

Name of Session:	Getting Along With Others: Enhancing Your Working Relationships Even with Those Who You Do Not Like
Core Curriculum Pillar:	<ul style="list-style-type: none"> • Relationships and Community • Role Modeling and <i>Ruach</i>
Website Description: (Who, What, Why?)	Success at camp means working with all types of people. To help enjoy the camp experience, participants will identify their primary personality styles, as well as the styles of those they work with to maximize the relationship(s).
Outcomes: What participants will be able to do at camp	<p>Fellows will be able to return to camp</p> <ul style="list-style-type: none"> • Understanding their personality style and how to identify other personality styles of fellow staff; • Knowing how to adapt their style to work successfully with others; • Able to receive and provide effective feedback; • Use personality styles to examine selected Jewish Role Models/Leaders.
Knowledge to be Acquired:	<ul style="list-style-type: none"> • Personality Styles • Effective Feedback Models • Selected Jewish Role Models/Leaders' Public Personality Styles
Jewish Texts and/or Contexts:	Examples of personality conflicts between biblical characters (Jacob & Esau; Joseph & brothers)
Materials Needed:	Participant notebooks and pens; handout with texts; flipcharts, paper plates
Space Needs:	Room
Maximum Number of Participants:	15
<p><u>Opening Activity</u> <u>Time: 5-10 minutes</u></p> <p>Have you ever?</p> <p>In a large square formation, each participant stands on paper plate (4 sides lined with paper plates). Person in the middle of the square (not standing on a paper plate) states a personal statement of truth that everyone can identify with – i.e. Anyone who can speak more than 3 languages (person in the middle must be able to speak more than 3 languages). Everyone</p>	

who identifies with this statement must then move to a different location, the person in the middle who said the statement also seeks to move to square (paper plate). The person left with nowhere to stand then becomes the person in the middle (the person who was originally in the middle seeks to find a spot/paper plate on the square) to make a statement.

Debrief

Time: 3 minutes

Learn about your fellow participants – what you have in common, what do you not have in common. It is all about learning about your fellow staff members at camp – motivations, interests, likes, dislikes, etc. Oftentimes, we make judgments of people before we really get to know them. It is our responsibility to reach out to get to know a person before we make judgments – otherwise we are guilty of stereotyping or being prejudiced

Step-by-Step Session Description

Who Are You?

Time: 20 minutes

- Overview of Insights Assessment to understand the Jungian theory of personality style
- Explanation of each of the following areas: introvert/extrovert; Jung rational theory; thinker/feeler; Insights Color Energies
- One at a time, participants will position themselves on an imaginary continuum (masking tape line on the floor.)
- First Line consists of Extrovert/Introvert.
 - Do you view yourself as an extrovert or an introvert or someone in between? Participants then compare/contrast what type of behaviors they would display at various points on the continuum. What drives opposites crazy, irritants, etc? For example: What would an interaction of an extreme introvert and extreme extrovert look like?

Introvert/Extrovert (*where we get our energy*)

- On a continuum, if are you more outward focused, enjoy being with people, comfortable in a group, like big parties, etc. then you are more of an extrovert. If that's the case, you'd stand on one side of the line.
- On the other hand, if you prefer quiet, the solitude of a quite library, enjoy one-on-one conversations, like small intimate dinner parties rather than big group events, than you would be more of an introvert. If so, you should be positioned more on this end of the line (opposite extrovert).
- Have participants figure out where they should stand on the line – remember it is a continuum; you can be somewhere in the middle.

