The technology described herein provides a non-competitive, multiplayer game designed to allow participants to learn, recognize, and appreciate diversity of thought, personality, and style within the individuals of a team or group. The game assists participants to enhance team effectiveness to ensure higher levels of success, to reinforce values and goals, and to explore dynamics and interaction within a team. Additionally, the game assists participants to build up cohesiveness, connections, and understanding of participants, to stimulate creative idea-generation and problem solving, and to have fun. The game includes a game board, dice, a timer, score cards, and question sets, each question set being unique relative to one another, each question set being representative of a specific type and theme of questioning and activity, and each question set comprised of questions designed either to help identify a personality profile, share information and preferences or facilitate brainstorming and idea generation.
<table>
<thead>
<tr>
<th>SYMBOL (CIRCLE ONE)</th>
<th>BLUE</th>
<th>GREEN</th>
<th>RED</th>
<th>GOLD</th>
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</thead>
<tbody>
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<td>△ ☀️ ⬆️</td>
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</tbody>
</table>
FIG. 4

AS A CHILD, WHICH BEST DESCRIBES YOU?
DIRECTING AND LEADING ACTIVITIES
GREEN
HELPING AND SUPPORTING OTHERS
RED
ACTIVE AND GETTING INTO EVERYTHING
BLUE
CAREFUL, CAUTIOUS, AND CURIOUS
GOLD

WHAT IS YOUR VIEW ON KID'S SPORTS?
IT IS A GREAT WAY TO BUILD CHARACTER
GREEN
IT IS FUN AND A GREAT WAY TO MEET PEOPLE.
RED
IT PROVIDES COMPETITION AND MOTIVATION TO ACHIEVE
BLUE
IT TEACHES DISCIPLINE AND THE IMPORTANCE OF FOLLOWING THE RULES.
GOLD

WHICH OF THE FOLLOWING VANITY LICENSE PLATES BEST DESCRIBES YOU?
OUT4FUN
GREEN
PEACE2U
RED
SAFE4E
BLUE
GO4GOAL
GOLD
FIG. 5

LIST YOUR THREE FAVORITE BREAKFAST CEREALS
WHEN YOU WERE A KID

NAME THREE FAMOUS PEOPLE YOU WOULD LIKE TO
PARTY WITH

LIST THREE PEOPLE WHO HAVE INSPIRED YOU THE MOST
(HAVE YOU THanked THEM?)
ASSIGN EACH PLAYER TO THE CHARACTER FROM THE TV SHOW "GILLIGAN'S ISLAND" THEY MOST RESemble:

THURSTON HOWELL III AND MRS. HOWELL (PEACEMAKERS)
GILLIGAN OR GINGER (PLAYFUL)
MARY ANNE OR THE PROFESSOR (OUTFIT, BEHIND THE SCENES)
The SKIPPER (LEADS, DIRECTS AND TAKES RESPONSIBILITY)

OUR STRENGTHS CAN BE WEAKNESSES AND WEAKNESSES CAN BE STRENGTHS: WHAT ARE EACH PLAYER'S STRENGTHS/WEAKNESSES?
LIVES IN THE MOMENT BUT SOMETIMES MISSES DEADLINES
ACTION-ORIENTED BUT SOMETIMES IMPATIENT
GETS EVERYONE'S INPUT BUT SOMETIMES CAN'T MAKE A DECISION
HARD WORKER BUT SOMETIMES TAKES ON TOO MUCH

IN WHICH OF THE FOLLOWING WAYS DOES EACH PLAYER APPROACH RULES?
PLAYES CLOSELY TO THE RULES
MAKES UP THEIR OWN RULES
SETS THE STRATEGY THAT DETERMINES THE RULES
GOES ALONG WITH THE RULES

GOLD
RED
GREEN
BLUE

FIG. 6
AS A GROUP, LIST ALL THE WAYS YOU CAN COME UP WITH TO STIMULATE CREATIVITY AND INNOVATION.

INDIVIDUALLY, LIST AS MANY IDEAS AS YOU CAN COME UP WITH FOR NEW PRODUCTS AND SERVICES FOR YOUR COMPANY.

THEN, AS A GROUP, COMBINE THE LISTS TO SEE HOW MANY ANSWERS YOU CAME UP WITH.

INDIVIDUALLY, LIST THINGS YOU APPRECIATE ABOUT EACH OF YOUR FELLOW TEAM MEMBERS.

THEN, AS A GROUP, COMBINE THE LISTS TO SEE HOW MANY ANSWERS YOU CAME UP WITH.
OBJECTIVES OF THE GAME:

- Learn, recognize and appreciate diversity of thought, personality and style within the individuals of a team.
- Enhance team effectiveness to ensure higher levels of organizational success.
- Reinforce company values and goals.
- Explore dynamics and interaction within the team.
- Build up cohesiveness, connections, and understanding of participants.
- Stimulate creative idea-generation and problems solving.
- Have fun!

HOW TO PLAY

1. The Draw Success game may be played with three to eight players.
2. Players roll dice, which determines the space they will land on: an arrow, circle, triangle, heart or sun square.
3. They draw a card in the color corresponding to the space they land on (land on a blue circle space, pick a blue circle card, etc.).
4. Each card has a different focus of questions/tasks.
   - Circles and triangles are group activities where everyone plays.
   - Arrows and hearts are activities where every player participates by answering the questions for his or her self.
   - Sun cards are exclusively for the individual drawing the card.
5. Players record their answers to the sun, arrow and heart cards on their individual score pads.

GAME CONTENTS:

- Game board
- Score pad
- 10 game pieces
- Dice
- Timer
- Rules/how to play
- 5 sets of cards:
  - Black sun
  - Blue circle
  - Red heart
  - Green triangle
  - Yellow arrow

FIG. 8
BLUE GENIUS

Also known as IF, Steady, Supportive, Empathetic, Choleric, Amiable, Kind

The Blue Genius is characterized by a strong desire for unity and harmony. They value integrity and are giving, trusting and nurturing. They prefer a predictable routine, stability and doing one thing at a time. They're sweet, supportive, and sentimental. They're trustworthy, practical and loyal, and are excellent listeners and helpers.

Character/Self Image, Strengths and Talents:
- Authentic
- Empathic
- Benevolent
- Genuine
- Helpful
- Supportive
- Collaborative
- Cooperative
- Diplomatic
- Harmonious
- Loyal
- Steady
- Good Listener
- Faithful
- Considerate
- Peace-loving
- Inclusive
- Understanding
- Secure
- Patient
- Caring and Sharing
- Dependable
- Reserved, Responsive
- Slower-paced, People-Oriented

Their Contributions to a Group:
- Making sure everyone is able to contribute the best of their potential
- Promoting harmony and unifying multiple viewpoints
- Providing consistent, dependable service
- Offering help in any way possible
- Thanking and appreciating others
- Allows others to lead and receive recognition
- Aligning each person's talents to put them in the ideal job positions or roles

Leadership Style:
- Peaceful, democratic, advocate or mentor
- Give praise and positive reinforcement

What They Want in a Company/Job/Team:
- Everyone working together and getting along
- Opportunities for collaborating with others and decisions made through consensus
- Security and time to adjust to changes
- A place where people are relaxed, happy and work well together
- In meetings, they need a procedure to incorporate everyone's viewpoint.
- Feedback that is sincere and sensitive to the person's feelings.

Advice for Getting Along With Them:
- You'll gain their respect by treating others with respect.
- Please don't be too critical or judgmental – they can be sensitive.
- Be patient and understand their need to process their thoughts and feelings.
- Appreciate their generosity and giving nature.
- If you have a problem, talk with them privately and ask for their help.
- They love sincere, thoughtful gestures.

