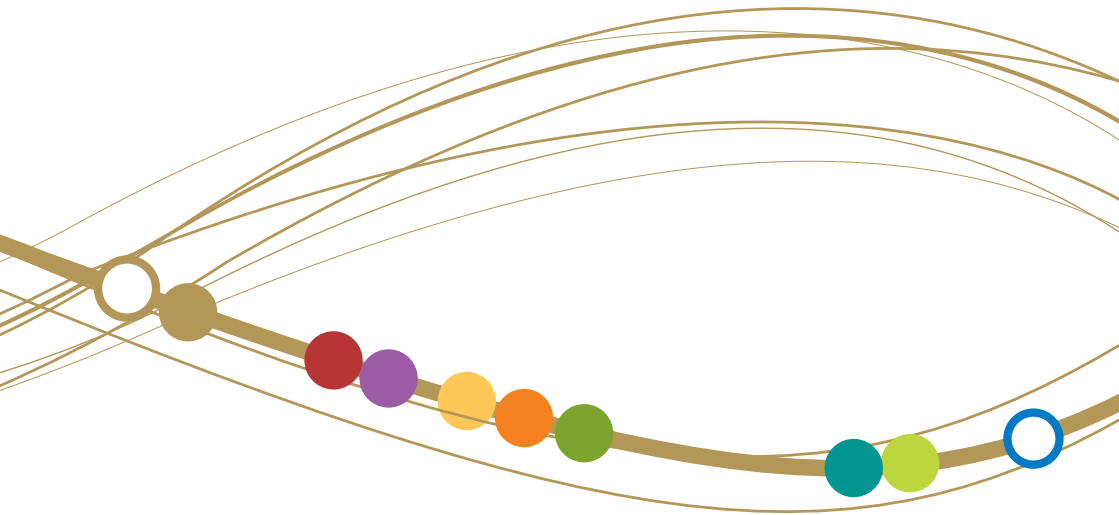




Discovery ^{Insights®}

Beginning the Journey ...



Facilitator's Notes

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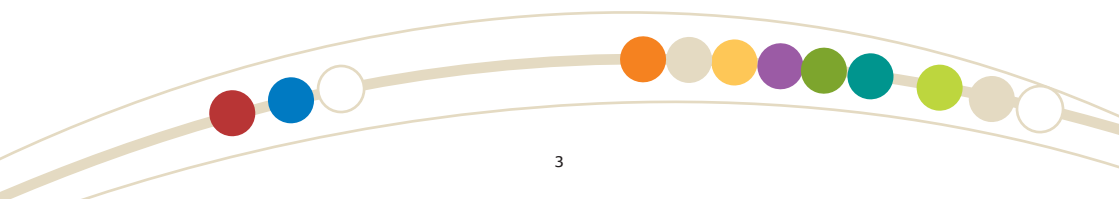
Introduction

This document details workshop outlines and exercises designed to work alongside the first in a series of introductory workbooks.

The first workbook is subtitled 'Beginning the Journey'. It is designed as a 'first step' for clients who are new to Discovery. The workbooks are not intended as a complete solution in themselves but to be a stepping stone on to further work with Insights.

Most of the concepts and exercises, especially in this first workbook, will already be familiar to you and are detailed in the Practitioner Guides issued on the Insights Discovery Accreditation. Rather than repeat the same information here, this Facilitator's Guide will only detail new material but will also indicate references to existing material where it is relevant to the content in the workbooks.

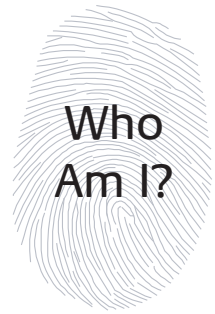
The workbook has a number of 'Golden Nuggets' in the form of gold coloured text or gold pages. These are the simple key points that contain the essence of the foundational principles.



