

giftedness
guides



global centre
for giftedness

giftedness guides

accelerator program

series workbook

episode one

giftedness masterclass

Everyone, everywhere is born to do something. We call that something their giftedness. However, most people don't know what their giftedness is. Which is where you come in as a giftedness guide.

A giftedness guide is equipped to help others discover their giftedness and then act on that insight in the major areas of their life, such as vocation, relationships, and living with purpose.

This process is very different from taking a personality test. A test just provides information. But to bring about real transformation, most people need a person to help them understand what they're looking at and then act on it in meaningful ways.

By training as a giftedness guide, you can become that person for other people. You will make a profound difference by unleashing their giftedness. Because when humans discover and live out what they're born to do, they thrive and flourish.

So let's get started!

Begin thinking about people you know who could benefit from discovering their giftedness.



episode two

the heart of a guide



The first qualification for becoming a giftedness guide is that you care about seeing people thrive and live into their potential. Hopefully that's why you've signed up for this training. So let's review what we mean by giftedness:

Giftedness is the unique way in which you function.

It's a set of innate core strengths and natural motivation you instinctively and consistently use to do things that you find satisfying and productive.

Giftedness is not just what you can do, but what you love to do and are born to do and tend to do rather well.

Every human being has some form of giftedness—no matter what their background or condition.

Giftedness is the “good truth” about a person because it's the best of who they are. It's what they've been given to contribute to the world.

In helping someone discover that “good truth,” you're opening a window of hope and opportunity for them—perhaps for the first time.

Identify one or two people whom you think would benefit from discovering their giftedness and recruit them to go through the process with you.

episode three

giftedness stories

Giftedness is a pattern of behaviour that a person returns to again and again. It comes naturally to them, and they find it satisfying to behave in that way. That pattern of functioning is what makes it possible to discover one's giftedness.

In this process, we don't ask someone to self-reflect on what their giftedness might be. Instead they tell stories from their own life. Not just any story, but what we call giftedness stories.

There are two criteria for a giftedness story:

- 1** It must be about an activity—something they did, something that required effort or action on their part to accomplish something; and
- 2** It must be about something they enjoyed doing or took satisfaction from doing.

Those stories will ultimately reveal a pattern of behaviour that describes their giftedness. So the first thing the person needs to do is to come up with their own list of giftedness stories.

Ask the person you've recruited for the giftedness discovery process to come up with a list of at least 10-12 giftedness stories.

Be sure they understand what a giftedness story is - an activity from their own life that they enjoyed doing and felt like they accomplished something.

Give them examples of giftedness stories - perhaps even some of your own.

If necessary, offer to help them come up with their list of giftedness stories.



Name

| Age | Story Summary |
|------------|----------------------|
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episode four

telling giftedness stories



Before you listen to your person's giftedness stories, go through their list.

Qualify the stories.

Do they fit the definition of a giftedness story?

Make sure there are enough stories.

Ideally we need 10-12 stories. They may end up only telling six, but it helps to have a number of stories to pick from.

Do they need help being more specific?

If an activity seems too general, ask them to give a specific example.

Preselect stories.

Some will look more interesting than others. Some may be stories the person especially wants to tell. Try to select stories from a variety of activities and contexts.

As the person tells their stories, help them to give you as much detail as possible so that you can see them in action.

Remember, be an active listener. Don't let the storyteller speak in generalities. For example, if they say, "I made a list," ask them to describe how they made that list. Don't assume you know what they're talking about, because everyone does things differently.

Your role as a guide is to help them relive the moment!

On the following page are five kinds of words you should be listening for. These five categories fit into the acronym AWARE.

episode four

telling giftedness stories



Action. What actions or abilities did you use in the story?



Work. What was involved? What were you working with?



Atmosphere. Where did the story take place? What were the conditions?



Role. What role did you play in the story?



Enjoy. What did you find satisfying?

Have the person you are guiding tell you one of their giftedness stories.

Use the questions and suggestions given in the video training to help the person tell their story with enough detail that you can see them in action.

episode five

recording the key words

You've now listened to your person tell one of their giftedness stories. The next step is to record the key words they used in telling that story. Those words will provide the evidence you'll use in discovering the person's patterns of giftedness.

You'll find several story summary forms on the next few pages. For each story, fill out a summary form. Notice the five categories of key words, using the acronym AWARE—action, work, atmosphere, role, enjoy. Go back through the story with your storyteller to recall the key words they used and record them in the appropriate sections.

Ultimately the storyteller gets to decide what to write down. But as the guide, you can offer suggestions and lead them in the right direction, since you know the level of detail needed later in the process.



