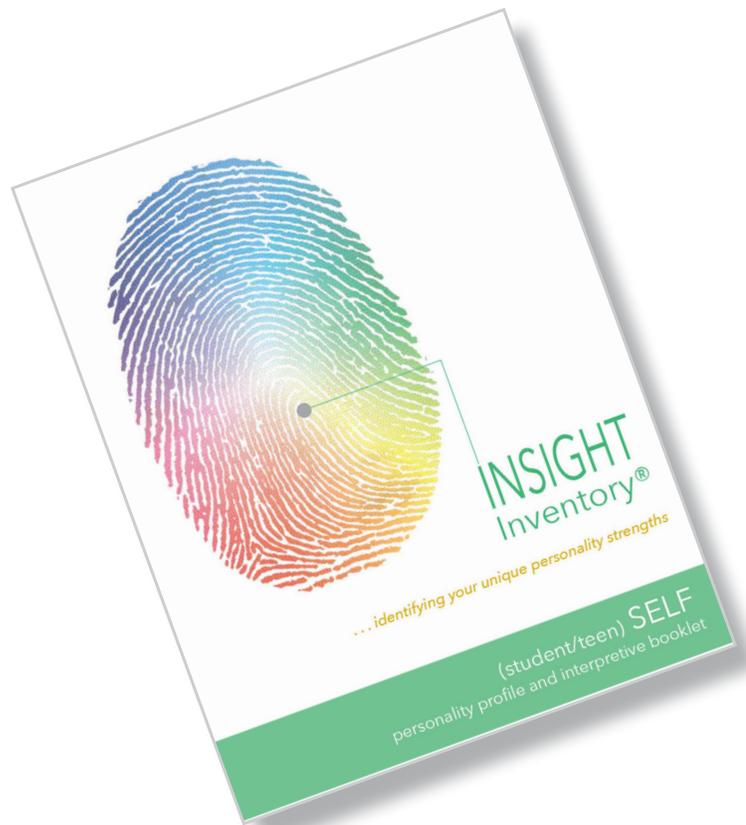


# INSIGHT Inventory

SELF (student/teen)

self personality profile and interpretive booklet

## Facilitator Guide



## Using this Condensed Facilitator Guide.

This Condensed Facilitator Guide describes how to present a session using the *INSIGHT Inventory SELF*. (paper self-scoring or online versions)

Use this Guide to:

- Define your objectives and plan out your session
- Select slides, video clips, and discussion activities to support the points you wish to emphasize.
- Match video clips to slides and content and create the length and pace your program.

## Get familiar with the training resources.

The online INSIGHT Facilitator Resource Center provides:

- Presentation and Facilitator Guides such as this one.
- Slides in both Microsoft PowerPoint® and PDF format which can be accessed and viewed 24/7 online or downloaded to your computer or tablet.
- Discussion Activities and Skill-Building Exercises that help participants apply the material to real life situations.
- Extra teaching aids, tools and resources for facilitators, i.e. name tags, wall charts, small group activities, etc.
- Technical Manual with the history of the development of the *INSIGHT Inventory*, theoretical basis, research data, and validity studies.
- Video clips using student actors and narrators. These provide ready made introductions to content, explain the various trait characteristics, and set up the discussion activities.

**NOTE:** The entire program can be presented using only the video clips. Many facilitators choose to use a combination of slides and videos and some prefer to use slides only.

## RESOURCES



Facilitator Resource Center



Slide presentation



Image for Video Clips

**Open the session.**

Welcome participants to the *INSIGHT Inventory* Program.

Create an introduction that captures the interest of the group.

Option 1: Start the session with real life examples of a problem, i.e. a story about a relationship that was strained or ended in conflict due to personality differences

Option 2: Engage interest by having students discuss a thought provoking question involving personality traits and their impact on communication, etc.

Example:

“Describe a recent conflict and identify how much was due to the issue and how much was due to personality differences.”

or

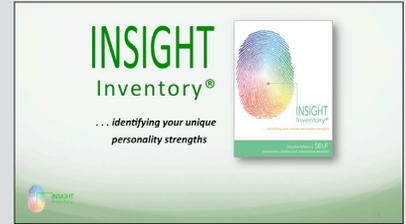
“What personality trait of yours creates a conflict with one of your parents?”

Option 3: Play the Introduction Video and then, ask questions similar to those listed or move directly to the next slides or video.

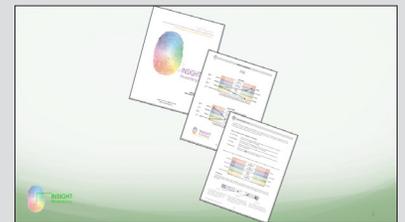
Describe what the *INSIGHT Inventory* program is and isn't.

