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## **Executive Summary**

Continued leadership development will enhance the overall production of the Operations Department supervisory personnel. The team building process revealed that the Operations Department supervisory personnel are missing important contributions to the team in the areas of creativity, learning styles, and conflict management.

After analyzing the creative talents of the team it was determined that, the team does not have any persons with the Adventurer or Visionary dominant talent. The Adventurer provides prompt, practical, and ingenious responses to crises and emergencies. The Adventurer also will push the group to find new solutions that work. The Visionary has the ability to integrate, synthesize, and move the group forward. Because of the missing creative talents, the group will benefit from an on-going strategic planning process that addresses crises and emergencies to include developing additional goals and objectives with completion dates.

The two dominant learning profiles for the team are technical and confluent. Persons who use the technical learning pattern first do not like to write things down or communicate using many words. Persons who use the confluence-learning pattern first like to do things their way and do not like following the rules. The team will benefit from developing strategies that improve both written and verbal communication as well as expected behavior for all Operations Department supervisory personnel.

Compromising is the dominant conflict management style for the team. Compromising is intermediate in both assertiveness and cooperation. Transitioning the team from compromising to collaboration is the ultimate goal for the team. The team will benefit from continuing the team building process with a focus on making decisions developed from data that will enhance overall productivity.

In addition, the report contains additional recommendations for Robert and the supervisors. The recommendations for Robert focus on leadership development. The recommendations for the supervisors focus on skill development.

## Individual Profiles

### Louis

#### Creativity Profile

Dominant Style: Pilot

Auxiliary: Navigator



**P**ilots have many important contributions to make at work. A Pilot is a take-charge type of person. Through their organizational skills, Pilots make sure that what needs to happen will happen. Pilots tend to be proactive and action oriented. Part of their ability to get things done is creating excitement on the team and driving it forward with a passion. They add energy to the work atmosphere, so much so that their clients and associates can have a hard time keeping up with their rapid pace and high energy.

Pilots are adept at organizing projects and people, and they love to plan. They usually have an agenda for their meetings. They like to first define goals, objectives and priorities, key deliverables, and roles and responsibilities. They figure out the logical steps of what needs to be done first, then second, all the way to completion. They break the problem down into logical, manageable pieces. Their plans have regular checkpoints; they use checklists. Pilots often use a structured problem-solving approach, decision trees, or cost-benefit analysis tools to fortify their conclusions. They make sure that the team stays focused on those goals and priorities as they pursue creative solutions to problems and challenges.

Pilots are creative in the way they take a decisive, objective, and tough-minded problem solving approach to their work and the world around them. The questions they tend to ask during creative problem solving illustrate their logical approach. These include the following:

- What's our charter?
- Do we know the purpose of our team and what we want to accomplish?
- What are the roles and responsibilities?

- Where are the boundaries of the challenge? How are we going to go about developing strategies?
- Which strategic planning model will work best here?
- What system will we use to evaluate the pros and cons and consequences?
- How do we want to work together?
- How can we start to collect information?

When the Navigator is the Pilot's auxiliary talent, the facts that hit their radar screen will be detailed, concrete, and specific. With this combination, Pilots are deliberate, practical, and systematic. Their focus is on standard operating procedures and rules to ensure appropriate and careful analysis of the data. They want factual documentation and clear-cut rationales. Once they have determined what needs to be done, they may become inventive and resourceful in the way they manage the implementation of the effort and achieve immediate, visible, and tangible results.

With an auxiliary talent of the Visionary, Pilots are more directed at what could be than what is. Such Pilots tend to focus on the future and taking a strategic, systemwide view of the problem or situation. They tend to continually look at possibilities and challenges beyond the present, obvious, or known. They are intellectually curious about new ideas and tolerant of theory. They have a taste for more complex problems, as well as insight, vision, and concern for long-range possibilities and consequences.

## Pilot (ESTJ, ENTJ)

Results and Contributions	Blocks to Optimal Creativity	Enhancing Your Creative Talent
<ul style="list-style-type: none"> <li>• Clarification of goals and responsibilities on projects and change initiatives</li> <li>• High-energy team leadership</li> <li>• New and different strategies</li> <li>• Innovative organizational designs and structures</li> <li>• Making things happen through inventive, tough-minded problem solving</li> <li>• Logical categorization of ideas and issues</li> <li>• Focus on progress, improvement, efficiency, productivity, and results in change initiatives</li> <li>• Thoughtful questions and challenges to conventional thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Dampening the creativity of others</li> <li>• Direct approaches to communication and conflict</li> <li>• Reliance on selected facts, jumping to conclusions too quickly, and failure to collect sufficient data</li> <li>• The "tyranny of the or"</li> <li>• Tendency to take charge too soon and need to control</li> <li>• Critical questioning attitude</li> <li>• Difficulties with dealing with people issues</li> <li>• Biases of their auxiliary talent to certain types of data</li> <li>• Being overanalytical and seeing everything as a problem or a decision to be made</li> </ul>	<ul style="list-style-type: none"> <li>• Trust your strengths</li> <li>• Develop greater self-awareness</li> <li>• Find the right creativity tools and techniques</li> <li>• Take time to reflect</li> <li>• Listen, open up, and see other perspectives</li> <li>• Balance process and product</li> <li>• Look for gray areas</li> <li>• Build a team and measure your participation</li> <li>• Define and practice your creative process</li> </ul>

## **Learning Profile**

**First Use Pattern: None**

**Use as Needed Pattern: Precise/Technical/Confluent**

### ***Sequential***

- I want clear directions.
- I need step-by-step directions.
- I want time to do my work neatly.
- I like to do my work from beginning to end.
- I want to know if I am meeting the instructors or my team mates' expectations.

### ***Precise***

- I want complete and thorough explanations.
- I ask a lot of questions.
- I like to answer questions.
- I need to be accurate and correct.
- I like test results. I seek written documentation of my success.

### ***Technical***

- I don't like to write things down.
- I need to see the purpose of what I am doing.
- I like to work by myself.
- I like to figure how things work.
- I don't like to use a lot of words.

### ***Confluence***

- I don't like doing the same thing over and over.
- I see situations very differently than others do.
- I like to do things my own way.
- I don't like following the rules.
- I enjoy taking risks.

**Avoidance Pattern: None**

### **Conflict Management Profile**

#### Avoiding

Avoiding is unassertive and uncooperative. When avoiding, an individual does not immediately pursue his or her own concerns or those of the other person. He or she does not address the conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time or simply withdrawing from a threatening situation.

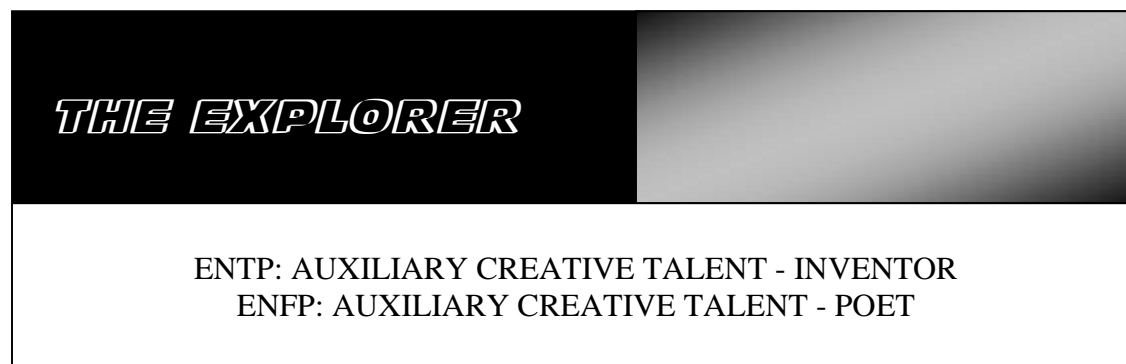


**Dave**

**Creativity Profile**

**Dominant Style: Explorer**

**Auxiliary: Poet**



**T**he Explorers' creative talent lies in their bold imagination and ability to see patterns, relationships, connections, and trends in what is happening in the external world. They are gifted with tremendous insight and with the power to inspire. Explorers are the quintessential idea generators and catalyst for change. Finding self-expression is quite natural and easy. They use speculative and imaginative terms to get their ideas across. They can keep the total situation in mind as the creative process develops and can continuously redefine the problem as it unfolds. They can rapidly generate alternatives, quickly consider, and discard possible solutions. In fact, Explorers often need to talk with others in order to experiment and play, and come up with new ideas. Explorers work best in groups, since the majority of their ideas come from interacting with other people.

Explorers enjoy collecting information from the world around them and exploring ideas and possible approaches to a situation. They like to figure out how to unlock every door and find fresh outlets for new ideas. Their original minds help Explorers see beyond the boundaries and have different perspectives. They tend to do things differently than other people.

Explorers tend to be independent and flexible. They may use humor to reframe a problem. The questions they tend to ask during creative problem solving can help reframe the challenge and generate multiple alternative ideas and solutions. These include the following:

- In what ways might we ...?
- How else could we see this?
- What would happen if...?
- How could we do this differently?

- What could we do about this if we had all the resources we needed?
- What if we...?
- What's the big picture?
- What would be ideal?
- Can you imagine...?
- How would Superman or Wonder Woman (or other cartoon character) see this problem? What would he or she do about it?

The Explorer who has the Inventor auxiliary talent may be independent, analytical, and somewhat impersonal in their relations with people. They are constantly and rapidly scanning the environment for opportunities and talking in data about concepts, ideas, and things. They are concerned with product quality, dependability, flexibility, and innovation. With this combination, Explorers look for challenges from a systemwide point of view. They are more apt to consider how others may affect their projects rather than how their projects may affect others. They look for experts with whom to explore their futuristic ideas and plans, favoring theoretical, conceptual, and technical possibilities. They provide a clear strategic vision for where the organization needs to go.

The Explorer who has the Poet auxiliary talent are more enthusiastic and concerned with the possibilities and potential of people. They are skilled and concerned with the possibilities and potential of people. They are skilled at handling political and interpersonal issues. They are adept at handling groups and getting people to work together. Explorers with this combination of talents do not mind the need to bargain and adjust to people's needs. They pay attention to the way people are responding to their suggestions or presentations; they know that important decisions cannot be uncoupled from personal views and desires of powerful people. These Explorers are adept at reconciling different opinions and views and finding common ground. They want to bring the best out of the people.

## Explorer (ENTP, ENFP)

Results and Contributions	Blocks to Optimal Creativity	Enhancing Your Creative Talent
<ul style="list-style-type: none"> <li>• Ability to see external patterns, trends, and relationships</li> <li>• Tireless generation, promotion, and initiation of new enterprises, new business ventures, and new ideas</li> <li>• Inspiring ingenuity and discovery in others</li> <li>• Imagination full of connections and associations</li> <li>• High-spirited team-building and successful change initiatives because of their enthusiasm, energy, and passion</li> <li>• Helping others push past what is accepted and expected</li> <li>• Possibility thinking to envision future</li> </ul>	<ul style="list-style-type: none"> <li>• Irresistible pull of the external world</li> <li>• Unfocused energy and overextension of self</li> <li>• Tendency to be easily distracted and become impatient</li> <li>• Failure to address facts and details</li> <li>• Preference for idea generation over implementation</li> <li>• Overwhelming or silencing others</li> <li>• Biases of their auxiliary talent to certain types of data</li> <li>• Not understanding or appreciating facts, history, or resistance to change</li> <li>• Burnout and loss of their creative edge</li> </ul>	<ul style="list-style-type: none"> <li>• Trust your strengths</li> <li>• Develop greater self-awareness</li> <li>• Find the right creativity tools and techniques</li> <li>• Find ways to capture ideas</li> <li>• Get help in organizing and executing ideas</li> <li>• Access your auxiliary talent for balance</li> <li>• Practice good time-management techniques</li> <li>• Reflect and grow</li> <li>• Become more conscious of and practice your own creative process</li> <li>• Learn to communicate with other talents</li> </ul>

## **Learning Profile**

### **First Use Pattern: Sequential**

#### ***Sequential***

- I want clear directions.
- I need step-by-step directions.
- I want time to do my work neatly.
- I like to do my work from beginning to end.
- I want to know if I am meeting the instructors or my team mates' expectations.

