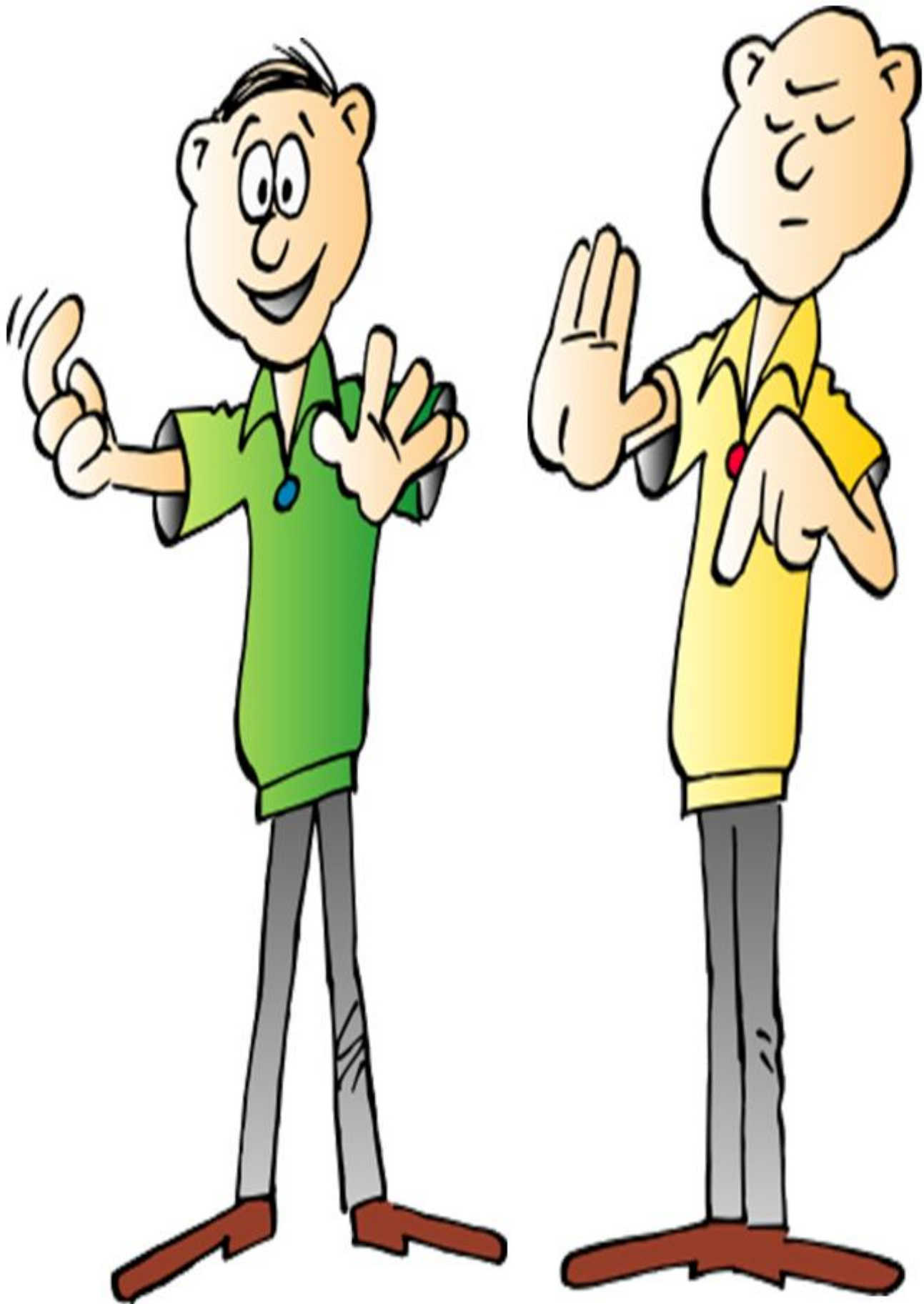














Strengths and Pitfalls

Instructor Briefing

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 and 1-3 Strengths & Pitfalls Form(s) per participant (total of 2 sheets).



Instruction:

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

The focus person sits with his/her back turned to the others and may not *react in any way to what the others discuss; s/he is 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 you fill in the S & P Form, you do not have to start with Strengths. Just make sure you fill in the other three fields when you have identified a strength/pitfall/development action/provokers.

When the group has finished discussing the focus person and the S & P Form has been completed, the focus person is allowed to turn round and comment on what has been said by the others about him/her. (Total time for each focus person, incl. own comments = 20 mins).