If the participants are cautious about taking a personality assessment or perhaps anxious about the intent of the session then:

- Make the point that the *INSIGHT Inventory* assesses strengths and behavioral preferences, not weaknesses.
- Emphasize that this program is about improving self-understanding and communication, not about solving specific problems they might be having.
- Clarify that they will learn how to flex their styles to improve relationships and communication with others not change their personality.



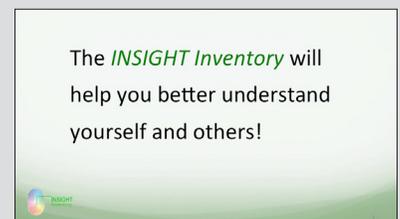
Slide #1



Slide #2



Introduction



Slide #3

## Describe the program.

### Review the objectives of the program.

Go over the objectives to give participants a clear direction of where the program is headed.

### Provide an overview of the program.

Discuss the sections:

- 1) Completing the *INSIGHT Inventory*
- 2) Learning about one's personality strengths
- 3) Understanding the different reactions to stress
- 4) Identifying strategies for using this information
  - flexing to communicate with people having opposite traits.
  - flexing to communicate with people having similar traits.

### Clarify how the *INSIGHT Inventory* helps people understand themselves and others.

- Explain that the *INSIGHT Inventory* provides two profiles based on behavior in different settings.
- Point out that behavior may change from one setting to another. They will not be "type cast" as always behaving a certain way.
- Emphasize that the *INSIGHT Inventory* focuses on positive descriptions and strengths, rather than negatives or weaknesses. Support material emphasizes "flexing" instead of trying to change underlying personality preferences.
- Note that the *INSIGHT Inventory* is research-based, statistically normed, and validated. It is not a simple survey or self-comparison instrument.

#### OBJECTIVES

- 1) Identify the strengths of your personality style.
- 2) See the best in others.
- 3) Learn how to "flex" your style to communicate more effectively with people having different styles.



Slide #4



About

#### ABOUT the INSIGHT Inventory

**Two profiles:** School Style and Personal Style  
— behavior may change from one setting to another

**Positive**  
—emphasizes strengths, positive psychology

**Research based**  
—your results are based on normative data, objective testing, and 30+ years of research

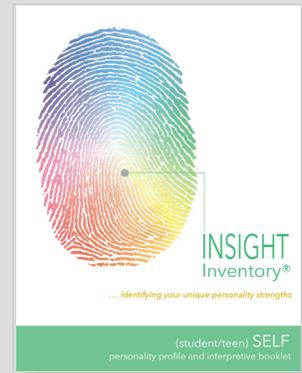


Slide #5

Select between two options, paper or online.

#### Using the self-scoring printed version.

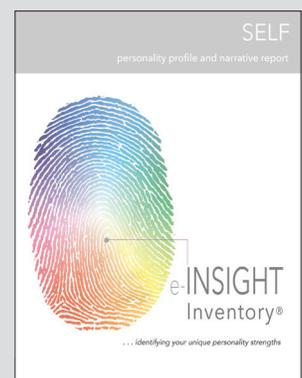
- If participants do not have internet access or it is desirable that everyone complete the *INSIGHT Inventory* at the same time, the paper self-scoring version and attached booklet is the best option.
- The self-scoring paper version eliminates the need for completing the online assessment.
- There are basically two parts to the printed *INSIGHT Inventory* booklet. Each booklet contains a carbonless self-scoring assessment. The second part of the booklet is an interpretative guide.



Paper Booklet

#### Using the online e-INSIGHT SELF Reports.

- The Online Self Report recommended for students is currently the same as the one used for businesses and organizations. It uses the terminology Work Style and Personal Style. When the online version is used, facilitators should tell student users to think of their style at school as their Work Style.
- The online Self Report focuses on strengths, trait overuse under stress, flexing strategies, and ways to improve their communication. It is very similar to the self-scoring paper version. Typically facilitators choose to use one or the other, not both.
- Facilitators may contact customer service at the Insight Institute, Inc. and arrange to have an account set up for their group(s). These can be prepaid, thus allowing users to immediately login, complete their assessments, and receive their reports.



Online Report

**Completing the self-scoring paper assessment.**

Instruct participants on how to complete the paper, self-scoring INSIGHT Inventory.