### **Use as Needed Pattern: Precise**

#### ***Precise***

- I want complete and thorough explanations.
- I ask a lot of questions.
- I like to answer questions.
- I need to be accurate and correct.
- I like test results. I seek written documentation of my success.

### **Avoidance Pattern: None**

## **Conflict Management Profile**

### **Compromising**

Compromising is intermediate in both assertiveness and cooperativeness. When compromising, an individual has the objective of finding an expedient, mutually acceptable solution that partially satisfies both parties. Compromising falls on a middle ground between competing and accommodating, giving up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding but doesn't explore it in as much depth as collaborating. Compromising might mean splitting the difference, exchanging concessions, or seeking a quick middle-ground position.

**Dan**

**Creativity Profile**

**Dominant Style: Poet**

**Auxiliary: Adventurer**



**T**he Explorers' creative talent lies in their bold imagination and ability to see patterns, relationships, connections, and trends in what is happening in the external world. They are gifted with tremendous insight and with the power to inspire. Explorers are the quintessential idea generators and catalyst for change. Finding self-expression is quite natural and easy. They use speculative and imaginative terms to get their ideas across. They can keep the total situation in mind as the creative process develops and can continuously redefine the problem as it unfolds. They can rapidly generate alternatives, quickly consider, and discard possible solutions. In fact, Explorers often need to talk with others in order to experiment and play, and come up with new ideas. Explorers work best in groups, since the majority of their ideas come from interacting with other people.

Explorers enjoy collecting information from the world around them and exploring ideas and possible approaches to a situation. They like to figure out how to unlock every door and find fresh outlets for new ideas. Their original minds help Explorers see beyond the boundaries and have different perspectives. They tend to do things differently than other people.

Explorers tend to be independent and flexible. They may use humor to reframe a problem. The questions they tend to ask during creative problem solving can help reframe the challenge and generate multiple alternative ideas and solutions. These include the following:

- In what ways might we ...?
- How else could we see this?
- What would happen if...?
- How could we do this differently?
- What could we do about this if we had all the resources we needed?

- What if we...?
- What's the big picture?
- What would be ideal?
- Can you imagine...?
- How would Superman or Wonder Woman (or other cartoon character) see this problem? What would he or she do about it?

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The Explorer who has the Poet auxiliary talent are more enthusiastic and concerned with the possibilities and potential of people. They are skilled and concerned with the possibilities and potential of people. They are skilled at handling political and interpersonal issues. They are adept at handling groups and getting people to work together. Explorers with this combination of talents do not mind the need to bargain and adjust to people's needs. They pay attention to the way people are responding to their suggestions or presentations; they know that important decisions cannot be uncoupled from personal views and desires of powerful people. These Explorers are adept at reconciling different opinions and views and finding common ground. They want to bring the best out of the people.

## Explorer (ENTP, ENFP)

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**Learning Profile****First Use Pattern: None****Use as Needed Pattern: Sequential/Precise*****Sequential***

- I want clear directions.
- I need step-by-step directions.
- I want time to do my work neatly.
- I like to do my work from beginning to end.
- I want to know if I am meeting the instructors or my team mates' expectations.

***Precise***

- I want complete and thorough explanations.
- I ask a lot of questions.
- I like to answer questions.
- I need to be accurate and correct.
- I like test results. I seek written documentation of my success.

**Avoidance Pattern: Technical/Confluent*****Technical***

- Talk about it instead of doing it.
- Avoid using tools or instruments.
- Rely on reading or writing to find a solution.
- Enjoy working in teams or groups.

***Confluence***

- Don't take social risks
- Complete one task at a time
- Avoid improvising
- Seek parameters

## **Conflict Management Profile**

### **Compromising/Avoiding**

#### ***Compromising***

Compromising is intermediate in both assertiveness and cooperativeness. When compromising, an individual has the objective of finding an expedient, mutually acceptable solution that partially satisfies both parties. Compromising falls on a middle ground between competing and accommodating, giving up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding but doesn't explore it in as much depth as collaborating. Compromising might mean splitting the difference, exchanging concessions, or seeking a quick middle-ground position.

#### ***Avoiding***

Avoiding is unassertive and uncooperative. When avoiding, an individual does not immediately pursue his or her own concerns or those of the other person. He or she does not address the conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.

**Brian**

**Creativity Profile**

**Dominant Style: Navigator**

**Auxiliary: Pilot/Inventor**



**N**avigators may have trouble getting their hands around creativity. They see what they do as making sure things work right. They can be creative in how they form an idea into a workable final project. They turn visions into reality. The Navigators talent is focused on data collection; they like to take in many details and facts. After picking up external data, they take it inside and reflect on it. They store away the facts, the background to the facts, the details, and their impressions of the situation.

Navigators can get others to focus on pertinent facts, making sure that a team faces the realities of the current situation as they pursue new ideas and possible alternatives. They apply their knowledge and their experience to help the team determine practical solutions. Their decisions are generally based on past experiences and what they know they can and cannot do. They can recall what happened in the past, as well as what worked and what didn't. They have penetrating insight when they can use their database of experience and knowledge.

Navigator's questions help in solution selection and planning for implementation. They will ask questions like the following:

- Where is the evidence that there is a problem?
- What's the history of the problem?
- Can we do it incrementally? Would minor changes fix the problem?
- What will happen if we don't make changes?
- How will the solution work?
- How will it impact operations?
- Will it solve our current problems?
- Where has the solution been tried before, and what was the impact?

- Is it practical? Cost effective? Efficient?
- What's the impact on people? Will the workplace have the necessary skills?
- How will it impact the organization and the bottom line?
- How will we maintain production or service while we change to the new system?

Navigators who have the auxiliary Pilot talent are logical, analytical, and decisive in their approach to studying and solving a problem. The facts and data that they encounter will be objective ideas, things, and events. These Navigators first establish rules and criteria on how to go about their analysis and review. Then they make sure that every aspect of the change and plan is addressed. They are very good at catching omissions and mistakes.

Navigators with have the auxiliary Harmonizer talent are focused on people and interpersonal issues and problems. Their database is usually full of memories and anecdotes of experiences with people: their facial expression, other visual images, and the tones of voices. They focus on what people want and need. They make sure that established procedures are in place to get these needs met. They tend to focus on helping people, as opposed to just seeing that the task is accomplished. They are most concerned for the interests of their customers, any subordinates, and colleagues as they build creative solutions.

## Navigator (ISTJ, ISFJ)

Results and Contributions	Blocks to Optimal Creativity	Enhancing Your Creative Talent
<ul style="list-style-type: none"> <li>• Practical adaptation, fine tuning, and building on what others have done</li> <li>• Ability to fix things to make them work</li> <li>• Skill in helping people understand new products and services</li> <li>• New rites, rituals, and systems to make change work</li> <li>• Imagination full of specific details, with an impressionistic, surreal perspective</li> <li>• Keeping the group or project grounded, focused, and on track</li> <li>• Understanding of and planning for possible resistance to new initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Need to study and understand change and preference for the status quo</li> <li>• Perfectionism and obsession with details</li> <li>• Biases of their auxiliary talents to certain type of data</li> <li>• Problems expressing and articulating thoughts and feelings</li> <li>• Avoidance of conflict</li> <li>• Overcautionsness</li> <li>• Clinging rigidly to a plan</li> <li>• Need for control</li> <li>• Fear of the unknown and the unconscious</li> <li>• Lack of comfort and uncertainty</li> </ul>	<ul style="list-style-type: none"> <li>• Play to your strengths</li> <li>• Develop greater self-awareness</li> <li>• Find the right creativity tools and techniques</li> <li>• Find heroes, role models, and techniques</li> <li>• Be careful with details</li> <li>• Use your auxiliary talent to connect with people and share ideas</li> <li>• Use your auxiliary talent to help focus, to get outside your head, and turn ideas and possibilities into reality</li> <li>• Define how you go about finding creative answers and practice the process</li> <li>• Work with a team</li> <li>• Overcome the need for control and perfection</li> </ul>

## Learning Profile

### **First Use Pattern: Precise/Technical**

#### *Precise*

- I want complete and thorough explanations.
- I ask a lot of questions.
- I like to answer questions.
- I need to be accurate and correct.
- I like test results. I seek written documentation of my success.

#### *Technical*

- I don't like to write things down.
- I need to see the purpose of what I am doing.
- I like to work by myself.
- I like to figure how things work.
- I don't like to use a lot of words.

### **Use as Needed Pattern: Sequential/Confluent**

#### *Sequential*

- I want clear directions.
- I need step-by-step directions.
- I want time to do my work neatly.
- I like to do my work from beginning to end.
- I want to know if I am meeting the instructors or my team mates' expectations.

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- I like to work by myself.
- I like to figure how things work.

- I don't like to use a lot of words.

### ***Confluence***

- I don't like doing the same thing over and over.
- I see situations very differently than others do.
- I like to do things my own way.
- I don't like following the rules.
- I enjoy taking risks.

**Avoidance Pattern: none**

## **Conflict Management Profile**

### **Collaborating**

Collaborating is both assertive and cooperative. When collaborating, an individual attempts to work with the other person to find a solution that fully satisfies the concerns of both. It involves digging into an issue to identify the underlying concerns of the two individuals and to find an alternative that meets both sets of concerns. Collaborating between two persons might take the form of exploring a disagreement to learn from each other's insights, resolving some condition that would otherwise have them competing for resources, or confronting and trying to find a creative solution to an interpersonal problem.



**Roy**

**Creativity Profile**

**Dominant Style: Navigator**

**Auxiliary: Harmonizer/Poet**



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## Navigator (ISTJ, ISFJ)

Results and Contributions	Blocks to Optimal Creativity	Enhancing Your Creative Talent
<ul style="list-style-type: none"> <li>• Practical adaptation, fine tuning, and building on what others have done</li> <li>• Ability to fix things to make them work</li> <li>• Skill in helping people understand new products and services</li> <li>• New rites, rituals, and systems to make change work</li> <li>• Imagination full of specific details, with an impressionistic, surreal perspective</li> <li>• Keeping the group or project grounded, focused, and on track</li> <li>• Understanding of and planning for possible resistance to new initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Need to study and understand change and preference for the status quo</li> <li>• Perfectionism and obsession with details</li> <li>• Biases of their auxiliary talents to certain type of data</li> <li>• Problems expressing and articulating thoughts and feelings</li> <li>• Avoidance of conflict</li> <li>• Overcautionsness</li> <li>• Clinging rigidly to a plan</li> <li>• Need for control</li> <li>• Fear of the unknown and the unconscious</li> <li>• Lack of comfort and uncertainty</li> </ul>	<ul style="list-style-type: none"> <li>• Play to your strengths</li> <li>• Develop greater self-awareness</li> <li>• Find the right creativity tools and techniques</li> <li>• Find heroes, role models, and techniques</li> <li>• Be careful with details</li> <li>• Use your auxiliary talent to connect with people and share ideas</li> <li>• Use your auxiliary talent to help focus, to get outside your head, and turn ideas and possibilities into reality</li> <li>• Define how you go about finding creative answers and practice the process</li> <li>• Work with a team</li> <li>• Overcome the need for control and perfection</li> </ul>

## **Learning Profile**

### **First Use Pattern: Technical**

#### ***Technical***

- I don't like to write things down.
- I need to see the purpose of what I am doing.
- I like to work by myself.
- I like to figure how things work.
- I don't like to use a lot of words.

