

Introduction and Purpose

As you introduce yourself and the program, mention something about your background—personally and professionally. Also explain why this program has been chosen and why the learners have been invited to participate.



Benefits of the Program

Learners who complete the program:

- Increase self-awareness of motives under two conditions—when things are going well and when faced with conflict.
- Develop social skills that lead to more productive interactions at work.
- Increase openness and curiosity about the perspectives and feelings of others, thus building empathy.
- Understand what drives people and how to tap into intrinsic motives to drive organizational results.
- Prevent conflict by understanding what triggers it and how to make appropriate adjustments in action and perception.
- Apply communication styles that honor the needs of the people with whom they are communicating.
- Create engaging work environments that invite all members of a team to contribute their best work.
- Build resilience in the face of setbacks by making necessary adjustments that lead to more productive results.
- More intentionally choose strengths for desired effects and results.
- Apply the learning to a specific, current, real-world situation.

STATEMENT:

**Welcome to Core Strengths—
Results through Relationships.**

My name is _____, and I will be your facilitator. Today you'll learn important insights about yourself and others. The value of our time together is the ability to take those insights and become more effective—not only at getting the results you want, but in maintaining and improving key relationships.

For remote learners who are participating virtually, ensure that they have logged in.

If you haven't already done so, please open another browser window and log in at app.corestrengths.com, as it shows on the slide. You will need access to this site for today's session. If possible, keep the Core Strengths window open next to your presentation window so you can see them both at the same time.

SLIDE 1.02 differs for virtual and in-person classes.

* IN-PERSON VERSION

STATEMENT:

Introduce the course materials.

Advance Animation #1

The Learner Guide will be your primary document today. There are many places where you can fill in information and capture your own insights. Please write in your Learner Guide. Make it your own. Whenever you want to know what page we're on, just look at the top right corner of the screen. Right now, we're on page 1...

Advance Animation #2

...and since it is your Learner Guide, you'll want to put your name in it. This is where you can write your name.

You have a Quick Guide. It will be useful during and after the course to help you work better with others. And you'll get the results of your SDI 2.0 assessment, which you did as pre-work.

Your results are also available online, along with some extra features which I will point out for you as we go.

IN-PERSON



Materials

The Core Strengths Results through Relationships learner toolkit includes the following printed resources:

- Learner Guide
- SDI Quick Guide (also available on the Core Strengths app in the Apple and Google Play App stores)
- Strength Deployment Inventory Assessment Results

The SDI 2.0 should be completed online, as pre-work, and the Assessment Results printed and distributed at the course.



Learner Guide: Page 1

Learners should write their names and date on page 1. They may also wish to record the facilitator's contact information.



SLIDE 1.02 differs for virtual and in-person classes.

VIRTUAL



Digital Learner Guide

- The Core Strengths Results through Relationships course is supported by the following digital resources, accessible at app.corestrengths.com:
 - Digital Learner Guide
 - SDI Quick Guide (inside Digital Learner Guide and also available on the Core Strengths app in the Apple and Google Play App stores)
 - Digital Action Planner Form

The SDI 2.0 should be completed online, as pre-work. Learners will be able to view their results on the Core Strengths Platform immediately upon completion.



*** VIRTUAL VERSION**

STATEMENT:

Let's take a moment to be sure everyone has their Learner Guide open. If you've logged in you should see a top menu - select Develop, then select today's class.

Advance Animation #1

Click on View your Learner Guide. Position this window on your desktop so you can see the meeting and the Learner Guide at the same time.

Advance Animation #2

Click continue or right arrow and you'll be on page 2.

Advance Animation #3

Notice that my slide has a 2 in the top right corner. Your Learner Guide has a page number at the top right. You can type the page number directly in there at any time so we can all stay on the same page.

Advance Animation #4

Click the menu in top left to get the table of contents, a Quick Guide, an Action Planner, and a print-format version of your Assessment Results.

SLIDE 1.03 differs for virtual and in-person classes.

*** IN-PERSON VERSION**

STATEMENT:

This is not the kind of class where you sit quietly and listen. Instead, you are going to be actively involved throughout the day. Not only is that more fun, it makes it easier to learn from others. So in that spirit, we're going to kick off with a team competition. I think it will be a nice way to illustrate the importance of being able to work well with others to accomplish a task.

Working in groups of 6–8 people, your goal is to move all of the objects from chair 1 on this side of the room to chair 2 on that side of the room as fast as possible.

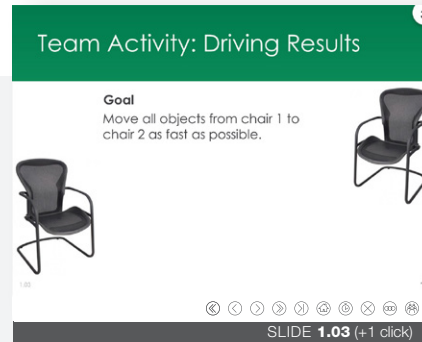
Advance Animation #1

Present the rules as stated on the slide. Avoid giving additional instructions—let the groups interpret the rules as they see fit.