Advice for them to Consider:
- Don't expect everyone to open up or share their feelings.
- Try not to take every comment and remark others make personally.
- Sometimes it's okay to say "no."
- Change = progress = opportunity = security
- Allow others to reciprocate in their way, on their time.
- Sometimes it is better to take action and make a decision than to wait for consensus.

Things That Cause Stress:
- Conflict: Fighting, Blaming or Backstabbing
- Betrayal or Judgment
- People arguing or too competitive
- Treachery or Deceit
- Impatience, insensitivity or ignoring others' feelings
- Being treated impersonally
- Rapid change and unpredictability
- Injustice
- Lack of support from managers or co-workers

Ways they can react to stress:
- Slowing down and becoming indecisive
- Disassociating or withdrawing or becoming resentful
- Antidotes for stress:
- Having a safe avenue to share everyone's concerns
- Renewing faith that someone cares
- If you do something that upsets them,
- Let them know how much you care about them.

FIG. 9
1000

GREEN GENIUS
Also known as ET, Dominant, Ego-Drive, Driver, Assured, Phlegmatic

1004

The Green Genius is characterized by a drive for achievement and focusing on goals. They are decisive and determined risk-takers who are instinctively optimistic and trust their impulses. They're natural competitors and enjoy being challenged - and challenging others. They are fast-paced, outgoing and accomplishment oriented.

1006

Character Self Image, Strengths and Talents:
- Ambitious, Driven
- Problem-solver
- Goal-oriented
- Direct
- Pioneering
- Confident
- Strategic
- Determined
- Professional
- Rational
- Risk-taker
- Industrious
- Resilient
- Autonomous
- Efficient
- Decisive
- Competitive
- Dynamic
- Future Orientation
- Reveals insights and options
- Innovative and Creative
- Independent
- Outgoing, Active
- Fast-Paced, Task-Oriented

1008

Their Contributions to a Group:
- Envisioning potential options for growth and change
- Staying optimistic
- Offering strategic solutions and setting goals
- Are direct, a straight-shooter and risk-taker
- Competitive - your team will WIN!
- Discovering new ways of doing things and offering alternative paths to reach the goal
- Challenging others to do their best and keep their eye on the ball

Leadership Style:
- Director or futurist, developing strategy
- Establishing - and achieving - the long-term vision and future for the company

1010

What They Want in a Company/Job/Team:
- Growth, accomplishment and advancement
- Everyone focused on meeting objectives
- Opportunity to take risks and overcome challenges
- Ability to lead or take control
- A place where they can make a difference and help the company reach new heights
- Nimbleness and the ability to respond quickly
- In meetings, they need to establish - and reach - a clear goal or objective.
- Feedback, reward and promotions that are based on success and achievement

1012

Advice for Getting Along with Them:
- You'll earn their respect by your results.
- Involve them in strategic discussions. You'll get a lot of ideas!
- Don't micro-manage them or be overly smothering.
- Be responsive and communicate in a clear, straightforward manner.
- Please keep your own interests. They want relationships that are stimulating and constantly growing and learning.
- They like healthy, energizing, intelligent debates. It's not personal!

1014

Things That Cause Stress:
- Lack of a clear vision or goal - or not being allowed to set their own
- Being dominated or controlled
- Realism or Rigidity
- Laidness, Suggestion or apathy
- Powerlessness
- Limitations of people getting in the way
- Irrational thinking or conjecture
- Indecisiveness

1016

Advice for them to Consider:
- Make time for relationships, share your softer side, and don't take loved ones for granted.
- Success can be the journey, not just the destination.
- Sometimes it is more important to get along with others than it is to be "right."
- Learn to be a more compassionate listener. Not every problem needs to be solved.
- Emotional Intelligence is useful and worth cultivating.

Advice for them:
- Realizing toward the goal
- Taking on projects they can masterfully achieve if you do something that upsets them.
- Let them know you respect them and their ability to take action and achieve results.

FIG. 10
The fit team is characterized by their need for excellence and accuracy. They're hard-working and place a high value on being consistent, dependable, and analytical. As careful planners, they keep an eye on the details. Conservative decision-makers, they are likely to be the people raising a red flag pointing out dangers ahead.

<table>
<thead>
<tr>
<th>Characteristic/Behavior</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organized</td>
<td>Procedural</td>
</tr>
<tr>
<td>Diligent</td>
<td>Conventional</td>
</tr>
<tr>
<td>Hard-working</td>
<td>Dependable</td>
</tr>
<tr>
<td>Commonsense</td>
<td>Courteous</td>
</tr>
<tr>
<td>Professional</td>
<td>Consistent</td>
</tr>
<tr>
<td>Accurate</td>
<td>Reliable</td>
</tr>
<tr>
<td>Thorough</td>
<td>Logistics</td>
</tr>
<tr>
<td>Looks for what worked</td>
<td>Focused on excellence</td>
</tr>
<tr>
<td>Well in the past</td>
<td>Dedicated to the task</td>
</tr>
<tr>
<td>Focused on excellence</td>
<td>Reserved: Responsive</td>
</tr>
</tbody>
</table>

Leadership Style:
- Traditional, Hard-working, Systematic, Procedural
- High focus on quality, logic and precision

What they want in a company/team:
- A clear understanding of their job description
- Everyone doing their job and following procedures
- Rewards for quality, precision, analysis
- A place that is stable and dependable
- In meetings, they need a detailed agenda with time elements and rules defined.
- Feedback that is regularly scheduled and measured against a controllable, defined plan

Advice for getting along with them:
- You'll earn their respect when you are logical and provide facts to support your position.
- Be practical and specific about what you want.
- Please don't take advantage of their tendency to take on extra responsibility.
- Honor your commitments and keep them informed of your involvement/progress.
- Give them time to make decisions and adjust to changes.
- If you have a problem, be specific about what is needed and give them time to find a solution.

Things that cause stress:
- Disregarding rules and regulations
- Unreliable, missing deadlines, others showing up late, not finishing projects
- Being criticized, especially when it was something not under their control
- Being rushed
- Inconsistency or Disorganization
- Being forced to reveal personal information or feelings.

What they can react to stress:
- Becoming antisocial or inefable
- Complaining, criticizing or being pessimistic
- Giving them time to get organized and refocused
- Privacy and a project to focus on
- Best way to resolve conflict:
  - Focus on the facts, not the emotions.
  - Tell them you appreciate them and their contribution.

Advice for them to consider:
- Learn to ask for help and delegate work to others (and give them the tools and freedom to do it).
- Make time for fun.
- Keep an open mind to new ways to doing things.
- Sometimes nervous and disruptions happen, so try to be flexible and adaptable.
- Be aware of wanting to take control and being too demanding.
- People, and their feelings, are important.
- Try not to take on too much responsibility, and remember to take care of yourself.

**FIG. 11**
The Red Genius is characterized by their ability to inspire and engage others. They're fun-loving, adventurous, and enjoy striving for experience and excitement. They are imaginative, expressive and love to talk. They're driven by recognition and like to be in the spotlight. They are fast-paced, outgoing and people-oriented.

