

WORKSHOP SYSTEM

Many Small Keys, One Expanding Field

Complete Hybrid Facilitator Guide, Participant Workbook, Mapping System, and Card Catalog



Ruskin | South Shore | Tampa Bay
Convergence Q45
Prepared August 2026

How to Use This Kit

Core decision Participants remain at stable home tables. Cards, challenge envelopes, and task prompts rotate. A gallery walk provides cross-table movement and discovery.

This system serves facilitators, participants, table stewards, community partners, and future trainers. It can be used as a three-session virtual sequence followed by one four-and-one-half-hour in-person culmination, or as a standalone modular workshop.

- Default scale: 24 participants at six home tables of four.
- Scalable range: 12 to 60 participants, with tables of four to six.
- Primary outcome: each table produces one integrated, bounded, testable response to a real challenge.
- Personal outcome: each participant leaves with a gift map, strength constellation, complementary-capacity insight, and seven-day commitment.
- Community outcome: promising responses enter a multiplication field for testing, documentation, facilitator preparation, and local adaptation.

Contents

1. Workshop design decisions and operating principles
2. BYOC: Bring Your Own Craft
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4. Room, table, staffing, and materials plan
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6. Gift maps, strength constellations, and integration maps
7. Table challenge laboratory and team science protocol
8. Participant reproducible workbook
9. Complete gift, strength, challenge, process, and synergy card catalog
10. Evaluation, documentation, consent, and multiplication

1. Design Decisions and Operating Principles

Decision	Design	Reason
Movement	Home tables remain stable; prompts and card packets rotate.	Supports trust, accessibility, craft setup, deeper integration, and reliable timing.

Decision	Design	Reason
Learning	Every module includes encounter, reflection, handling, connection, and expression.	Creates several routes into the idea and progresses toward active production.
Craft	BYOC is a learning interface available throughout the workshop.	Participants externalize understanding through a personally meaningful medium.
Team science	Shared aim, differentiated roles, interdependence, integration, testing, and feedback appear in every challenge round.	Collaboration becomes a disciplined practice rather than simple group discussion.
Faith and public participation	Spiritual gift names appear beside functional contribution language.	Faith-centered groups can use the full spiritual frame, while broader civic tables can participate through accessible contribution language.
Evidence and reflection	Insights, prototypes, and outcomes are documented with participant choice and deidentified program-level learning.	The program can learn responsibly while preserving dignity, agency, and privacy.

Flexible Learning Pathways

These pathways function as options and situational preferences. Each participant encounters several pathways and may select the form of expression that best supports the task.

Pathway	Workshop expression	Learning trace
Visual and spatial	maps, color, diagrams, arrangement, observation	gift map, constellation, field map
Auditory and verbal	short teaching, story, paired listening, spoken reflection	one-minute explanation or declaration
Reading and writing	workbook, definitions, journaling, plans	written challenge-to-action bridge
Tactile and kinesthetic	cards, tiles, objects, movement, making	physical arrangement or prototype
Social and interpersonal	interviews, triads, table dialogue, reciprocal feedback	integrated team response
Reflective and intrapersonal	quiet processing, optional prayer, contemplation	personal insight and boundary
Narrative and contextual	lived stories and real South Shore scenarios	context-rich case response
Analytical and problem-centered	evidence, root causes, constraints, decision rules	testable action pathway
Creative and generative	art, music, craft, metaphor, construction, movement	learning trace in a chosen medium

Learning rhythm Encounter the idea, interpret it personally, handle or make something, integrate it with others, and express or test the learning.

2. BYOC: Bring Your Own Craft

BYOC welcomes participants to bring the materials, instruments, tools, or creative practices that help them think, attend, remember, and express meaning. Craft includes visual art, music, writing, textile work, adornment, construction, movement, digital creation, and quiet handwork.

Registration Copy

Ready for Eventbrite, email, or the workshop site

BYOC invitation Bring Your Own Craft. You are welcome to bring the materials that help you learn and create: an easel, canvas, water-based paint, brushes, drawing pencils or pens, sketchbook, collage materials, fiber arts, beadwork, peel-and-stick embellishments, a compact instrument, headphones, poetry or writing materials, modeling supplies, or another venue-safe creative practice. You may also participate with the shared workshop supplies. Craft experience is welcome at every level.

BYOC Registration Questions

1. Which learning or creative materials do you plan to bring? Select all that apply: drawing; painting; collage; fiber or textile; beadwork or embellishment; writing or poetry; music or rhythm; construction or modeling; photography or digital art; movement; another medium; shared supplies only.
2. How much table or floor space will your activity require? Compact place setting; half table; easel or floor area; instrument space; another arrangement.
3. Will your activity involve sound? Silent; headphones; quiet acoustic sound; facilitated group sound; amplified sound requiring advance coordination.
4. Which access supports would help you participate fully? Large print; digital workbook; screen reader compatible file; seated activity; quiet area; captioning; language support; support person; another accommodation.
5. May the facilitator invite you to share your creative learning trace during the gallery walk? Yes; perhaps after being asked; private reflection only.

Venue-Safe Materials Standard

Ready to bring	Coordinate in advance	Participant preparation
Sketchbooks, pencils, pens, markers, colored pencils, compact fiber arts, peel-and-stick gems, low-odor glue, water-based paint, compact instruments	Aerosols, solvents, heat tools, blades, amplified sound, loose glitter or confetti, large floor installations, materials requiring ventilation or electricity	Bring a protective mat or tray, labeled container, water cup with lid, headphones or mute as needed, and personal cleanup materials.
Digital tablets, cameras, headphones, battery-powered tools, small modeling materials	Extension power, venue Wi-Fi dependency, projection, recording, lighting, or charging banks for shared use	Charge devices, download files in advance, silence alerts, and preserve participant privacy when capturing images or audio.