Sample One Day Workshop Outline

Time	Session Content	IDA F&C Notes Ref	Workbook Page Ref	Detail	Time Estimate
09:00	Welcome and Introduction		3	Positioning Define Objectives	00:10
09:10	Who am I? Icebreaker		3	Delegates write down 20 times "I am ...". Then they introduce themselves to each other by stating – "I am ..." using a different answer with each person.	00:20
09:30	Ground Rules	FCN00 P20-21		Define what ground rules need to be agreed at the outset of the session.	00:05
09:35	Discovery Card Game	FCN00 P18-19		Delegates claim their personal qualities using the Discovery cards and share their unwanted cards with others.	00:25
10:00	Perception	FCN01 P13-41	6-11	Introduce the concept that we don't all see things the same way and, therefore, don't all respond to things in the same way. Use selected images and exercises.	00:25
10:25	Break				00:15
10:40	Introducing the Discovery Colour Energies	FCN01 P42-end	12-24	Introduce the colour energies and help delegates recognise their own preferences.	00:50
11:30	Jungian Preferences	FCN02 P10-52	25-31	Introduce each pair of preferences and delegates rate where they are in each. Introduce the link between Jungian preferences and colour energies.	01:00
12:30	Lunch				00:45
13:15	The Eight Insights Types	FCN04 P12-19	32-33	Demonstrate how to go from four colours to eight types. Delegates complete exercise to define which type they are.	00:15
13:30	Working with the Discovery Personal Profile		40-46	Review Overview (Ex on p41). Strengths and Weaknesses (Ex on p42). Wheel and graphs (Ex on p44/45).	01:30
15:00	Break				00:15
15:15	Recognising Type	FCN03 P7-51	34-39	Learn how to spot clues to the use of the four colour energies.	00:30
15:45	Adapting and Connecting	FCN09	38-39	Using the recognising type data and communication dos and don'ts, define how best to adapt and connect with the three people identified on p38-39 and/or those on the delegate's wheel on p46.	00:30
16:15	Further Development/ Action Planning		47-51	Review Suggestions for Development (p47). Define one goal and complete a G-WAVE.	00:20
16:35	Summary, Reflection and Closing Exercise		52	What have delegates learned about self and others and what is their key action going forward?	00:25
17:00	Close				

Exercise Guidelines



Objectives

To give the participants the opportunity to introduce themselves in many different ways.

Overview

The facilitator shows a slide with the question 'Who am I?' The participants answer the question (up to 20 times) and use their responses to introduce themselves to the group. After the introductions are completed, the participants are asked to then reflect on all the ways in which they used to introduce themselves.

Resources

Who am I? Worksheet or blank sheet of A4.

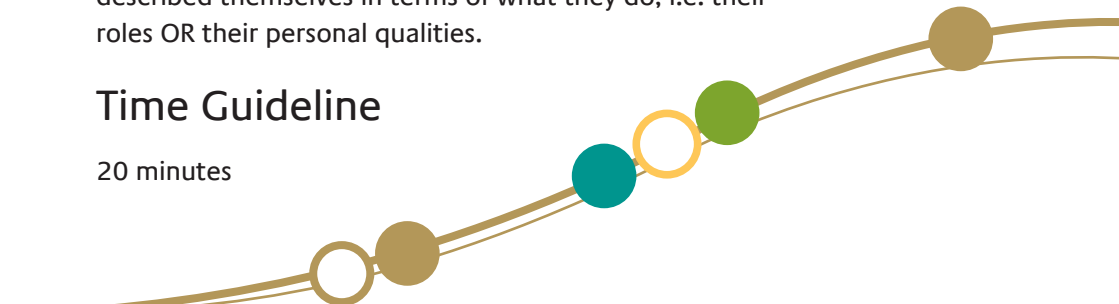
How to run this exercise

The facilitator shows a slide with the question 'Who am I?' The delegates write up to 20 responses, completing the sentence "I am ...". On completion, they are invited to circulate and introduce themselves to others in the group by referring to a different one of their answers with each person.

The delegates then reflect on the extent to which they described themselves in terms of what they do, i.e. their roles OR their personal qualities.