Character/Self Image, Strengths and Talents:
- Adaptable
- Dynamic
- Free Spirit
- Lives in the moment
- Risk taker
- Good on their feet
- Makes up their own rules
- Fast-paced, People-Oriented

Their Contributions to a Group:
- Activating others, sets the pace and get things moving
- Entertaining and engaging, good at story-telling and performing
- Troubleshooting and problem-solving
- Reacting well in a crisis, jumping right in and tackling the situation
- Recognizing and seizing opportunities
- Offering new ideas and solutions

Leadership Style:
- Captivating, Engaging, Spirited
- Keeping people motivated

What They Want in a Company/Job/Team:
- Making friends and working with groups of people
- A chance to try new things, and make an impact
- Opportunity and reward, recognition and prestige
- A fast-paced, exciting and fun environment with a lot of variety and creativity
- A place where everyone is free to do autonomous and do their work the best they can
- In meetings, they need to leave with clear actions to take.
- Feedback that is quick, direct and specific

Advice for Getting Along with Them:
- You'll earn their respect by your enthusiasm and recognizing their abilities
- Give them choices. Don't limit them or box them in. Allow them to be spontaneous.
- Be friendly, keep things light, and be optimistic.
- Please don't overwhelm them with too many issues or details.
- Join them in their adventures!
- If you have a problem, talk it out and ask for ideas on how to solve it.
- Give them an opportunity to shine!

Advice for them to Consider:
- Hostile makes waste. It's a good idea to test the water before you jump right in.
- Finish what you start.
- Honor your commitments, be on time and show attention to deadlines.
- Don't lose sight of the long-term goal.
- Don't make changes just to make changes.
- Remember to get prepared and aim before you fire, fire, fire.

FIG. 12
NON-COMPETITIVE, MULTIPLAYER GAME AND ASSOCIATED METHODS

CROSS-REFERENCE TO RELATED APPLICATION(S)

[0001] The present non-provisional patent application claims the benefit of priority of U.S. Provisional Patent Application No. 60/919,268, which is entitled “NON-COMPETITIVE GAME”, which was filed on Mar. 21, 2007, and which is incorporated in full by reference herein.

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FIELD OF THE INVENTION

[0003] The technology described herein relates generally to the fields of multiplayer games and methods for individual, team, and organizational success. More specifically, the technology described herein relates to a non-competitive, multiplayer game designed to assist participants to learn, recognize, and appreciate diversity of thought, personality, and style within the individuals of a team or group, all the while combining fun, brainstorming, and personality types.

BACKGROUND OF THE INVENTION

[0004] Personality and behavioral personality type theories are known in the art. For example, commonly used personality and behavioral personality type theories, dating back to Hippocrates in ancient Greece, have been solidified throughout history by well-known psychologists and theorists including, but not limited to, Paracelsus in 15th/16th century Switzerland, and the more contemporary Carl Jung, Myers-Briggs, Marston, Wilson, Alessandra, Merrill, and many others.

[0005] Identification of personality and behavioral personality types can be useful in facilitating better communications, managing human relationships, and appreciating unique personality styles. Such identification is also useful to create team, group, organizational, business, family, and student successes and enhanced effectiveness. Furthermore, such identification is useful within an organization, business, student group, and/or family group, family counselors, or the like, to facilitate cohesiveness, connections, understanding, creative idea-generation, diversity of thought and style, and the like. The game is useful in a variety of situations and with all kinds of teams, including companies, organizations, students, and families.

[0006] Related patents known in the art include the following. U.S. Pat. No. 4,893,819, issued to Wright on Jan. 16, 1990, discloses personality type board game having as an objective the generation of information as to the personality type of the players. The players establish a personality type by answering questions the answers to which show a predisposition to one of two opposite aspects of personality. The board game has playing squares that include Feature Squares each of which is indicative of an interest or trait associated with a personality type. A player qualifies to gain a token corresponding to a Feature Square by landing on a Feature Square representing a particular interest or trait to which the player has demonstrated a predisposition by way of the player’s response to questions which are indicative of personality interests or traits. The Feature Squares and matching tokens are color-coded to correspond with the questions on the cards. Preferably a Personality Type Tabulator is provided for identifying personality types as a result of the tokens gained by each player.

[0007] U.S. Pat. No. 5,692,750, issued to Poole on Dec. 2, 1997, discloses a game for suggesting personality traits using colorized cards having a set of cards, each having on one side solid color areas, dual color areas, or symbols, to provide a method for producing a hypothetical personality profile by sequentially arranging a specific number of the cards in a predetermined layout. Each card of the layout represents a personality trait according to the game instructions and each location of the layout represents a context, defined in the game instructions, for interpreting the personality trait definition.

[0008] U.S. Pat. No. 5,871,211, issued to Was on Feb. 16, 1999, discloses a method and device for typing thinking styles. More specifically, a group interactive method and device for determining people’s thinking style types which they often express in their characteristic traits of temperament and personality is disclosed. More specifically, a game that is enhanced by group interactions, and in the playing of which an individual person’s thinking style may be categorized into one of four distinct classes is disclosed. Methods and devices of this invention are based on the foundation of a novel model for classifying individuals and groups of people’s styles of thinking into four separate categories.

[0009] U.S. Pat. No. 7,264,474, issued to Sullivan et al. on Sep. 4, 2007, discloses a personality style method having a plurality of color-coded cards and representing four personality styles and a set of two cards representing the Extraversion-Introversion scale of Carl Jung. On each set of two cards, there is one that lists twenty characteristics of the particular style associated with that card on a plurality of removable strips. The other card in the set of two has a blank side to place the removable strips that characterize each participant. On the reverse side of this card is printed the workplace environment that most appeals to a person of this particular style. Each card has a place for a simple score, (i.e. a simple sum of the characteristies chosen). The color-coded cards are ordered numerically. The Extrovert-Introvert (E-I) card is also scored. Participants are asked to place color-coded dots representing each participant’s particular order of styles on their nametags. The first style represents a participant’s dominant personality style. The combination of all four styles with the Extraversion-Introversion components represents the participant’s personality temperament or profile.

[0010] The foregoing patent and other information reflect the state of the art of which the inventor is aware and are tendered with a view toward discharging the inventor’s acknowledged duty of candor in disclosing information that may be pertinent to the patentability of the technology described herein. It is respectfully stipulated, however, that the foregoing patent and other information do not teach or
BRIEF SUMMARY OF THE INVENTION

[0011] In various exemplary embodiments, the technology described herein provides a non-competitive, multiplayer game, and associated methods, designed to allow participants to learn, recognize, and appreciate diversity of thought, personality, and style within the individuals of a team or group. The game assists participants to enhance team effectiveness to ensure higher levels of success, to reinforce values and goals, and to explore dynamics and interaction within a team. Additionally, the game assists participants to build up cohesiveness, connections, and understanding of participants, to stimulate creative idea-generation and problem solving, and to have fun. The personality types (Inner Genius Styles) identified in the game are compatible with various personality, social style and behavioral type theories, including the temperaments of Hippocrates, Marston's DISC, Myers-Briggs' Type Indicator, and theories and programs from Galen, Paracelsus, Jung, Merrill, Alessandra, Blake & Moulton, Wilson and many others.

[0012] In one exemplary embodiment, the technology described herein provides a non-competitive, multiplayer game to allow participants to learn, recognize, and appreciate diversity of thought, personality, and style within the individuals of a team or group. The game includes a plurality of question sets, each question set being unique relative to one another, each question set being representative of a specific type and theme of questioning and activity, and each question set comprised of a plurality of questions designed either to help identify a personality/behavioral/values/thinking/interaction/social style profile (hereinafter "personality profile"), share information and preferences or facilitate brainstorming and idea generation.