Shared Basic Supply Bar

- Cardstock and blank index cards
- Black and colored markers
- Colored pencils and drawing pencils
- Sticky notes in several sizes
- Removable tape and adhesive dots
- Child-safe scissors
- Table covers, trays, wipes, paper towels, and waste containers
- String, yarn, clips, and simple modeling materials
- Printed card decks and blank wildcard cards
- Large-print worksheets and QR access to digital files

Facilitator posture Craft is allowed to remain quiet. Participants may create without public interpretation. Sharing always follows invitation and participant choice.

3. Hybrid Pathway

Experience	Length	Purpose	Outputs
Virtual 1: Discover the Key	75 minutes	Introduce flexible learning pathways, gifts, strengths, BYOC, consent, and one personally meaningful challenge.	Initial challenge statement; top gifts or contribution language; BYOC intention; access plan.
Virtual 2: Map the Constellation	90 minutes	Build the personal Gift Map and Strength Constellation; identify evidence, patterns, and capacity gaps.	Gift Map v1; Strength Constellation v1; one complement sought.
Virtual 3: Practice the Combination	90 minutes	Use digital cards in breakout teams to solve a sample challenge through explicit interdependence.	Synergy Map; team role preference; in-person challenge interests.

Experience	Length	Purpose	Outputs
Optional Open Studio and Tech Check	45 minutes	Support digital access, printing, BYOC preparation, questions, and quiet completion.	Ready materials; downloaded files; confirmed access supports.
In Person: Open the Door	270 minutes	Integrate gifts, strengths, craft, stories, evidence, and team science around real South Shore challenges.	Team prototype; seven-day action; community field entry; personal declaration.
Virtual Follow Through	60 minutes at 14 days	Review action evidence, learning, relationships, and next-cycle decisions.	Learning loop; stewardship owner; multiplication decision.

Distinctive Virtual Experiences

- Private digital mapping before public sharing, allowing deeper reflection and accessible pacing.
- Breakout interviews centered on listening for evidence of gifts and strengths in lived stories.
- Drag-and-arrange card simulations using the companion workbook or virtual whiteboard.
- Audio, chat, drawing, annotation, poll, and camera-optional participation routes.
- Short between-session field observations at home, work, church, education, business, government, or community.
- A virtual creative show-and-tell that introduces BYOC materials before the in-person day.

Virtual Session Scripts

Virtual 1 opening: Welcome. This workshop begins with the premise that meaningful leadership may already be present through the gift in your hands. During this series, you will name what you carry, notice what others carry, and practice joining contributions around real challenges.

Virtual 2 transition: Place one challenge at the center of your page. Arrange strengths near or far according to current relevance. Draw connections where one strength changes the usefulness of another. Leave visible space for the capacities you want to seek in others.

Virtual 3 integration: A collection becomes a team when contributions change one another. Name what each gift enables, what each strength protects, and what remains unfinished until another person joins.

4. Room, Table, Staffing, and Materials Plan

Room Zones

Zone	Purpose	Contents
Home tables	Stable groups of four to six complete all core rounds.	Table cover; card tray; timer card; worksheets; markers; craft footprint; challenge envelope.
Shared supply bar	Supports spontaneous participation and replenishment.	Basic art and mapping materials; cleanup supplies; large-print copies.
Quiet reflection area	Offers lower-stimulation processing and private completion.	Comfortable seating; low visual load; headphones; paper and digital access.
Community field wall	Receives challenge maps, team prototypes, commitments, and invitations for follow-through.	South Shore map or labeled domain panels; removable mounting; consent markers.
Gallery path	Supports a short walk among table outputs.	Wide accessible path; seated viewing option; one host at each table.
Documentation point	Collects authorized outputs and deidentified learning records.	Consent key; coded submission sleeves; scanner or camera; secure digital folder.

Staffing

Role	Default ratio	Responsibilities
Lead facilitator	1	Holds purpose, teaching, transitions, time, integration, and closing.
Table stewards	1 per table or 1 per 2 tables	Protect participation, read prompts, observe patterns, and support card handling.
Materials and BYOC host	1	Manages supply bar, surface protection, sound coordination, and cleanup.
Access and care host	1	Coordinates accommodations, quiet space, participant pacing, and referral pathways.
Time and room host	1	Manages visible timer, challenge envelopes, gallery flow, and breaks.
Documentation steward	1	Uses consent markers, captures approved outputs, and records deidentified themes.

Scale Guide

Participants	Tables	Core staffing	Decks
12-18	3 tables of 4-6	Lead; 2 stewards; access/materials host	One full deck split into domain packets; one gift and strength set per table.
19-30	5-6 tables of 4-5	Lead; 3-6 stewards; access host; materials host; documentarian	One challenge packet per table; one gift and strength set per table.
31-45	7-9 tables of 4-6	Lead; co-facilitator; 5-9 stewards; three operational hosts	One complete table deck per table or preselected domain decks.
46-60	10 tables of 5-6	Lead; co-facilitator; 10 stewards; zone leads	One complete table deck per table; duplicate popular challenge domains.