Time Guideline

20 minutes



Ladder of Perception

Objectives

To explore the psychological processes that occur between the perception of an event and the response to it.

Overview

Participants are introduced to the model of the ladder, which provides a framework for them to explore some of their psychological processes. They draw on personal examples to help define these processes in action.

Resources

- Workbook pages 8-11
- Facilitator and Coach Notes – Insights Discovery: The Key to Personal Effectiveness, pages 32/33
- Learning Guide – The Key to Personal Effectiveness

How to run this exercise

After sharing some of the core material on perception, introduce the ladder of perception and demonstrate the practical application using a personal example, walking up each rung of the ladder.

If the participants already have knowledge of the Jungian functions, show the links between some of the steps on the ladder and the Jungian functions:

- My perception of the data – SENSING
- Value judgements I made – FEELING
- Interpretations and meanings I gave – INTUITION
- Logical conclusions I drew – THINKING

If the participants are not yet familiar with this terminology, it may be helpful to demonstrate these links at a later point in the workshop.

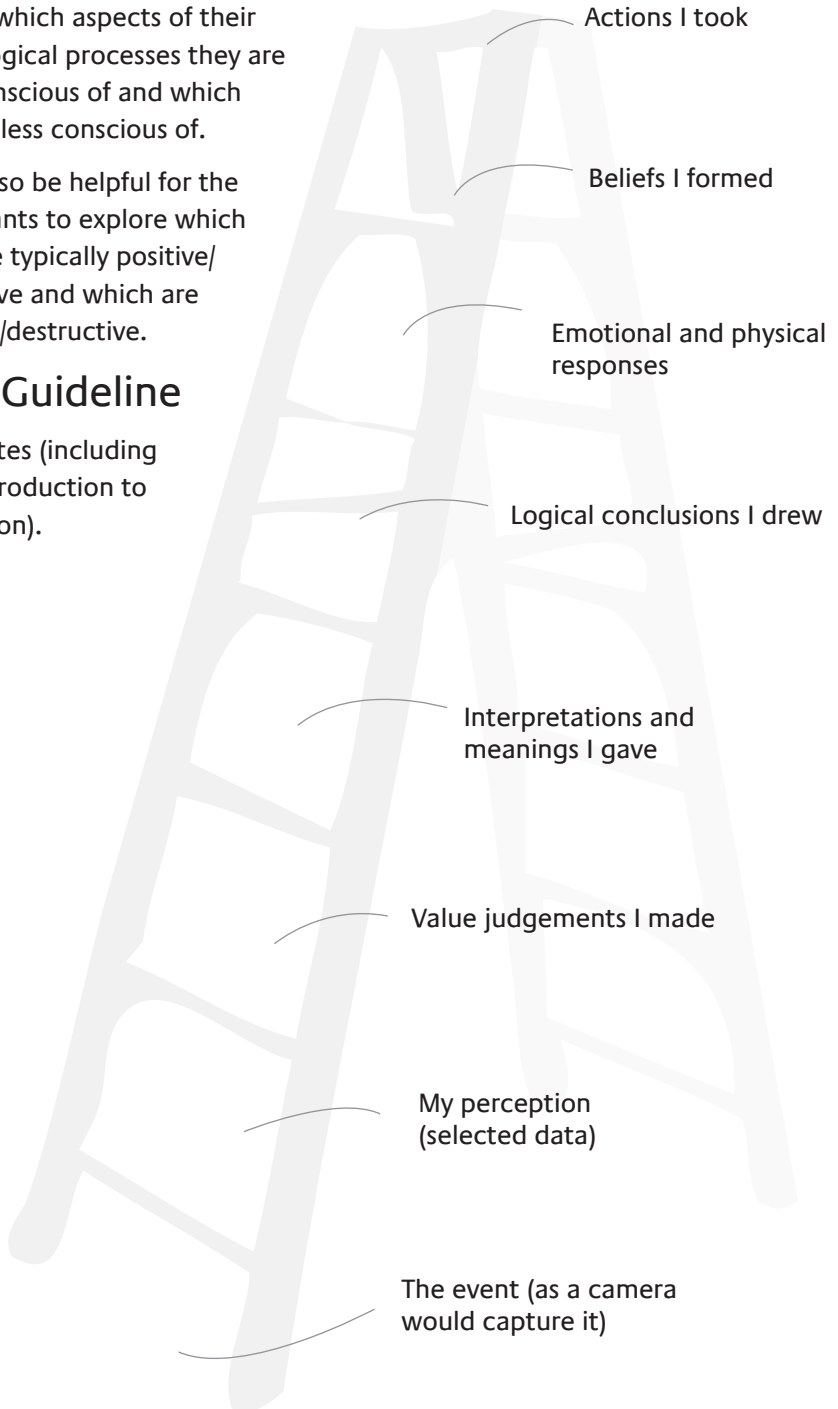
Working in pairs, ask the participants to discuss a personal example and write down the content of each of their steps on the worksheet on pages 10 and 11. Encourage them to consider which of the steps they found it easiest to answer and which they found most difficult. This can help them