[0013] The game also includes a game board, the game board including a plurality of distinct locations about the game board about which a game participant moves, each distinct location upon which the game participant can land during the game representative of one of the plurality of question sets. The game also includes a plurality of pawns, each pawn being representative of movement about the game board by each respective game participant. The game also includes one or more dice, the one or more dice with which the game participant rolls to determine a number of spaces about the game board to advance in any direction to land on one of the plurality of distinct locations, the location landed upon being indicative of one of the plurality of question sets from which the game participant will draw. The game further includes a timer, the timer utilized to limit an amount of time for the game participant to answer a question or complete an activity drawn from one of the plurality of question sets. The game further includes a plurality of individual score sheets, wherein each game participant is instructed within the game to record answers to one or more types of the plurality of question sets on the individual score sheet.

[0014] The game participant starts at any location on the board as desired by the game participant. Each of the plurality of distinct locations about the game board for game participant movement and upon which the game participant can land is one of: black sun, a blue circle, a gold/yellow heart, a green triangle, and a red arrow.

[0015] The plurality of question sets includes at least one question set requiring all game participants to answer a question or complete an activity. The plurality of question sets includes at least one question set requiring the game participant to note an answer to a drawn question on an individual score sheet and then to subsequently, verbally share the answer to all other game participants. A question within the plurality of question sets can include a color ID to each multiple choice answer from which the game participant selects an answer, the color ID which is recorded by the game participant on an individual score sheet. The color ID is one of: red, gold, blue, and green. The plurality of question sets includes at least one question set requiring an answer exclusive to the game participant drawing the question.

[0016] The game also includes a plurality of profile descriptors distributed to participants based on what each game participant attained as a personality type from playing in the game. The profile descriptors are Inner Genius Styles comprising Blue Genius, Green Genius, Gold Genius, and Red Genius, each Inner Genius Style representative of a particular set of personality traits.

[0017] In another exemplary embodiment, the technology described herein provides a method for learning, recognizing, and appreciating diversity of thought, personality, and style within the individuals of a team or group. The method includes utilizing a non-competitive, multiplayer game including a plurality of question sets, each question set being unique relative to one another, each question set being representative of a specific type and theme of questioning and activity, and each question set comprised of a plurality of questions designed either to help identify a personality profile, share information and preferences or facilitate brainstorming and idea generation; answering, by each game participant, a predetermined quantity of questions from the plurality of question sets; and identifying, based upon a recordation of answers to the predetermined quantity of questions, a personality profile for the game participant.

[0018] The method also includes utilizing a plurality of individual score sheets; and instructing each game participant to record answers to one or more types of the plurality of question sets on the individual score sheet. The plurality of question sets includes at least one question set requiring all game participants to answer a question or complete an activity. The plurality of question sets includes at least one question set requiring the game participant to note an answer to a drawn question on an individual score sheet and then to subsequently, verbally share the answer to all other game participants. A question within the plurality of question sets includes a color ID to each multiple choice answer from which the game participant selects an answer, the color ID which is recorded by the game participant on an individual score sheet.

[0019] There has thus been outlined, rather broadly, the more important features of the technology in order that the detailed description thereof that follows may be better understood, and in order that the present contribution to the art may be better appreciated. There are additional features of the technology that will be described hereinafter and which will form the subject matter of the claims appended hereto. In this respect, before explaining at least one embodiment of the technology in detail, it is to be understood that the invention is not limited in its application to the details of construction and to the arrangements of the components set forth in the following description or illustrated in the drawings. The technology described herein is capable of other embodiments and of being practiced and carried out in various ways. Also, it is
to be understood that the phraseology and terminology employed herein are for the purpose of description and should not be regarded as limiting.

[0020] As such, those skilled in the art will appreciate that the conception, upon which this disclosure is based, may readily be utilized as a basis for the designing of other structures, methods and systems for carrying out the several purposes of the present invention. It is important, therefore, that the claims be regarded as including such equivalent constructions as do not depart from the spirit and scope of the technology described herein.

[0021] Further objects and advantages of the technology described herein will be apparent from the following detailed description of a presently preferred embodiment which is illustrated schematically in the accompanying drawings.

BRIEF DESCRIPTION OF THE DRAWINGS

[0022] The technology described herein is illustrated with reference to the various drawings, in which like reference numbers denote like device components and/or method steps, respectively, and in which:

[0023] FIG. 1 is a schematic diagram of a game board, according to an embodiment of the technology;

[0024] FIG. 2 is a schematic diagram of a player's individual score sheet, according to an embodiment of the technology;

[0025] FIG. 3 is a schematic diagram of Arrow card examples, according to an embodiment of the technology;

[0026] FIG. 4 is a schematic diagram of Heart card examples, according to an embodiment of the technology;

[0027] FIG. 5 is a schematic diagram of Circle card examples, according to an embodiment of the technology;

[0028] FIG. 6 is a schematic diagram of Sun card examples, according to an embodiment of the technology;

[0029] FIG. 7 is a schematic diagram of Triangle card examples, according to an embodiment of the technology;

[0030] FIG. 8 is a schematic diagram of a Rules Sheet for the game, according to an embodiment of the technology;

[0031] FIG. 9 is a schematic diagram of a Blue Genius profile, according to an embodiment of the technology;

[0032] FIG. 10 is a schematic diagram of a Green Genius profile, according to an embodiment of the technology;

[0033] FIG. 11 is a schematic diagram of a Gold Genius profile, according to an embodiment of the technology; and

[0034] FIG. 12 is a schematic diagram of a Red Genius profile, according to an embodiment of the technology.

DETAILED DESCRIPTION OF THE INVENTION

[0035] Before describing the disclosed embodiments of this technology in detail, it is to be understood that the technology is not limited in its application to the details of the particular arrangement shown here since the technology described is capable of other embodiments. Also, the terminology used herein is for the purpose of description and not of limitation.

[0036] In various exemplary embodiments, the technology described herein provides a non-competitive, multiplayer game designed to allow participants to learn, recognize, and appreciate diversity of thought, personality, and style within the individuals of a team or group. The game assists participants to enhance team effectiveness to ensure higher levels of success, to reinforce values and goals, and to explore dynamics and interaction within a team. Additionally, the game assists participants to build up cohesiveness, connections, and understanding of participants, to stimulate creative idea-generation and problem solving, and to have fun.

[0037] The non-competitive, multiplayer game is effective in an organization, business, student group, family, or the like, where there may be dysfunctional teams, fighting, hostility, high stress levels or turmoil, groups not meeting expectations or achieving results, or teams involved in important projects where results are critical to the organization's success.

[0038] Referring now to FIG. 1, a schematic diagram of a game board 100 is shown. Located on the game board 100 are five sets of questions 110, 112, 114, 116, 118 each set represented by a unique color and style. The five sets of questions include red arrow 110, black sun 112, gold/yellow heart 114, blue circle 116, and green triangle 118 cards. Each question set is unique relative to one another. Each question set is representative of a specific type and theme of questioning and activity. Each question set includes a plurality of questions designed either to help identify a personality profile, share information and preferences or facilitate brainstorming and idea generation. The personality types (Inner Genius Styles) identified in the game are compatible with various personality, social style and behavioral type theories, including the temperaments of Hippocrates, Marston's DISC, Myers-Briggs' Type Indicator, and theories and programs from Galen, Paracelsus, Jung, Merrill, Alessandra, Blake & Mouton, Wilson and many others.