5. In-Person Run of Show

Clock	Minutes	Segment	Participant action	Facilitator cue
0:00	20	Arrival and BYOC settling	Set up materials; choose access pathway; place one personal symbol or object near the table map.	Welcome each medium and protect workable space.
0:20	20	Opening and learning covenant	Hear the purpose; select participation preferences; agree on table practices.	Many pathways, shared purpose, participant agency.
0:40	25	Gift Map	Select gifts or contribution language; record evidence and stewardship.	Ask for lived evidence and community value.
1:05	25	Strength Constellation	Arrange strengths around one challenge; mark connections and gaps.	Proximity shows relevance; lines show interaction.
1:30	10	Break	Restore, stretch, protect materials.	Prepare first challenge envelope.
1:40	20	Challenge Round 1: See and frame	Place one challenge in the center; map affected people, evidence, assets, and desired change.	Keep the challenge bounded and specific.
2:00	20	Challenge Round 2: Combine	Add gift and strength cards; name contribution, interdependence, and missing capacity.	Require every card to earn its place.
2:20	20	Challenge Round 3: Stress and transfer	Draw a synergy card; revise for constraint, access, context, or multiplication.	Ask what changes in the combination.
2:40	30	BYOC integration	Create a learning trace, model, rhythm, image, poem, arrangement, or explanation.	Craft makes the reasoning visible or memorable.
3:10	10	Break	Reset and prepare prototype materials.	Invite documentation consent choices.
3:20	35	Field prototype	Define seven-day action, owner, partners, resource, evidence, feedback, and dignity safeguard.	Small enough to begin; meaningful enough to teach.
3:55	20	Gallery exchange	One person hosts; others visit; seated and digital routes remain available.	Visitors leave one resource, question, or connection.
4:15	15	Affirmative declarations	Name gifts observed, combinations formed, and doors now visible.	Use specific, permission-aware language.
4:30	0	Close	Submit chosen outputs and leave with the follow-through date.	The field continues through faithful next action.

Table Covenant

- Every person may enter through speaking, writing, making, arranging, observing, or quiet reflection.
- Stories remain owned by the person who shares them.
- Curiosity precedes interpretation.
- Contributions receive clear acknowledgment and shared credit.
- The group distinguishes observation, interpretation, spiritual discernment, and verified evidence.
- The group chooses a bounded action and protects dignity, consent, privacy, and cultural humility.

Core Facilitator Scripts

Opening. A small key can be a person who discovers that faithful leadership is already available through the gift in their hands. Today, we will learn how small keys become complementary teams capable of opening larger doors across Ruskin, South Shore, and Tampa Bay.

Before card selection. Choose cards from evidence. Ask where this gift or strength has already produced value, what conditions help it flourish, and what complementary capacity will help it serve wisely.

Before team integration. Place the challenge in the center. Each person names one contribution. Then move the cards until you can explain how the contributions alter, strengthen, restrain, or enable one another.

Before BYOC. Use your craft to make the learning traceable. You may reveal relationship, tension, sequence, rhythm, color, texture, movement, possibility, or a next step. The creative form serves your learning and remains yours to interpret.

Before declarations. Name what you genuinely observed. Use language such as: I saw your gift create; your contribution helped the team; this strength became especially useful when joined with; one door that now appears possible is.

Closing. Carry one small key into the next seven days. Let action become evidence, evidence become learning, and learning become a pathway another person can carry.

6. Mapping System

Map 1: Personal Gift Map

Purpose: connect each gift or contribution with lived evidence, stewardship, context, and complementary capacity.

Gift or contribution	Evidence from lived experience	Value created	Stewardship practice	Complement sought
1.				
2.				
3.				

The gift that most often opens a door through me is:

The setting where this gift currently carries greatest responsibility is:

The complementary gift I want to seek is:

Map 2: Strength Constellation

Place the selected challenge in the center. Put currently relevant strengths in the inner ring, available supporting strengths in the middle ring, and strengths to seek from others in the outer ring. Draw lines and label the effect of each connection.

Position	Strength	Evidence	Connection	Effect on the whole
Center	Challenge:			
Inner ring 1				
Inner ring 2				
Inner ring 3				
Middle ring 1				
Middle ring 2				
Outer ring: seek				

Constellation rule A line must describe an interaction. Examples: Analysis sharpens Creativity; Empathy redirects Execution; Organization gives Future Vision a sequence; Courage gives Diplomacy enough clarity.

Map 3: Gift-Strength Bridge

Layer	Guiding question	Table response
Gift or contribution	What kind of value is a person drawn or equipped to bring?	
Strength	How does the person naturally approach the work?	
Skill	What learned method makes the contribution competent and repeatable?	
Role	Where will responsibility, authority, and accountability sit?	
Action	What observable behavior will happen next?	
Outcome	What change, evidence, or learning will show movement?	

Map 4: Complementarity Matrix

Team function	Person or role	Gift	Strength	Dependency	Support required
Sense					
Frame					
Imagine					
Integrate					
Test					
Multiply					

Map 5: Community Field Map

Field element	Questions	Response
Place	Where is the challenge experienced? What history, culture, environment, or institution shapes it?	
People	Who experiences the effects? Who carries knowledge, authority, trust, resources, or relationship?	
Assets	What already exists in Ruskin, South Shore, or Tampa Bay that can support the response?	
Strongholds or persistent patterns	Which recurring dynamics constrain agency, relationship, access, trust, or shared action?	
Open doors	Which invitation, partnership, timing, resource, or readiness creates possibility?	
Small keys	Which faithful contributions are already present in the people involved?	
Next field action	What can begin within seven days and teach the team something useful?	

Map 6: Multiplication Field

1. Discover: identify a gift, strength, story, challenge, and context.
2. Connect: form a complementary pair or small team around a shared aim.
3. Prototype: take one bounded action and define the evidence to observe.
4. Learn: gather feedback, name surprises, and revise the combination.
5. Document: preserve the prompt, roles, materials, decision, action, evidence, and adaptation.
6. Prepare: train another facilitator through demonstration, practice, observation, and feedback.

7. Multiply: adapt the method in another table, neighborhood, institution, or region while preserving the purpose.

Conceptual synergy equation Impact potential = alignment x complementarity x trust x execution x feedback x sustainability. The equation is a reflection aid. Each factor should be discussed and supported with observable evidence.

