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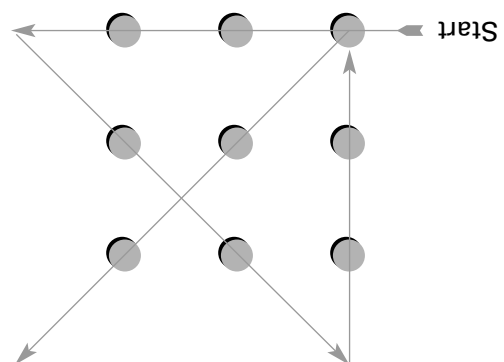
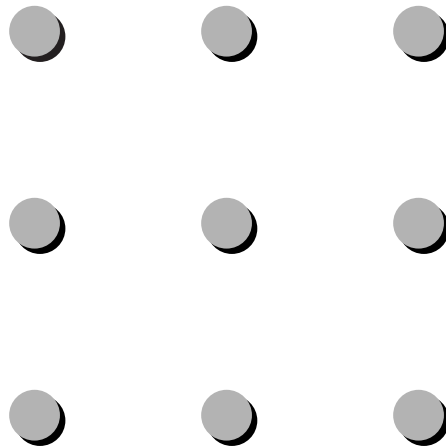
**Training Instrument 11-3**

**Nine Dots**

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**Instructions:** Cover the lower half of this page with a sheet of paper. Connect the nine dots below without lifting your pen or pencil from the page. Then remove the cover sheet and turn the page upside down to check your solution against the puzzle's answer.

**Practicing Flexibility: Adopting new ways of seeing and thinking**



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**Answer to Nine Dots**

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**Training Instrument 11-4**

**Practicing Flexibility: A Test of Your Creative Thinking Skills**

**Instructions:** Answer the following questions.

1. Do they have a Fourth of July in England?
2. How many birthdays does the average man have?
3. Some months have 31 days; how many have 28?
4. How many outs are there in an inning?
5. Is it legal for a man in California to marry his widow's sister?
6. Divide 30 by  $\frac{1}{2}$  and add 10. What is the answer?
7. If there are three apples and you take away two, how many do you have?
8. A doctor gives you three pills telling you to take one every half hour. How many minutes would the pills last?
9. A farmer has 17 sheep, and all but 9 die. How many are left?
10. How many animals of each sex did Moses take on the ark?
11. A clerk in the butcher shop is 5' 10" tall. What does he weigh?
12. How many two-cent stamps are there in a dozen?

*Answers appear on next page*

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**Training Instrument 11–4, continued**

**Answers to the Test of Your Creative Thinking Skills**

1. Yes, it comes after the third of July!
2. Just one—the day he is born.
3. Twelve, all of them have at least 28 days
4. Six! Three per side!
5. No—if he has a widow, he's dead!
6. Seventy (30 divided by .5 equals 60!)
7. Two. You took them, remember?
8. Sixty. Start with the first pill, 30 minutes later take the second, then 30 minutes after that take the third.
9. Nine. If 8 out of 17 die, all but 9 die, eh?
10. Zero. Moses didn't have an ark, Noah did!
11. Meat—a butcher weighs meat!
12. Twelve. There are 12 two-cent stamps in a dozen!

**Scoring**

<i>Number correct:</i>	<b>12</b>	Creative Genius
	<b>10–11</b>	Above Normal Creativity
	<b>7–9</b>	Normal
	<b>4–6</b>	You must need a cup of coffee.
	<b>1–3</b>	That must have been some party last night!
	<b>0</b>	Is there any next of kin you would like us to notify?

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**Training Instrument 11-7****Blending of Styles**

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**Instructions:** This chart is a worksheet for thinking through how different (or similar) styles blend. In the Work Relationship column, choose Good, Fair, or Poor. Next fill in the strengths and limitations of the relationship in the next two columns. Finally, suggest how the people could adapt to improve their relationship. For example, remember that a strong D behavior focuses on tasks and speed whereas a strong S behavior focuses on people and diligence. That relationship is poor because the approach they take in working with others or is problem solving—each one's behavioral preference—is opposite on both dimensions.