[0039] The game board 100 includes a plurality of distinct locations (such as 120, for example) located on the game board 100 and about which a game participant moves, each distinct location upon which the game participant can land during the game representative of a particular question type. The game participant can land on a red arrow, black sun, gold/yellow heart, blue circle, or a blue triangle, each representative of the red arrow 110, black sun 112, gold/yellow heart 114, blue circle 116, and green triangle 118 cards from which a game participant draws.

[0040] The game board 100 includes a plurality of pawns 124. Each pawn is used to represent movement about the game board 100 by each respective game participant. The game board 100 includes one or more die 122. The one or more die 122 with which the game participant rolls to determine a number of spaces about the game board to advance in any direction to land on one of the plurality of distinct locations, the location landed upon being indicative of one of the plurality of question sets 110, 112, 114, 116, 118 from which the game participant will draw.

[0041] Referring now to FIG. 2 a schematic diagram of an individual score sheet 200, for use by a game participant, is shown. Each individual score sheet 200 includes a space 202 for the name of a game participant. Each individual score sheet 200 includes, for example, five columns 204, 206, 208, 210, 212 for use in recording answers during the duration game. As a Heart, Sun, or Arrow card (the cards generally having multiple-choice-type questions where the answers uniquely correspond to a given color) is selected, that card type is circled in column 204. In that row, the game participant selects one of Blue 206, Green 208, Red 210, and Gold 212, (for example, selecting Gold in cell 214 when the answer to the given question corresponded to the color gold) based upon how the multiple choice question was answered. Recordation of question answers on the individual score sheet 200 ultimately allows the game participant to determine, among other things, a personality type.
Referring now to FIG. 3, a schematic diagram 300 of Arrow card 110 examples is shown. Arrow cards 110, or “Inner Genius at Work” cards, contain multiple choice questions with four responses, each denoting a personality type. Many questions can be utilized of this question type, but three are disclosed as examples. Answers to these questions are recorded on an individual score sheet maintained by each game participant. One Arrow card 110 example 302 includes the multiple choice question, “If you were to get a new supervisor, what would you suggest they not do?” Answers, with their respective color ID, include: Please don’t overwhelm me with too many issues or details (RED); Please don’t take advantage of my tendency to take on extra duties (GOLD); Please don’t be too critical or judgmental of me—or others (BLUE); and Please don’t try to control me (GREEN). A player answers the question with an appropriate answer and notes the question type and answer color on an individual score sheet.

Another Arrow card 110 example 304 includes the question, “In a stressful situation, what would help reduce the pressure?” Answers, with their respective color ID, include: Coming up with new options and solutions to take action on (GREEN); Do something fun and let some steam off (RED); Assigning responsibilities to each person (GOLD); and Having a safe arena to share everyone’s concerns (BLUE).

Arrow card 110 example 306 includes the question, “Your CEO makes an announcement of an organizational change. What is the best thing they can say to gain your support?” Answers, with their respective color ID, include: The changes have been clearly thought out (GREEN); We will be improving our system and processes (GOLD); Things will be better, maybe even fun (RED); and We’ll be meeting with everyone individually to share your concerns (BLUE).

Heart card 114 examples is shown. Heart cards 114, or “Inner Genius in Your Personal Life” cards, contain multiple choice questions with four responses, each denoting a personality type. Many questions can be utilized of this question type, but three are disclosed as examples. Answers to these questions are recorded on an individual score sheet maintained by each game participant. One Heart card 114 example 402 includes the multiple choice question, “Which of the following vanity license plates best describes you?” Answers, with their respective color ID, include: OUT4FUN (GREEN); PEACE2U (RED); BSAFE (BLUE); and GO4GOAL (GOLD). A player answers the question with an appropriate answer and notes the question type and answer color on an individual score sheet.

Another Heart card 114 example 404 includes the question, “What is your view on kid’s sports?” Answers, with their respective color ID, include: It is a great way to build character and learn cooperation (BLUE); It is fun and a great way to meet people (RED); It provides competition and motivation to achieve (GREEN); and It teaches discipline and the importance of following rules (GOLD).

Another Heart card 114 example 406 includes the question, “As a child, which best describes you?” Answers, with their respective color ID, include: Directing and leading activities (GREEN); Active and getting into everything (RED); Helping and supporting others (BLUE); and Careful, cautious, and curious (GOLD).

Referring now to FIG. 5, a schematic diagram 500 of Circle card 116 examples is shown. The Circle cards 116, or “Things to Learn about Self and Others” cards, are ice-breaker/fun cards and get-to-know-you cards utilized to find out things you have in common with each other, to divert your attention from the purpose of the game, and to put you in the right-brain for the other parts of the game. Many questions can be utilized of this question type, but three are disclosed as examples. A Circle card 116 is not a multiple choice question, but rather is a group-activity-based question in which the participant must answer the question along with all other game participants. This type of question is beneficial to each participant answering the question, but also to other participants who hear the answers and thus learn more about peers, team members, or co-workers. All game participants thus learn, recognize, and appreciate diversity of thought, personality, and style within the individuals of a team or group.

One Circle card 116 example 502 includes the activity, “List your three favorite breakfast cereals when you were a kid.” Another Circle card 116 example 504 includes the activity, “Name three famous people you would like to party with.” Another Circle card 116 example 506 includes the activity, “List three people who have inspired you the most.”

Referring now to FIG. 6, a schematic diagram 600 of Sun card 112 examples is shown. Sun cards 112, or “How You Are Perceived by Others” cards, contain multiple choice questions with four responses, each denoting a personality type. With Sun cards 112, only the person drawing the card answers the question; and they make a determination about the other players and indicate the response for each player. The game participant who draws a Sun card 112 makes a determination about the other game participants and instructs them what to enter on their respective individual score sheets.

For example, A game participant drawing a Sun card might state to a player, “John, I think you are action-oriented, but impatient, so on your next turn, circle the “Sun” symbol and place an “x” in the green column.” Many questions can be utilized of this question type, but three are disclosed as examples. Answers to these questions are recorded on an individual score sheet maintained by each game participant. One Sun card 112 example 602 includes the multiple choice activity, “Assign each player to the character from the TV show ‘Gilligan’s Island’ they most resemble.” Options, with their respective color ID, include: Thurston Howell, III and Mrs. Howell (Peacemakers) (BLUES); Gilligan or Ginger (Plumbers) (RED); Mary Anne or the Professor (Dutiful, behind the scenes) (GOLD); and The Skipper (Leads, directs, and takes responsibility) (GREEN). A player answers the question with an appropriate answer and notes the question type and answer color on an individual score sheet.

Another Sun card 112 example 604 includes the activity, “Our strengths can be weaknesses and our weaknesses can be strengths. What are each player’s strengths and weaknesses?” Options, with their respective color ID, include: Lives in the moment but sometimes misses deadlines (RED); Action-oriented but sometimes impatient (GREEN); Gets everyone’s input but sometimes can’t make a decision (BLUE); and Hard worker but sometimes takes on too much (GOLD).

Another Sun card 112 example 606 includes the question, “In which of the following ways does each player approach rules?” Answers, with their respective color ID, include: Follows the rules closely (GOLD); Makes up their own rules (RED); Sets the strategy that determines the rules (GREEN); and Goes along with the rules (BLUE).

Referring now to FIG. 7, a schematic diagram 700 of Triangle card 118 examples is shown. Triangle cards 118, or
“Ideas and Solutions” cards, are for brainstorming and idea generation. Many questions can be utilized of this question type, but three are disclosed as examples. A Triangle card 118 is not a multiple choice question, but rather is a group-activity-based question in which the participant must answer the question along with all other game participants. This type of question is beneficial to each game participant answering the question, but also to other game participants who hear the answers and thus learn more about peers, team members, or co-workers. All game participants thus learn, recognize, and appreciate diversity of thought, personality, and style within the individuals of a team or group.