7. Table Challenge Laboratory

Card Handling Protocol

1. Place one Challenge Card in the center and read it aloud or silently.
2. Select one Process Card to establish the current team function.
3. Each person contributes one Gift Card or functional contribution card and one Strength Card, supported by lived evidence.
4. Arrange cards by relationship. Place enabling cards close, sequencing cards left to right, and needed capacities at the edge.
5. Use arrows or string to name dependencies: enables, informs, restrains, translates, protects, resources, tests, or sustains.
6. Draw one Synergy Card and revise the response.
7. Complete the Integration Test and choose one seven-day action.

Integration Test

Test	Question	Evidence
Shared aim	Can every person state the same desired change?	
Differentiation	Does each role contribute distinct value?	
Interdependence	Can the team explain why the contributions need one another?	
Integration	Has the team produced one coherent response rather than parallel suggestions?	
Dignity	Does the response honor agency, consent, privacy, culture, and lived experience?	
Action	Is there an owner, time, resource, and observable output?	
Feedback	Who will respond and how will the next cycle change?	
Multiplication	Can another facilitator understand and adapt the method?	

Home Table Rotation Pattern

Round	What rotates	What remains	Output
1: See and frame	Challenge envelope	People, table covenant, craft setup	Bounded challenge map
2: Combine	Gift and strength selections	Challenge and group	Complementarity arrangement
3: Stress and transfer	Synergy card or contextual constraint	Core purpose	Revised response
4: Express	Choice of craft or communication form	Team reasoning	Learning trace
5: Field action	Action template	Shared aim	Seven-day prototype

Gallery Walk Protocol

- One table host remains with the learning trace and gives a 60-second explanation.
- Visitors offer one resource, one clarifying question, or one relevant connection on separate cards.
- A seated route uses table photographs or digital slides carried by a gallery host.
- The home table reconvenes for five minutes and chooses which feedback changes the prototype.

8. Participant Reproducible Workbook

Participant use Complete only the portions that serve your learning. Share only the parts you choose. Use words, diagrams, objects, color, sound, movement, or craft as appropriate.

A. Learning and BYOC Plan

The pathways that help me enter learning today:

The craft or medium I will use:

The space, sound, movement, or access support that will help:

The form in which I may share my learning trace:

B. Personal Challenge Inventory

At home:

At work or in business:

At church or spiritual community:

In professional education:

In government or civic life:

Across the community:

The one challenge I want to carry into the workshop:

C. Gift Evidence Reflection

A moment when I brought clarity, care, direction, learning, service, resources, connection, or courage:

What changed because of my contribution:

What conditions helped the contribution serve well:

What complementary contribution would have strengthened it:

D. Strength Evidence Reflection

A strength I use naturally:

Evidence that others receive value from it:

A situation where this strength becomes especially useful:

A complementary strength that broadens or steadies it:

E. Challenge Map

Challenge statement:

People affected and their perspectives:

Relevant history, evidence, and context:

Existing assets and relationships:

Desired change within a realistic scope:

F. Synergy Map

Gift or contribution cards selected:

Strength cards selected:

How the contributions alter or enable one another:

Missing voice or capacity:

Revision after the Synergy Card:

G. Team Science Charter

Shared aim:

Roles and distinct contributions:

Dependencies among roles:

Decision method:

Communication rhythm:

How we will address tension or changing information:

Feedback and learning method:

H. Seven-Day Prototype

Action:

Owner:

Date and setting:

People or partners:

Resources:

Observable evidence:

Dignity and access safeguard:

Feedback source:

Next review date:

I. Affirmative Declaration

A gift I observed in another person:

The value it created:

A combination that became stronger through joining:

A door that now appears possible:

My small key for the next seven days:

J. Follow-Through Reflection

What happened:

What evidence or response did we receive:

What surprised us:

What changed in our understanding:

What we will preserve:

What we will adapt:

Who can carry the next cycle:

9. Complete Card Catalog

The companion printable deck contains the same cards in cut-ready form. This catalog supports facilitator review, digital use, replacement printing, and adaptation.

Gift and Functional Contribution Cards

ID	Spiritual gift	Accessible contribution	Core value	Stewardship	Complements
G01	Prophecy	Truth sensing	Names patterns, values, risks, and needed direction with moral clarity.	Pair clarity with humility, evidence, timing, and care for the people affected.	Mercy, Wisdom, Administration, Pastoring
G02	Leadership	Mobilizing direction	Creates direction, gathers people, and converts shared purpose into coordinated movement.	Share ownership, invite dissent, and build leadership capacity in others.	Administration, Wisdom, Serving, Exhortation
G03	Knowledge	Insight and understanding	Finds, organizes, and explains information that a team needs for sound action.	Translate detail into accessible language and distinguish evidence from interpretation.	Teaching, Wisdom, Discernment, Administration
G04	Evangelism	Invitation and outreach	Carries a message across boundaries and welcomes new people into meaningful participation.	Listen to the audience, honor consent, and adapt language without diluting purpose.	Mercy, Teaching, Leadership, Exhortation