BLENDING OF STYLES	WORK RELATIONSHIP (GOOD/FAIR/POOR)	STRENGTHS OF THIS RELATIONSHIP	LIMITATIONS OF THIS RELATIONSHIP	ADAPTATIONS REQUIRED FOR OPTIMAL SUCCESS
D and D				
D and I				
D and S				
D and C				
I and I				
I and S				
I and C				
S and S				
S and C				
C and C				

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**Training Instrument 11-8****Walk a Mile in My Shoes . . .**

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**Scenario 1**

Budget time—every year your company is asked to budget for the next fiscal year. The budget process starts in the summer and concludes in early fall with a comprehensive strategic plan and budget presentation to Corporate. To prepare for the budget presentation, each of the functions must present goals, priorities, staffing needs, and budget requests.

Every year it seems that we submit our department's budget and the corporate office gives us back a dollar amount less than what we asked for. We then have to live with that number and figure out how to either increase our revenue or reduce our spending. It always seems to result in conflicts between functions on who gets to spend what and which initiatives or staffing plans get cut.

**Given your selected STYLE and VALUE:**

1. Share your reactions to this process with your peer.
2. Discuss a way to work within this inevitable budgeting process.

**Scenario 2**

Budgetary constraints have led to a reduction in the number of contractors retained for this year. However, the number of services offered by your department has stayed the same. All staff, therefore, have been given an increased work load. Some complaints have been lodged by staff who feel they are doing work beyond what they are able to handle.

Chris, a staff member who has been employed there for several years, was overheard telling a customer that the quality he was able to offer them was being traded for a few extra dollars of profit.

**Choose one of you to be "Chris" and the other "Chris's Manager." Share your reactions to the situation:**

1. Role-play an exchange between Chris and the Manager.
  2. Debrief how your styles and your values blended or conflicted.
  3. How could each of you adapt to improve this communication?
  4. What would change about this interaction if you switched roles?
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**Training Instrument 11-10****Performance Review**

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**Instructions:** Answer the questions below by placing a checkmark in the appropriate box.

	NO	YES
◆ Did you discuss each goal or objective established for this employee?	<input type="checkbox"/>	<input type="checkbox"/>
◆ Are you and the employee clear on the areas of agreement? Disagreement?	<input type="checkbox"/>	<input type="checkbox"/>
◆ Did you and the employee cover all positive skills, traits, accomplishments, areas of growth, etc.? Did you reinforce the employee's accomplishments?	<input type="checkbox"/>	<input type="checkbox"/>
◆ Did you give the employee a sense of what you thought of his or her potential or ability?	<input type="checkbox"/>	<input type="checkbox"/>
◆ Are you both clear on areas where improvement is required? Expected? Demanded? Desired?	<input type="checkbox"/>	<input type="checkbox"/>
◆ What training or development recommendations did you agree on?	<input type="checkbox"/>	<input type="checkbox"/>
◆ Did you indicate consequences for noncompliance, if appropriate?	<input type="checkbox"/>	<input type="checkbox"/>
◆ Did you set good objectives for the next appraisal period?	<input type="checkbox"/>	<input type="checkbox"/>
Objective?	<input type="checkbox"/>	<input type="checkbox"/>
Specific?	<input type="checkbox"/>	<input type="checkbox"/>
Measurable?	<input type="checkbox"/>	<input type="checkbox"/>
◆ Standard to be used for evaluation?	<input type="checkbox"/>	<input type="checkbox"/>
Timeframe?	<input type="checkbox"/>	<input type="checkbox"/>
◆ Did you set a time for the next evaluation?	<input type="checkbox"/>	<input type="checkbox"/>
◆ Did you confirm what your part would be? Did the employee confirm his or her part?	<input type="checkbox"/>	<input type="checkbox"/>
◆ Did you thank the employee for his or her efforts?	<input type="checkbox"/>	<input type="checkbox"/>

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**Training Instrument 11-11**

**Journaling: Coaching**

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**Instructions:** Use the space below to complete or respond to the statements.

- ◆ I am an effective coach when I practice this personal strength I currently have:

- ◆ I would like to grow my coaching ability by working on:

- ◆ Here are two people I would like to coach more effectively:

- ◆ Here are ways I can leverage my strengths to help these two people meet their personal and business goals:
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**Training Instrument 11-13**

**Change Versus Transition**

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**Instructions:** Draw a circle around those words/phrases that are a part of change, and draw a box around those that are part of transition.

