

Books to purchase or borrow (any desired format):

Gifted Grownups: The Mixed Blessings of Extraordinary Potential, by Marylou Kelly Streznewski

The Manager's Communication Toolkit: Tools and Techniques for Leading Difficult Personalities, by Tina Kuhn. (Note for the gifted multipotentialite: This works in reverse also; this is effectively a guide to how to communicate with and manage your managers and others in authority, as well as coworkers.)

We Can Work It Out: Resolving Conflicts Peacefully and Powerfully, by Marshall P. Rosenberg

The Secret Thoughts of Successful Women: Why Capable People Suffer from the Impostor Syndrome and How to Thrive in Spite of It, by Valerie Young, Ed.D (Note: this book is actually addressed to men as well as women, and can be helpful to anyone who has issues with self-confidence, regardless of gender identity.)

I maintain a list of suggested links for ordering these books (in case of need) and will share it with course participants once there are enough signups to schedule the course launch.

A few more books will very likely be added to this list, depending on the needs that become evident as we progress through the course. If there is a plurality of active gifted creatives in the course, some readings are bound to differ from what I note below.

Homework:

Written homework is to be done in advance and shared with the other class participants and facilitator at least two days prior to each class meeting. Specific homework questions related to the next meeting's topics will be assigned at least two weeks in advance, but after the previous course meeting.

Scheduling course meetings in advance:

Once there are enough signups (at least 4 participants, no more than 6) the initial course meeting will be scheduled via email and (probably) Doodle polling. Successive course meetings are scheduled one month at a time, by the participants, near the end of the prior month's class meeting. All participants must agree on the date/time. If a participant has an emergency and cannot be present for the scheduling discussion, the class will choose two potential date/times and the absent participant will be consulted by email before a final choice is made.

Class Attendance:

Discussion is the heart of this course, and thus attendance at every class meeting is expected. For unavoidable absences (emergencies, illness that substantially impacts functioning, unexpected major job interference, family crisis), Intergifted has a makeup policy: Individuals who miss a class meeting can make it up via a one-hour individual session with the coach/course instructor, at a date/time mutually agreed on. The advance payment made for the missed class meeting will cover this session. Makeup sessions should be completed prior to the next scheduled class meeting. If you have to miss a course meeting, please notify the instructor as soon as you are able, so we can make alternate arrangements.

Trust, Cooperation and Confidentiality:

This course relies on the willingness of the participants and facilitator to trust each other, and to cooperate on matters related to the course--such as cooperatively choosing dates/times for class meetings, refraining from unnecessary judgments when discussing topics that are known to be sensitive and/or painful to one or more participants in the course, and working together to create and hold a shared space with each other that allows for both authenticity and safety.

Because the homework and discussions in the course often encompass very personal matters, all written homework and the content of discussions as it relates directly to others in the course are to be held confidential within the class group both during and after the course. If you wish to publish or share material that you wrote as part of your own homework for the class, of course you may do so, but only for information that relates directly to yourself and your own experience. If you wish to share anything that pertains to or originated with another class participant, you must get that person's written, specific permission to do so.

Advance payment for class sessions:

Participants pay Intergifted for each class session in advance, once the session is scheduled. The course fee is \$200 US per class meeting. Payments are made to www.paypal.me/intergifted (You can enroll in the course by paying for the first session, using this link.) Please indicate in the Notes field that your payment is for the Gifted Multipotentialites Group, and note the session number you're paying for.

Course Outline

First Course Session: Giftedness and Multipotentiality

Prepare in advance:

Reading for discussion: Chapters 1, 2 and 3 of *Gifted Grownups*

Written assignment to share: A bio of yourself, at least two pages. Where you grew up, what areas of interest you've pursued (both formally and informally.) Include a brief outline of your family situation, for both your family of origin and your current family (if any.) Are you raising, or have you raised, children? For this class it's quite pertinent to share your job/career involvement, but also your creative activities, how you have fun, what makes you happy, what you find meaningful, and what you perceive to be your life's purpose. Please include something of your understanding of how your gifted and multipotentialite capabilities have shaped your life thus far. What questions has your experience brought up for you? You will share your bio with the other participants and the facilitator at least two days (48 hours) in advance of the first class meeting.

Please prepare at least one "burning issue" question around an issue or challenge you're dealing with in your life right now, something on which you'd like input from the other gifted multipotentialites in the class. We will address these questions one or two at a time throughout the course.

Read the shared written bios of the other participants.