You have 8 minutes to complete your three attempts—and to re-engineer your process between attempts.

I'll set the timer.

IN-PERSON



Rules

1. All team members must participate.
2. Use only one fingertip to move objects.
3. Each team has three attempts.
4. One team member must record times.



Timer (8:00)

Use the “Timer” button to countdown the time remaining for the groups to complete their 3 attempts.



Activity Guidance

This activity is meant to be a bit of a surprise to learners. Use it to get them up, active, and involved right away.

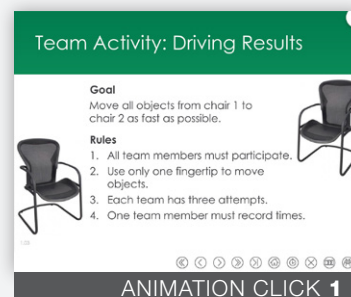
Preset the room with chairs on opposite sides of the room. On one set of chairs, place the objects that are to be moved. Any sort of items will work, but try to have a variety of items so they learners will need to use different techniques to move them.

You can inject a little playful competition by saying things like: “I’ve seen this done much faster!”



Learner Guide: Page 3

Spaces are provided to record times for the 3 attempts.



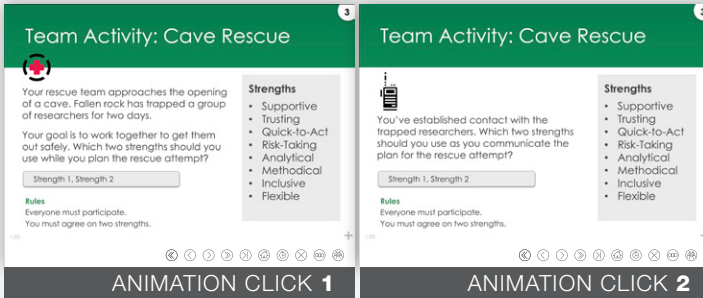
SLIDE 1.03 differs for virtual and in-person classes.

VIRTUAL



Rules

1. All team members must participate.
2. You must agree on two strengths.



Activity Guidance

You may choose to facilitate this as a full-group exercise using a chat feature (which is how the script is written) or you may form breakout groups.

This is also an excellent opportunity to ensure that learners know how to use the chat or breakout group features of your virtual delivery system.

Learner Guide: Page 3

Spaces are provided to record two strengths for the three attempts.

*** VIRTUAL VERSION**

STATEMENT:

Read the situation from the slide. Feel free to embellish, but don't give away anything that is to be revealed in the next two animations.

Advance Animation #1

Here is a list of strengths. You need to agree on two. Let's start by opening the chat feature. Send a message to everyone with the two strengths that you think you should use to plan the rescue attempt. When everyone has submitted their ideas, we will discuss.

Facilitate a conversation about what two strengths the team would use. Encourage them to make note of the agreement in the space in the Learner Guide page.

Advance Animation #2

Type "Communicating with Researchers" in the chat feature so you have a visual break between the attempts. Ask learners to repeat the previous process and agree on two strengths to use while communicating with the trapped researchers.

Advance Animation #3

Type "Weather Alert" in the chat feature to separate the responses. Repeat the prior process, taking into account the new information.

SLIDE 1.04 differs for virtual and in-person classes.

*** IN-PERSON VERSION**

STATEMENT:

Now, take a few minutes to discuss the questions on the screen with your team. For ease of reference, they are also printed in your learner guides.

QUESTIONS:

In addition to the topics on the slide, consider some of the following:

Was everyone actively engaged?

Was it fun?

Did everyone give their best?

Were everyone's ideas heard?

STATEMENT:

The goal was to move the objects from one chair to another — but that was not the purpose of the activity. Goals and purposes are not the same thing. The purpose of this activity was to examine the way we work together, because our relationships influence our results.

IN-PERSON



Timer (3:00)

Use the "Timer" button to countdown the time remaining for the groups to discuss these topics:

1. Did you achieve the goal?
2. Who focused most on:
 - Supporting the team
 - Completing the task
 - Following the rules
3. What changed between each attempt?
4. Describe the quality of communication.



Debrief Topics

Groups may have different interpretations of the goal.

- What was the fastest attempt—the lowest time to move objects from one chair to next?
- How much time was left on the clock when ALL teams were done?

Groups may also have different, or creative interpretations of the rules. Some groups may accuse others of cheating or breaking the rules.



Learner Guide: Page 3

SLIDE 1.04 differs for virtual and in-person classes.