EXTERNAL

SITUATION

PROCESS

INTERNAL

IDENTITY

ADAPTATION

DECISION

DISRUPTION

STATE OF MIND

CIRCUMSTANCE

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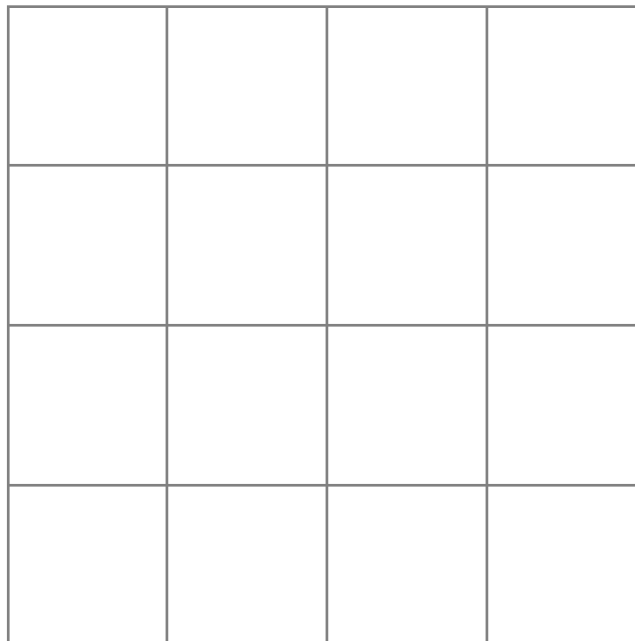
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**Training Instrument 11-16**

**Nominal Group Technique Case Study**

In this case study we will practice implementing the Nominal Group Technique.

**Instructions:** Silently count the number of squares in the diagram below and write your answer on the line provided.



**Answer:** \_\_\_\_\_



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**Training Instrument 11-18****Document Risk and Constraints**

**Instructions:** For any project, only one of these constraints can be number one, two, or three at any given time. Think of a project on which you are working and prioritize Time, Cost, and Quality by entering an **X** in the block that corresponds with that priority.

CONSTRAINTS	#1	#2	#3
Time			
Cost			
Quality			



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**Training Instrument 11-20****Strength Worksheet**

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**Instructions:** Based on everything you have learned about your unique qualities, pick three strengths and document them using this template.

STRENGTH 1	TRIALS: STRENGTH 2	STRENGTH 3
Description:	Description:	Description:
Known successes:	Known successes:	Known successes:
Leveraging opportunities with staff:	Leveraging opportunities with staff:	Leveraging opportunities with staff:
with customers:	with customers:	with customers:
with bosses:	with bosses:	with bosses:
with vendors:	with vendors:	with vendors:
with process:	with process:	with process:
List of actions:	List of actions:	List of actions:
Top 3 goals/actions:	Top 3 goals/actions:	Top 3 goals/actions:
Measurement for top 3 actions of progress:	Measurement for top 3 actions of progress:	Measurement for top 3 actions of progress:
Intentions:	Intentions:	Intentions:
<b>1.</b>	<b>1.</b>	<b>1.</b>
<b>2.</b>	<b>2.</b>	<b>2.</b>
<b>3.</b>	<b>3.</b>	<b>3.</b>
Keepers of the gate:	Keepers of the gate:	Keepers of the gate:
Allies:	Allies:	Allies:
	Trials:	Trials:

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**Training Instrument 11-21****Opportunity Worksheet**

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**Instructions:** Based on everything you have learned about your unique qualities, pick three opportunities for improvement and document them using this template.

OPPORTUNITY 1	OPPORTUNITY 2	OPPORTUNITY 3
Description:	Description:	Description:
Known successes:	Known successes:	Known successes:
Leveraging opportunities with staff:	Leveraging opportunities with staff:	Leveraging opportunities with staff:
with customers:	with customers:	with customers:
with bosses:	with bosses:	with bosses:
with vendors:	with vendors:	with vendors:
with process:	with process:	with process:
List of actions:	List of actions:	List of actions:
Top 3 goals/actions:	Top 3 goals/actions:	Top 3 goals/actions:
Measurement for top 3 actions of progress:	Measurement for top 3 actions of progress:	Measurement for top 3 actions of progress:
Intentions:	Intentions:	Intentions:
<b>1.</b>	<b>1.</b>	<b>1.</b>
<b>2.</b>	<b>2.</b>	<b>2.</b>
<b>3.</b>	<b>3.</b>	<b>3.</b>
Keepers of the gate:	Keepers of the gate:	Keepers of the gate:
Allies:	Allies:	Allies:
Trials:	Trials:	Trials:

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