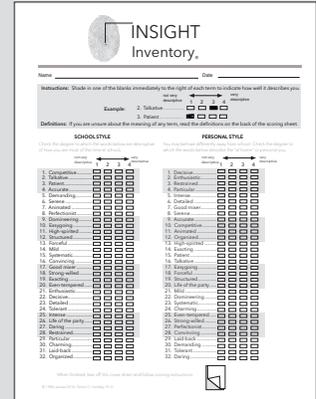
- Emphasize again that all the results are positive; therefore, users should go with their first response when checking the descriptive terms and not over think them.
- Remind them to press firmly when checking their responses so their marks show through on the scoring sheet of the two-part carbonless form. They may use either a pen or pencil.
- Encourage them to complete the School Style column first and then complete the second column, the Personal Style. When finished, ask them to move to the second sheet and follow the scoring instructions.

Explain how to score the carbonless form. (It is rare for students have any difficulty, usually they proceed on their own.)

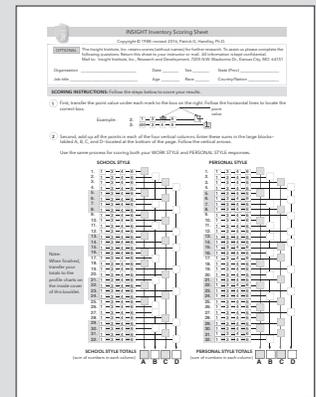
- Detailed instructions are provided on the scoring sheet. It can be helpful to demonstrate how to score a form by marking directly on a sample or slide image.
- Remind participants to be sure and use the numbers in the boxes on the scoring sheet. These are different—from statistical reasons—from the numbers on the first page.
- No score total can be less than 8 or more than 48. Ask participants to recompute if their scores fall outside this range.

Chart the results in the *INSIGHT Inventory* booklet.

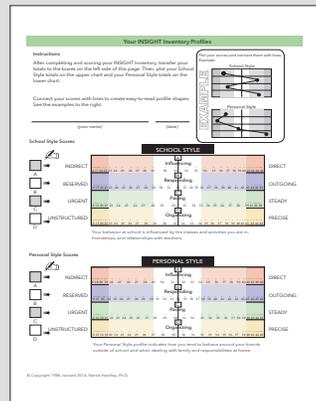
- If possible, display an example of a completed chart to give participants a vision of the end product. Otherwise, point out the small image in the upper right corner of the page.
- Encourage participants to make large solid points and draw heavy dark lines connecting the points so the profiles are easy to read.



Questionnaire



Scoring Sheet



Profile Charts

## Overview the traits and trait intensity.

### Give an overview of the four traits.

- Present a quick overview of the four traits. Emphasize only the general characteristics at this time.
- Explain that all people have these four traits. How they exhibit their preference on each trait is reflected by how far their score falls to the left or right of the center line.
- Build further interest by pointing out the two opposite preferences on each trait. These will be discussed in a few minutes.
- Note how the colors of the traits are different and can be tracked throughout the reports, slides, and booklets.

### Discuss how environmental pressures impact behavior.

- Explain that “personality style” is the combination of trait preferences and the interactions of these preferences with each other.
- Point out that the *INSIGHT Inventory* acknowledges that people may behave differently in various settings (environments) because of how they react to different pressures and expectations.
- Note that the *INSIGHT Inventory* identifies behavior in two general environments, School and Personal. There are also many smaller, more specific environments (church, sporting events, etc.) that might bring out other behavior.
- Emphasize again that the goal is to better understand general behavioral tendencies. It is important to avoid labeling oneself or others as always behaving a certain way.

#### THE 4 TRAITS

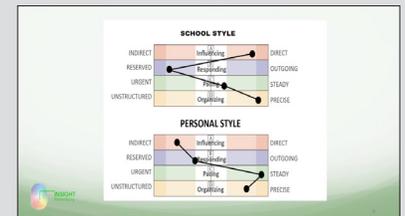
A: Influencing

B: Responding

C: Pacing

D: Organizing

Slide #6



Slide #7

## Explain trait Intensity

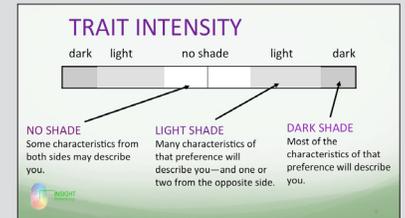
Clarify the purpose of the shaded areas on the charts.

- Explain that the shaded areas provide an easy way to identify how strong a preference is. A normative bell curve could be superimposed on top of each scale.
- Read each of the descriptions of the shaded areas and reassure participants that scores at any location are fine. There are no good or bad, pass or fail scores.

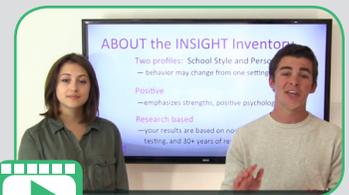
## Introduce the four trait descriptions.