0054 One Triangle card 118 example 702 includes the question, “As a group, list all the ways you can come up with to stimulate creativity and innovation.” Another Triangle card 118 example 704 includes the activity, “Individually, list as many ideas as you can come up with for new products and services for your company. Then as a group, combine the lists to see how many answers you can come up with.” Yet another Triangle card 118 example 706 includes the activity, “Individually, list things you appreciate about each of your fellow team members. Then, as a group, combine the lists to see how many answers you came up with.”

0055 Referring now to FIG. 8, a schematic diagram of a Rules Sheet 800 for the game is shown. The Rules Sheet 800 identifies the objectives 802 of the game. The objectives 802 of the game are to learn, recognize, and appreciate diversity of thought, personality, and style within the individuals of a team or group; to assist participants to enhance team effectiveness to ensure higher levels of organizational success; to reinforce company values and goals; to explore dynamics and interaction within a team; to assist participants to build up cohesiveness, connections, and understanding of participants; to stimulate creative idea-generation and problem solving; and, finally, to have fun.

0056 The Rules Sheet 800 identifies how to play 804. For example, generally the game can be played with three to eight players; however, larger groups can be accommodated by dividing up into teams. As in real life, players have the freedom to make their own decisions. Each game participant can start anywhere on the board he or she desires, roll as many dice 122 as he or she wants, and go any direction he or she wants. Game participants roll dice 122 to determine the space (such as 120) on the game board 100 upon which to land with a pawn 124 (i.e., black sun, blue circle, gold/yellow heart, green triangle, and red arrow). A player draws a card from a stack of cards 110, 112, 114, 116, 118 on the game board 100 in the color corresponding to the space landed upon. For example, a player landing on a blue circle draws a card from the set of blue circle cards 116 located on the game board 100. Each card color represents a different focus of questions or tasks for the player. Circles and Triangles are group activities where every player participates. Arrows and Hearts are activity cards where every player participates by answering the questions. Suns are exclusively for the individual drawing the card. Game participants record answers to the Sun, Arrow, and Heart cards on an individual score sheet.

0057 The Rules Sheet 800 identifies the contents 806 of the game. The contents of the game include, for example: a game board, a score sheet, ten game pieces, dice, a timer, rules, five set of cards including black sun, blue circle, gold/yellow heart, green triangle, and red arrow.

0058 In operation, time spent playing the game provides game participants with many benefits. The game seeks to help players enhance team effectiveness to ensure higher levels of organizational success; reveal, recognize, and teach players to appreciate the diversity of thought, personality and style within the individuals of a team; resolve conflict and reduces stress and tension; establish corporate values and goals; explore dynamics and interaction within the team—and between teams; build up cohesiveness, connections, and understanding of participants; stimulate creative idea-generation and problem solving; improve communication; foster camaraderie and loyalty among employees; increase retention; generate ideas and solutions in several areas, including marketing, sales, customer service, new products, and competitive strategy; and teach various business fundamentals.

0059 Once the game has been played, Color Profiles are distributed to participants based on what each participant attained as an Inner Genius Style or personality type from playing the game. This is a key outcome of the game. Color Profiles include, for example, Blue Genius, Green Genius, Gold Genius, and Red Genius. Optionally, the Color Profiles can be distributed with or without the game itself.

0060 Referring now to FIG. 9, a schematic diagram of a Blue Genius profile 900 is shown. A Blue Genius profile 900 is provided to a participant at the conclusion of the game who determines from his or her scorecard that he or she is a Blue Genius. The Blue Genius profile 900 includes alternative names (also known as, or a.k.a.) 902. For example, a Blue Genius is also known as IF, steady, supportive, empathetic, choleric, amiable, and kind.

0061 The Blue Genius profile 900 includes a characterization 904. For example, a Blue Genius is characterized by a strong desire for unity and harmony. A Blue Genius values integrity and is giving, trusting, and nurturing. A Blue Genius prefers a predictable routine, stability, and doing one thing at a time. A Blue Genius is sweet, supportive, and sentimental. A Blue Genius is trustworthy, practical, and loyal. A Blue Genius is an excellent listener and helper.

0062 The Blue Genius profile 900 includes a summary 906 of character/self image, strengths, and talents. A Blue Genius is, for example, defined by character/self image, strengths, and talents including: authentic, empathetic, benevolent, genuine, helpful, supportive, collaborative, cooperative, diplomatic, harmonious, loyal, steady, good listener, faithful, considerate, peace-loving, inclusive, understanding, secure, patient, caring and sharing, dependable, reserved, responsive, slower-paced, and people-oriented.

0063 The Blue Genius profile 900 includes contributions 908 that a Blue Genius likely makes to a group. Blue Genius contributions include, for example: making sure everyone is able to contribute the best of his or her potential, promoting harmony and unifying viewpoints, providing consistent, dependable service, offering to help in any way possible, thanking and appreciating others, allowing others to lead and receive recognition, and aligning each person's talents with a ideal job, position, or role. A Blue Genius has a leadership style that includes: peaceful, democratic, advocate, or mentor and gives praise and positive reinforcement.

0064 The Blue Genius profile 900 includes aspects 910 of what a Blue Genius desires in a company, job, and/or team. These aspects include, for example: everyone working together and getting along, opportunities for collaborating with others and decisions made through consensus, security and time to adjust to changes, a place where people are relaxed, happy, and work well together, in meetings a Blue
Genius needs a procedure to incorporate everyone’s viewpoint, and feedback that is sincere and sensitive to the person’s feelings.

The Blue Genius profile 900 includes advice 912 for getting along with a Blue Genius. For example, that advice includes: you will earn their respect by treating others with respect; please do not be too critical or judgmental—they can be sensitive; be patient and understand their need to process their thoughts and feelings; appreciate their generosity and giving nature; if you have a problem, talk with them privately and ask them for help; and they love sincere thoughtful gestures.

The Blue Genius profile 900 includes stress factors 914 that cause a Blue Genius stress. For example, these factors can include: conflict such as fighting, blaming, or backstabbing; betrayal or judgment; people arguing or being too competitive; treachery or deceit; impatience, insensitivity or ignoring the feelings of others; being treated impersonally; rapid change and unpredictability; injustice; and lack of support from managers and coworkers. A Blue Genius can react to stress by slowing down and becoming indecisive and disassociating, withdrawing, or becoming resentful. Antidotes to assist a Blue Genius include having a safe avenue to share everyone’s concerns and renewing faith that someone cares. If you do something that upsets a Blue Genius, let him or her know how much you care about him or her.

The Blue Genius profile 900 includes advice 916 for a Blue Genius to consider. This advice, for example, includes: do not expect everyone to open up or share their feelings; try not to take every comment and remark other people make personally; sometimes it is okay to say “no”; change=progress=opportunity=security; allow others to reciprocate in their own way, on their time; and sometimes it is better to take action and make a decision than to wait for consensus.

Referring now to FIG. 10, a schematic diagram of a Green Genius profile 1000 is shown. A Green Genius profile 1000 is provided to a participant at the conclusion of the game who determines from his or her scorecard that he or she is a Green Genius. The Green Genius profile 1000 includes alternative names (also known as, or a.k.a.) 1002. For example, a Green Genius is also known as ET, dominant, ego-drive, driver, assured, and phlegmatic.

