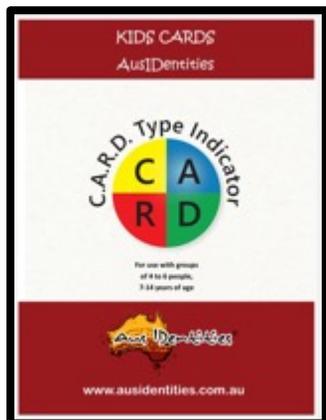




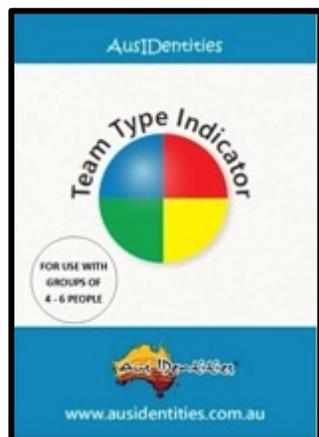
HIGHPERFORMANCE
SCHOOLS

C.A.R.D. Communication Profiles - Class/ Team

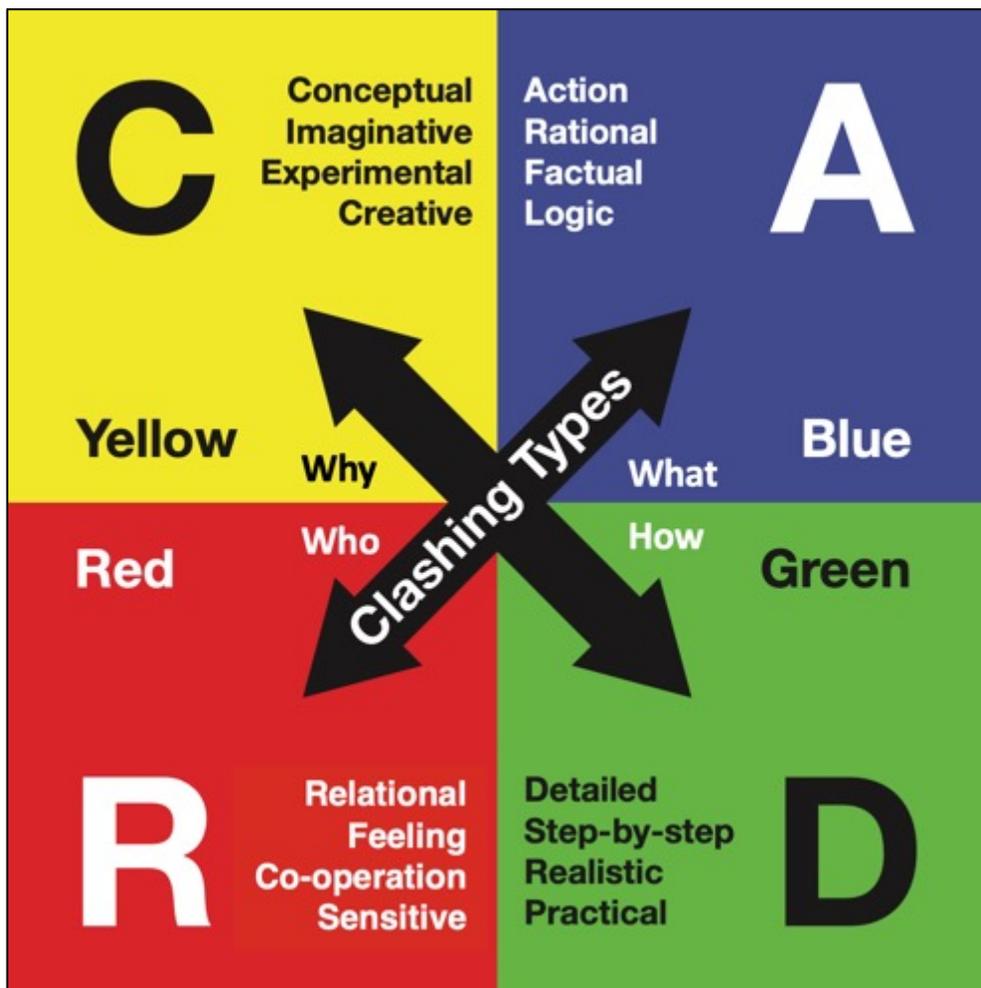
A Quick-start Guide for Educators



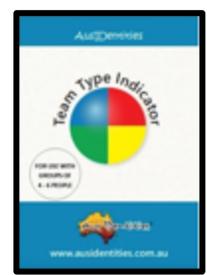
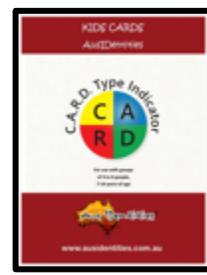
CARDS (kids)



CARDS (adult)



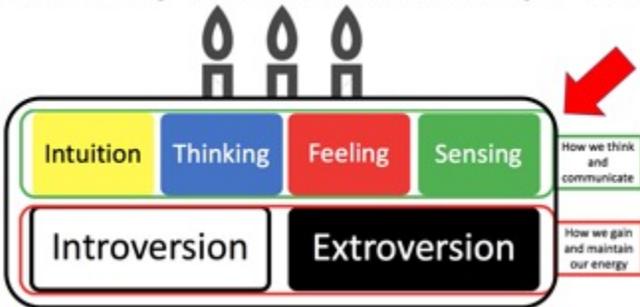
C.A.R.D. Communication Profiles Quick-start



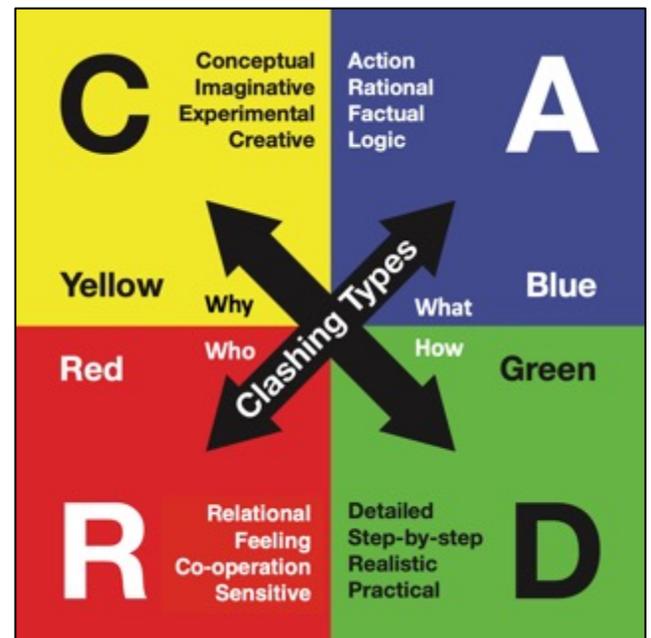
Context & Theory: Many people have heard of, or even used, profiling tools such as Myers-Briggs, DISC, AusIdentities and other systems that highlight differences in personality and the way that people interact. What many people often don't realise is that these profiling tools all have significant links back to the work of Swiss Psychologist, Professor Carl Jung, who released a book about personality and communication in 1921 titled 'Psychological Types' which was based on nearly 20 years of clinical study into how people function.

We've created the CARD model as a simple and easy to understand way to focus in on this top layer of Jung's model. It is within this top layer of personality that our communication bias/preference lies. Jung states that everyone will have their own Dominant Functions (i.e., the top two preferences for communication – where successful communication is easiest) and a lowest or inferior function (where communicating in this type is most difficult). Getting students to understand themselves and each other's preferences for communication according to these four types provides an opportunity to enhance effectiveness and gain insight into potential communication conflicts (aka personality clashes).

Personality & Communication: A Layer Cake



Jung's model can be represented as a layer cake. On the top layer Jung identified four different communication styles for giving and receiving information: Sensing, Intuition, Thinking and Feeling. On the bottom layer Jung identified two main attitude types, Extraversion and Introversion which influence how we maintain our emotional energy levels. When focusing on communicating effectively with others, it is the top layer that matters most.