Set up how the descriptions of opposite preferences will be covered.

- Ask participants to follow along in their booklet or self-report as you review the opposite characteristics on each of the four traits.
- Encourage participants to identify how well certain preferences describe them by checking or underlining any phrases they find particularly descriptive of them.
- Remind participants that the phrases describe the very extreme characteristics on each trait. It is unlikely that the descriptions will fit them perfectly.
- Collect stories and humorous material from your own life so you can make presenting this section personal and fun.

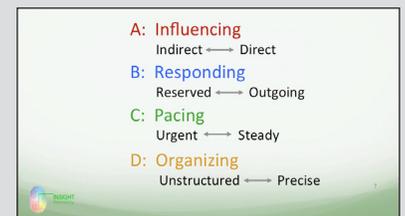


Slide #8



About

This video was referenced earlier but you may choose to play it at this time instead.



Slide #9

## Review the descriptions of Scale A: Influencing

### Provide an overview of Scale A

- Point out that all people have the ability to influence others and will tend to use either a Direct or Indirect approach. Emphasize that people using the Indirect style can be just as powerful and influential as people using the Direct style.
- Note that this scale provides an indication of how people assert themselves and “attempt” to influence others. It doesn’t mean they always succeed; it only describes their general tendency.
- Remind participants that given certain situations, pressures, or motivations, an Indirect person can be Direct and also, a Direct person can become Indirect. These aren’t mutually exclusive characteristics; they are on a continuum.

### Review the descriptions of Indirect and Direct extremes.

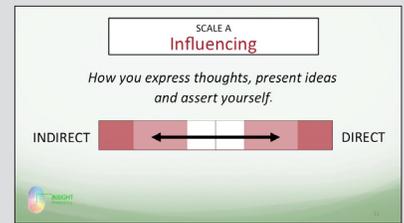
- Present the slide and move through the opposite preferences one at a time.
- Note how each description is closely paired with an opposite on the other side. Some facilitators move back and fourth on each description. This works well too.
- Add personal stories and examples or ask participants to share theirs. It’s often easiest to identify personal ones and then circle back and describe some that occur at school.

### Review the strengths of each preference.

Keep the session strengths based and always try to summarize with an emphasis on the strength of each opposite preference.

**INDIRECT:** creating harmony, minimizing conflict, negotiating peacefully, accommodating to buy time, willing to go second, pleasing others first, etc.

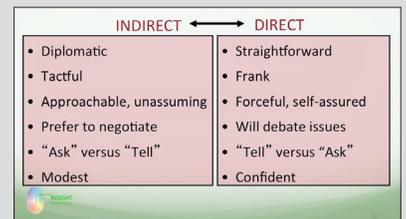
**DIRECT:** pushing for results, holding others accountable, driving action, holding firm, focusing on tasks not emotion, saying no, setting boundaries, etc.



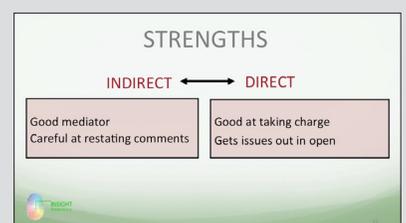
Slide #10



Scale A



Slide #11



Slide #12

**Review the descriptions of Scale B - Responding**

**Provide an overview of Scale B**

- Note that Scale B, Responding, measures the classic Reserved-Outgoing (introversion-extroversion) dimension found on many personality instruments.
- Remind participants not to interpret Reserved as meaning shy or insecure. Reserved people can be self-confident, self secure, and enjoy others. However, they tend to choose to remain quiet in groups and may not openly share feelings.
- Note also that most Outgoing people need some alone and quiet time. They just don't need as much alone time as Reserved individuals. Plus, Outgoing people often tend to recharge and get energized when around others.

**Review the descriptions of Reserved and Outgoing extremes.**

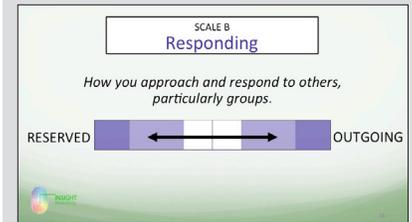
- Present the slide and move through the traits one extreme at a time.
- Go back and note how each description is closely paired with an opposite on the other side.
- Add personal stories and examples or ask participants to share theirs. It's often easiest to identify personal ones and then circle back and describe some that occur at school or youth leadership organizations.

**Review the strengths of each preference.**

Keep the session strengths based and include any of the additional phrases.

**RESERVED:** comfortable with silence without needing much attention or stimulation, non intrusive, willing to listen to others without need to talk much themselves, self-sufficient, etc.

