

# PERSONALIZED IMPROVEMENT TRAINING



The objectives of this block of instruction are:

1. To condition each individual to receive constructively candid feedback from others.
2. To give an unstructured word picture summary of the many impressions made upon the other team members by each individual.
3. To provide a graphic representation of how each individual's behavior comes across to the other team members.
4. To develop a comprehensive verbal and written analysis of each individual's behavioral displays, listed as qualities and limitations, in order to specifically identify areas in which improvement can be made or on which an individual may capitalize in order to become more successful in his/her personal and professional life.
5. To allow team members to experience the more warm relationships that result from being more open, caring, and constructively candid with other people.
6. To enhance qualities of assertiveness.

The **PERSONALIZED IMPROVEMENT TRAINING SESSIONS (PITS)** is divided into *1)Brainstorming, 2)Graphic Representation, 3)Developing Qualities and Limitations and 4)Personal Review*. During this entire exercise the person receiving feedback is to remain silent and be seated slightly apart from the group so as not to be observed or make eye contact with the other team members.

## **During Brainstorming:**

1. Team members write their names across the top of a sheet of large flip chart paper or on the chalkboard.
2. List words contributed by each team member under her/his name - to aid in remembering who gave the word and to insure each team member is participating equally.
3. The team develops a list of from 25-40 words by brainstorming or rapidly giving spontaneous words that describe their impressions of the person receiving feedback (e.g., if there are 3 people giving feedback, they would each contribute approximately 8-10 words, with at least 2 words being negative impression, growth, or suggested improvement words. If there are 4 or more persons giving feedback, divide the number giving feedback into 40 to determine the minimum number of words to be supplied by each team member).
4. Do not take time during brainstorming to discuss what a person meant by his/her words, or to argue whether the person does or does not reflect that kind of behavior, as that is

done in the next part of feedback - when the words are being placed on the model. Keep giving words rapidly to the person recording them so his/her pen never stops moving. The faster brainstorming moves along, the better it will be.

5. Do not use the word list in the guide unless it is absolutely necessary. The more spontaneous the feedback, the better. Do not allow the word list to become a crutch to honest behavioral observations.
6. Do not just make up words to put on the list. Make sure they are honest impressions you have observed during the course or from other contact with the person receiving feedback.
7. The person receiving feedback may wish to record the session on audio or video cassette for later review and evaluation.

### **Placing words on the Graphic Display:**

1. Take each person's words from the brainstorming list and write them on the graphic display in the appropriate quadrant. Use a piece of flip chart paper or the chalkboard. It is better to use flip chart paper, or other large paper, even if it is taped to the chalkboard, so the person receiving feedback can keep the papers to verify their notes taken in the student guide.
2. Words may be placed in more than one quadrant (e.g., the word "forceful" may be placed in both the **EQUAL VALUE** and **DOMINANT** quadrants to indicate the person is sometimes effectively and sometimes less effectively forceful).
3. Some words, although given rapidly and spontaneously in the brainstorming situation, may not fit the graphic display and should be written on the side or discarded (words such as ugly, overweight, tall, short, etc., that are not behavioral displays).
4. During the entire course of feedback, new words arising in discussion may be added to the brainstorming list and the model - even after brainstorming and recording the words on the model are finished.
5. If a team member wishes to challenge the use of another team member's selection of a word (thinks that word to be unfair or inappropriate), team members are encouraged to ask the person controlling the word to give his or her impression or to tell what it means to them. If the team agrees the word is not accurately descriptive, or is unfair to the person receiving feedback, they can vote to decide how and what they intend to do about the use of the word. A 2/3 majority vote overrides the individual controlling the word.
6. Do not hesitate to discuss differences of opinion while placing words on the Graphic Display. Discussion of differences of perception enhances the feedback for the person receiving it. Do not get bogged down... as once the discussion is heard it is not worth the time to continue discussing or haggling over the same issue - keep moving along.

### **Developing Qualities and Limitations:**

1. **KEY WORD:** The team should first select one KEY WORD or brief phrase that reflects the team's opinion of the person's best or most outstanding **QUALITY** and write it on the board or paper

2. **CLUSTER WORDS:** The team should add the CLUSTER WORDS (words that have a similar or supportive meaning) to the KEY WORD, to form a series of words on the paper or chalkboard.
3. **WHAT WE MEAN:** The team should then discuss “WHAT WE MEAN” and compose a brief paragraph to write on the paper or board. The paragraph should not just be a reiteration of the KEY WORD and the CLUSTER WORDS in a paragraph form, but it should be personally descriptive in order to give the person receiving feedback a very definite understanding of why the team chose that particular KEY WORD. If the team cannot agree on what the paragraph should say, each one should write a sentence about what (s)he means and list the separate sentences under WHAT WE MEAN. Try hard to come to an agreement, but do not get bogged down in arguments. Remember, the purpose of the course is to learn to communicate and negotiate more effectively.
4. **SUPPORTING BEHAVIOR:** The last item, SUPPORTING BEHAVIOR, requires the team to provide specific instances when a team member, observed the person doing something that supports the KEY word and WHAT WE MEAN. Do not simply say the person is friendly, rather give a specific example that caused you to draw that conclusions - such as: “took personal time to help me understand the role play when I was having problems,” or, “listened to me one day when I was feeling down.” Be specific - the more specific the higher the quality. You do not have to list 5 supporting behaviors each time, but try to list as many as possible. At least 2 or 3 **are** possible
5. After completing the first **QUALITY**, apply the same procedure to the first **LIMITATION**. It is possible to have axis words such as the First Quality being “**Forceful**” and First limitation being “**Forceful.**” Other axis words might be like Teacher - Preacher or Loving - Over Tolerant. Do not look for axis words, but if they are there, let them come out and use them. Do not fill in all the KEY WORDS first. Take the first Quality and develop it completely, then take the first Limitation and develop it. Go back and forth until you have completed at least 2 Qualities and 1 Limitation. Start and end with a quality to insure you are not being negative toward the person receiving feedback.
6. **Suggestions:**
  - A. The team might want to start this phase of the course with a candor discussion to insure they do not have hang-ups going into feedback that might slow them down or cause them to not be completely and constructively candid.
  - B. If possible, once the team starts into feedback, they should break and eat as a team and not mingle with the other teams.