### **Use as Needed Pattern: Sequential**

#### ***Sequential***

- I want clear directions.
- I need step-by-step directions.
- I want time to do my work neatly.
- I like to do my work from beginning to end.
- I want to know if I am meeting the instructors or my teammates' expectations.

### **Avoidance Pattern: Confluent**

#### ***Confluence***

- I don't like doing the same thing over and over.
- I see situations very differently than others do.
- I like to do things my own way.
- I don't like following the rules.
- I enjoy taking risks

## **Conflict Management Profile**

### ***Compromising***

Compromising is intermediate in both assertiveness and cooperativeness. When compromising, an individual has the objective of finding an expedient, mutually acceptable solution that partially satisfies both parties. Compromising falls on a middle ground between competing and accommodating, giving up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding but doesn't explore it in as much depth as collaborating. Compromising might mean splitting the difference, exchanging concessions, or seeking a quick middle-ground position.

## Lafayette

### Creativity Profile

**Dominant Style: Poet**

**Auxiliary: Navigator**



**P**oets have many creative contributions to make at work through their focus on values - both their own and the organization's - through their sensitivity and concern for people, and through their unconventional perspectives. They add quiet grace and a sense of depth to any group in which they participate. They want to be sure that the organization is doing the right thing. They may be the ethical backbone of any group because of their high moral standards and the example they set in living by them. Poets ensure that a team finds meaning in the effort, stays focused on what really matters, and thus sustains its passion.

Although they often prefer to work alone, they are usually good team players. Poets are nurturing and loyal to people and project efforts they care about. They feel committed to the group and make sure that their responsibilities to the team are met. Their focus on people helps create a positive, affirming environment, one where creativity can flourish. They are concerned about how people work together. Recognizing people's need for appreciation and validation, Poets praise the good that they frequently see. They affirm the value and uniqueness of the individual and are reluctant to categorize. Poets quietly support everyone in expressing their unique creativity. Through their nurturing encouragement, they can heighten the self-esteem of the individuals on the team and thus increase team members' creative contributions. Their ability to create an environment where people enjoy working and feel as if they are making a contribution.

Poets have much to contribute to the process of finding creative solutions to organizational challenges. In the discussion of alternatives, they are champions of values and concern for people. Poets are also good at reading body language and picking up signs that reveal hidden feelings and emotions. The questions they typically ask in addressing creative challenges are helpful in exploring facts and issues, evaluating alternatives, and planning for implementation. The questions that they may ask include the following:

- How does everyone feel about this issue?
- How does this fit into the organization's values?
- How does it fit with the team's values and those of the team members?
- Who might gain or lose from the situation? From the solution?
- How will customers, employees, and stakeholders be affected?
- What's important to them?
- How will they react?
- Who might contribute special strengths or skills?
- How do we get them on board?

Poets who have the Adventure auxiliary talent focus on the needs of the moment. They tend to live in the present and are quite flexible. Their attention is on knowing the details of people's lives. Their stories and communications are more focused on specific people and the details of the workplace. Poets with this combination of talents are concerned with reconciling facts and details, as opposed to ideas. They are more likely to use their hands to express themselves. Their focus is on the team's decisions regarding implementation and the practicality of the solution. These Poets look for common ground to keep harmony, and they appreciate flexible decision rules. They add fun to the process, and they want freedom and space to set their own time frame.

If the Poets have the Explorer auxiliary talent, their focus is on ideas, as opposed to the facts and details. They are more concerned with the future vision than with the detailed implementation plan. Their imagination and intuitive insights are focused on people, but they have a more global, long-range perspective, on the long-term exploration of growth opportunities and possibilities for individuals and society. Poets with this auxiliary talent want to truly understand the human experience. They need to have a dream before they can act; in fact, they are often seen as dreamers.

## Poet (ISFP, INFP)

Results and Contributions	Blocks to Optimal Creativity	Enhancing Your Creative Talent
<ul style="list-style-type: none"> <li>• An aesthetic appreciation for grace and elegance in solutions</li> <li>• Building an environment of trust, respect, and support, a safe place for testing out new ideas and behaviors</li> <li>• Independent and thoughtful perspectives on the challenge, addressing people-related values, context, and circumstances</li> <li>• Serving as the team's ethical backbone</li> <li>• Generation of new possibilities and options through reflection and incubation</li> <li>• Articulation and portrayal of values, feelings, and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Overlooking points of view that clash with their strongly held values</li> <li>• Getting emotionally entangled and finding it hard to criticize others and give honest, direct feedback</li> <li>• Avoidance of conflict</li> <li>• Procrastination and indecision</li> <li>• Biases of their auxiliary talents to details or larger patterns</li> <li>• Keeping feelings and opinions private</li> <li>• Lack of organization</li> <li>• Excessive need to reflect and process</li> </ul>	<ul style="list-style-type: none"> <li>• Trust your strengths</li> <li>• Develop greater self-awareness</li> <li>• Find the right creativity tools and techniques</li> <li>• Learn to appreciate conflict</li> <li>• Voice your opinion</li> <li>• Be sure that you are open to possibilities</li> <li>• Set boundaries</li> <li>• Practice good project and time management</li> <li>• Define and practice your creative process</li> </ul>



## Learning Profile

### **First Use Pattern: Precise/Sequential**

#### *Sequential*

- I want clear directions.
- I need step-by-step directions.
- I want time to do my work neatly.
- I like to do my work from beginning to end.
- I want to know if I am meeting the instructors or my team mates' expectations.

#### *Precise*

- I want complete and thorough explanations.
- I ask a lot of questions.
- I like to answer questions.
- I need to be accurate and correct.
- I like test results. I seek written documentation of my success.

### **Use as Needed Pattern: Technical**

#### *Technical*

- I don't like to write things down.
- I need to see the purpose of what I am doing.
- I like to work by myself.
- I like to figure how things work.
- I don't like to use a lot of words.

### **Avoidance Pattern: Confluent**

#### *Technical*

- I don't like to write things down.
- I need to see the purpose of what I am doing.
- I like to work by myself.
- I like to figure how things work.
- I don't like to use a lot of words.

## **Conflict Management Profile**

### **Collaborating/Compromising**

#### ***Collaborating***

Collaborating is both assertive and cooperative. When collaborating, an individual attempts to work with the other person to find a solution that fully satisfies the concerns of both. It involves digging into an issue to identify the underlying concerns of the two individuals and to find an alternative that meets both sets of concerns. Collaborating between two persons might take the form of exploring a disagreement to learn from each other's insights, resolving some condition that would otherwise have them competing for resources, or confronting and trying to find a creative solution to an interpersonal problem.

#### ***Compromising***

Compromising is intermediate in both assertiveness and cooperativeness. When compromising, an individual has the objective of finding an expedient, mutually acceptable solution that partially satisfies both parties. Compromising falls on a middle ground between competing and accommodating, giving up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding but doesn't explore it in as much depth as collaborating. Compromising might mean splitting the difference, exchanging concessions, or seeking a quick middle-ground position.

**Roland****Creativity Profile****Dominant Style: Explorer****Auxiliary: Pilot/Inventor**

**T**he Explorers' creative talent lies in their bold imagination and ability to see patterns, relationships, connections, and trends in what is happening in the external world. They are gifted with tremendous insight and with the power to inspire. Explorers are the quintessential idea generators and catalyst for change. Finding self-expression is quite natural and easy. They use speculative and imaginative terms to get their ideas across. They can keep the total situation in mind as the creative process develops and can continuously redefine the problem as it unfolds. They can rapidly generate alternatives, quickly consider, and discard possible solutions. In fact, Explorers often need to talk with others in order to experiment and play, and come up with new ideas. Explorers work best in groups, since the majority of their ideas come from interacting with other people.

Explorers enjoy collecting information from the world around them and exploring ideas and possible approaches to a situation. They like to figure out how to unlock every door and find fresh outlets for new ideas. Their original minds help Explorers see beyond the boundaries and have different perspectives. They tend to do things differently than other people.

Explorers tend to be independent and flexible. They may use humor to reframe a problem. The questions they tend to ask during creative problem solving can help reframe the challenge and generate multiple alternative ideas and solutions. These include the following:

- In what ways might we ...?
- How else could we see this?
- What would happen if...?
- How could we do this differently?
- What could we do about this if we had all the resources we needed?

- What if we...?
- What's the big picture?
- What would be ideal?
- Can you imagine...?
- How would Superman or Wonder Woman (or other cartoon character) see this problem? What would he or she do about it?

The Explorer who has the Inventor auxiliary talent may be independent, analytical, and somewhat impersonal in their relations with people. They are constantly and rapidly scanning the environment for opportunities and talking in data about concepts, ideas, and things. They are concerned with product quality, dependability, flexibility, and innovation. With this combination, Explorers look for challenges from a systemwide point of view. They are more apt to consider how others may affect their projects rather than how their projects may affect others. They look for experts with whom to explore their futuristic ideas and plans, favoring theoretical, conceptual, and technical possibilities. They provide a clear strategic vision for where the organization needs to go.

The Explorer who has the Poet auxiliary talent are more enthusiastic and concerned with the possibilities and potential of people. They are skilled and concerned with the possibilities and potential of people. They are skilled at handling political and interpersonal issues. They are adept at handling groups and getting people to work together. Explorers with this combination of talents do not mind the need to bargain and adjust to people's needs. They pay attention to the way people are responding to their suggestions or presentations; they know that important decisions cannot be uncoupled from personal views and desires of powerful people. These Explorers are adept at reconciling different opinions and views and finding common ground. They want to bring the best out of the people.

## Explorer (ENTP, ENFP)

Results and Contributions	Blocks to Optimal Creativity	Enhancing Your Creative Talent
<ul style="list-style-type: none"> <li>• Ability to see external patterns, trends, and relationships</li> <li>• Tireless generation, promotion, and initiation of new enterprises, new business ventures, and new ideas</li> <li>• Inspiring ingenuity and discovery in others</li> <li>• Imagination full of connections and associations</li> <li>• High-spirited team-building and successful change initiatives because of their enthusiasm, energy, and passion</li> <li>• Helping others push past what is accepted and expected</li> <li>• Possibility thinking to envision future</li> </ul>	<ul style="list-style-type: none"> <li>• Irresistible pull of the external world</li> <li>• Unfocused energy and overextension of self</li> <li>• Tendency to be easily distracted and become impatient</li> <li>• Failure to address facts and details</li> <li>• Preference for idea generation over implementation</li> <li>• Overwhelming or silencing others</li> <li>• Biases of their auxiliary talent to certain types of data</li> <li>• Not understanding or appreciating facts, history, or resistance to change</li> <li>• Burnout and loss of their creative edge</li> </ul>	<ul style="list-style-type: none"> <li>• Trust your strengths</li> <li>• Develop greater self-awareness</li> <li>• Find the right creativity tools and techniques</li> <li>• Find ways to capture ideas</li> <li>• Get help in organizing and executing ideas</li> <li>• Access your auxiliary talent for balance</li> <li>• Practice good time-management techniques</li> <li>• Reflect and grow</li> <li>• Become more conscious of and practice your own creative process</li> <li>• Learn to communicate with other talents</li> </ul>

## **Learning Profile**

### **First Use Pattern: Confluent**

#### ***Confluence***

- I don't like doing the same thing over and over.
- I see situations very differently than others do.
- I like to do things my own way.
- I don't like following the rules.
- I enjoy taking risks.