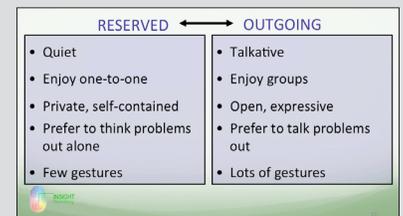
**OUTGOING:** attentive to others, noticing of other's emotional state, good at connecting and building relationships, energetic and enthusiastic about people issues, sixth sense about others, etc.



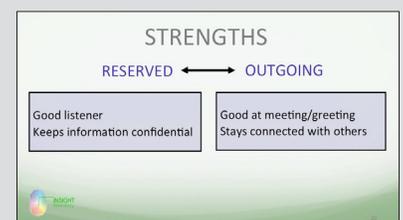
Slide #13



Video: Scale B



Slide #14



Slide #15

## Review the descriptions of Scale C - Pacing

### Provide an overview of Scale C.

- This scale, Pacing, provides an indication of one's style of making decisions and taking action: fast and quick vs. steady and deliberate.
- Point out that the quality of a decision, whether it is good or bad, relates to the decision-maker's knowledge and experience with the issue not the pace at which the decision was made.
- Emphasize that people with either the Steady or Urgent preference can make good decisions. However, the speed at which they make the decisions and the process they go through will be quite different.

### Review the descriptions of Urgent and Steady extremes.

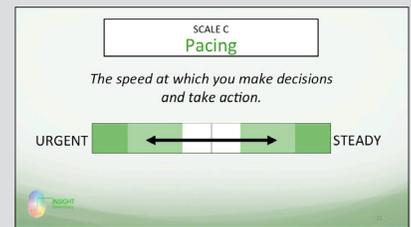
- Present the slide and move through the traits one extreme at a time.
- Go back and note how each description is closely paired with an opposite on the other side.
- Add personal stories and examples or ask participants to share theirs. It's often easiest to identify personal ones and then circle back and describe some that occur at school.

### Review the strengths of each preference.

Keep the session strengths based and include any of the additional phrases.

**URGENT:** puts energy to movement and change, willing to decide quickly and reassess results later, jumps in fast, brings variety and action to life, etc.

**STEADY:** puts energy towards stability, changes only after getting comfortable, establishes harmony and peacefulness, deliberates before deciding, brings security and consistency to life, etc.



Slide #16



Scale C



Slide #17



Slide #18

## Review the descriptions of Scale D - Organizing

### Provide an overview of Scale D.

- Point out that how a person Organizes the details in their lives is an important component of this scale but, the scale is actually broader in nature. It also involves the need for structure, time management, and order.
- Emphasize that both Unstructured and Precise individuals can produce high quality results requiring precision. However, they will go about the process of completing a task quite differently, i.e. files vs. piles.
- Note that Unstructured people's need for flexibility affects how they manage time. Time is approximate for them. On the other hand, Precise individuals tend to manage time by the clock. It's an exact science for them.
- Point out that most Unstructured individuals have one or two areas in their life that they order and keep meticulously perfect. Likewise, most Precise individuals have an area or two that they let get disorganized.

### Review the descriptions of Unstructured and Precise extremes.

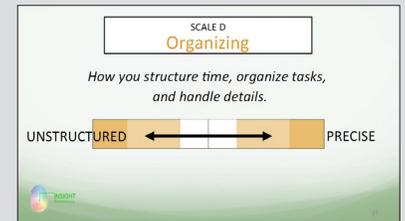
- Present the slide and move through the traits one extreme at a time.
- Go back and note how each description is closely paired with an opposite on the other side.
- Add personal stories and examples or ask participants to share theirs. It's often easiest to identify personal ones and then circle back and describe some that occur in the work setting.

### Review the strengths of each preference.

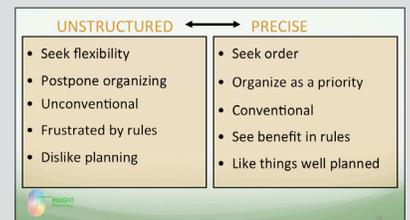
Keep the session strengths based and include any of the additional phrases.

**UNSTRUCTURED:** lives life in shades of gray rather than black and white, starts projects freely before organizing, sees creative ways around unneeded rules, etc.

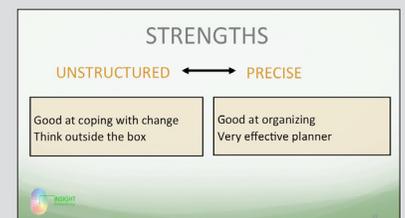
**PRECISE:** able to draw clear lines in what otherwise looks like gray zones, good at finishing projects and wrapping up details, finds rules that help them navigate systems in creative ways, "use rules rather than resists them," etc.