ID	Spiritual gift	Accessible contribution	Core value	Stewardship	Complements
G05	Teaching	Learning and clarity	Structures understanding so people can learn, practice, remember, and teach others.	Use multiple pathways, check understanding, and allow learners to generate meaning.	Knowledge, Exhortation, Administration, Serving
G06	Administration	Coordination and systems	Orders people, time, resources, and information into a dependable process.	Keep the system responsive to people, purpose, and changing conditions.	Leadership, Serving, Wisdom, Giving
G07	Apostleship	Pioneering and expansion	Opens new fields, builds foundations, connects regions, and multiplies viable models.	Build with local voices, document the model, and prepare others to carry it.	Leadership, Teaching, Administration, Discernment
G08	Exhortation	Encouragement and activation	Strengthens courage, restores momentum, and helps people act on what they already understand.	Ground encouragement in truth, agency, and achievable action.	Mercy, Teaching, Leadership, Faith
G09	Giving	Resource sharing	Releases money, access, materials, relationships, and opportunity for shared purpose.	Use transparent criteria, sustainable generosity, and recipient voice.	Administration, Wisdom, Mercy, Serving
G10	Wisdom	Judgment and integration	Integrates knowledge, timing, values, consequences, and context into sound judgment.	Invite diverse perspectives and make assumptions visible.	Knowledge, Discernment, Leadership, Prophecy
G11	Pastoring	People care and development	Cultivates belonging, protects people, and supports growth over time.	Maintain boundaries, shared care, referral pathways, and sustainable responsibility.	Mercy, Teaching, Exhortation, Administration
G12	Serving	Practical support	Recognizes concrete needs and turns care into useful, timely action.	Clarify scope, distribute labor, and connect service to long-term capacity.	Administration, Mercy, Giving, Leadership
G13	Discernment	Pattern evaluation	Distinguishes motives, quality, fit, risk, and underlying dynamics.	Use verification, accountable language, and an appropriate standard of evidence.	Wisdom, Knowledge, Prophecy, Mercy
G14	Mercy	Compassion and restoration	Recognizes suffering and creates humane responses that preserve dignity and belonging.	Pair compassion with boundaries, resources, and sustainable systems.	Serving, Pastoring, Wisdom, Administration
G15	Faith	Possibility and endurance	Sustains hope, courage, and purposeful action when outcomes remain unfinished.	Join conviction with wise testing, pacing, and practical preparation.	Discernment, Administration, Exhortation, Wisdom

Open Strength Capacity Cards

ID	Strength	Cluster	Contribution	Prompt	Complements
S01	Strategic Thinking	Sense and frame	Finds viable pathways through complexity and anticipates decision points.	What are the strongest routes from here?	Execution, Empathy, Communication
S02	Future Vision	Sense and frame	Describes a compelling future and connects present action to long-range possibility.	What future becomes reachable through this step?	Focus, Organization, Reliability
S03	Learning Agility	Sense and frame	Absorbs new information quickly and converts experience into improved practice.	What are we learning, and how will it change the next round?	Teaching, Analysis, Adaptability
S04	Analysis	Sense and frame	Examines evidence, assumptions, patterns, and causal relationships.	What evidence supports this interpretation?	Creativity, Empathy, Initiative

ID	Strength	Cluster	Contribution	Prompt	Complements
S05	Context	Sense and frame	Uses history, culture, place, and prior experience to interpret the present.	What happened before, and what does place teach us?	Future Vision, Adaptability, Communication
S06	Discernment	Sense and frame	Evaluates fit, quality, timing, motives, and emerging risk.	What requires testing, deeper listening, or careful timing?	Wisdom, Courage, Empathy
S07	Creativity	Imagine and design	Generates fresh combinations, metaphors, prototypes, and approaches.	What new form could this take?	Analysis, Focus, Execution
S08	Resourcefulness	Imagine and design	Finds useful assets, workarounds, partners, and possibilities within constraints.	What do we already have that can serve this purpose?	Organization, Giving, Initiative
S09	Adaptability	Imagine and design	Responds constructively as conditions, information, and needs change.	What adjustment will preserve the purpose here?	Focus, Reliability, Strategy
S10	Courage	Mobilize and influence	Names difficult realities and takes principled action amid uncertainty.	What faithful action requires courage now?	Diplomacy, Analysis, Empathy
S11	Communication	Mobilize and influence	Makes ideas clear, memorable, relevant, and shareable.	How can this become understandable and inviting?	Listening, Analysis, Organization
S12	Advocacy	Mobilize and influence	Elevates needs, rights, perspectives, and possibilities into decision spaces.	Whose interest needs a clear voice here?	Diplomacy, Evidence, Relationship Building
S13	Initiative	Mobilize and influence	Begins useful action and creates momentum around a viable first step.	What can begin within the next seven days?	Deliberation, Organization, Collaboration
S14	Facilitation	Mobilize and influence	Guides a group toward participation, integration, decisions, and shared ownership.	How will every needed voice enter the work?	Focus, Empathy, Documentation
S15	Organization	Build and execute	Creates order across tasks, time, people, information, and materials.	What sequence, owner, and resource will make this dependable?	Future Vision, Creativity, Adaptability
S16	Focus	Build and execute	Protects priorities and directs attention toward the agreed outcome.	What deserves attention during this cycle?	Adaptability, Empathy, Creativity
S17	Reliability	Build and execute	Builds trust through ownership, consistency, and completed commitments.	What promise can we make and keep?	Innovation, Delegation, Adaptability
S18	Execution	Build and execute	Turns ideas into tested actions, tangible outputs, and completed work.	What will exist by the end of this round?	Strategy, Reflection, Collaboration
S19	Collaboration	Relate and integrate	Builds shared work across differing roles, disciplines, and communities.	What becomes possible only through combined contribution?	Focus, Facilitation, Individual Reflection
S20	Empathy	Relate and integrate	Perceives experience, emotion, and human impact with care.	How might this be experienced by the people involved?	Analysis, Boundaries, Execution
S21	Connection	Relate and integrate	Recognizes relationships among people, places, ideas, and purposes.	What belongs together here?	Focus, Analysis, Organization
S22	Diplomacy	Relate and integrate	Navigates tension, finds workable common ground, and protects relationships.	What shared value can carry this conversation forward?	Courage, Clarity, Accountability
S23	Teaching	Sustain and multiply	Builds understanding, practice, transfer, and confidence in others.	How will another person learn and repeat this?	Knowledge, Facilitation, Feedback
S24	Resilience	Sustain and multiply	Recovers, learns, and continues through difficulty with healthy pacing.	What will help this work endure and renew?	Support, Reflection, Adaptability

CliftonStrengths 34 Translation Reference

Participants who already have CliftonStrengths results may place their theme names into the Strength Constellation. The official assessment and proprietary theme resources remain available through Gallup. This kit uses the theme names for participant translation and provides separate original, open strength-capacity cards for workshop use.