The Green Genius profile 1000 includes a characterization 1004. For example, a Green Genius is characterized by a drive for achievement and focusing on goals. A Green Genius is decisive, a determined risk-taker who is instinctively optimistic and trusts his or her impulses. A Green Genius is a natural competitor and enjoys being challenged and challenging others. A Green Genius is fast-paced, outgoing, and accomplishment oriented.

The Green Genius profile 1000 includes a summary 1006 of character/self image, strengths, and talents. A Green Genius is, for example, defined by character/self image, strengths, and talents including: ambitious, self-driven, problem-solver, goal-oriented, direct, pioneering, confident, strategic, determined, professorial, rational, risk-taker, industrious, resolute, autonomous, efficient, decisive, competitive, dynamic, future orientation, reveals insights and options, innovative and creative, independent, outgoing, active, fast-paced, and task-oriented.

The Green Genius profile 1000 includes contributions 1008 that a Green Genius likely makes to a group. Green Genius contributions include, for example: envisioning potential options for growth and change, staying optimistic, offering strategic solutions and setting goals, are direct, straight-shooter, and a risk-taker, competitive—your team will WIN!, discovering news ways of doing things offering alternative paths to reach the goal, and challenging others to do his or her best and keep eyes on the ball. A Green Genius has a leadership style that includes: director or futurist, developing strategy, establishing—and achieving—the long-term vision and future for the company.

The Green Genius profile 1000 includes aspects 1010 of what a Green Genius desires in a company, job, and/or team. These aspects include, for example: growth, accomplishment, and advancement, everyone focused on meeting objectives, opportunity to take some risks and overcome challenges, ability to lead or take control, a place where they can make a difference and help the company reach new heights, nimbleness and the ability to respond quickly, in meetings a Green Genius needs to establish—and reach—a clear goal or objective, and feedback, reward, and promotions that are based on success and achievement.

The Green Genius profile 1000 includes advice 1012 for getting along with a Green Genius. For example, that advice includes: you will earn their respect by your results; involve them in strategic discussion—you will get a lot of ideas; do not micro-manage them or be overly smothering; be responsive and communicate in a clear, straightforward manner; please keep your own interest—they want relationships that are stimulating and constantly growing and learning; and they like healthy, energizing, and intelligent debates—it is not personal!

The Green Genius profile 1000 includes stress factors 1014 that cause a Green Genius stress. For example, these factors can include: lack of a clear vision or goal—or not being allowed to set their own; being dominated or controlled; restriction or rigidity; laziness, sluggishness, or apathy; powerlessness; limitations or people getting in the way; irrational thinking or conjecture; and indecisiveness. A Green Genius can react to stress by ignoring the needs of others or avoiding tasks and projects that are not “important.” Antidotes for stress include realigning toward the goal and taking on projects that can be masterfully achieved. If you do something that upsets a Green Genius, let him or her know you respect him or her and his or her ability to take action and achieve results.

The Green Genius profile 1000 includes advice 1016 for a Green Genius to consider. This advice, for example, includes: make time for relationships, share your softer side, and do not take loved ones for granted; success can be the journey, not just the destination; sometimes it is more important to get along with others than it is to be “right”; learn to be a more compassionate listener—not every problem needs to be solved; and emotional intelligence is useful when cultivating.

Referring now to FIG. 11, a schematic diagram of a Gold Genius profile 1100 is shown. A Gold Genius profile 1100 is provided to a participant at the conclusion of the game who determines from his or her scorecard that he or she is a Gold Genius. The Gold Genius profile 1100 includes alternative names (also known as, or a.k.a.) 1102. For example, a Gold Genius is also known as IT, conscientious, expertise, cautious, compliant, melancholic, analytical, and precise.

The Gold Genius profile 1100 includes a characterization 1104. For example, a Gold Genius is characterized by his or her need for excellence and accuracy. A Gold Genius is
hard-working and places a high value on being consistent, dependable, and analytical. As a careful planner a Gold Genius keeps an eye on the details. A conservative decision-maker, a Gold Genius is likely to be a person raising a “red flag” pointing out dangers ahead.

[0078] The Gold Genius profile 1100 includes a summary 1106 of character/self image, strengths, and talents. A Gold Genius is, for example, defined by character/self image, strengths, and talents including: organized, diligent, hard-working, commonsense, perfectionist, accurate, procedural, conventional, contemplative, careful, analytical, thorough, dutiful, dependable, cautious, consistent, reliable, logistics, looks for what has worked well in the past, focused on excellence, dedicated to the task, reserved, responsive, slower-paced, and task-oriented.

[0079] The Gold Genius profile 1100 includes contributions 1108 that a Gold Genius likely makes to a group. Gold Genius contributions include, for example: making sure the team stays on track and meets deadlines, putting all the pieces together in a cohesive way, asking questions (especially “Why?”), anticipating problems before they occur, coordinating, and establishing and maintaining schedules, policies, procedures, and records. A Gold Genius has a leadership style that includes: traditional, hardworking, systematic, procedural and a high focus on quality, logic, and precision.

[0080] The Gold Genius profile 1100 includes aspects 1110 of what a Gold Genius desires in a company, job, and/or team. These aspects include, for example: a clear understanding of his or her job description, everyone doing his or her job and following procedures, rewards for quality, precision, and analysis, a place that is stable and dependable, in meetings a Gold Genius needs a detailed agenda with time elements and roles defined, and feedback that is regularly scheduled and measured against a controllable, defined plan.

[0081] The Gold Genius profile 1100 includes advice 1112 for getting along with a Gold Genius. For example, that advice includes: you will earn their respect when you are logical and provide facts to support your position; be practical and specific about what you want; please do not take advantage of their tendency to take on extra responsibility; honor your commitments and keep them informed of your involvement and progress; give them time to make decisions and adjust to changes; and if you have a problem, be specific about what is needed and give them time to find a solution.

[0082] The Gold Genius profile 1100 includes stress factors 1114 that cause a Gold Genius stress. For example, these factors can include: disregarding rules and regulations; unreliable, missing deadlines, others showing up late; not finishing projects; being criticized, especially when it was something not under his or her control; being rushed; inconsistency or disorganization; and being forced to reveal personal information or feelings. A Gold Genius can react to stress by becoming antisocial or inflexible, and complaining, criticizing, or being pessimistic. Antidotes to stress include: giving a Gold Genius time to get organized and refocused; privacy; and a project on which to focus. A Gold Genius best resolves conflict by focusing on facts, not emotions. If you upset a Gold Genius, tell him or her than you appreciate him or her and his or her contributions.

[0083] The Gold Genius profile 1100 includes advice 1116 for a Gold Genius to consider. This advice, for example, includes: learn to ask for help and delegate work to others (and give them the tools to do it); make time for fun!; keep an open mind to new ways of doing things; sometimes rushes and disruptions happen, so try to be flexible and adaptable; be aware of wanting to take control and of being too demanding; people—and their feelings—are important; try not to take on too much responsibility; and remember to take care of yourself.

[0084] Referring now to FIG. 12, a schematic diagram of a Red Genius profile 1200 is shown. A Red Genius profile 1200 is provided to a participant at the conclusion of the game who determines from his or her scorecard that he or she is a Red Genius. The Red Genius profile 1200 includes alternative names (also known as, or a.k.a.) 1202. For example, a Red Genius is also known as EF, influential, inspiring, enthusiastic, sanguine, expressive, and energized.

[0085] The Red Genius profile 1200 includes a characterization 1204. For example, a Red Genius is characterized by his or her ability to inspire and engage others. A Red Genius is fun-loving, adventurous, and enjoys striving for experience and excitement. A Red Genius is imaginative, expressive, and loves to talk. A Red Genius is driven by recognition and likes to be in the spotlight. A Red Genius is fast-paced, outgoing, and people-oriented.