Slide #19



Slide #20



Slide #21

## Profiles and Trait Intensity

Explain what is meant by Trait Intensity.

- Discuss how people tend to be known by one or two of their most intense traits.
- Ask participants how they would view the person whose profile is presented in the slide. Then ask them to reflect on how people frequently use only the most intense traits when describing others.

## Results describe Traits not Values

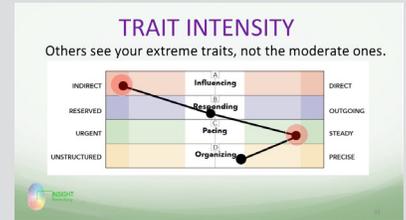
Explain what is meant by Trait Intensity.

- Help people understand that two people with the same profile may use their strengths for different purposes.
- The *INSIGHT Inventory* results describe how a person will act, talk, and behave. However, values predict how people use their strengths.

## Review the impact of environment.

Discuss how environment affects behavior.

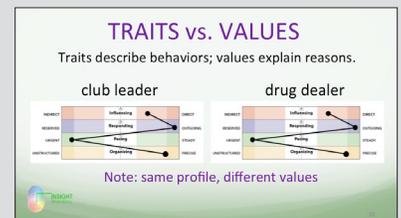
- Explain that many personality assessments try to predict behavior and believe that personality is fixed and unchangeable. The *INSIGHT Inventory* instead maintains that behavior is also influenced by the environment.
- Point out that the *INSIGHT Inventory* is based on field theory. The underlying premise is that behavior is the function of personality within an environment.
- Discuss the various types of environmental pressures, expectations, stresses, etc., that encourage or discourage certain behaviors.
- Ask participants to share examples of how certain environments cause them to change their behaviors. A great activity is to have them discuss this within breakout groups.



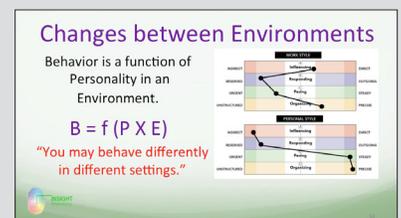
Slide #22



Trait Intensity



Slide #23



Slide #24

## Review the various reactions to stress.

### Explain typical reactions to stress.

- Stress throws people into atypical patterns of behaving. Usually, these exaggerated behaviors are attempts to cope, but they can strain relationships.
- Point out that people usually have one or two preferences they initially overuse when under stress.
- Core stress reactions—flight, fight, refuse, or freeze—play out differently in various personalities.
- Differences between personality traits show up more intensely when under stress.

### Describe how each preference may react differently.

- Use the Stress Reaction slide to help participants better understand how people may behave when under stress.
- Emphasize that people’s stress reactions show up when they, often unconsciously, believe that they won’t get what they need if they stay in their strength zone. For example, Steady people prefer to have time to think things over and consider all options before deciding. When pressured to decide quickly, they feel stressed and may delay deciding to regain time and control.
- Give participants an overview by discussing each of the overuse reactions.
- Encourage participants to share examples of: 1) what stresses them, 2) how this relates to one or more of their strongest preferences, and 3) how they tend to react.
- To go even deeper, ask participants to identify what teachers, friends, and family can do to help them alleviate their stress. Some will want action, others will ask to be left alone, etc. Planning ahead helps.

### STRESS

Stress causes people to overuse their strongest preferences!

Slide #25



Stress

### STRESS

FIGHT  
FLIGHT  
reFUSE  
FREEZE

Slide #26

### STRESS REACTIONS

INDIRECT	A	DIRECT
avoid, give in		argue, push back
RESERVED	B	OUTGOING
withdraw, don't talk		talk too much, oversell
URGENT	C	STEADY
get impatient/impulsive		delay too long, stall
UNSTRUCTURED	D	PRECISE
drop details, bend rules		rules, perfectionistic

Slide #27

INSIGHT Inventory – SELF (student/teen)

Discuss how traits can be counter productive under stress.

- It's important for participants to know how they react when under stress. It's also good to know how others react under stress. This helps students learn to not take other peoples' stress reactions personally.
- Help participants improve their skills at identifying when others are under stress (body language, tone of voice, etc) and how this impacts their own behavior.

Discuss Examples

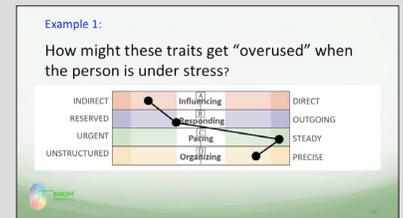
**Example 1:** This person will tend to become more Indirect and may cause him to avoid conflict, not speak up, or agree when he doesn't really support an idea. He is also very Steady and may postpone decisions and delay taking action when stressed. Since he is also Precise, stress may cause him to become rather compulsive or rule bound.