### **Use as Needed Pattern: None**

### **Avoidance Pattern: Sequential**

#### ***Sequential***

- Avoid direction; avoid practice.
- Can't get the pieces in order.
- Ignore table of contents, indexes, and syllabi.
- Leave the task incomplete.

## **Conflict Management Profile**

### **Competing**

Competing is assertive and uncooperative, a power-oriented mode. When competing, an individual pursues his or her own concerns at the other person's expense, using whatever power seems appropriate to win his or her position. Competing might mean standing up for your rights, defending a position you believe is correct, or simply trying to win.

**Rodger**

**Creativity Profile**

**Dominant Style: Inventor**

**Auxiliary: Explorer**



The **I**nventors creative talent stem from their keen, questioning, and penetrating minds. Inventors are logical, rational, detached, and objective problem solvers. Through introspection and internal reasoning, Inventors organize and clarify their ideas. They appear to have an internal framework that they have built through years of critical analysis. Inventors are quite self-sufficient and independent in their thinking and in their work style. They often prefer to work alone. They are reflective, quiet, and detached.

Inventors are usually flexible and tolerant of a wide range of behaviors and opinions. They like to play with new facts and ideas and find out how things work. Through skepticism and constant challenging, Inventors bring new insight to any problem or situation. They may even invent new words or terms or reinterpret old ones to describe what is going on, since they often find language limiting. They like to be on the leading edge of new tools and techniques.

Relentlessly pursuing the truth, Inventors use an almost scientific approach to analyzing and solving problems and identifying what makes things work. Their insightful questions and careful processing of facts surrounding the problem situation usually produce paradigm shifts in a group's thinking. The results are often ingenious plans and solutions to all sorts of problems. They are especially good at challenging tacit assumptions, thus helping to really define the true scope of the problem or challenge. They can work things through and find elegant solutions so that everything makes sense.

The Inventor's ability to ask tough questions is valuable to a team and an organization. Inventors enjoy problem solving and tend to be intensely curious; they ask questions, and if the answer does not make sense, they will explore more.



Inventors make sure that the group's thinking is organized and that ideas hold against the facts. An Inventor may ask the following questions throughout the creative problem-solving process to encourage discussion and build new insights:

- What is the gap between what should be and what is?
- What needs improvement?
- How can we look at this differently?
- What if we tried to reverse, subtract, divide, add, multiply, combine, rearrange, and exaggerate?
- What are the positives and negatives of the problem?
- Which aspects of the problem are controllable? Which aren't?
- What's right and what's wrong about our approach?
- Where are the holes?
- What is the worst possible thing that could happen? How are we prepared to address the issue?

Inventors who have the Adventurer's auxiliary talent tend to focus on the objective and impersonal details and specifics of what is presently happening and on material that is tangible and concrete. They tend to be careful, realistic observers of life around them. They quickly bring order out of confused, unorganized facts. They know what can and cannot be done. Inventors with this auxiliary talent constantly search for additional information and want to experiment and learn by doing since they are eager to be fully involved with life. They prefer variety and the freedom to freelance their talents to make sure that they can have an impact on others.

If the Inventor's auxiliary talent is that of the Explorer, they are more intellectually curious and concerned with theory. Their focus is on projects that are more complicated where imagination, ingenuity, and long-range planning is required; they are more comfortable with ambiguity. They are concerned about the integrity of their models. They are more interested in analyzing a problem and discovering where the solution lies. With the Explorer as their auxiliary talent, Inventors are concerned about knowledge for the sake of learning and building competence. They are more focused on possibilities than on practicalities. They are more concerned with the design and its interaction with the surrounding conditions than they are with the implementation of the solution.

## Inventor (ISTP, INTP)

Results and Contributions	Blocks to Optimal Creativity	Enhancing Your Creative Talent
<ul style="list-style-type: none"> <li>• Unconventional theories and models for analysis and synthesis of facts, ideas, and concepts</li> <li>• Unusual and thoughtful solutions to problems through identifying what makes things work and through objective, impartial analysis</li> <li>• Inventive ways to get around constraints</li> <li>• Tough, unrelenting critique to get to the highest levels of effectiveness</li> <li>• A quick understanding and intellectual curiosity that can speed the creative process</li> <li>• Insightful questions that cause paradigm shifts in perspective</li> <li>• Integrated solutions where everything fits</li> </ul>	<ul style="list-style-type: none"> <li>• Concentration on impersonal, objective data, often overlooking the people side of the issue</li> <li>• Ignoring emotional needs and values</li> <li>• Biases of their auxiliary talent to details or large patterns</li> <li>• Dichotomous or either-or-thinking</li> <li>• An over detached approach to conflict</li> <li>• Procrastination and postponement of decisions</li> <li>• Lacking focus and organization</li> <li>• Minimal concern for schedules and deadlines</li> <li>• Preference for freedom and variety</li> </ul>	<ul style="list-style-type: none"> <li>• Trust your strengths</li> <li>• Develop greater self-awareness</li> <li>• Find the right creativity tools and techniques</li> <li>• Learn about downtime</li> <li>• Open up to the possibility of many different ways to look at problems</li> <li>• Access your auxiliary talent</li> <li>• Learn to express your ideas</li> <li>• Balance the process with the result</li> <li>• Define and practice your creative process</li> <li>• Organize your information</li> </ul>

## **Learning Profile**

### **First Use Pattern: Technical**

#### ***Technical***

- I don't like to write things down.
- I need to see the purpose of what I am doing.
- I like to work by myself.
- I like to figure how things work.
- I don't like to use a lot of words.

### **Use as Needed Pattern: Sequential/Confluent/Precise**

#### ***Sequential***

- I want clear directions.
- I need step-by-step directions.
- I want time to do my work neatly.
- I like to do my work from beginning to end.
- I want to know if I am meeting the instructors or my team mates' expectations.

#### ***Precise***

- I want complete and thorough explanations.
- I ask a lot of questions.
- I like to answer questions.
- I need to be accurate and correct.
- I like test results. I seek written documentation of my success.

#### ***Confluence***

- I don't like doing the same thing over and over.
- I see situations very differently than others do.
- I like to do things my own way.
- I don't like following the rules.
- I enjoy taking risks.

### **Avoidance Pattern: None**

## **Conflict Management Profile**

### **Compromising/Avoiding**

#### ***Compromising***

Compromising is intermediate in both assertiveness and cooperativeness. When compromising, an individual has the objective of finding an expedient, mutually acceptable solution that partially satisfies both parties. Compromising falls on a middle ground between competing and accommodating, giving up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding but doesn't explore it in as much depth as collaborating. Compromising might mean splitting the difference, exchanging concessions, or seeking a quick middle-ground position.

#### ***Avoiding***

Avoiding is unassertive and uncooperative. When avoiding, an individual does not immediately pursue his or her own concerns or those of the other person. He or she does not address the conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.

**Robert****Creativity Profile****Dominant Style: Pilot****Auxiliary: Explorer**

**P**ilots have many important contributions to make at work. A Pilot is a take-charge type of person. Through their organizational skills, Pilots make sure that what needs to happen will happen. Pilots tend to be proactive and action oriented. Part of their ability to get things done is creating excitement on the team and driving it forward with a passion. They add energy to the work atmosphere, so much so that their clients and associates can have a hard time keeping up with their rapid pace and high energy.

Pilots are adept at organizing projects and people, and they love to plan. They usually have an agenda for their meetings. They like to first define goals, objectives and priorities, key deliverables, and roles and responsibilities. They figure out the logical steps of what needs to be done first, then second, all the way to completion. They break the problem down into logical, manageable pieces. Their plans have regular checkpoints; they use checklists. Pilots often use a structured problem-solving approach, decision trees, or cost-benefit analysis tools to fortify their conclusions. They make sure that the team stays focused on those goals and priorities as they pursue creative solutions to problems and challenges.

Pilots are creative in the way they take a decisive, objective, and tough-minded problem solving approach to their work and the world around them. The questions they tend to ask during creative problem solving illustrate their logical approach. These include the following:

- What's our charter?
- Do we know the purpose of our team and what we want to accomplish?
- What are the roles and responsibilities?
- Where are the boundaries of the challenge? How are we going to go about developing strategies?

- Which strategic planning model will work best here?
- What system will we use to evaluate the pros and cons and consequences?
- How do we want to work together?
- How can we start to collect information?

When the Navigator is the Pilot's auxiliary talent, the facts that hit their radar screen will be detailed, concrete, and specific. With this combination, Pilots are deliberate, practical, and systematic. Their focus is on standard operating procedures and rules to ensure appropriate and careful analysis of the data. They want factual documentation and clear-cut rationales. Once they have determined what needs to be done, they may become inventive and resourceful in the way they manage the implementation of the effort and achieve immediate, visible, and tangible results.

With an auxiliary talent of the Visionary, Pilots are more directed at what could be than what is. Such Pilots tend to focus on the future and taking a strategic, systemwide view of the problem or situation. They tend to continually look at possibilities and challenges beyond the present, obvious, or known. They are intellectually curious about new ideas and tolerant of theory. They have a taste for more complex problems, as well as insight, vision, and concern for long-range possibilities and consequences.

## Pilot (ESTJ, ENTJ)

Results and Contributions	Blocks to Optimal Creativity	Enhancing Your Creative Talent
<ul style="list-style-type: none"> <li>• Clarification of goals and responsibilities on projects and change initiatives</li> <li>• High-energy team leadership</li> <li>• New and different strategies</li> <li>• Innovative organizational designs and structures</li> <li>• Making things happen through inventive, tough-minded problem solving</li> <li>• Logical categorization of ideas and issues</li> <li>• Focus on progress, improvement, efficiency, productivity, and results in change initiatives</li> <li>• Thoughtful questions and challenges to conventional thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Dampening the creativity of others</li> <li>• Direct approaches to communication and conflict</li> <li>• Reliance on selected facts, jumping to conclusions too quickly, and failure to collect sufficient data</li> <li>• The "tyranny of the or"</li> <li>• Tendency to take charge too soon and need to control</li> <li>• Critical questioning attitude</li> <li>• Difficulties with dealing with people issues</li> <li>• Biases of their auxiliary talent to certain types of data</li> <li>• Being over analytical and seeing everything as a problem or a decision to be made</li> </ul>	<ul style="list-style-type: none"> <li>• Trust your strengths</li> <li>• Develop greater self-awareness</li> <li>• Find the right creativity tools and techniques</li> <li>• Take time to reflect</li> <li>• Listen, open up, and see other perspectives</li> <li>• Balance process and product</li> <li>• Look for gray areas</li> <li>• Build a team and measure your participation</li> <li>• Define and practice your creative process</li> </ul>

## **Learning Profile**

### **First Use Pattern: Technical**

#### ***Technical***

- I don't like to write things down.
- I need to see the purpose of what I am doing.
- I like to work by myself.
- I like to figure how things work.
- I don't like to use a lot of words.