Official domain	Theme names
Strategic Thinking	Analytical, Context, Futuristic, Ideation, Input, Intellection, Learner, Strategic
Relationship Building	Adaptability, Connectedness, Developer, Empathy, Harmony, Includer, Individualization, Positivity, Relator
Influencing	Activator, Command, Communication, Competition, Maximizer, Self-Assurance, Significance, Woo
Executing	Achiever, Arranger, Belief, Consistency, Deliberative, Discipline, Focus, Responsibility, Restorative

Challenge Cards

ID	Domain	Challenge	Suggested strengths	Suggested gifts	Synergy pattern
CB01	Business	A small business has strong community value and weak customer visibility.	Communication; Strategic Thinking; Creativity; Analysis; Execution	Evangelism; Knowledge; Leadership; Administration; Giving	Knowledge clarifies the audience, Creativity shapes the message, Evangelism carries the invitation, Administration establishes cadence, and Analysis turns response data into the next experiment.
CB02	Business	A founder carries nearly every responsibility and the work has become fragile.	Organization; Collaboration; Reliability; Facilitation; Strategic Thinking	Leadership; Administration; Teaching; Serving; Wisdom	Leadership names direction, Administration separates workflows, Teaching transfers knowledge, Serving removes practical barriers, and Reliability converts delegation into dependable continuity.
CB03	Business	A promising service lacks a financially sustainable delivery model.	Analysis; Resourcefulness; Future Vision; Execution; Empathy	Wisdom; Giving; Administration; Knowledge; Mercy	Empathy defines meaningful value, Analysis clarifies cost and demand, Wisdom balances access and viability, Giving identifies subsidy possibilities, and Execution tests the model before expansion.
CB04	Business	Two partners share a mission and differ about priorities and decision authority.	Diplomacy; Courage; Facilitation; Focus; Reliability	Wisdom; Discernment; Leadership; Pastoring; Administration	Discernment identifies the real tension, Diplomacy surfaces shared values, Leadership clarifies authority, Administration records the decision pathway, and Pastoring supports relationship repair.

ID	Domain	Challenge	Suggested strengths	Suggested gifts	Synergy pattern
CB05	Business	A regional opportunity requires organizations that rarely work together.	Connection; Collaboration; Advocacy; Organization; Future Vision	Apostleship; Leadership; Evangelism; Administration; Exhortation	Connection finds complementary partners, Apostleship opens the field, Leadership aligns the aim, Administration coordinates the pilot, and Exhortation sustains participation through early uncertainty.
CG01	Government	Residents experience a public process as difficult to understand and enter.	Communication; Empathy; Facilitation; Organization; Analysis	Teaching; Mercy; Administration; Wisdom; Serving	Empathy reveals the resident journey, Teaching simplifies the process, Administration redesigns access points, Serving supports participation, and Analysis tests whether engagement becomes broader and more useful.
CG02	Government	Several agencies address one challenge with fragmented information and timing.	Organization; Collaboration; Strategic Thinking; Reliability; Diplomacy	Administration; Leadership; Knowledge; Wisdom; Apostleship	Knowledge creates a common picture, Strategy identifies dependencies, Administration establishes the cadence, Diplomacy protects agency relationships, and Leadership maintains accountability to the shared outcome.
CG03	Government	A neighborhood reports recurring flooding, transportation, or infrastructure concerns.	Analysis; Advocacy; Context; Communication; Execution	Knowledge; Prophecy; Wisdom; Leadership; Serving	Residents contribute context, Knowledge organizes evidence, Prophecy names the stakes, Wisdom frames feasible options, and Execution creates a visible first milestone with public follow-through.
CG04	Government	A new policy creates uneven effects across communities.	Empathy; Analysis; Discernment; Advocacy; Adaptability	Mercy; Wisdom; Knowledge; Prophecy; Administration	Mercy centers human impact, Analysis identifies patterns, Discernment tests unintended effects, Advocacy brings affected voices into review, and Administration embeds corrective action into implementation.
CG05	Government	Public trust has weakened after inconsistent communication or unfinished commitments.	Reliability; Communication; Courage; Facilitation; Execution	Leadership; Prophecy; Administration; Pastoring; Serving	Courage names the rupture, Pastoring creates listening space, Administration publishes commitments, Serving delivers early repairs, and Reliability sustains a pattern that residents can observe over time.
CE01	Professional Education	Learners understand concepts and struggle to apply them in real settings.	Teaching; Execution; Creativity; Analysis; Adaptability	Teaching; Knowledge; Exhortation; Administration; Wisdom	Knowledge identifies the essential concept, Teaching creates multiple representations, Execution adds authentic practice, Exhortation strengthens confidence, and Analysis uses learner performance to refine instruction.