Go back through the story that the person you are guiding has told you and together identify the key words they used: actions, work, atmosphere, role, and enjoy.

Have the person record those key words on a giftedness story summary form.

Have the person you are guiding tell you at least five more giftedness stories.

For each one, work with the person to complete a giftedness story summary form—to end up with at least six summary forms total.

story summary

Name

Story Title

Action

Work

Atmosphere

Role

Enjoy

story summary

Name

Story Title

Action

Work

Atmosphere

Role

Enjoy

story summary

Name

Story Title

Action

Work

Atmosphere

Role

Enjoy

story summary

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story summary

Name

Story Title

Action

Work

Atmosphere

Role

Enjoy

episode six

looking for patterns

Once you and the person you are guiding have filled out at least six story summary forms, lay them out, side by side, in order to look across them to find patterns.

Start with the action section of the first summary form. Select a word and then look at the other summary forms to see if that word appears for those stories. Remember to consider synonyms—different words that mean the same thing.

You've got a pattern if the word or its synonyms appear in a majority of the forms. If so, record that term on a giftedness patterns form (see the next page). If you find a term used in only half the stories, use your best judgment and have the storyteller decide whether they feel like it reflects them accurately.



Continue to look for patterns in each of the five categories of key words—action, work, atmosphere, role, enjoy—and record them on the giftedness patterns form.

Together with the person you are guiding, lay out their giftedness story summary forms and look across them to find words and terms that repeat and recur.

Have the person record their patterns on a giftedness patterns form.

1

assignment one

Upload a video that shows you helping your storyteller look for patterns from among stories (10 minutes, 1 GB maximum file size)

Name

Action

Work

Atmosphere

Role

Enjoy

Name

Action

Work

Atmosphere

Role

Enjoy

episode seven

the sentence

By now you've guided someone through the discovery process, and they've filled out their giftedness patterns form. That form reflects their lifelong pattern of motivated behaviour. It gives detailed insight into their giftedness. But it's a lot of words! So you need to help the person come up with "the sentence."

The sentence is a brief, simple statement that summarizes what they are born to do. It should be memorable, inspiring to them and to others, and clear as to how they contribute to the world. Here are some tips on getting started:

Begin with the enjoy section. Try to simplify what is written there. What is their core, basic satisfaction? Try to describe that motivation in a brief sentence. See if other details in the pattern need to be added.

Are there things that stand out in the work, atmosphere, action, or role sections? Use the next page to record the final version of the sentence.

Ideally, your person should light up when they hear that sentence. It should be life-giving and exciting because it describes what they are born to do.

Work with the person you are guiding to craft a brief, inspiring sentence that summarizes the core of their giftedness.



Name



episode eight

celebrating the pattern

Congratulations on helping someone discover their giftedness!

But the very first thing you need to do next is help your person celebrate their giftedness. They need to see how valuable it is, how useful it is, and why it matters. This is your chance as the giftedness guide to affirm the importance of the gift they've got.

Here are some suggestions for how you can do that:

How is this person's pattern unique?
How is it special?

What would be some situations where this pattern could be invaluable? Help them see some real-world applications for their giftedness.

What does the pattern say about how they learn? How they communicate? How they relate to teams? Who they need around them to be effective?

Where might they end up if they really trust their pattern and give it opportunity? Dream a little on this one!

In the sessions to come, we'll show you additional ways to apply the person's pattern. But for now, engage them in some conversation about the immense value and potential of their giftedness.

Use the questions and suggestions given in the video training to celebrate the giftedness of the person you are guiding.



episode nine

career & calling: understanding job-fit

When we look at work through the lens of giftedness, we immediately encounter the concept of job-fit. Giftedness determines job-fit.

You probably know of people who excel and flourish in their careers and seem to gain energy from the work they do. Those people are in jobs that fit their giftedness. On the other hand, you probably also know of people doing work that saps them of energy. That's because the work doesn't align very well with what they are born to do.