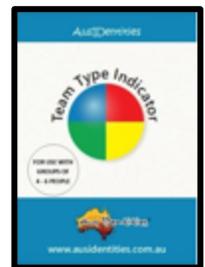
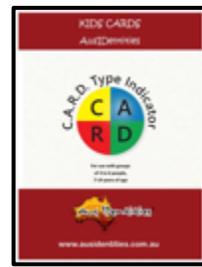
Emphasis on linking actions to big picture - creative - future focused ideas	Emphasis on right now - results - immediate and logical decisions to move forwards	Emphasis on people, support and the interactions needed for results	Emphasis on specifics - clearly identifies and detailed steps needed for actions
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Why - What - Who - How

The CARD game (ages 14 and above) and Kids CARD game (ages 7-14 years) from ausidentities.com.au is a brilliant tool that HPTschools recommends to explore personality and communication in staff and students.

In this factsheet we'll unpack how educators can use the CARD Game with their students or their adult peers covering (1) Warm Up Activities, (2) Running The CARD Game Activity and (3) Completing the Class Communication Map and/or Team Profile Map.

1. CARD Profiles Warm Up Activities



1. Primary Ages: *Different Strokes for Different Folks*

Round 1: Get students to discuss different ways they could say ‘Thank You’ to someone who helped them with their schoolwork if the other person was (a) really busy, (b) really caring, (c) really creative and (d) really clever. Whiteboard answers according to the 4 x CARD types (see below example).

Round 2: Get students to discuss different ways they could ask their parents or other adults at home with their schoolwork if the other person was (a) really busy, (b) really caring, (c) really creative and (d) really clever. Whiteboard answers according to the 4 x CARD types (see below example). Explain that we’ll now be doing an activity to better understand our similarities and differences so we can communicate better with each other...

Giving Praise & Seeking Help (C.A.R.D)

<p>CONCEPT – Yellow Help Question: “I’m keen to get your thoughts / ideas / insights on...” Praise: Such great insights / vision / solutions / ideas</p>	<p>ACTION – Blue Help Question: “Need to get some quick advice / direction on (issue)...” Praise: Great work / job</p>
<p>RELATIONAL – Red Help Question: “I’d be so grateful to get your help / advice on...” Praise: Thank you so much for helping me with this!</p>	<p>DETAIL – Green Help Question: “Can you please check / review / fine tune (specific issue) for me...” Praise: Excellent work / very thorough / very clever etc.</p>

2. Secondary Ages & Adults: *Golden Rule vs Platinum Rule*

Quick Discussion 1: Introduce the ‘Golden Rule’ and ask students if they have heard of it before and what it means and how it may help in communication.

Quick Discussion 2: Introduce the ‘Platinum Rule’ and ask students to reflect on which rule is better for communication. Ask students to provide examples of how they purposefully adjust communication to suit others (i.e., parents, peers, coaches, teachers etc.) in order to be more effective. Explain that we’ll now be doing an activity to better understand our similarities and differences so we can communicate better with each other...

Communication: 2 Major Approaches

The Golden Rule

“Do unto others as you would have them do unto you...”

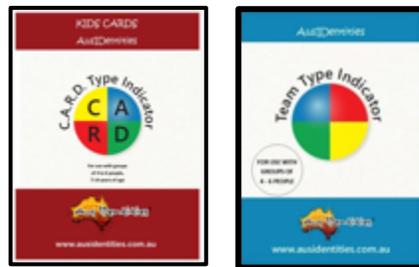
GOOD...

The Platinum Rule

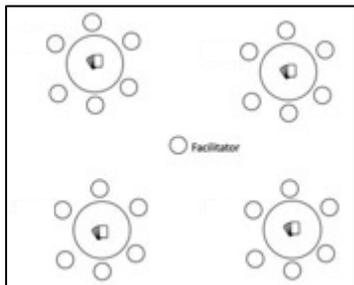
“Do unto others as they would want it done unto them...”

GREAT!

2. CARD Game: Running the Activity



1. Invite game participants to sit at tables with 4-6 players per table.



2. Provide each table group with their own deck of cards and ask them to spread the cards out face up in the middle of the table.



3. Give players 2 minutes to each select **5 cards** that describe them well based on the words and phrases written on the cards.



4. Instruct players to now discard the 2 cards that **least** describe their personality – leaving them with their first-choice 3 cards.