### **Use as Needed Pattern: Sequential/Precise/Confluent**

#### ***Sequential***

- I want clear directions.
- I need step-by-step directions.
- I want time to do my work neatly.
- I like to do my work from beginning to end.
- I want to know if I am meeting the instructors or my team mates' expectations.

#### ***Precise***

- I want complete and thorough explanations.
- I ask a lot of questions.
- I like to answer questions.
- I need to be accurate and correct.
- I like test results. I seek written documentation of my success.

#### ***Confluence***

- I don't like doing the same thing over and over.
- I see situations very differently than others do.
- I like to do things my own way.
- I don't like following the rules.
- I enjoy taking risks.

### **Avoidance Pattern: None**



## **Conflict Management Profile**

### ***Competing***

Competing is assertive and uncooperative, a power-oriented mode. When competing, an individual pursues his or her own concerns at the other person's expense, using whatever power seems appropriate to win his or her position. Competing might mean standing up for your rights, defending a position you believe is correct, or simply trying to win.

**Larry**

**Creativity Profile**

**Dominant Style: Harmonizer**

**Auxiliary: Navigator**



**H**armonizer's major creative contributions at work come from their concern for people and their ability to establish a supporting and encouraging environment for the creative efforts of others. Their high energy level and enthusiasm add vigor to any team effort. They are action and results oriented and have strong social and organizational skills. Harmonizers provide caring leadership through change. Optimistic and positive in their approach to life, they create good feelings and harmony among the team members. They focus on reconciling conflicting views and finding creative solutions to people issues and relationship problems. Since achieving creative results often "depend on a group of people working together who are not used to working together," Harmonizers can make major contributions to the organization's creativity.

Relationships with others are very important to Harmonizers. They enjoy getting to know people and their individual gifts and talents. They do their best work with others because they find much synergy in team efforts and through conversation. The Harmonizer's ability to build networks and alliances with a wide variety of people is an important asset in any organization's innovation initiatives.

Harmonizers are very accomplished at helping with the implementation of new initiatives. They make sure that people concerns are included in the process of gathering information and making decisions. Harmonizers are aware of how important it is to help people deal with resistance and move on into the future, so they will use their communication skills to describe the future to help overcome resistance. They coach the organization through change. Questions that they may ask include the following:

- Who or what is involved or not involved?

- Who will be affected and how?
- How will customers, employees, and stakeholders react?
- What's appropriate for everyone involved?
- How will the changes affect relationships among people?
- Who might contribute special strengths or skills?
- How do we get everyone on board in order to implement the change or initiative?

Harmonizers with the Navigator auxiliary talent are practical, realistic, and matter-of-fact. They excel at dealing with specific customer problems and want to chip away at those problems in order to find a better solution. They will be curious about new facts, especially if they relate to people. With the Navigator talent, they usually have firsthand, tangible knowledge of people and situations on which they base their decisions. They encourage the development of step-by-step plans and procedures to ensure that situations are resolved.

Harmonizers with the Visionary auxiliary talent shift their focus from facts and today's reality to possibilities about the future. These Harmonizers are more interested in theory and vision. They have the imagination to come up with new possibilities beyond what is present, obvious, or known. Their goals at work are more focused on benefiting people and society. They will be seen as a catalyst for drawing out the best in people and known for their creative insights about people. They are very curious about new ideas and are stimulated by the possibilities of improving the world.

## Harmonizer (ESFJ, ENFJ)

Results and Contributions	Blocks to Optimal Creativity	Enhancing Your Creative Talent
<ul style="list-style-type: none"> <li>• High-energy team leadership</li> <li>• innovative solutions to problems and new programs that help customers, employees, or community</li> <li>• A nurturing, energetic team environment that brings out the best in people</li> <li>• Diverse and effective communication strategies</li> <li>• Different perspectives through concern for context and circumstances</li> <li>• Successful resolution of political problems that can impede change and innovation</li> <li>• Heightened self-esteem for team members</li> </ul>	<ul style="list-style-type: none"> <li>• Boundary management issues</li> <li>• Overidentification with others and need for approval</li> <li>• Making incorrect assumptions and jumping to conclusions</li> <li>• Failure to gather sufficient information</li> <li>• Biases of their auxiliary talent to details or larger patterns</li> <li>• Need for control and failure to listen</li> <li>• Concern for consensus</li> <li>• Difficulty seeing the disagreeable side to people or issues</li> <li>• Dislike of having to deal with conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Trust your strengths</li> <li>• Develop greater self-awareness</li> <li>• Find the right creativity tools and techniques</li> <li>• Learn to appreciate and manage conflict</li> <li>• Build independence</li> <li>• Balance process and product</li> <li>• Identify and practice your creative process</li> <li>• Develop your speaking, writing, and meeting-management skills</li> </ul>

## **Learning Profile**

### **First Use Pattern: Sequential**

#### ***Sequential***

- I want clear directions.
- I need step-by-step directions.
- I want time to do my work neatly.
- I like to do my work from beginning to end.
- I want to know if I am meeting the instructors or my team mates' expectations.

### **Use as Needed Pattern: Precise**

#### ***Precise***

- I want complete and thorough explanations.
- I ask a lot of questions.
- I like to answer questions.
- I need to be accurate and correct.
- I like test results. I seek written documentation of my success.

### **Avoidance Pattern: Technical/Confluent**

#### ***Technical***

- I don't like to write things down.
- I need to see the purpose of what I am doing.
- I like to work by myself.
- I like to figure how things work.
- I don't like to use a lot of words.

#### ***Confluence***

- I don't like doing the same thing over and over.
- I see situations very differently than others do.
- I like to do things my own way.
- I don't like following the rules.
- I enjoy taking risks.

## **Conflict Management Profile**

### ***Compromising***

Compromising is intermediate in both assertiveness and cooperativeness. When compromising, an individual has the objective of finding an expedient, mutually acceptable solution that partially satisfies both parties. Compromising falls on a middle ground between competing and accommodating, giving up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding but doesn't explore it in as much depth as collaborating. Compromising might mean splitting the difference, exchanging concessions, or seeking a quick middle-ground position.

## **Team Profile**

### **Team Shared Vision**

SPOD's vision is to safely produce a quality product through cooperation, communication, and teamwork.

### **Conflict Management Rules**

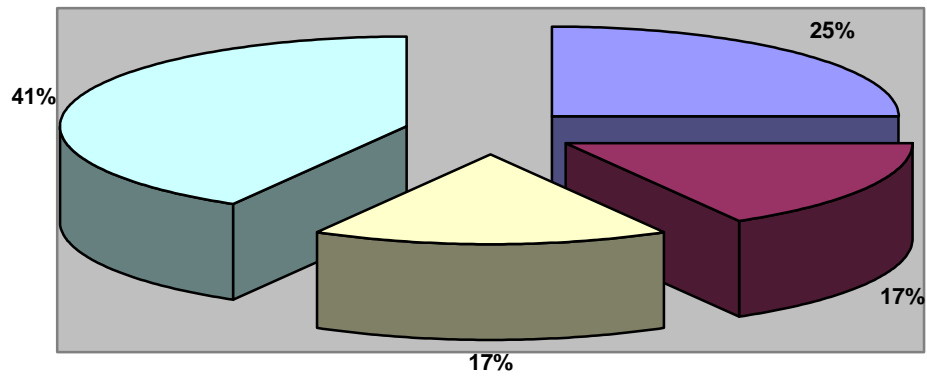
- Listen and wait for positive feedback
- Keep company goals first
- All members have equal say
- Resolve all conflicts within the group
- Discuss the behavior and not the person

### Conflict Management Profile

Name	Conflict Management Style
Louis	Avoiding
Dave	Compromising
Dan	Compromising/Avoiding
Brian	Collaborating
Roy	Compromising
Lafayette	Collaborating/Compromising
Roland	Competing
Rodger	Compromising/Avoiding
Robert	Competing
Larry	Compromising



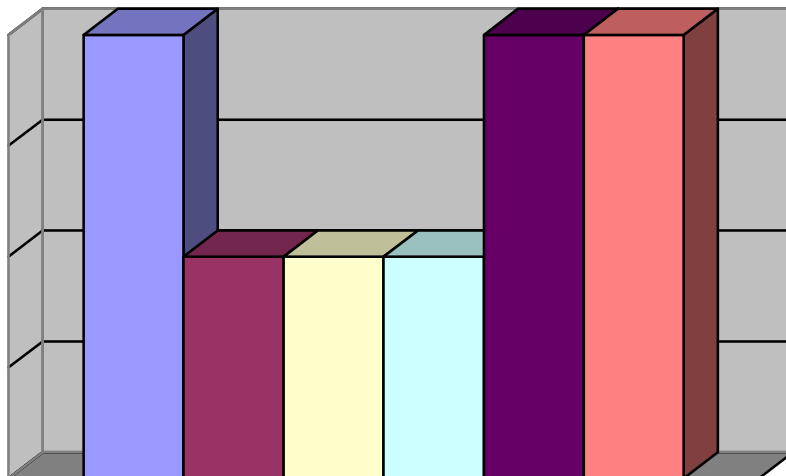
### Team Conflict Management Profile



### Creativity Profile

Name	Dominant Style	Auxiliary Style
Louis	Pilot	Navigator
Dave	Explorer	Poet
Dan	Poet	Adventurer
Brian	Navigator	Pilot/Inventor
Roy	Navigator	Harmonizer/Poet
Lafayette	Poet	Navigator
Roland	Explorer	Pilot/Inventor
Rodger	Inventor	Explorer
Robert	Pilot	Explorer
Larry	Harmonizer	Navigator

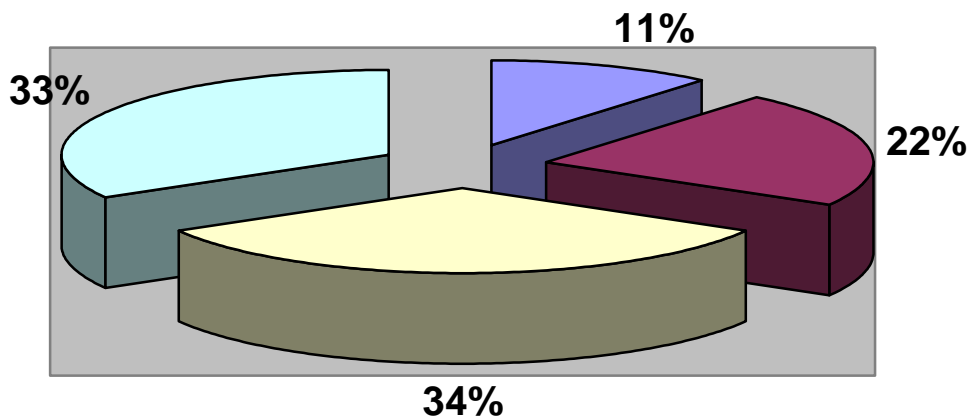
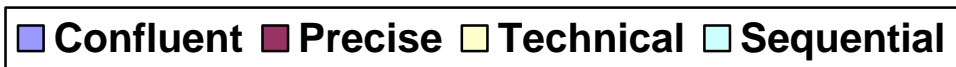
### Team Creativity Profile