**Example 2:** Under stress, this individual may move from Direct and straight forward to autocratic and aggressive. She is Urgent and this may cause her to shift from a preference for fast action to impatience and reactivity. Her Unstructured preference on Scale D may cause her to break rules she would normally follow.

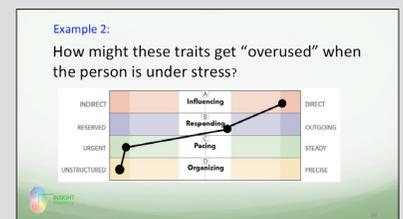
Introduce the concept of Triggers and Hot Buttons

Discuss the meaning of triggers and hot buttons.

- Triggers and hot buttons are intense and very quick reactions to certain behaviors in others. They cause people to move away from their strengths.
- People often get known for their triggers more than their strengths. This is because these triggers are emotional and "hot" and therefore much more memorable and impactful, even if not helpful.
- Don't let participants get hung up over semantics or wording. Hot buttons, triggers, or blowups are the same general things; they are flash reactions without pauses for thinking.



Slide #28



Slide #29

**TRIGGERS and HOT BUTTONS**

Triggers are behaviors, gestures, or comments that trigger an extreme reaction in you and cause you to **INSTANTLY** shift away from your strengths.

Slide #30

**VIDEO**

Triggers & Hot Buttons

**Help participants identify their triggers and hot buttons.**

- Note that a wide variety of behaviors may trigger an excessive reaction. This slide identifies many examples that people may relate to or find are in fact hot buttons of their own.
- Triggers often trace back to incidents in childhood and old patterns of interactions with parents, siblings, or school mates. When people identify their triggers they may want to describe how these developed. Encourage this but try not to go into too much depth, this is a process of awareness, not counseling.

**Discuss what it means to “Move Out of Strengths.”**

- All the characteristics and descriptions used by the *INSIGHT Inventory* are positive and strengths based. Shifting away from these and using ineffective behaviors is called “moving out of your strengths.”
- Emphasize that it’s important to not get known for your triggers. Others tend to remember when you overreact and may label you by these behaviors rather than your strengths.
- Ask for examples and encourage open discussions.

**Explore how the Change Cycle can help unravel triggers.**

- The well known cycle for making changes, Awareness, Understanding, and Action can work with triggers.
- In the Awareness phase, help participants identify their triggers, the behaviors that cause them to explode, leave, avoid, or overreact. Suggest making a list.
- Use the Understanding phase, to help discover where the trigger developed. Spotting the situation and rethinking their “old” reaction as a survival technique helps participants own the solution they developed earlier in life. Don’t over analyze; spot and move on.
- In the Action phase, identify new, desirable patterns and strategies for remembering to use them, i.e. avatars, music cues, catch phrases, etc.



Slide #31



Slide #32



Slide #33



Slide #34



Slide #35

## Introduce the concept of “Flexing.”

### Discuss the meaning of the term “flexing.”

- Point out that this program uses the term “flexing” to mean to temporarily change one’s style (or behavior) to communicate differently with various people.
- Note that some programs use the words “versatility,” “adaptiveness,” or “style shifting” to refer to a similar concept.
- Ask participants to discuss why it is challenging to “flex” even at those times they know it would be helpful. Anticipate responses such as, “It can be hard and thankless work,” “I want the other person to do it.” “I simply forget and focus on what I’m trying to say and don’t realize how I’m coming across.” etc.

### Identify strategies for flexing to communicate with Opposites.

- Note to participants that at one time or another they will probably have to communicate with someone who is opposite from them on one or more traits. They will need to be aware of the challenges.
- Ask participants to discuss the differences between the traits on HOW things are said as opposed to WHAT is actually said.
- Sometimes the Platinum Rule applies. “Do unto others as they would have you do unto them.”
- An excellent activity is to have participants break into small groups according to one of their strongest trait scores. Then ask these groups of like minded individuals to identify how they want others to communicate with them. In essence this is telling others how to flex for them. Then, ask groups to share their advice.

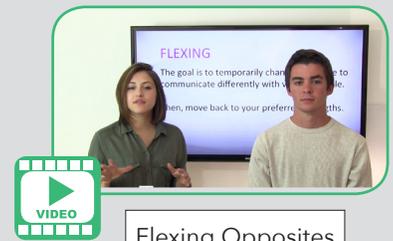
#### FLEXING

The goal is to temporarily change your style to communicate differently with various people.