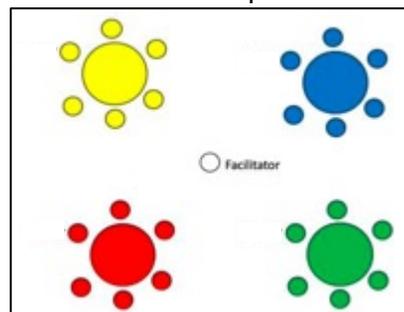
5. Ask players to raise their hand if they have 3 cards of the same colour. Advise them they can relax as they have now finished the game.
6. Instruct players that are holding 3 cards with differing colours that they must now discard 1 more card that **least** represents them – leaving their top 2 cards only.



7. Ask players that completed the previous step to raise their hand if they are left with 2 cards of the same colour. Advise these players they can relax as they have also now finished the game.
8. Instruct players that are left holding two cards of differing colours that they must now stack these two cards by placing the card which best describes them on the top.

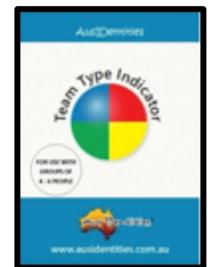
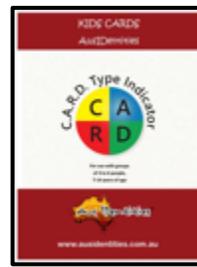


9. Ask players who had Red as their final colour (e.g., 3 Red, 2 Red, or 1 Red) to raise their hand. Repeat for the three remaining colours (Yellow, Blue, Green).
10. Divide the room up into the colours and explain how you have just done a quick exercise to reveal their communication preferences.

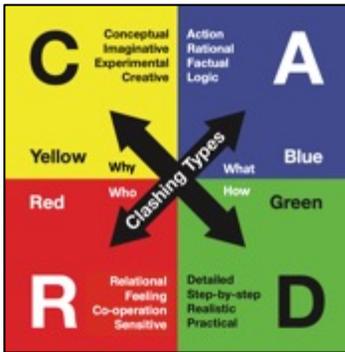


2. CARD Game

Running the Activity (cont.)



- Display the CARD Model on the projector screen and explain that each colour represents one of 4 primary communication preferences from the C.A.R.D. Model.
- Explain that each of us also has secondary preferences. Invite players to discuss their secondary preference with their sub-group.
- Explain we also have a lowest preference where we find it difficult to communicate with others from that type. Invite players to discuss their lowest preference with their sub-group.
- Ask the group to return to their original tables and the facilitator to reflect upon the potential strengths of each style and any potential limitations or clashes. Also talk about any group bias or gaps based on the preferences of the cohort completing the activity.



3. Completing The CARD Communication Profile Map

STUDENTS: Have each participant write (1) their name, (2) top two C.A.R.D. preferences and (3) hobbies / interests on the “Communication Colours Map: Our Class” (templates on next pages) and stick it up on the wall of the classroom as a reminder. **PRO TIP:** Facilitator to write their example profile on the first line to show how its done!



Name	Role	Strengths Personality Traits/ CARD colors	Interests & Goals
Clancy	Yr 6 Rep	Yellow and Blue	To get more funding for instrumental music
Jakiah	5B rep.	Yellow/Red	MUSICIAN
Emma	Yr 6 rep	Yellow/Blue	To be a life-guard!
Avelle	Yr 5 rep	Yellow/Green	To be an Actor

ADULTS: Have each participant write (1) their name, (2) top two C.A.R.D. preferences (‘Strengths’) and (3) work interests & goals, and (4) secret skills of fun facts on the “Team Profile Map” (templates on next pages) and stick it up on the team data wall. **PRO TIP:** (see above)



Name	Role	Strengths (Personality Traits / Work Skills)	Work Interests & Goals	Secret Skills	Other
Mary Roberts	Teacher	Red/Green - Enthusiastic	Numeracy, consistent resources	Mango Farming	Enjoy house renovating
Steve Young	Teacher	Green/Blue - Punctual	Science and writing	Motor Sports	Eating out
Kirsty May	Teacher Aide	Yellow/Red - Creative	Science, find my passion again	Gardening	Dancing