ID	Domain	Challenge	Suggested strengths	Suggested gifts	Synergy pattern
CE02	Professional Education	Experienced and early-career participants learn beside one another with uneven confidence.	Facilitation; Empathy; Collaboration; Context; Learning Agility	Teaching; Pastoring; Exhortation; Wisdom; Serving	Context honors experience, Learning Agility welcomes emerging insight, Facilitation distributes voice, Pastoring protects belonging, and Teaching converts exchange into knowledge both groups can use.
CE03	Professional Education	A training program feels dense, passive, and difficult to retain.	Creativity; Communication; Teaching; Organization; Empathy	Teaching; Knowledge; Administration; Exhortation; Serving	Knowledge identifies the core, Creativity diversifies access, Administration sequences the cycle, Serving reduces participation barriers, and Exhortation helps learners produce and explain their own understanding.
CE04	Professional Education	Learners complete training and receive little support for implementation.	Reliability; Collaboration; Focus; Teaching; Resilience	Pastoring; Teaching; Administration; Exhortation; Leadership	Teaching establishes the practice, Administration schedules application, Pastoring sustains peer support, Focus defines evidence, and Exhortation helps participants continue through early friction.
CE05	Professional Education	Assessment rewards recall while the program values judgment and collaboration.	Analysis; Facilitation; Creativity; Discernment; Communication	Wisdom; Knowledge; Teaching; Discernment; Administration	Wisdom defines authentic judgment, Creativity builds realistic cases, Facilitation reveals collaborative reasoning, Discernment sharpens criteria, and Administration makes evaluation consistent and teachable.
CH01	Home	Household responsibilities feel uneven and remain largely unspoken.	Empathy; Organization; Communication; Diplomacy; Reliability	Serving; Administration; Mercy; Wisdom; Leadership	Mercy opens a caring conversation, Organization makes invisible work visible, Wisdom aligns duties with capacity, Leadership confirms ownership, and Reliability creates a reviewable pattern.
CH02	Home	A family faces a major transition involving health, work, caregiving, or relocation.	Adaptability; Empathy; Strategic Thinking; Resourcefulness; Resilience	Mercy; Pastoring; Wisdom; Serving; Faith	Mercy attends to experience, Strategy sequences decisions, Resourcefulness locates support, Serving meets immediate needs, and Faith sustains a wider horizon through change.
CH03	Home	Communication repeatedly breaks down around one sensitive subject.	Diplomacy; Courage; Empathy; Facilitation; Communication	Wisdom; Mercy; Pastoring; Discernment; Exhortation	Courage brings the issue into the room, Empathy deepens listening, Discernment distinguishes content from reaction, Wisdom shapes boundaries, and Exhortation supports a constructive next step.

ID	Domain	Challenge	Suggested strengths	Suggested gifts	Synergy pattern
CH04	Home	Financial pressure is narrowing choices and increasing tension.	Analysis; Organization; Resourcefulness; Focus; Collaboration	Administration; Wisdom; Giving; Serving; Faith	Analysis clarifies the picture, Wisdom protects essential priorities, Administration creates a plan, Resourcefulness finds options, and Giving or Serving connects the household with appropriate support.
CH05	Home	Different generations hold different expectations about tradition, independence, and care.	Context; Empathy; Diplomacy; Communication; Connection	Pastoring; Wisdom; Teaching; Mercy; Leadership	Context carries the family story, Empathy honors present experience, Teaching clarifies expectations, Wisdom integrates values and agency, and Leadership turns understanding into a living agreement.
CC01	Church	A congregation contains many gifts and few pathways for discovering or using them.	Facilitation; Teaching; Organization; Connection; Execution	Teaching; Administration; Pastoring; Leadership; Discernment	Teaching creates shared language, Discernment supports wise placement, Pastoring protects development, Administration opens clear pathways, and Leadership connects gifts to the mission.
CC02	Church	A small group depends heavily on one leader.	Collaboration; Teaching; Reliability; Facilitation; Organization	Leadership; Administration; Teaching; Pastoring; Serving	Leadership distributes ownership, Teaching prepares others, Administration clarifies rotation, Pastoring attends to people, and Serving carries practical details that make shared leadership sustainable.
CC03	Church	Generations or cultural groups worship together and rarely build deep relationship.	Empathy; Context; Communication; Creativity; Collaboration	Evangelism; Mercy; Teaching; Pastoring; Apostleship	Mercy and Context honor lived experience, Teaching creates reciprocal exchange, Evangelism crosses social distance, Apostleship forms new relational pathways, and Collaboration gives the relationship shared work.
CC04	Church	A community need is widely discussed and weakly connected to coordinated action.	Initiative; Organization; Advocacy; Resourcefulness; Execution	Serving; Leadership; Administration; Giving; Mercy	Mercy identifies the human need, Serving defines a practical response, Leadership gathers partners, Giving releases resources, and Administration turns compassion into a measurable pilot.
CC05	Church	People need spiritually sensitive care beyond the capacity of informal helpers.	Empathy; Discernment; Organization; Reliability; Communication	Pastoring; Mercy; Wisdom; Administration; Serving	Pastoring offers presence, Discernment identifies the appropriate level of care, Wisdom establishes boundaries, Administration maintains the pathway, and Serving connects people with qualified resources.

ID	Domain	Challenge	Suggested strengths	Suggested gifts	Synergy pattern
CM01	Community	Residents care about the neighborhood and participate in separate circles.	Connection; Facilitation; Collaboration; Communication; Initiative	Apostleship; Leadership; Evangelism; Pastoring; Serving	Connection identifies bridges, Evangelism extends a broad invitation, Facilitation distributes voice, Serving supplies a common task, and Apostleship helps the collaboration become a repeatable field model.
CM02	Community	Local assets remain difficult to find, especially during urgent need.	Organization; Resourcefulness; Analysis; Communication; Reliability	Knowledge; Administration; Serving; Giving; Leadership	Knowledge gathers resources, Analysis verifies fit, Administration creates a searchable structure, Serving tests usability, and Reliability keeps the map alive through assigned stewardship.
CM03	Community	Young people have ideas and limited access to community decision spaces.	Advocacy; Teaching; Facilitation; Empathy; Courage	Exhortation; Teaching; Leadership; Wisdom; Pastoring	Pastoring creates belonging, Teaching builds preparation, Exhortation strengthens confidence, Advocacy opens the decision space, and Leadership ensures that youth input receives a visible response.
CM04	Community	A familiar local challenge has produced fatigue and shrinking hope.	Resilience; Resourcefulness; Initiative; Focus; Communication	Faith; Exhortation; Serving; Leadership; Giving	Faith restores possibility, Focus selects a bounded aim, Resourcefulness finds available assets, Serving produces a tangible change, and Communication helps the community see and build upon the win.
CM05	Community	Growth and change are placing heritage, belonging, and future development in tension.	Context; Future Vision; Diplomacy; Facilitation; Strategic Thinking	Wisdom; Knowledge; Apostleship; Pastoring; Leadership	Context carries local memory, Pastoring protects belonging, Future Vision opens possibility, Wisdom integrates competing goods, and Leadership turns dialogue into a transparent action pathway.