### Learning Connections Profile

Name	I avoid this Pattern	I use this as needed	I use this pattern first
Louis		Precise/Technical/ Confluent	
Dave		Precise	Sequential
Dan	Technical/Confluent	Sequential/Precise	
Brian		Sequential/Confluent	Precise/Technical
Roy	Confluent	Sequential	Technical
Lafayette	Confluent	Technical	Precise/Sequential
Roland	Sequential		Confluent
Rodger		Sequential/Confluent/ Precise	Technical
Robert		Sequential/Precise/ Confluent	Technical
Larry	Technical/Confluent	Precise	Sequential

## Team Learning Profile



## Present Team Goals

### Team Goal 1: Increase Yield by 10%

	Objective/Step	Timeline	Person(s) Responsible
1.	Supervise Grinding SFD process	1 Day	Larry Dave Lafayette
2.	Supervise Kitchen SFD process	1 Day	Larry Dave Lafayette
3.	Supervise Target Moisture process	1 Day	Larry Dave Lafayette
4.	Supervise Target Fill Temp process	1 Day	Larry Dave Lafayette
5.	Supervise Fill Weights process	1 Week	Dan Brian Roy
6.	Evaluate dud, counter, and filter effectiveness	1 Week	Dan Brian Roy
7.	Evaluate weight of product lost during change over.	2 Weeks	Dan Brian Roy
8.	Evaluate k/o's rejects	2 Weeks	Dan Brian Roy
9.	Evaluate filler count to final PAI count.	1 Week	Dan Brian Roy
10.	Evaluate rejects	1 Day	Dan Brian Roy

### Team Goal 2: Improve Product Quality through Research and Development

	Objective/Step	Timeline	Person(s) Responsible
1.	Select Test Batches	1 Day	Lafayette Larry Dave
2.	Evaluate Methodology	1 Day	Brian Dan Roy
3.	Critique Direct Observation	1 Day	Lafayette Larry Dave
4.	Summarize on the Floor Data Collection	23/7 Days	Lafayette Larry Dave
5.	Analyze Finish Goods Product	3 Days	Robert/Dennis
6.	Summarize Product Review	7 Days	Lafayette Brian Robert
7.	Produce Feedback to Research & Development	1 Day	Robert
8.	Create New/Revised Test Schedules	2 Days	Robert
9.	Run New Schedules	30 Days	Lafayette Larry Dave
10.	Create Improvement Quality Plan	On Going	Supervisors/Robert

**Team Goal 3: Reduce Grinding Room Waste by 10%**

	Objective/Step	Timeline	Person(s) Responsible
1.	Summarize Current Waste in Grinding Room	1 Week	Larry Dave Lafayette
2.	Hypothesize Top Three Grinding Room Waste Areas	1 Week	Larry Dave Lafayette
3.	Evaluate Waste Type	1 Week	Dave
4.	Compose w/o Request for Machinery Deficiencies	2 Weeks	Larry
5.	Recommend Corrective Action for Manpower/Method Deficiencies	2 Weeks	Larry Dave Lafayette
6.	Recommend New Material Purchases	2 Weeks	Larry Dave Lafayette



**Team Goal 4: Improve Cooperation, Communication, and Teamwork amongst**

	Objective/Step	Timeline	Person(s) Responsible
1.	Design a Communication Process which Improves Shift Note Communications	7 Days	All Supervisors
2.	Plan Monthly Shift Meetings with Hourly Employees	1 Day	All Supervisors
3.	Design a Communication Process which Improves Script for Shift Handoff	7 Days	Lafayette Larry Dave
4.	Create Weekly Sanitation Evaluation Process	7 Days	All Supervisors
5.	Plan Monthly Supervisors Meeting	1 Day	Robert

### Team Goal 5: Improve Positive Communication with Employees

	Objective/Step	Timeline	Person(s) Responsible
1.	Practice Positive Communication with all Employees	On-going	All Supervisors
2.	Create a Timely Schedule Update	1 Day	All Supervisors
3.	Recommend Improvement for Hourly Efficiency Board	1 Day	Lafayette Roy Larry
4.	Create Improved Daily Production Evaluation Feedback Process	1 Day	Lafayette Larry Dave
5.	Create Improved Daily/Timely Employee Movement Update	1 Day	Brian Danny Roy
6.	Design Improvements for Company E-news in Employee Break Room	7 Days	Robert
7.	Create Process for Weekly Departmental Meetings	2 Days	According to Assigned Departments
8.	Develop Process for Sharing Information regarding Monthly Safety Meetings	2 Days	Lafayette
9.	Develop Employee Recognition Program	7 Days	Brian Larry Dave
10.	Evaluate Employee Recognition Program	30 Days	Robert

### Future Team Goals

Goal	Description
1.	Develop a Process that meets Schedule and Through Put Organizational Goals
2.	Create a Process for Reducing Cost by Maintaining Inventory Levels without Variance
3.	Develop a Plan for Reducing Employee Downtime related to Washouts and Changeovers
4.	Construct a Process which improves Inventory Management
5.	Develop a Process for Exceeding Production Schedules

## **Future Recommendations**

### Robert

1. Monthly 1-on-1 meeting with Director of Operations/Brad
2. Develop supervisor performance assessment
3. Quarterly performance assessment of each supervisor
4. Enhance goal development and strategic planning skills
5. Establish rules and standard operating procedures that will improve supervisor performance
6. Provide supervisors with on-going feedback regarding their roles in the plant
7. Continue to maintain a high performance team by translating the shared vision into specific, measurable performance goals that are consistent with the quality, quantity, costs (i.e. efficiency rating), and human resource management needs of ABC Company.
8. Develop a positive reward system for supervisors that is consistent with quality, quantity, costs (i.e. efficiency ratings), and human resources management needs of ABC Company
9. Assign special work assignments that closely fit the supervisors creative talents
10. Design work assignments that link to each shift
11. Use the team building process to develop crisis management plans
12. Use an agenda when meeting with supervisors and lateral management personnel
13. Use the team building process to bridge a coalition between you and the supervisors
14. Develop and implement symbols that represent a reward system for supervisors
15. Schedule and facilitate quarterly planning sessions to plan the overall success of the operations department
16. Use creativity profiles to improve overall effectiveness
17. Use learning styles to improve overall effectiveness
18. Use the conflict management style for each supervisor as a benefit to the team

### Supervisors

1. Develop decision making and problem skills
2. Improve communication skills
3. Enhance goal development and strategic planning skills
4. Use creativity profiles to improve overall effectiveness
5. Use learning styles to improve overall effectiveness

## Appendix

### Breakthrough Creativity

#### **Breakthrough Creativity Principles:**

1. *Everyone is creative* - Breakthrough Creativity is based on the belief that everyone is creative by nature. Creativity does not belong just to those born with a special set of traits. Rather, it is part of your whole being. Once discovered (or rediscovered in some cases), your creativity can grow through awareness, self-discovery, personal work, and through specific techniques and tools. Every one of us has the capacity to make creative contributions and produce creative results. You may not have developed your creativity to the same degree as others have, but it's there.
2. *Creativity must be broadly defined* - A definition of creativity that focuses on geniuses and masterpieces misses the smaller, but just as significant, creative contributions that happen in ordinary life - through learning new skills, exercising imagination, solving big and little problems, and through being alive.

Creativity can be defined more broadly as the ability to consistently produce different and valuable results. This definition goes beyond seeing creativity as a problem solving process. While you can use your creativity to solve problems, you can also be creative in the way you work with people. Or your creative results could be selling a product or idea, fashioning and delivering an inspirational message, or inventing a life for yourself in the midst of wanted or unwanted changes.

While this definition of creativity recognizes wide varieties of creative contributions, it does assume that to be creative, your results have to be different from what you've done before. Your results don't necessarily have to be new or original to the world; few results truly are. Just being different isn't enough, however. Your creative results must also be valuable. Eventually they have to satisfy the need of the situation or challenge, including your need to express yourself.

Creativity is not just about having a flash of brilliance. You need patience and persistence to take ideas and make them happen. It takes self-awareness, focus, purpose, goals, and organization to consistently produce these different and valuable results. It requires knowing who you are, what your talents and strengths are, and how to use the talents on the team to maximize the creative contributions of all team members.

3. There is no ideal model or best way to be creative - While everyone is creative, individuals are not alike in their creativity. That's because there is no single best way to be creative. The first step in becoming your creative best is to identify your own creative abilities or talents. Then you can determine how to be more consistent, purposeful, and effective in producing your creative results. Of course, there are many other factors that

shape creative accomplishment, such as educational experiences, your family situation, your ethnic origin, even your gender. However, the way you perceive the world and act upon the information you perceive plays a major role in your creativity. These was of perceiving and decision making effect the nature of your accomplishments when you communicate, work on a team, or lead a project; they color and shape your creative contributions and results.

## Discovering Your Creative Talents

According to Jung's model, five important points explain the different creative talents:

1. There are two attitudes or orientations, to the world: extraverted and introverted.
2. There are four mental functions for taking in and processing data and information: sensation, intuition, thinking, and feeling.
3. Each function can operate in the extraverted and introverted worlds. The combinations of functions and attitudes result in eight creative talents.
4. You develop preference for using the talents in a certain order, wit the first being called your dominant creative talent and the second being called your auxiliary creative talent.

## Extroverts vs. Introverts

Extroverts are directed towards the objective world whereas Introverts are directed towards the subjective world. The most common differences between Extroverts and Introverts are shown below:

### Extroverts

- are interested in what is happening around them
- are open and often talkative
- compare their own opinions with the opinions of others
- like action and initiative
- easily make new friends or adapt to a new group
- say what they think
- are interested in new people
- easily break unwanted relations

### Introverts

- are interested in their own thoughts and feelings
- need to have own territory
- often appear reserved, quiet and thoughtful
- usually do not have many friends
- have difficulties in making new contacts
- like concentration and quiet
- do not like unexpected visits and therefore do not make them
- work well alone

### **Sensing vs. Intuition**

Sensing is an ability to deal with information on the basis of its physical qualities and its affection by other information. Intuition is an ability to deal with the information on the basis of its hidden potential and its possible existence. The most common differences between Sensing and Intuitive types are shown below:

#### **Sensing types**

- see everyone and sense everything
- live in the here and now
- quickly adapt to any situation
- like pleasures based on physical sensation
- are practical and active
- are realistic and self-confident

#### **Intuitive types**

- are mostly in the past or in the future
- worry about the future more than the present
- are interested in everything new and unusual
- do not like routine
- are attracted more to the theory than the practice
- often have doubts

### **Thinking vs. Feeling**

Thinking is an ability to deal with information on the basis of its structure and its function. Feeling is an ability to deal with information on the basis of its initial energetic condition and its interactions. The most common differences between Thinking and Feeling type are shown below:

#### **Thinking types**

- are interested in systems, structures, patterns
- expose everything to logical analysis
- are relatively cold and unemotional
- evaluate things by intellect and right or wrong
- have difficulties talking about feelings
- do not like to clear up arguments or quarrels

#### **Feeling types**

- are interested in people and their feelings
- easily pass their own moods to others
- pay great attention to love and passion
- evaluate things by ethics and good or bad
- can be touchy or use emotional manipulation
- often give compliments to please people