Then, move back to your preferred strengths.



Slide #36



Flexing Opposites

#### FLEXING OPPOSITE STYLES

Misunderstandings and conflicts arise not over *what* is said, but *how* it is said.

Flex to communicate with others in the manner they are most receptive to.



Slide #37

### Discuss complementary vs. conflict issues with Opposites.

- The formula,  $(1 + 1 > 2)$  holds that when two people bring different strengths together their performance exceeds what two similar people might achieve.
- Point out that often people having opposite traits complement each other and bring energy and different perspectives to their work and personal relationships.
- The formula  $(1 + 1 < 1)$  suggests that when there is conflict because of different traits, individuals get less done than they would had they been working alone.
- Ask participants to review the example of Person A and Person B and comment on how they might complement or conflict.

### Identify strategies for flexing to communicate with people having Similar styles.

- Note that everyone will, at one time or another, need to “flex” to avoid communication problems that occur between two individuals with similar styles.
- Ask participants to share what issues they have seen arise between two people who are the same on a particular trait.
- Be sure to emphasize the positive also. Two like minded people can often relate well and work very productively together. They often do. Ask for examples.

### Practice identifying both supporting strengths and problems between two people with similar styles.

- Ask participants to predict how Person C and D will work well together; emphasize strengths.
- Next, ask participants to discuss what conflicts may emerge over time when values or priorities differ.

Opposite traits can **complement**.  
Opposite traits may **conflict**.

Person A: Reserved, Unstructured, Unsettled, Precise  
Person B: Outgoing, Structured, Settled, Precise

Slide #38

### Flexing with Similar Styles

Similar styles usually get along great initially;  
**they walk and talk alike.**

Problems arise when they both overuse the same  
traits and draw out each other's **weaknesses.**

Slide #39

Flexing Similar

### FLEXING OPPOSITE STYLES

Misunderstandings and conflicts arise not  
over **what** is said, but **how** it is said.

Flex to communicate with others in the  
manner they are most receptive to.

Slide #40

**Additional practice identifying both supporting strengths and problems between two people with similar styles.**

- Ask participants to predict how Person C and D will work well together. These two profiles are almost the exact opposite of those presented in the previous slide.
- Then, ask participants to discuss what conflicts may emerge over time when values or priorities differ.
- If time is short, have some observations of your own thought out and present them quickly.

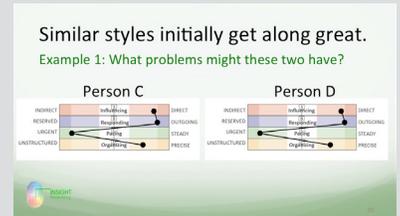
**Personalizing flexing concepts.**

**Communicating Strategies, Example 1**

- Ask participants to identify what communication behaviors might be most effective with the person in Example 1.
- Next, ask participants to look at their own Work Style profile and imagine they are needing to suggest a change in policy and procedure to the person portrayed in Example 1. Ask them to identify what traits they personally might need to flex to best communicate with this person.

**Communicating Strategies, Example 2**

- Repeat this activity with a different profile. Example 2.
- Ask participants to identify what communication behaviors might be most effective with the person whose profile is depicted in Example 2.
- Next, ask them to identify what traits they personally might need to flex to best communicate with this person.



Slide #41



Slide #42



Slide #43

## Chart the profiles of teachers, family, and friends.

Explain the purpose of creating a group profile chart.

- Introduce how the group chart enables teams to quickly visualize personality similarities and differences among team members.
- Draw each person’s profile and go around the room and ask each person to:
  - Identify each person’s strengths
  - Discuss how they could communicate better
- Note that for many individuals this is the first time they have heard others point out their best qualities and hear ideas on how they can better communicate.

## Create an action plan

Guide participants through a summary of key points.

- Ask participants to identify and then share a key take away or “insight” they gained from the program.
- Encourage participants to list a new behavior they plan to take action on, i.e., a plan they have for communicating better with friends or family.
- Ask them to share. This can create a strong summary.

## Create a memorable ending.

Closing by capturing the students’ attention.

- Identify a poem, song, music video, or slide image that helps you end on a strong, positive note.
- One option is to identify key values (leadership, seeing the best in others, believing in yourself, etc.) and create slides and show these perhaps with music or messages that build the connection between the program objectives and practicing these values.

**Plot the profiles of friends or a team.**

Discuss:

- 1) Each person’s strengths
- 2) Ways to communicate better

Slide #44

**VIDEO**

Closing

**Action Plan**

- 1) Identify key “insights” you gained.
- 2) List actions you plan to take to improve communication and teamwork.

Slide #45

**End**

Slide #45