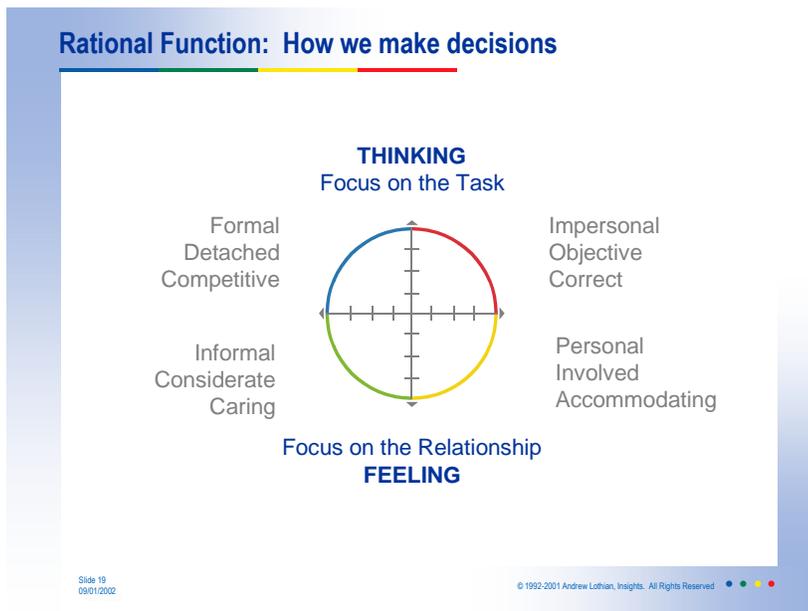
Involved
Gregarious
Flamboyant
Outspoken
Bold
Action
Breadth
Outward Focus
Extrovert

Introvert
Quiet
Observant
Thoughtful
Intimate
Reserved
Cautious
Reflective
Depth
Inward Focus

How Do You Make Decisions? Jung Rational Function – Thinker/Feeler

Carl Jung divides this into two areas: Thinker (focus on task) or Feeler (focus on relationship). Using same masking tape line from extrovert/introvert line, participants place themselves on the line again – one end is the Thinker and the other end is the Feeler.

How we Make Decisions

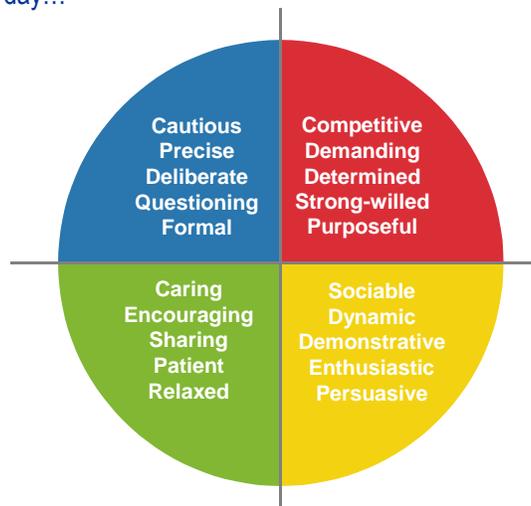


- Facilitator creates this chart as shown above.

- Label Extrovert on right, Introvert on left, Thinking on top, Feeling on bottom; draw lines dividing circle into four quadrants.
- These lines correlate to where you stood on the continuum. Locate on each axis where you placed yourself on the line(s), then locate yourself in one of the quadrants where the lines meet. Vertical axis creates a horizontal line; horizontal axis creates a vertical line.
- Color each quadrant on the flipchart: top right – red, bottom right – yellow, bottom left – green; top left – blue.
- Explain each color with these words as shown on the charts on the following page
- Show the following flipcharts:

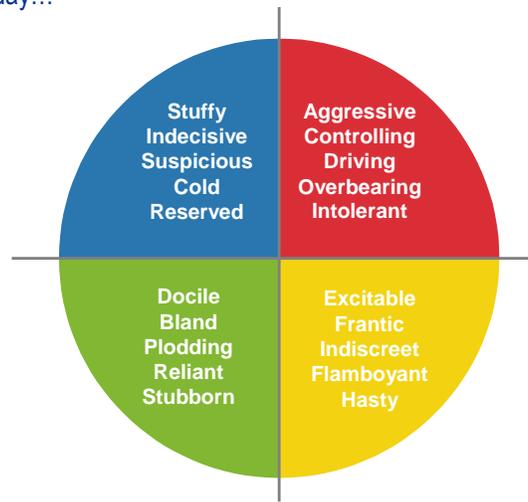
The Insights 4 Colour Energies

On a good day...