identify which aspects of their psychological processes they are most conscious of and which they are less conscious of.

It may also be helpful for the participants to explore which steps are typically positive/supportive and which are negative/destructive.

Time Guideline

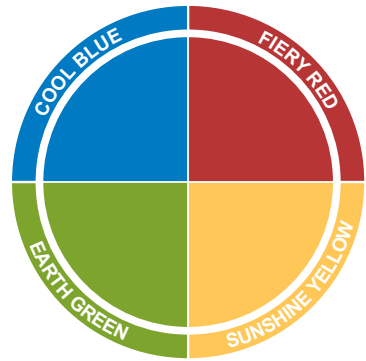
25 minutes (including short introduction to perception).



Introducing the Discovery Colour Energies

Objectives

To assist participants to become familiar with the colour energies and to explore how they use each colour energy.



Overview

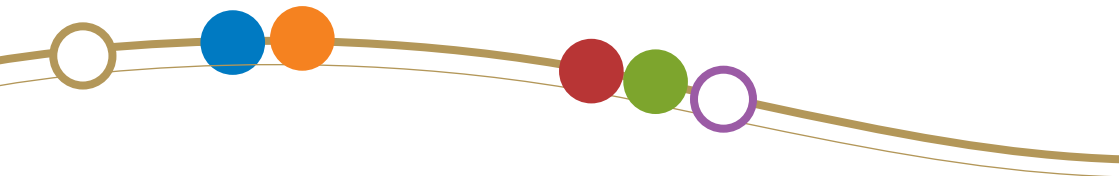
Participants begin by selecting words that they feel best describe them. They are then introduced to the colour energies and see the correlation between the words they selected and the colour energies. Finally, they explore how they use each of the colour energies.

Resources

- Workbook pages 12-24
- Facilitator and Coach Notes – Insights Discovery: The Key to Personal Effectiveness, pages 42-100
- Learning Guide – The Key to Personal Effectiveness

How to run this exercise

Ask participants to look at the list of words on page 12 of the workbook and circle the ones that they feel most accurately describe them. They then count up how many words of each colour they have circled and note the scores at the bottom of the page.



Option – They may also put a cross through the words that they feel definitely do not describe them and also count up the number of crosses in each colour.

On page 13, ask them to list any other characteristics that they would use to describe themselves.

Now introduce the colour energies and ask the participants to see if they can link the characteristics they wrote on page 13 with the colour energies. These can be recorded in the relevant quadrant on the graphic on page 14. Using this, plus their selected words from page 12, they should be able to rate their perceived use of the colours and record this on page 14.

The final part of this section, using pages 16-23, is to look at each colour energy in more detail and to assist participants to consider when they use each one. On completion of the worksheets, they can then work in pairs, discussing where and when they typically use each colour energy, which they find easy to use and which they find more difficult.

To conclude this section, it may be beneficial to review the summary table on page 24.