Process Cards

ID	Function	Instruction
P01	Sense	Observe people, place, patterns, evidence, and the spiritual or moral dimensions participants choose to name.
P02	Frame	Define the challenge, affected people, desired change, scope, assumptions, and constraints.
P03	Imagine	Generate several combinations and make room for craft, metaphor, story, analysis, and lived knowledge.
P04	Integrate	Join contributions into one coherent response and explain how each part changes the others.
P05	Test	Create a small action, artifact, script, prototype, or experiment that can produce learning.
P06	Multiply	Document the method, prepare another person to facilitate it, and adapt it for another setting.

Synergy Cards

ID	Prompt	Instruction
Y01	Add a missing voice	Whose experience, authority, or knowledge would change the response?
Y02	Add a constraint	Rework the response for limited time, money, space, trust, or access.
Y03	Shift the setting	Transfer the response to home, church, work, government, education, or community.
Y04	Make it accessible	Offer another way to perceive, participate, move, communicate, or express learning.
Y05	Reveal interdependence	Name what each contribution enables in the contributions around it.
Y06	Find the weakest link	Examine alignment, trust, complementarity, execution, feedback, and sustainability.
Y07	Create a seven-day step	Choose one action with an owner, date, resource, and evidence of completion.
Y08	Build a feedback loop	Decide who will respond, what will be observed, and how learning will change the next cycle.
Y09	Protect dignity	Revise the response around consent, agency, privacy, cultural humility, and human impact.
Y10	Prepare multiplication	Identify what must be documented, taught, supplied, and locally adapted for another team.
Y11	Name the door	Describe the concrete opportunity that could open through this combination.
Y12	Name the small key	Identify the faithful contribution already available within the people at the table.

10. Evaluation, Documentation, and Multiplication

Participant Pulse

Statement	1	2	3	4	5
I can name gifts or contributions that I bring.					
I can distinguish gifts, strengths, learned skills, roles, actions, and outcomes.					
I can identify complementary capacities for a challenge.					
My table integrated contributions into one coherent response.					
I have a realistic action that can begin within seven days.					
I experienced meaningful choice in how I learned and expressed understanding.					
I experienced belonging, dignity, and useful participation.					
I can explain how the workshop method could transfer to another setting.					

The most useful combination I discovered was:

One barrier that affected participation was:

One improvement for the next workshop is:

A follow-through connection or resource I welcome is:

Facilitator Observation Record

Round	Participation pathways used	Evidence of integration	Missing voice or barrier	Adaptation made	Follow-through
Gift Map					
Strength Constellation					
Challenge Lab					
BYOC expression					
Prototype					

Consent and Documentation Standard

- Participation in the educational workshop, permission to photograph or record, permission to share a creative work, permission to quote a testimony, and permission to use deidentified program information are separate choices.
- Participants retain ownership of personal stories and original creative work, subject to any separately agreed license for a specific use.
- Facilitators record deidentified themes and workshop outputs according to the permissions selected.
- Sensitive home, health, employment, church, government, or community information receives careful minimization and secure handling.
- Any future systematic research, publication, or generalizable analysis follows an appropriate protocol, consent language, privacy plan, and institutional review determination.

Train-the-Facilitator Pathway

1. Experience the full workshop as a participant.
2. Study the purpose, card logic, mapping tools, covenant, access pathways, and documentation boundaries.
3. Observe one complete workshop with an assigned facilitation lens.

4. Co-facilitate one virtual segment and one table round.
5. Facilitate a complete table laboratory while receiving structured observation.
6. Demonstrate timing, inclusion, integration, safeguarding, and learning-loop competence.
7. Adapt one challenge domain for a local setting and document the rationale.
8. Receive authorization for the defined program role and participate in periodic calibration.

Multiplication Readiness Rubric

Dimension	Emerging	Ready	Multiplying
Purpose	Can describe the activities.	Can explain the learning and community purpose.	Can preserve purpose while adapting form.
Facilitation	Can follow prompts with support.	Can guide equitable participation and integration.	Can coach another facilitator through observation and feedback.
Team science	Can name roles.	Can reveal interdependence and produce a shared response.	Can transfer the protocol across disciplines and settings.
Access	Offers several participation routes.	Anticipates barriers and adapts in real time.	Builds local access capacity and documents effective adaptations.
Safeguarding	Understands consent and privacy choices.	Applies boundaries and documentation rules consistently.	Can train others and recognize cases requiring escalation or review.
Learning loop	Collects participant response.	Uses evidence to revise the next cycle.	Maintains a cross-site calibration and improvement rhythm.

Sources and Further Reading

CAST Universal Design for Learning Guidelines 3.0: <https://udlguidelines.cast.org/>

Pashler et al., Learning Styles: Concepts and Evidence:

<https://pubmed.ncbi.nlm.nih.gov/26162104/>

Chi and Wylie, ICAP Framework: <https://asu.elsevierpure.com/en/publications/the-icap-framework-linking-cognitive-engagement-to-active-learning/>

Gallup, 34 CliftonStrengths Themes: <https://www.gallup.com/cliftonstrengths/en/253715/34-cliftonstrengths-themes.aspx>

National Cancer Institute, Teaming and Coordination:

<https://healthcaredelivery.cancer.gov/media/measures-and-methods.html>