### **Perceiving vs. Judging**

Perceiving types are motivated into activity by the changes in a situation. Judging types are

motivated into activity by their decisions resulting from the changes in a situation. The most common differences between Perceiving and Judging types are shown below:

**Perceiving types**

- act impulsively following the situation
- can start many things at once without finishing them properly
- prefer to have freedom from obligations
- are curious and like a fresh look at things
- work productivity depends on their mood
- often act without any preparation

**Judging types**

- do not like to leave unanswered questions
- plan work ahead and tend to finish it
- do not like to change their decisions
- have relatively stable workability
- easily follow rules and discipline



## Creative Talents Personal Development

### Adventurer (ESTP, ESFP)

Results and Contributions	Blocks to Optimal Creativity	Enhancing Your Creative Talent
<ul style="list-style-type: none"> <li>• Clever and satisfying solutions to customer and operational problems</li> <li>• Practical applications that recognize shape, line, color, and texture, which can be handled and taken apart</li> <li>• Adding fun, curiosity, adaptability, flexibility, and positive energy to the team</li> <li>• Imagination full of specific details: how things look, smell, and feel</li> <li>• Prompt, practical, and ingenious responses to crises and emergencies</li> <li>• Experimentation with the group, pushing it to find new solutions that work</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on the external world in the short term</li> <li>• Obsession with the process and the joy of the moment</li> <li>• Impatience with inaction</li> <li>• Unwillingness to get into the deeper issues behind the situation or the conflict</li> <li>• Tendencies to be easily distracted and quickly discouraged</li> <li>• Failure to see the value of new ideas, theories, and possibilities</li> <li>• Lack of direction or appreciation for structure and deadlines</li> <li>• Biases of the auxiliary talent to certain types of data</li> <li>• Fear of the unknown and the unconscious</li> </ul>	<ul style="list-style-type: none"> <li>• Trust your strengths</li> <li>• Develop greater self-awareness</li> <li>• Find the right creativity tools and techniques</li> <li>• Develop your abilities to organize and structure project efforts</li> <li>• Find an approach to time management that works for you</li> <li>• Learn to reflect on what you are taking in</li> <li>• Slow your listening and reacting down</li> <li>• Access your auxiliary talent for its decision making abilities</li> <li>• Recognize and practice your own creative process</li> <li>• Team with others who take a broader view of the situation</li> </ul>

## Navigator (ISTJ, ISFJ)

Results and Contributions	Blocks to Optimal Creativity	Enhancing Your Creative Talent
<ul style="list-style-type: none"> <li>• Practical adaptation, fine tuning, and building on what others have done</li> <li>• Ability to fix things to make them work</li> <li>• Skill in helping people understand new products and services</li> <li>• New rites, rituals, and systems to make change work</li> <li>• Imagination full of specific details, with an impressionistic, surreal perspective</li> <li>• Keeping the group or project grounded, focused, and on track</li> <li>• Understanding of and planning for possible resistance to new initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Need to study and understand change and preference for the status quo</li> <li>• Perfectionism and obsession with details</li> <li>• Biases of their auxiliary talents to certain type of data</li> <li>• Problems expressing and articulating thoughts and feelings</li> <li>• Avoidance of conflict</li> <li>• Overcautionsness</li> <li>• Clinging rigidly to a plan</li> <li>• Need for control</li> <li>• Fear of the unknown and the unconscious</li> <li>• Lack of comfort and uncertainty</li> </ul>	<ul style="list-style-type: none"> <li>• Play to your strengths</li> <li>• Develop greater self-awareness</li> <li>• Find the right creativity tools and techniques</li> <li>• Find heroes, role models, and techniques</li> <li>• Be careful with details</li> <li>• Use your auxiliary talent to connect with people and share ideas</li> <li>• Use your auxiliary talent to help focus, to get outside your head, and turn ideas and possibilities into reality</li> <li>• Define how you go about finding creative answers and practice the process</li> <li>• Work with a team</li> <li>• Overcome the need for control and perfection</li> </ul>

## Explorer (ENTP, ENFP)

Results and Contributions	Blocks to Optimal Creativity	Enhancing Your Creative Talent
<ul style="list-style-type: none"> <li>• Ability to see external patterns, trends, and relationships</li> <li>• Tireless generation, promotion, and initiation of new enterprises, new business ventures, and new ideas</li> <li>• Inspiring ingenuity and discovery in others</li> <li>• Imagination full of connections and associations</li> <li>• High-spirited team-building and successful change initiatives because of their enthusiasm, energy, and passion</li> <li>• Helping others push past what is accepted and expected</li> <li>• Possibility thinking to envision future</li> </ul>	<ul style="list-style-type: none"> <li>• Irresistible pull of the external world</li> <li>• Unfocused energy and overextension of self</li> <li>• Tendency to be easily distracted and become impatient</li> <li>• Failure to address facts and details</li> <li>• Preference for idea generation over implementation</li> <li>• Overwhelming or silencing others</li> <li>• Biases of their auxiliary talent to certain types of data</li> <li>• Not understanding or appreciating facts, history, or resistance to change</li> <li>• Burnout and loss of their creative edge</li> </ul>	<ul style="list-style-type: none"> <li>• Trust your strengths</li> <li>• Develop greater self-awareness</li> <li>• Find the right creativity tools and techniques</li> <li>• Find ways to capture ideas</li> <li>• Get help in organizing and executing ideas</li> <li>• Access your auxiliary talent for balance</li> <li>• Practice good time-management techniques</li> <li>• Reflect and grow</li> <li>• Become more conscious of and practice your own creative process</li> <li>• Learn to communicate with other talents</li> </ul>

## Visionary (INTJ, INFJ)

Results and Contributions	Blocks to Optimal Creativity	Enhancing Your Creative Talent
<ul style="list-style-type: none"> <li>• Provocative questions that challenge the group to find profound answers and big solutions</li> <li>• "Incasting" (versus forecasting) - working back from the future to develop plans</li> <li>• New designs and solutions through unusual connections</li> <li>• Imagination full of hard-to-describe images and futuristic possibilities</li> <li>• Multidisciplined perspectives</li> <li>• Penetrating, far-reaching insights into future trends</li> <li>• Ability to integrate, synthesize, and move the group forward</li> </ul>	<ul style="list-style-type: none"> <li>• Neglect of relevant facts and details about people and things</li> <li>• Constant pursuit of new ideas</li> <li>• Perfectionism and need for mastery</li> <li>• Overly independent and private</li> <li>• Biases of their auxiliary talent to certain types of data</li> <li>• Reluctance to share ideas and information</li> <li>• Making the simple overcomplex</li> <li>• Possible single-mindedness and tunnel vision</li> <li>• Stubbornness and rebelliousness</li> <li>• Not taking care of themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Play to your strengths</li> <li>• Develop better self-awareness</li> <li>• Find the right creativity tools and techniques</li> <li>• Be sure to capture your ideas</li> <li>• Review and reflect on those ideas</li> <li>• Use your auxiliary talent to help focus, get outside your head, and turn ideas and possibilities into reality</li> <li>• Use you auxiliary talent to connect with people and share ideas</li> <li>• Know and learn your creative process</li> <li>• Appreciate the team</li> <li>• Limit your search for information</li> </ul>

## Pilot (ESTJ, ENTJ)

Results and Contributions	Blocks to Optimal Creativity	Enhancing Your Creative Talent
<ul style="list-style-type: none"> <li>• Clarification of goals and responsibilities on projects and change initiatives</li> <li>• High-energy team leadership</li> <li>• New and different strategies</li> <li>• Innovative organizational designs and structures</li> <li>• Making things happen through inventive, tough-minded problem solving</li> <li>• Logical categorization of ideas and issues</li> <li>• Focus on progress, improvement, efficiency, productivity, and results in change initiatives</li> <li>• Thoughtful questions and challenges to conventional thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Dampening the creativity of others</li> <li>• Direct approaches to communication and conflict</li> <li>• Reliance on selected facts, jumping to conclusions too quickly, and failure to collect sufficient data</li> <li>• The "tyranny of the or"</li> <li>• Tendency to take charge too soon and need to control</li> <li>• Critical questioning attitude</li> <li>• Difficulties with dealing with people issues</li> <li>• Biases of their auxiliary talent to certain types of data</li> <li>• Being overanalytical and seeing everything as a problem or a decision to be made</li> </ul>	<ul style="list-style-type: none"> <li>• Trust your strengths</li> <li>• Develop greater self-awareness</li> <li>• Find the right creativity tools and techniques</li> <li>• Take time to reflect</li> <li>• Listen, open up, and see other perspectives</li> <li>• Balance process and product</li> <li>• Look for gray areas</li> <li>• Build a team and measure your participation</li> <li>• Define and practice your creative process</li> </ul>

## Inventor (ISTP, INTP)

Results and Contributions	Blocks to Optimal Creativity	Enhancing Your Creative Talent
<ul style="list-style-type: none"> <li>• Unconventional theories and models for analysis and synthesis of facts, ideas, and concepts</li> <li>• Unusual and thoughtful solutions to problems through identifying what makes things work and through objective, impartial analysis</li> <li>• Inventive ways to get around constraints</li> <li>• Tough, unrelenting critique to get to the highest levels of effectiveness</li> <li>• A quick understanding and intellectual curiosity that can speed the creative process</li> <li>• Insightful questions that cause paradigm shifts in perspective</li> <li>• Integrated solutions where everything fits</li> </ul>	<ul style="list-style-type: none"> <li>• Concentration on impersonal, objective data, often overlooking the people side of the issue</li> <li>• Ignoring emotional needs and values</li> <li>• Biases of their auxiliary talent to details or large patterns</li> <li>• Dichotomous or either-or-thinking</li> <li>• An overdetached approach to conflict</li> <li>• Procrastination and postponement of decisions</li> <li>• Lacking focus and organization</li> <li>• Minimal concern for schedules and deadlines</li> <li>• Preference for freedom and variety</li> </ul>	<ul style="list-style-type: none"> <li>• Trust your strengths</li> <li>• Develop greater self-awareness</li> <li>• Find the right creativity tools and techniques</li> <li>• Learn about downtime</li> <li>• Open up to the possibility of many different ways to look at problems</li> <li>• Access your auxiliary talent</li> <li>• Learn to express your ideas</li> <li>• Balance the process with the result</li> <li>• Define and practice your creative process</li> <li>• Organize your information</li> </ul>

## Harmonizer (ESFJ, ENFJ)

Results and Contributions	Blocks to Optimal Creativity	Enhancing Your Creative Talent
<ul style="list-style-type: none"> <li>• High-energy team leadership</li> <li>• innovative solutions to problems and new programs that help customers, employees, or community</li> <li>• A nurturing, energetic team environment that brings out the best in people</li> <li>• Diverse and effective communication strategies</li> <li>• Different perspectives through concern for context and circumstances</li> <li>• Successful resolution of political problems that can impede change and innovation</li> <li>• Heightened self-esteem for team members</li> </ul>	<ul style="list-style-type: none"> <li>• Boundary management issues</li> <li>• Overidentification with others and need for approval</li> <li>• Making incorrect assumptions and jumping to conclusions</li> <li>• Failure to gather sufficient information</li> <li>• Biases of their auxiliary talent to details or larger patterns</li> <li>• Need for control and failure to listen</li> <li>• Concern for consensus</li> <li>• Difficulty seeing the disagreeable side to people or issues</li> <li>• Dislike of having to deal with conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Trust your strengths</li> <li>• Develop greater self-awareness</li> <li>• Find the right creativity tools and techniques</li> <li>• Learn to appreciate and manage conflict</li> <li>• Build independence</li> <li>• Balance process and product</li> <li>• Identify and practice your creative process</li> <li>• Develop your speaking, writing, and meeting-management skills</li> </ul>