Time Guideline

50 minutes



Jungian Preferences

Objectives

To help participants become familiar with the Jungian preferences and to explore their use of the preferences.

Overview

The principles of the Jungian preferences are introduced and the participants begin to self-assess their use of the preferences. The link between the colour energies and the preferences is then demonstrated.

Resources

- Workbook pages 25-31
- Facilitator and Coach Notes – Jung’s Preferences: Pages 10-52
- Learning Guide – The Psychology of Self Understanding

How to run this exercise

Introduce the attitudes Introversion and Extraversion and ask the participants to self-assess their use of the preferences on page 26 of the workbook. You may also use the stepping exercise on p21-22 of the Facilitator and Coach notes on Jung’s Preferences.

Then introduce the Rational functions Thinking and Feeling. Again the participants self-assess on page 27 of the workbook and you may also want to add the stepping exercise on p37-38 of the Facilitator and Coach notes on Jung’s Preferences.

It is important to emphasise that our use of the preferences is on a continuum rather than being an either/or choice.

On completion of the preference scales on p26 and 27, ask the participants to rate overall where they would assess themselves for Introversion, Extraversion, Thinking and Feeling.

Option – These scores can be plotted on the small wheel in the centre of page 29 of the workbook.

Now show how these two pairs of preferences combine together to form the basic characteristics for the four colour energies (page 29).

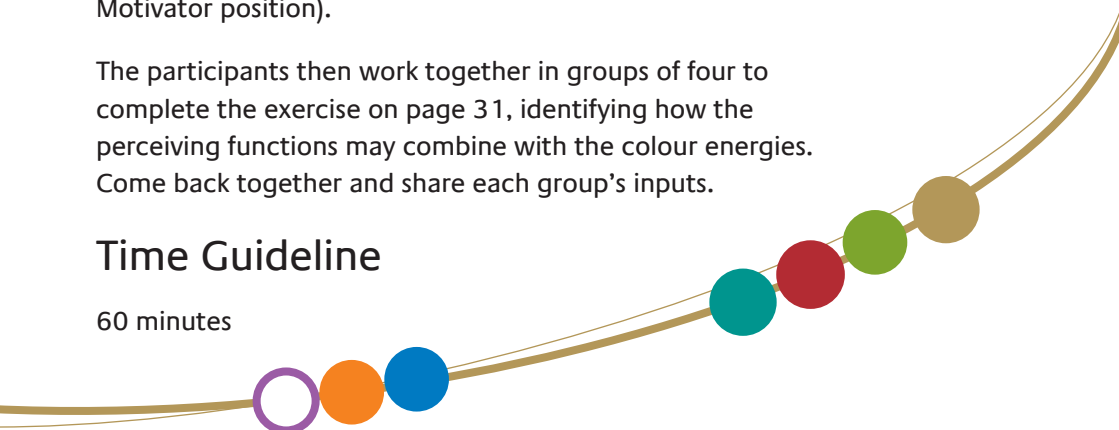
Finally, introduce the Perceiving Functions – Sensation and Intuition. Carry out the snowman exercise on page 47 of Facilitator and Coach notes on Jung’s Preferences (or equivalent) and repeat the self assessment process on page 30 of the workbook.

Explain that there is no absolute correlation of the perceiving functions with the colour energies but there is sufficient research data to suggest there is a much higher preference for introverted sensation on the left side of the Discovery wheel (in particular the Coordinator position) and a high preference of extraverted intuition on the right side (in particular the Motivator position).

The participants then work together in groups of four to complete the exercise on page 31, identifying how the perceiving functions may combine with the colour energies. Come back together and share each group’s inputs.

Time Guideline

60 minutes



The Eight Types

Objectives

To demonstrate the link from the four colour energies to the eight types.

Overview

The facilitator shows how the eight types are created and the participants assess which type they are. They then review the typical characteristics of each type.