# NOTES

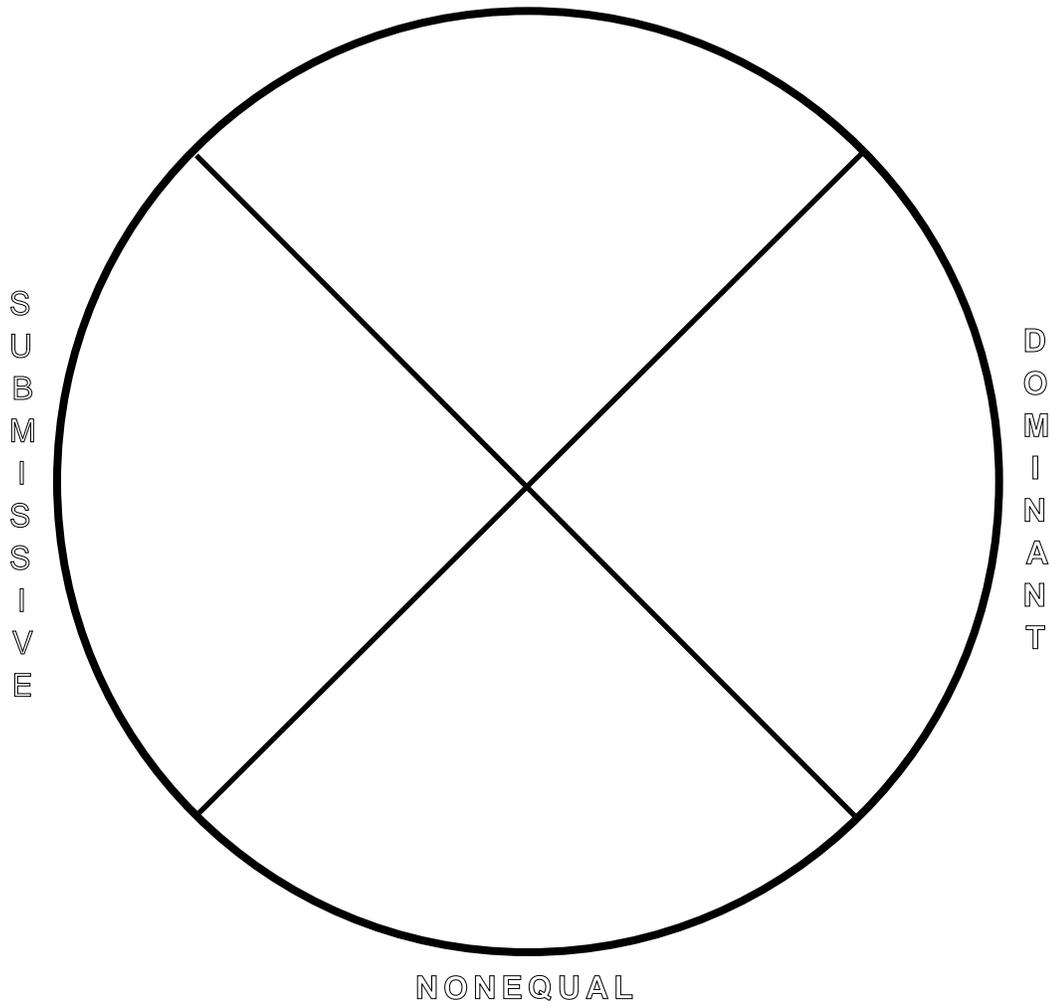
# BRAINSTORMING WORDS

TEAM MEMBER NAMES

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# GRAPHIC DISPLAY

EQUAL VALUE



# QUALITIES & LIMITATIONS

## FIRST QUALITY

**KEY WORD:** \_\_\_\_\_

**CLUSTER WORDS:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**WHAT WE MEAN:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SUPPORTING BEHAVIORS:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

**NOTES:**

# QUALITIES & LIMITATIONS

## FIRST LIMITATION

**KEY WORD:** \_\_\_\_\_

**CLUSTER WORDS:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**WHAT WE MEAN:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SUPPORTING BEHAVIORS:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**NOTES:**

# QUALITIES & LIMITATIONS

## SECOND QUALITY

**KEY WORD:** \_\_\_\_\_

**CLUSTER WORDS:** \_\_\_\_\_

**WHAT WE MEAN:** \_\_\_\_\_

**SUPPORTING BEHAVIORS:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**NOTES:**

# WHAT WE LEARNED

# CRITIQUE SHEET

**LOW  
SCORE**

CIRCLE THE NUMBER YOU BELIEVE  
BEST REFLECTS YOUR EVALUATION

**HIGH  
SCORE**

**Did the Facilitator know the course material...?**

0 1 2 3 4 5 6 7 8 9 10

**Did the Facilitator present the course material well...?**

0 1 2 3 4 5 6 7 8 9 10

**Did the course material cover the subject area...?**

0 1 2 3 4 5 6 7 8 9 10

**How well did the course fit your needs ...?**

0 1 2 3 4 5 6 7 8 9 10

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**What was the high point of the class...?**

**What was the low point of the class ...?**

**What could be done to improve the course ...?**

**What other comments would you like to make ...?**