The Insights 4 Colour Energies

On a bad day...



Slide 9
09/01/2002

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Explain the characteristics of the 4 quadrants.

- Red – **directive** – just get it done
- Yellow – **cheerleaders** – we want everyone to be energetic and on the band wagon
- Green – **focus on the people** – we want to make sure everyone is feeling okay
- Blue – **Linear/Information Focus** anal retentive – do we have it right with all the correct information?

Ask participants:

- Who are the people you work with – what are their preferred styles?
- How do we as camp professionals need to adapt to be effective – what are strategies that meet the needs of camp/others/self?
- We need to understand the people we work with – what is important to them, what motivates them, what are their concerns – what information do they need to feel successful?

Integration of Judaic Text

Time: 15 minutes

Provide examples and ask for examples of personality conflicts in Jewish history, i.e. Esau and Jacob, Joseph and his brothers, etc. Provide examples and ask for examples of when various Jewish personalities adapted their styles to accomplish objectives or met the needs of the community.

Feedback

Time: 15 minutes

Explain Feedback in relationship to the various styles. How would a blue/red person want feedback? What is it? Why is it useful? How is viewed? How has it been misused?

(Example: hand slapping, “The campfire was a complete disaster, you screwed up – next time it has to improve.”) You have no idea of knowing what behaviors not to repeat. Often feedback is given by saying, “hey, you did a great job!” But it’s not clear what exactly they did. When giving feedback, provide specifics. Otherwise they will not know what they need to repeat.

Provide STAR Feedback Model

Write STAR on a flipchart: S/T=Situation or Task, A= Action (behavior), R= Result

- Situation/Task (What was the specific scenario/situation)
- Action (What was done/said or not done/not said)
- Result (What was the result/or what could the result be)

If providing corrective feedback – what is an alternative action/behavior and then what would be an alternative result?

Example:

- Situation – the campfire last night did not turn out well
- Action – there was not an ending/closing to the program
- Result – campers left feeling empty/hanging they did not know the program had ended and were waiting to be dismissed, causing confusion among staff and campers

Alternative action – Have a defined/written program and share with senior leadership. Be sure to have an ending activity like a specific song, and stating the program will end at the conclusion of the song when campers and staff will return to their bunks.

Alternative result – Campers and staff will have specific directions and know what to do at the end, and will know when the end actually occurs.

What types of feedback have you received? How can we reframe it using this model? If reluctant, use these examples:

- How do we typically tell our campers they did not do clean up?
- How do we provide feedback to our co-counselors that we hate their discipline style?
- How are we pro-active in telling our supervisor that they are not providing effective support?

Planning for Camp

Time: 10 minutes

Let’s pull it all together

- In large group discussion, solicit ideas around what could be problematic areas based on your past history (regarding personality) at camp. How will you approach it differently this summer?

- Having Successful Relationships -

Planning for Camp Worksheet:

- What is my preferred style – what color am I?
- Who do I interact with at camp?
- What do you think are these individuals’ preferred style(s)?

- How will I need to adapt to ensure a successful working relationship?

Closing Activity

Time: 5 minutes

Lap Sit – Highlights that anything can be done with the support of everyone

Two circles – one female, one male.

Recommended

Follow-Up:

(By Liaison or Faculty)

Liaison works with Fellows reviewing the closing activity worksheet. Have Fellow explain the difference of Tell, Sell, Consult and Consensus decision-making styles. Liaison asks Fellow what style they most often use, and if it has the impact/result that the Fellow desires.

Working Relationships Camp Planning Worksheet

- 1) What is my preferred style – what color am I? _____
- a. What are my outward behaviors?

 - b. How do I think people perceive me?

- 2) Who do I interact with at camp and what are their preferred styles (how do they process information)?

Their Preferred Style

PERSON

PERSON

PERSON

PERSON

PERSON

How will I need to adapt to ensure a successful working relationship with each one of them?