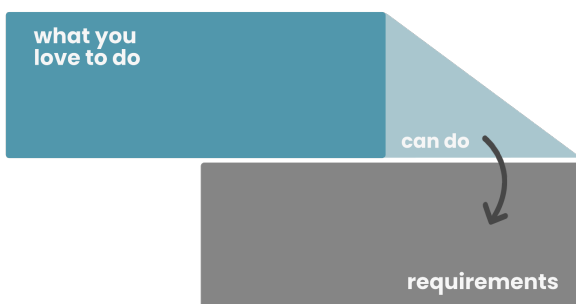
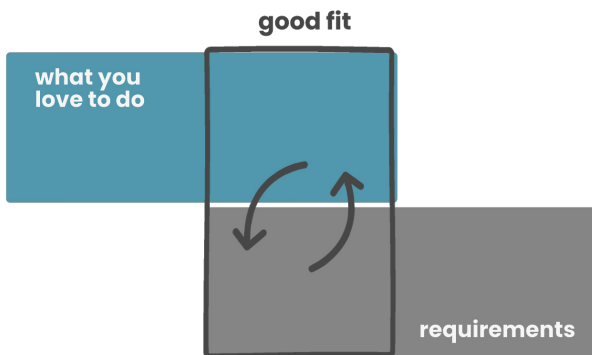
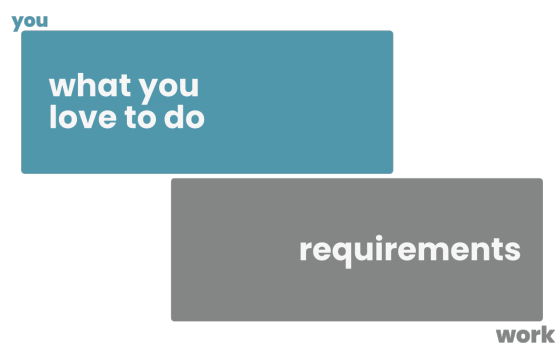
Draw and explain the two-box diagram (see the next page) for the person you are guiding.

Use the diagram to help the person evaluate how well different jobs and other situations they have found themselves in have "fit" their giftedness.



episode nine

career & calling: understanding job-fit



Think of job-fit like two boxes that overlap. The top box is you and what you love to do. The bottom box is your work and what's required in that job.

The extent to which the two boxes overlap determines how well or poorly the job fits you. Where there is overlap, you expend energy but you also gain energy because you're enjoying what you do.

Where the boxes don't overlap, you have to stretch yourself to meet the requirements of the job. That saps you of energy because you get no energy back.

episode ten

career & calling: applying job-fit

As you talk with your person about job-fit, you can help them use their giftedness patterns form to write their ideal job description.

That involves using the terms from each of the five sections of the patterns form to compose one long sentence, as follows:

“I would **work** with... using my **abilities** for... in **conditions** that are... functioning in the **role** of a... and consistently gaining the **satisfaction** of...”

From there, you and your person can come up with career scenarios that realistically capture some or all of the elements in that job description. From these scenarios, potential career options will become more clear.



Help the person use their giftedness patterns form to write their “ideal job description.”

Together, brainstorm two or three career scenarios that might fit that job description.

2

assignment two

Upload a video that shows you providing feedback on job-fit and career scenarios to the person you are guiding (10 minutes, 1 GB maximum file size)

episode eleven

relational fit

Everyone, everywhere has some form of giftedness, whether they know what it is or not. And as with job-fit, giftedness also affects “relational fit,” meaning how well we connect with others.

In some cases, two people’s giftedness might be very similar or very complementary to each other. In that case, they’ll tend to get along well.

But sometimes the two kinds of giftedness oppose each other in certain ways. When that happens, someone has to extend themselves to make the relationship work. They have to give energy, but they may not get much energy back.

Knowing the other person’s giftedness will not eliminate conflict, but it offers insight into dealing with conflict. If we can see and appreciate the giftedness that is driving the other person’s behavior, it helps promote understanding and better communication.



Draw and explain the two-box diagram as applied to relationships.

Use the diagram to help the person reflect on a relationship that seems to work well for them – what aspects of their giftedness and the other person’s giftedness seem to be a “good fit”?

Use the diagram to help the person reflect on a relationship that seems to not be working so well for them – how might insight into their giftedness and what they perceive as the other person’s giftedness promote some understanding?

episode twelve

living on purpose

As a giftedness guide, you're in a perfect position to help the person you've been working with think meaningfully about their life-purpose. That purpose flows right out of their giftedness, because the purpose of our gifts is to use them to make some meaningful contribution to the world. Someone, somewhere really needs what your person has to offer.

So thank you for your work in beginning to unleash their giftedness. By doing so, you are helping the world and its people flourish.

Spend some time helping the person you are guiding dream a little bit about where their life could go, given their giftedness – how could they make a genuine contribution to the world and cause it to flourish in some way?



3

assignment three

Submit a 500-word paper:

Describe the value of this training for you.

Describe your experience in guiding someone through the process.

How might you have done things differently?

What practical "how?" question would like giftedness guides to address?

Once your trainer has reviewed all of your work, we will let you know whether you have passed the course and qualify for certification, or you need to re-take the training.

**Thank you for using
your giftedness to guide
others in discovering
and using their own.**

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