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

The focus person can keep the S & P Form(s) the others have completed, as input in his/her 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 overhead).



STRENGTHS AND PITFALLS

Participant briefing

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

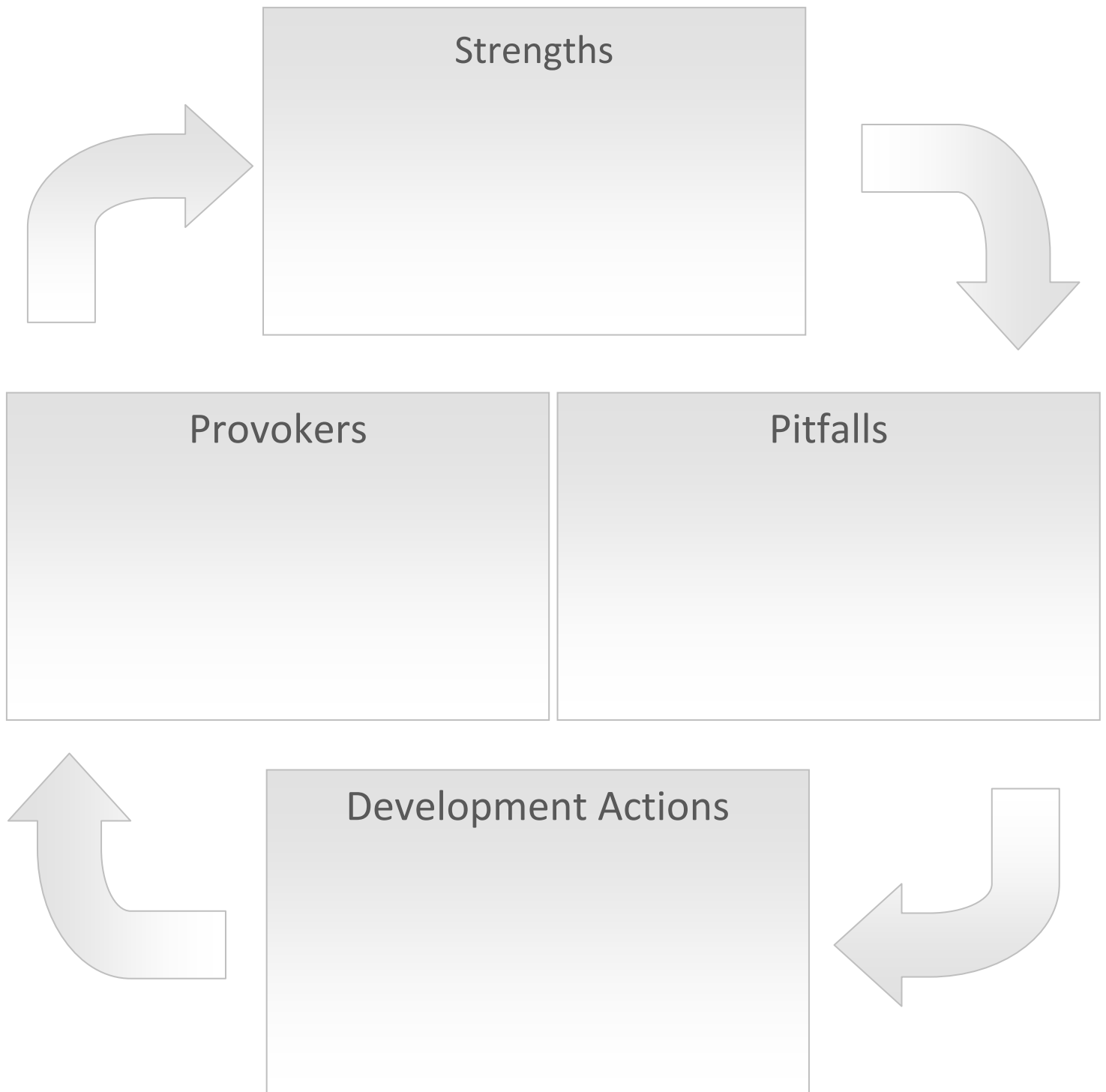


To give and receive feedback

<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 it is actually possible for the focus person to 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.



Strengths & Pitfalls for: _____





The Human Fax

Instructor Briefing

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

Form: 2 groups: one group will make a copy of the other group's Lego® figure. This means that one 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.

Instruction:

The two groups are separated at the start and placed in two different locations – but not too far away from each other (approx. 10-30 metres). They should not be able to see each others' 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 one 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?