Resources

- Workbook pages 32-33
- Facilitator and Coach Notes – Shaping Team Dynamics: How the Eight Types Interact
- Learning Guide – Shaping Team Dynamics: How the Eight Types Interact

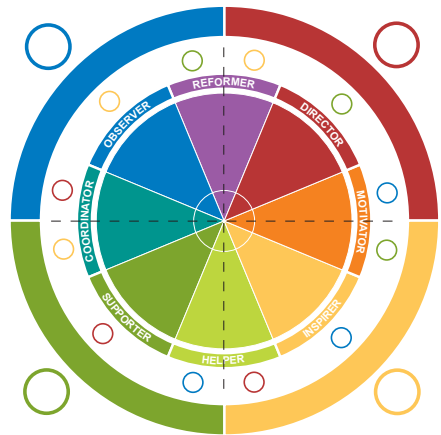
How to run this exercise

Show how the eight types can be determined when the highest and lowest colour energies are known.

Dominant Colour Energy	Lowest Colour Energy	Insights Type
Cool Blue	Earth Green	Reformer
Cool Blue	Sunshine Yellow	Observer
Cool Blue	Fiery Red	Coordinator
Earth Green	Sunshine Yellow	Coordinator
Earth Green	Fiery Red	Supporter
Earth Green	Cool Blue	Helper
Sunshine Yellow	Fiery Red	Helper
Sunshine Yellow	Cool Blue	Inspirer
Sunshine Yellow	Earth Green	Motivator
Fiery Red	Cool Blue	Motivator
Fiery Red	Earth Green	Director
Fiery Red	Sunshine Yellow	Reformer

Using the wheel on page 32, the participants put a tick in the circle that represents their dominant colour energy. Then, focusing on that colour quadrant, they then put a cross in the smaller circle that represents their lowest colour energy. This will then allow them to determine their type.

Review the characteristics of the eight types on page 33 and the participants have coaching conversations in pairs on the aspects in the table that refer to their type, e.g. Good Day/Bad Day behaviours, likes, goals and fears.



Time Guideline

15 minutes

Recognising Type

Objectives

To identify how typical behavioural patterns link to the colour energies.

Overview

The facilitator illustrates some typical patterns of verbal style, body language, interaction and working environment relating to the colour energies. The participants then complete practical exercises to identify certain individuals' likely colour preferences based on observations of their behaviours.

Resources

- Workbook pages 34-39
- Facilitator and Coach Notes – Recognising Type
- Learning Guide – Recognising Type

How to run this exercise

Introduce the section by expanding on the introduction and 'Golden Nugget' on pages 34 and 35.

Part 1 – Verbal Style (page 36). Introduce and discuss different aspects of verbal style. Ask participants to consider how they would rate themselves on the scales – Style, Tone, Pace and Volume. Once they have marked themselves on the four scales, they can 'join the dots' to form a footprint on the graph and write their name in it. They repeat the process with two or three other people they work with regularly and compare the styles.



Option – Discuss in coaching pairs what the impact is in working with people who have differences in verbal styles. If working in an intact team, this can be discussed as a group.

Part 2 – Body Language (page 37). Discuss as a group what different aspects of body language are most typical in each colour energy. Show different images or a video clip and ask participants, working in groups of three or four, to identify different aspects of body language and what colour energies they think are demonstrated. Different groups' perceptions can be compared.

Option – If working with a team, ask them to identify what aspects of body language team members notice in each other, which colour energy they think this is an example of and what impact this body language has on team dynamics.

Part 3 – Interaction and Working Environment (not in workbook). Refer to the slides that show the clues to the colour energies based on Interaction and Working Environment (see sections 1.6 and 1.7 in the Recognising Type Learning Guide).

Using these clues, along with Verbal Style and Body Language, ask participants to complete the exercise on pages 38 and 39, selecting three different people they know well and identifying what colour energies they see/don't see in each person.

Time Guideline

30 minutes



Adapting and Connecting

Objectives

To learn how to adapt your own behaviour to connect more effectively with others.

Overview

This exercise builds on from the previous one on recognising type. The participants consider three people they know well and, based on their observations, work to define what they need to do differently to adapt and connect more effectively with each one.