VIRTUAL



Timer (3:00)

Use the “Timer” button to countdown the time remaining for the groups to discuss these topics:

1. Did you achieve the goal?
2. Who focused most on:
 - Supporting the team
 - Completing the task
 - Following the rules
3. What changed between each attempt?
4. Describe the quality of communication.



Debrief Topics

Groups may have some differences, which are likely to be opposition (not conflict).

The goal was to work well together AND rescue the researchers.



Learner Guide: Page 3

*** VIRTUAL VERSION**

STATEMENT:

Now, take a few minutes to discuss the questions on the slide. These are also in your Learner Guide.

QUESTIONS:

In addition to the topics on the slide, consider some of the following:

Were everyone’s ideas heard?

How is the chat feature working for everyone?

Do we need to discuss any “rules” about cameras or microphones?

STATEMENT:

The goal was to agree on a pair of strengths that would be useful in each rescue attempt - but that was not the purpose of the activity. Goals and purposes are not the same thing. The purpose of this activity was to examine the way we work together, because our relationships influence our results.

QUESTIONS:

Our relationships influence the results we get every day. Good relationships produce good results... and bad relationships can get in the way of results.

But “What exactly is a relationship?” The simplest definition of a relationship is a connection. In human terms, a relationship is a connection between people that is built on a foundation of shared experiences and expectations for the future.

Advance Animation #1

One way to improve relationships is to recast the past. If we take the time to understand people and past experiences, we often discover incorrect assumptions that clouded our judgment. Or we find missing information, which if we had known at the time, would have made a huge difference. Then we bring our new understanding into the present.

(continued on page 9)

4

Results through Relationships

Relationships
Connections built on a foundation of shared experiences and future expectations.

1.05

SLIDE 1.05 (+3 clicks)

4

Results through Relationships

1.05

ANIMATION CLICK 1



Learner Guide: Page 4

Learners should write “Experiences” in the blank space.

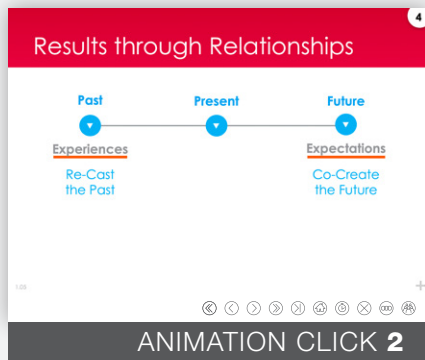


Re-cast the Past

When people clarify their past experiences, it promotes greater understanding and appreciation of others, which can lead to more collaboration and inclusiveness. Recasting the past may also involve forgiveness, or letting go of biases, grudges, or resentment.

(continued on page 9)

WHEN THINGS ARE GOING WELL



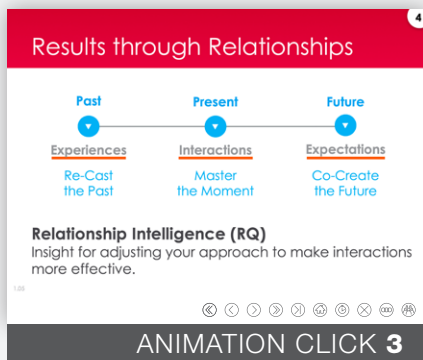
Learner Guide: Page 4

Learners should write “Expectations” in the blank space.



Co-Create the Future

We can do a better job of co-creating the future when we understand the way that people want to be treated, as well as what future results will be appealing or attractive to them. Clarifying expectations about future interactions and intended results can improve relationships.



Learner Guide: Page 4

Learners should write “Interactions” in the blank space.



Master the Moment

The text in the Learner Guide for Master the Moment is a preview of the ABC model. It can be used as a transition to considering the learner’s high-stakes situation, which is on the next slide.

Advance Animation #2

We also co-create the future. People have expectations of each other, although sometimes we don’t learn the expectations until it’s too late. If we’ve had bad experiences with a person, we generally expect bad experiences in the future. Of course, if the relationship has been great so far, we expect that to continue.

But if we learn the way that other people want to be treated — what rewards them, what they appreciate — we can use those expectations to improve our day to day interactions.

Advance Animation #3

The hard work of recasting the past and co-creating the future is done in the present. And it’s done alongside our daily interactions. This is where we manage our perceptions, judgments, decisions, behavior, emotions, and communication.

In our time together today, I am going to ask you to focus on a current situation and working relationship. I want to guide you through a process that will improve a relationship at work so you can get better results in the future.

Developing your Relationship Intelligence means making authentic connections with other people. It’s getting better results through relationships.

RESOURCES

VIRTUAL SLIDES: INSERT BEFORE PAGE 135

Section 1: Virtual Slide Index

* VIRTUAL VERSION

Slides 1.02 - 1.04 differ for virtual and in-person classes.

SLIDE 1.01

SLIDE 1.02

SLIDE 1.03

SLIDE 1.04