[0086] The Red Genius profile 1200 includes a summary 1206 of character/self image, strengths, and talents. A Red Genius is, for example, defined by character/self image, strengths, and talents including: adaptable, brave, fun-loving, engaging, dramatic, interesting, dynamic, playful, charming, charismatic, spontaneous, friendly, free spirit, adventurous, explorer, carefree, expressive, persuasive, loves in the moment, risk-taker, good on his or her feet, makes up his or her own rules, outgoing, active, fast-paced, and people-oriented.

[0087] The Red Genius profile 1200 includes contributions 1208 that a Red Genius likely makes to a group. Red Genius contributions include, for example: activating others, setting the pace, and getting things moving, entertaining and engaging, good at story-telling and performing, troubleshooting and problem-solving, reacting well in a crisis, jumping right in and tackling the situation, recognizing and seizing opportunities, and offering new ideas and solutions. A Red Genius has a leadership style that includes: captivating, engaging, spirited, and keeping people motivated.

[0088] The Red Genius profile 1200 includes aspects 1210 of what a Red Genius desires in a company, job, and/or team. These aspects include, for example: making friends and working with groups of people, a chance to try new things, and make an impact, opportunity and reward, recognition and prestige, a fast-paced, exciting, an fun environment with a lot of variety and creativity, a place where everyone is free to be autonomous and do his or her best work, in meetings a Red Genius needs to leave with clear actions to take, and feedback that is quick, direct, and specific.

[0089] The Red Genius profile 1200 includes advice 1212 for getting along with a Red Genius. For example, that advice includes: you will earn their respect by your enthusiasm and recognizing their abilities; give them choices; do not limit them or box them in; allow them to be spontaneous; be friendly, keep things light, and be optimistic; please do not overwhelm them with too many issues or details; join them in their adventures; if you have a problem, talk it out and ask for ideas on how to solve it; and give them an opportunity to shine.

[0090] The Red Genius profile 1200 includes stress factors 1214 that cause a Red Genius stress. For example, these factors can include: having to follow a strict procedure,
schedule, agenda, or routine; predictability or inflexibility; nagging, negativity, or pessimism; boredom and repetition; rejection and being unpopular; bureaucracy, delays, waiting, and slow people; constraint and rules that are too rigid; and having to follow a routine and/or do detailed tasks. A Red Genius can react to stress by becoming reckless or taking too much risk and getting disruptive, or alternatively, excluding others. Antidotes to stress include: taking action to find new options and solutions and lightening up, having fun, and laughing. A Red Genius prefers to resolve conflict by letting it pass—everyone will get over it in time. If you do something that upsets a Red Genius, tell him or her that you admire and look up to him or her.

[0091] The Red Genius profile 1200 includes advice 1216 for a Red Genius to consider. This advice, for example, includes: haste makes waste; it is a good idea to test the water before jumping in; finish what you start; honor your commitments, be on time, and pay attention to details; do not lose sight of the long-term goal; do not make changes just to make changes; and remember to get prepared and aim before you fire.

[0092] Although this technology has been illustrated and described herein with reference to preferred embodiments and specific examples thereof, it will be readily apparent to those of ordinary skill in the art that other embodiments and examples can perform similar functions and/or achieve like results. For example, this game and its associated methods can be embodied in an electronic format, played on a personal computer, the Internet, or the like. All such equivalent embodiments and examples are within the spirit and scope of the invention and are intended to be covered by the following claims.

What is claimed is:

1. A non-competitive, multiplayer game to allow participants to learn, recognize, and appreciate diversity of thought, personality, and style within the individuals of a team or group, the game comprising:
   - a plurality of question sets, each question set being unique relative to one another, each question set being representative of a specific type and theme of questioning and activity, and each question set comprised of a plurality of questions designed either to help identify a personality profile, share information and preferences or facilitate brainstorming and idea generation.
2. The game of claim 1, further comprising:
   - a game board, the game board comprising a plurality of distinct locations about the game board about which a game participant moves, each distinct location upon which the game participant can land during the game representative of one of the plurality of question sets.
3. The game of claim 2, further comprising:
   - a plurality of pawns, each pawn being representative of movement about the game board by each respective game participant.
4. The game of claim 2, further comprising:
   - one or more die, the one or more die with which the game participant rolls to determine a number of spaces about the game board to advance in any direction to land on one of the plurality of distinct locations, the location landed upon being indicative of one of the plurality of question sets from which the game participant will draw.
5. The game of claim 2, further comprising:
   - a timer, the timer utilized to limit an amount of time for the game participant to answer a question or complete an activity drawn from one of the plurality of question sets.
6. The game of claim 2, further comprising:
   - a plurality of individual score sheets, wherein each game participant is instructed within the game to record answers to one or more types of the plurality of question sets on the individual score sheet.
7. The game of claim 2, wherein the game participant starts at any location on the board as desired by the game participant.
8. The game of claim 2, wherein each of the plurality of distinct locations about the game board for game participant movement and upon which the game participant can land is one of a black sun, a blue circle, a gold/yellow heart, a green triangle, and a red arrow.
9. The game of claim 1, wherein the plurality of question sets includes at least one question set requiring all game participants to answer a question or complete an activity.
10. The game of claim 1, wherein the plurality of question sets includes at least one question set requiring the game participant to note an answer to a drawn question on an individual score sheet and then to subsequently, verbally share the answer to all other game participants.
11. The game of claim 1, wherein a question within the plurality of question sets includes a color ID to each multiple choice answer from which the game participant selects an answer, the color ID which is recorded by the game participant on an individual score sheet.
12. The game of claim 11, wherein the color ID is one of red, gold, blue, and green.
13. The game of claim 1, wherein the plurality of question sets includes at least one question set requiring an answer exclusive to the game participant drawing the question.
14. The game of claim 1, further comprising a plurality of profile descriptors distributed to participants based on what each game participant attained as a personality type from playing in the game.
15. The game of claim 14, wherein the profile descriptors are Inner Genius Styles comprising Blue Genius, Green Genius, Gold Genius, and Red Genius, each Genius Style representative of a particular set of personality traits.
16. A method for learning, recognizing, and appreciating diversity of thought, personality, and style within the individuals of a team or group, the method comprising:
   - utilizing a non-competitive, multiplayer game comprising:
     - a plurality of question sets, each question set being unique relative to one another, each question set being representative of a specific type and theme of questioning and activity, and each question set comprised of a plurality of questions designed either to help identify a personality profile, share information and preferences or facilitate brainstorming and idea generation;
   - answering, by each game participant, a predetermined quantity of questions from the plurality of question sets; and
   - identifying, based upon a recordation of answers to the predetermined quantity of questions, a personality profile for the game participant.
17. The method of claim 16, further comprising: utilizing a plurality of individual score sheets; and instructing each game participant to record answers to one or more types of the plurality of question sets on the individual score sheet.

18. The method of claim 16, wherein the plurality of question sets includes at least one question set requiring all game participants to answer a question or complete an activity.

19. The method of claim 16, wherein the plurality of question sets includes at least one question set requiring the game participant to notate an answer to a drawn question on an individual score sheet and then to subsequently, verbally share the answer to all other game participants.

20. The method of claim 16, wherein a question within the plurality of question sets includes a color ID to each multiple choice answer from which the game participant selects an answer, the color ID which is recorded by the game participant on an individual score sheet.

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