Resources

- Workbook pages 38-39
- Facilitator and Coach Notes – Adapting and Connecting
- Learning Guide – Adapting and Connecting

How to run this exercise

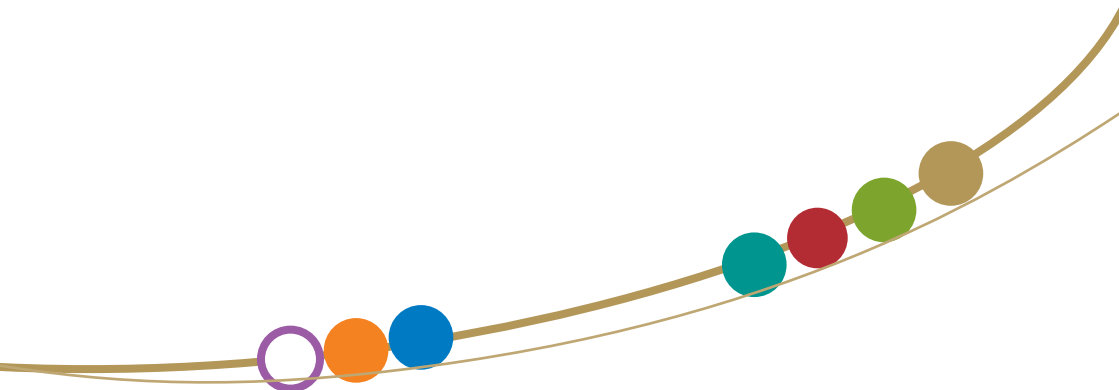
Ask participants to review the colour energy clues they spotted in the individuals on pages 38 and 39. Next to each snapshot, they write two lists – “like me” and “not like me”. In each list they identify what aspects of each person’s behaviours are similar to their own and which are very different. In conclusion they write another two lists – “Do more of” and “Do less of”, defining how they need to adapt their own style to connect more effectively with the other person.

Option – Role Play. Working in groups of three, one person acts as observer as the other two have an interaction. One of the two interacting (person A) is doing the adapting and connecting. They select one person from their pages and brief the other person (person B) on the selected individual’s typical style. They then role play a scenario and the observer looks out for evidence that person A is adapting and connecting to person B. They debrief and swap roles until each person has had a turn in each role.

Note – Adapting and Connecting is explored in more detail in both the Discovering Team Effectiveness and the Discovering Sales Effectiveness workbooks.

Time Guideline

30 minutes



Working with the Insights Discovery Personal Profile

Objectives

To develop deeper understanding through interacting with the statements in the Discovery Personal Profile.

Overview

There are six exercises detailed in the workbook, working with the following pages of the profile:

- Overview
- Key Strengths and Possible Weaknesses
- Effective Communication
- Colour Graphs and Wheel
- Suggestions for Development



Resources

- Workbook pages 40-47
- Facilitator and Coach Notes – Understanding the Insights Wheel
- Learning Guide – Understanding the Insights Wheel
- Learning Guide – The Insights Discovery Profile
- Practitioner Guide – Facilitating and Coaching with the Insights Discovery Personal Profile
- Practitioner Guide – Facilitating and Coaching with the Graphs

How to run these exercises

The exercises are self-explanatory, following the questions and structure on the worksheets. They can be a mixture of self-reflection exercises and one-to-one interaction. Any additional points are detailed in the paragraphs below:

1. Overview (p41).
2. Key Strengths and Possible Weaknesses (p42) – Additional question: What can you do to bring more of your strengths to the team and what can you do to develop your areas of weakness?
3. Effective Communication (p43) – Commit to sharing these with people you interact most regularly with, e.g. team members and family members.
4. Colour Graphs and Wheel (p44-46) – The wheel and graphs section on pages 44 and 45 should be done in pairs using peer coaching. When participants are filling out others' positions on page 46, ideally the other people they plot should be in the room so their position on the wheel can be easily obtained. If a participant wants to plot someone on the wheel and they do not have their wheel position from a profile, they can predict their type using the wheel exercise on page 32. When the positions have been identified, each person should then focus on one or two individuals and carry out an 'adapting and connecting' exercise, similar to that done on pages 38 and 39, identifying in what ways each person is like them/not like them and what they need to do/not do in interacting with each person.
5. Suggestions for Development (p47) – This section should ideally be completed towards the end of the day, just before the action planning, when the participants are beginning to formulate clear ideas about what they want to and need to work on.

