



JROTC Virtual Learning

Appreciating Diversity through Winning Colors

May 11, 2020



STANDARDIZED TRAINING SESSION

JROTC TRAILS WEST BRIGADE: Truman, Van Horn, William Chrisman High Schools

Lesson Created by: 1SG(R) Timothy Dougherty, 1SG(R) George Sutton, SFC(R) Alphonso Davis, SFC(R) Nestor Torres, and LTC(R) Bruce Hoover

**Student Learning Plan Health and Wellness:
Appreciating Diversity through Winning Colors [U3C1L2]**



What you will accomplish in this lesson:

Apply an appreciation of diversity to interpersonal situations

Why this lesson is important:

- Take responsibility for your actions and choices

Skills and Knowledge

- Identify key characteristics for each Winning Colors® behavior cluster: Builders, Planners, Adventurers, and Relaters
- Determine factors that impact the behavior of others
- Evaluate factors that impact how others perceive individual behavior
- Select behaviors that promote success in a variety of situations



Introduction

Understanding yourself is an important aspect of creating a successful and happy life. It is also essential to develop your awareness of others – to become sensitive to the differences and similarities between us all.



Conclusion

Being aware of what motivates people is worth your time and attention. The information and insight you gain can help you be more effective in all your relationships, and in your communication!

Use the words and techniques in this lesson to assist you in leading and communicating with others after you have identified their comfort zones.

Evaluate whether you need to use words for PLANNERS (green), BUILDERS (brown), RELATORS (blue) or ADVENTURERS (red), and in doing so, enhance your communication with those individuals.

In the next lesson you'll learn about the personal growth planner. It will help you understand why you need goals in your life, and why those goals should be clearly defined so you know how to achieve them!



Lesson Check-up

Lesson Check-up

1. How can assuming something about a friend or family member lead to disappointment or frustration?
2. What differences and similarities do you see in yourself and your best friend? How do those differences and similarities affect your friendship?
3. Describe how to communicate effectively with an ADVENTURER.
4. Give an example of how you would use the EIAG model to change your behavior.



Courtesy of Army JROTC

U3C1L2

Appreciating Diversity through Winning Colors®

Key Words:

Comfort Zone

Natural

Preference

What You Will Learn to Do

Apply an appreciation of diversity to interpersonal situations

Linked Core Abilities

- Communicate using verbal, non-verbal, visual and written techniques
- Treat yourself and others with respect

Skills and Knowledge You Will Gain Along the Way

- Identify key characteristics for each Winning Colors® behavior cluster: Builders, Planners, Adventurers, and Relaters
- Determine factors that impact the behavior of others
- Evaluate factors that impact how others perceive individual behavior
- Select behaviors that promote success in a variety of situations

Introduction

Understanding yourself is an important aspect of creating a successful and happy life. It is also essential to develop your awareness of others – to become sensitive to the differences and similarities between us all.

We're All Different

As a young child, you became familiar with behaviors you were exposed to by your parents. These behaviors were influenced by your parents' personalities as well as your own. Because these behaviors became familiar you got "attached" to them. Now, some of them are your own behaviors!

In some cases, you may have attached a positive emotion to certain behaviors just because they were what you knew. Despite having that positive emotion toward those behaviors, some may actually be negative or hurtful behaviors. This principle is crucial to understanding how to communicate effectively, and this is the first clue in understanding the makeup of anyone's **comfort zone**.

When you have identified the present strength of the behavioral clusters of yourself or another, you have targeted this comfort zone. Generally people are more at ease if allowed to communicate within their individual comfort zones.

Asking or expecting others to behave outside their comfort zone is as hard on them as believing for yourself that you should be good at something you've never learned. Remember, though, even an old dog can learn new tricks!

Seek First to Understand

A behavior that is **natural** to you, may not be natural to others. Assuming that a behavior is natural for everyone can lead to unreasonable expectations of others and unnecessary frustration for yourself. Instead, try to keep in mind that others might be approaching things a little differently.

Awareness-enhancing Behaviors

There are three awareness-enhancing behaviors that help us understand and communicate better with others: introspection, observation, and feedback.

Introspection

Introspection is self-examination, or the process of looking at ourselves to make sure that we first understand where we are, how we act, and what someone might expect of



Courtesy of Army JROTC

us. It is a self-analysis that determines why we behave or act the way we do, and helps us understand what reaction might be expected in different situations. Introspection is an opportunity to look inward instead of always looking outward to other people and their behavior.