## Poet (ISFP, INFP)

Results and Contributions	Blocks to Optimal Creativity	Enhancing Your Creative Talent
<ul style="list-style-type: none"> <li>• An aesthetic appreciation for grace and elegance in solutions</li> <li>• Building an environment of trust, respect, and support, a safe place for testing out new ideas and behaviors</li> <li>• Independent and thoughtful perspectives on the challenge, addressing people-related values, context, and circumstances</li> <li>• Serving as the team's ethical backbone</li> <li>• Generation of new possibilities and options through reflection and incubation</li> <li>• Articulation and portrayal of values, feelings, and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Overlooking points of view that clash with their strongly held values</li> <li>• Getting emotionally entangled and finding it hard to criticize others and give honest, direct feedback</li> <li>• Avoidance of conflict</li> <li>• Procrastination and indecision</li> <li>• Biases of their auxiliary talents to details or larger patterns</li> <li>• Keeping feelings and opinions private</li> <li>• Lack of organization</li> <li>• Excessive need to reflect and process</li> </ul>	<ul style="list-style-type: none"> <li>• Trust your strengths</li> <li>• Develop greater self-awareness</li> <li>• Find the right creativity tools and techniques</li> <li>• Learn to appreciate conflict</li> <li>• Voice your opinion</li> <li>• Be sure that you are open to possibilities</li> <li>• Set boundaries</li> <li>• Practice good project and time management</li> <li>• Define and practice your creative process</li> </ul>



## **Learning Connections Inventory**

The Learning Connections Inventory is a natural way to start the process of understanding how people learn. Completing the survey takes the mystery out of what you have always known or felt about yourself as a learner, but did not have the words to describe. However, it is important to take note that completing the LCI is the only the beginning of discovering who you are as a learner. Once you have these insights, you can open many doors to schooling, the work world, and personal relations. The LCI is a powerful tool that can enhance the process central to all of life - learning.

### *Important Reasons to Use the LCI*

- Use the LCI to better understand yourself, your own learning connection, and its effect upon your operations
- Use the LCI to better understand the people with whom you work
- Use the LCI to build stronger teams and group dynamics

### *Appropriate Uses of the LCI at Work*

Simply stated...what is your competitive advantage? No matter what the industry or service, the most important resource for any organization is the human resource. Learning Connections Resources can support your organization achieving exceptional performance and help your personnel to:

- Reduce relationship frustrations
- Identify personal disconnects
- Enhance communication
- Focus career planning
- Value relationships

### *The Four Primary Learning Patterns*

- *The sequential pattern*, which seeks order and consistency: "I process information step-by-step. I act according to the rules. I want time to present a neat and complete assignment. I may need time to double-check what I have done. Don't rush me, please."
- *The precise pattern*, which wants to know details and exactness: "I process information precisely. I read it carefully; I record it accurately; I store it with specificity; and I respond to it correctly. I feel good about myself as a when I get accurate feedback and when I am able to point to specific things I've done that have earned me recognition;"
- *The technical pattern*, which processes using stand-alone, independent reasoning: "Let me figure this out-let...me do this by myself. This is where I use my technical know-how. I see and instrument or tool, and I know its use. More than that, I am intrigued and

fascinated by its form and function-I know how it operates. I especially like the physical and mental challenge of using it successfully to s=do whatever the situation requires;"

- *The confluent pattern*, which pulls together all the areas of experience and forms them into new ideas and thoughts. It is also part of me which allows me to see how concepts fit together. I enjoy making a guess...taking the risk...going with my gut. I have a sense, not a measureable sense, but an intuitive sense of how to proceed, and move on that. I don't mind failing. I can always start again with a new idea."

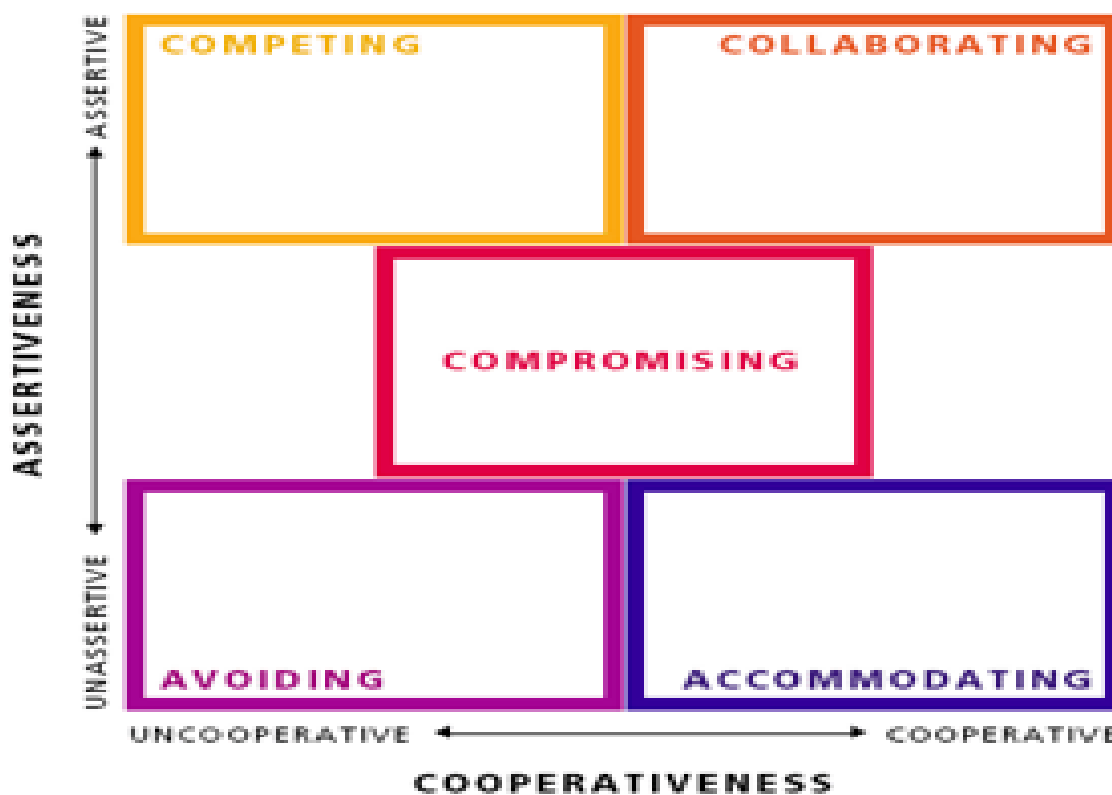
## Learning Connections Inventory Matrix

<b>Sequential</b>	<b>Precise</b>	<b>Technical</b>	<b>Confluent</b>
<ul style="list-style-type: none"> <li>• Make sure that all directions are clearly stated step-by-step</li> <li>• Provide a model or sample</li> <li>• Expect to repeat the directions more than once</li> <li>• Allow adequate time for others to check over/edit their work</li> <li>• Do not change directions midstream</li> <li>• When possible, provide an outline of the material being covered</li> <li>• Bullets and numbered sequences can be helpful.</li> <li>• Be sure when you use numbered sequences that you are actually listing items in a sequential manner</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure that directions contain detailed information</li> <li>• Provide additional references or URLs for independent information gathering</li> <li>• Anticipate requests for detailed information about assignments</li> <li>• Anticipate requests for detailed explanations of concepts, procedures, narratives, etc.</li> <li>• Expect some associates to feel compelled to write down everything said in meetings</li> <li>• Expect to help co-workers to balance a compulsion to gather information against the requirements of assignment deadlines</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure that associates understand the relevance of the assignment</li> <li>• When possible, demonstrate the practical application of the material to be learned</li> <li>• Provide opportunities to learn and to be assessed through hands-on activities and/or problem solving</li> <li>• Encourage associates to demonstrate their knowledge in one-on-one situations</li> <li>• Anticipate that some associates would prefer to work alone</li> <li>• Anticipate that some associates will take minimal notes and will need coaching to meet your expectation for writing</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipate that some co-workers will avoid reading or following directions; help them to understand when it is optional or imperative for them to do so</li> <li>• Make sure that co-workers have opportunities to be assessed for risk-taking</li> <li>• Understand that some co-workers will profit from making mistakes</li> <li>• Negotiate alternative ways for completing an assignment</li> <li>• Anticipate that some co-workers will have difficulty completing repetitive tasks</li> <li>• Anticipate that some co-workers will generate ideas and grasp the larger picture, but may be perceived as not pulling his/her own weight with the tedious parts of a group project</li> </ul>

## Thomas-Kilmann Conflict Mode Instrument

### The Five Conflict Handling Modes

The Thomas-Kilmann Conflict Mode Instrument (TKI) assesses an individual's behavior in conflict situations—that is, situations in which the concerns of two people appear to be incompatible. In conflict situations, we can describe a person's behavior along two basic dimensions\*: (1) assertiveness, the extent to which the individual attempts to satisfy his or her own concerns, and (2) cooperativeness, the extent to which the individual attempts to satisfy the other person's concerns. These two dimensions of behavior can be used to define five methods of dealing with conflict. These five conflict-handling modes are shown below:



\* This two-dimensional model of conflict-handling behavior is adapted from "Conflict and Conflict Management" by Kenneth Thomas in *The Handbook of Industrial and Organizational Psychology*, edited by Marvin Dunnette (Chicago: Rand McNally, 1976). Another valuable contribution in this field is the work by Robert Blake and Jane Mouton in *The Managerial Grid* (Houston: Gulf Publishing, 1964, 1994).

### ***Competing***

Competing is assertive and uncooperative, a power-oriented mode. When competing, an individual pursues his or her own concerns at the other person's expense, using whatever power seems appropriate to win his or her position. Competing might mean standing up for your rights, defending a position you believe is correct, or simply trying to win.

### ***Collaborating***

Collaborating is both assertive and cooperative. When collaborating, an individual attempts to work with the other person to find a solution that fully satisfies the concerns of both. It involves digging into an issue to identify the underlying concerns of the two individuals and to find an alternative that meets both sets of concerns. Collaborating between two persons might take the form of exploring a disagreement to learn from each other's insights, resolving some condition that would otherwise have them competing for resources, or confronting and trying to find a creative solution to an interpersonal problem.

### ***Compromising***

Compromising is intermediate in both assertiveness and cooperativeness. When compromising, an individual has the objective of finding an expedient, mutually acceptable solution that partially satisfies both parties. Compromising falls on a middle ground between competing and accommodating, giving up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding but doesn't explore it in as much depth as collaborating. Compromising might mean splitting the difference, exchanging concessions, or seeking a quick middle-ground position.

### ***Avoiding***

Avoiding is unassertive and uncooperative. When avoiding, an individual does not immediately pursue his or her own concerns or those of the other person. He or she does not address the conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.

### ***Accommodating***

Accommodating is unassertive and cooperative—the opposite of competing. When accommodating, an individual neglects his or her own concerns to satisfy the concerns of the other person; there is an element of self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying another person's order when you would prefer not to, or yielding to another's point of view.