Time Guideline

90 minutes

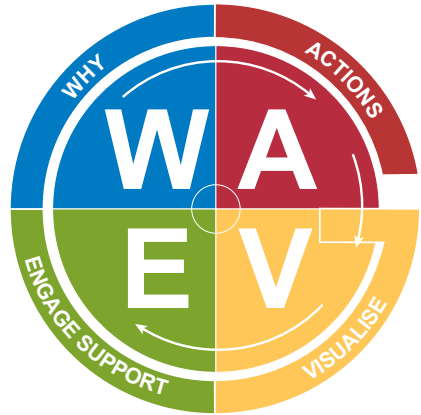
Action Planning

Objectives

To define next steps on the journey of self-discovery.

Overview

The participants reflect on what they have learned and consider what they most want to focus on to further their self development. They then complete a G-WAVE to identify exactly what their goal is and what they will do towards achieving it.



Resources

- Workbook pages 48-51
- Facilitator and Coach Notes – Insightful Goals (Section 1.8)
- Learning Guide – Insightful Goals (Section 1.8)

How to run this exercise

Ask participants to reflect on what they have learned and record this on page 48. They then define what they most want to work on and define a goal.

Share the G-WAVE process and ask participants to complete their own.

In open discussion, invite people to share their goals and commitments.

Suggest that they connect with one other person in the room to support them in their follow-through.

Suggest that they complete the reflection on page 52 about two weeks after the workshop, to consolidate their learning and their commitment to action.

If they are given the opportunity to schedule this in a diary/planner during the workshop, it is much more likely to be done!

Time Guideline

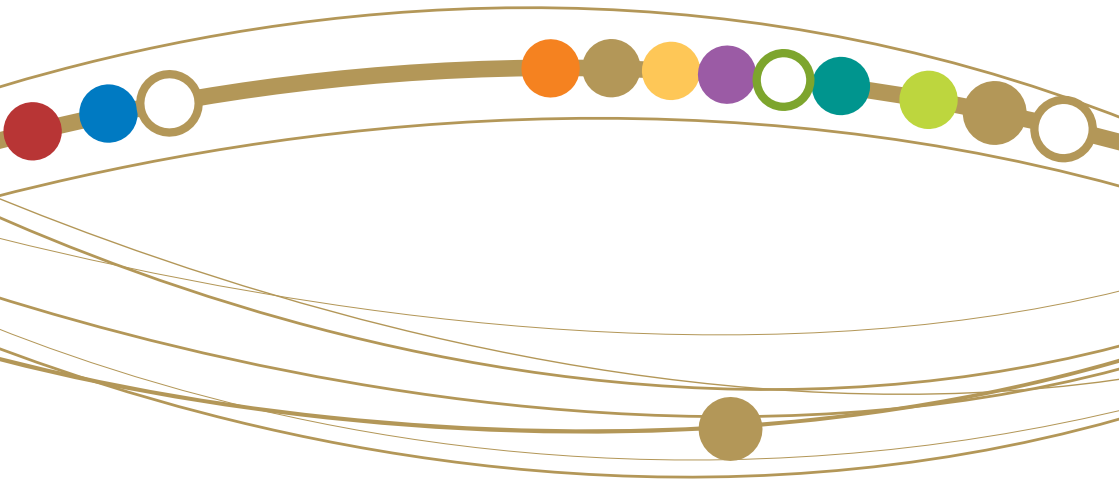
20 minutes

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