Observation

Observation is the act of taking in information. It provides you with an opportunity to observe someone that is different from you to learn from their verbal and nonverbal behavior. It is an attempt to learn why someone acts the way they do. It is a tool that may be used to develop a better knowledge of others' behaviors.

Feedback

Feedback involves providing constructive information to someone you have observed from the standpoint of learning more about their behavior. Feedback is done to improve communication. Effective feedback is a process whereby someone can learn how well their verbal and nonverbal behavior is matching their intentions. It can provide information to a person that may be used to continue or change a behavior – the way a person acts. It involves a person giving information and a person receiving the information.

The Experience, Identify, Analyze, Generalize (EIAG) Process

The EIAG model is a reflection process used after each experience or action, to help you understand what happened and why. It is a process to assist you in understanding other people and their behavior. After you have experienced an event or observed another person's behavior, you identify or describe what happened. You can ask yourself the following questions:

- What did the other person do?
- What did you do?
- How did the other person react?
- How did you react?

Experience

Identify

Analyze

Generalize

The next step is to analyze the experience. Again ask yourself questions about the experience, such as:

- Why did the other person act in that way?
- Why did you act the way you did?
- How have things been going for you?
- What has been going on in your life?

Courtesy of Army JROTC

In the final step, you generalize or come up with some general rules or principles that might apply to this situation and similar situations in the future. Again ask yourself some questions to help you develop your future behavior, such as the following:

- What will you do in the future when you encounter another situation like this one?
- What would you do differently if you had to do it over again?
- What advice would you give another person who is about to have a similar experience?
- What can you do to make sure your behavior will go well the next time you have this type of experience?

Effective Communication

Developing awareness of others can help you become a more effective communicator. By having insight into another's **preferences**, you may be able to adapt your personal communication skills and your behavior in such a way that other people are more likely to hear, understand, and respond in a positive way. This is because you're "speaking their language," and what you say makes sense to them. When you speak out of a completely different behavioral style, you're much more likely to encounter resistance because they do not fully understand what you're trying to say.

Winning Colors® Power Words

Through years of research, it's been discovered that certain words affect people differently. Through word association discoveries, we know that the mere mention of a particular word produces tension in certain individuals. This is the basis of the lie detector test. When a question is asked, the person becomes emotionally involved and begins to perspire.

Using the Winning Colors® technique, you can learn to use words to bring up behaviors that make others feel comfortable and want to interact with you. Thus, you can learn to interact well with a person considered to be a BUILDER (brown), a RELATOR (blue), a PLANNER (green) or an ADVENTURER (red)! Here's how!

When you speak with a person with PLANNER behaviors, you succeed by using PLANNER power words. The same is true if you want to communicate successfully with those inclined to BUILDER, ADVENTURER, and RELATOR behaviors.

The following is a list of words and phrases for each Winning Colors® behavior cluster. After identifying an individual's natural "cluster," use the list to help you communicate effectively with him or her.

PLANNER Power Words

- Changing and improving
- Analyzing
- Being my best
- Dreaming
- Caring
- Inner life
- Thinking
- Inventing
- Knowing more
- Exactness
- Planning
- Revolution
- Knowing the future
- Freedom of thought



BUILDER Power Words

- Always leading people
- Power
- Results
- Responsible
- Duty
- Tradition
- Money
- Be prepared
- I give directions
- Do it my way



- I like to get things done now

ADVENTURER Power Words

- Test the limits
- Do it now
- Excitement
- Fast machines
- Fun
- Doing
- Action
- Risk
- Challenge
- Act and perform
- Freedom



RELATOR Power Words

- Always liking to be with people
- Hugs are special when I choose
- Friendly
- Giving
- I see everything
- Romantic
- Let's get along with each other
- Wanting people to like me



Conclusion

Being aware of what motivates people is worth your time and attention. The information and insight you gain can help you be more effective in all your relationships, and in your communication!

Use the words and techniques in this lesson to assist you in leading and communicating with others after you have identified their comfort zones.

Evaluate whether you need to use words for PLANNERS (green), BUILDERS (brown), RELATORS (blue) or ADVENTURERS (red), and in doing so, enhance your communication with those individuals.

In the next lesson you'll learn about the personal growth planner. It will help you understand why you need goals in your life, and why those goals should be clearly defined so you know how to achieve them!

Lesson Check-up



1. How can assuming something about a friend or family member lead to disappointment or frustration?
2. What differences and similarities do you see in yourself and your best friend? How do those differences and similarities affect your friendship?
3. Describe how to communicate effectively with an ADVENTURER.
4. Give an example of how you would use the EIAG model to change your behavior.

Exercise #1: Human Graph Activity

Directions: Read each sentence stem and the phrases that complete them. Instruct Cadets to move to the color of the line that matches their response to the sentence stem.

1. When I communicate, I am most likely to:
 - Want to be taken seriously and focus on the thinking behind the talk (planner GREEN)
 - Take a bottom-line approach and focus on the results (builder BROWN)
 - Want people to connect with me and be friendly (relater BLUE)
 - Take a light-hearted approach and focus on fun (adventurer RED)

2. When there are things to get done, I am most likely to:
 - Be prepared with details and new ways of doing things (planner GREEN)
 - Be duty-conscious and follow rules and directions (builder BROWN)
 - Talk with others and find ways to help out (relater BLUE)
 - Take action (adventurer RED)

3. When others communicate with me, I prefer them to:
 - Be creative and express ideas (planner GREEN)
 - Use a strong, short-idea approach and cool the emotions (builder BROWN)
 - Show genuine concern, share feelings, and be honest (relater BLUE)
 - Be concrete and to the point, forget the theory and long explanations (adventurer RED)

4. My teacher or supervisor at work could help me stay on track by:
 - Being a good listener or sounding board (planner GREEN)
 - Being on top of things themselves and treating me properly (builder BROWN)
 - Giving me people-centered assignments (relater BLUE)
 - Giving me exciting or challenging tasks with quick turnaround times (adventurer RED)

5. When my plans affect others, I'm likely to:
 - Support my ideas in a detailed fashion with in-depth explanations (planner GREEN)
 - Give step-by-step explanations of how the plan will be carried out (builder BROWN)
 - Think about how my plans affect people and how they might react (relater BLUE)
 - Want to get going and explain later, only if necessary (adventurer RED)

6. If I'm in a group trying to work together, I really prefer people to:
 - Be logical and appreciate ideas (planner GREEN)
 - Know the hierarchy of command and give it recognition (builder BROWN)
 - Thank each other for contributions and help each other (relater BLUE)
 - Be spontaneous and have a sense of humor (adventurer RED)

Exercise 2: Personal Ad

| | |
|--|---|
| <p style="text-align: center;"><u>Planner Power Words</u></p> <p style="text-align: center;"> Changing Improving Being my best Dreaming Inner Life Thinking Inventing Knowing More Exactness Planning Revolution Knowing the Future Freedom of Thought </p> | <p style="text-align: center;"><u>Builder Power Words</u></p> <p style="text-align: center;"> Leader Powerful Decisive Results-oriented Responsible Tradition Duty Money Preparation Achievement Expectation Accomplishments Structured </p> |
| <p style="text-align: center;"><u>Relater Power Words</u></p> <p style="text-align: center;"> Friendly Romantic Loyal Kind Attentive Thoughtful Affectionate Work together Understanding Considerate Appreciative Dependable Aware </p> | <p style="text-align: center;"><u>Adventurer Power Words</u></p> <p style="text-align: center;"> Action-oriented Fun-loving Brave Bold Spontaneous React quickly Mover and shaker High energy Challenging Freedom Quick thinker Test the limits Out of bounds </p> |

Directions: As individuals, you have to sell yourself based on who you are. You are looking for a job, a date, or to join a team. Draw from the list of Winning Colors® power words and write a personal ad that is: personal, positive, includes emotion, and is in the present tense. Provide specific behavioral examples to support your analysis.

Performance Assessment Task

Unit 3: Foundations for Success

Appreciating Diversity Through Winning Colors®

[U3C1L2]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Apply an appreciation of diversity to interpersonal situations

Directions

For this performance assessment task you will document your appreciation of diversity. For this assessment you will:

1. Think about a team or group that you are a member of and identify the strongest Winning Color® of each person in the team. (If you wish, consider the Personal Ads developed by the members of your team earlier in this Learning Plan).
2. Write a reflection about the similarities and differences between the members of your team and the value of diversity to solving problems and accomplishing team goals.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

***Appreciating Diversity Through Winning Colors®
Performance Assessment Task Scoring Guide***

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____