In-class activities:

Background on multipotentiality and how it tends to interact with giftedness; patterns that often show up in gifted multipotentialites' lives. Q&A on these topics. Facilitated discussion around related items that participants shared in their written bios. (about 1 ½ to 2 hours)

Short break

Wisdom from the group: Facilitated discussion of one or two "burning issues" (1 ½ hours) (Note: this may or may not overlap with the topics raised in participants' bios.)

Second Course Session: Occupations, Earning a Living and Educational Choices

Prepare in advance:

Reading for discussion: Chapters 5, 6 and 7 of *Gifted Grownups*, plus other material on giftedness and careers/jobs.

Web-based reading: facilitator will assign a bio of a polymath (specific choice based on prior class discussions and participants' expressed needs/interests.)

Other readings as assigned.

Read the shared written homework of the other participants.

Written assignment to share: Questions for written homework will center around participants' experience of jobs, careers, schooling and their interactions with what the world expects in these areas and what participants have encountered in real life. Issues and discrepancies having to do with the mismatch between gifted multipotentialite needs and capabilities and what has been on offer in participants' workplaces and institutions of learning.

In-class activities:

Background on gifted multipotentialites and careers/jobs/higher education; grad school (or not.) Q&A on these topics. Facilitated discussion around related topics; may include more discussion of some of the information participants included in their bios (about 1 ½ hours)

Short break

Wisdom from the group: Facilitated discussion of one or two "burning issues" (1 ½ to 2 hours)

Third Course Session: Communicating, on and off the job

Prepare in advance:

Reading for discussion: Part 1 and Part 2 of *The Manager's Communication Toolkit*

Web-based reading: facilitator will assign a bio of a polymath (specific choice based on prior class discussions and participants' expressed needs/interests.)

Other readings as assigned.

Read the shared written homework of the other participants.

Written assignment to share: Questions for written homework will center around participants' experiences of communication challenges and communication successes on the job, in higher education and/or in the family. Which modes of communication work best for you; which ones you find more challenging; why. Weak spots and repeated patterns of communication breakdown.

In-class activities:

Background on typical communication challenges (patterns of dysfunction) that can arise when working with and for neurotypical persons. We'll consider the book's functional analysis of personality types and the behavior patterns that go with them, and step through the practical application of this information in choosing which communication tools to try in a given situation. Facilitated discussion: How gifted multipotentiality/having multiple developed competencies, and automatically seeing a bigger picture, can interfere with clear, nonthreatening communication with neurotypical colleagues. Approaches to getting around various common challenges (e.g, offering TMI.) Ideas on how to better make your strengths work for you. (about 1 to 1 ½ hours)

Short break

Wisdom from the group: Facilitated discussion of one or two "burning issues" (1 ½ to 2 hours)

Fourth Course Session: Overview of Compassionate Confrontation, Leadership Styles and Nonviolent Communication; Knowing how you work and getting what you want; Handling Imposter Syndrome

Prepare in advance:

Reading for discussion: Part 3 of *The Manager's Communication Toolkit*, plus Rosenberg's *We Can Work It Out*

Excerpts from Young's book, and web-based reading on imposter syndrome

Web-based reading: facilitator will assign a bio of a polymath (specific choice based on prior class discussions and participants' expressed needs/interests.)

Read the shared written homework of the other participants.

Written assignment to share: Questions for written homework will center around participants' experiences with handling conflict and accountability situations; functioning in leadership roles (career/job, family, volunteer work.) Avoidant behavior and difficult conversations. How we have recognized and handled specific fears in self and others; whether we have recognized ourselves experiencing imposter syndrome, and if so, what associated patterns have shown up in our own behaviors.

In-class activities:

Background and facilitated discussion on topics arising from the written homework. Handling conflict, accountability issues and bullying behavior--since most people don't want to face these things, bringing others to account means you must know how to lead. Gifted people are often at higher risk for imposter syndrome; inappropriate schooling and subordinate roles/isolation within our family of origin can contribute to this. These factors can make it harder to become an effective leader or entrepreneur. We may engage a discussion of factors such as

marginalization in society, dysfunctional gender roles and codependent behavior, since their presence in a person's life may contribute to imposter syndrome. (about 1 to 1 ½ hours)

Short break

Wisdom from the group: Facilitated discussion of one or two "burning issues" (1 ½ to 2 hours)

Fifth Course Session: The Squishy Stuff: Family, Partners, Relationships; Parents and Children; Communicating and accommodating gifted multipotentialite needs while meeting commitments to others and paying the bills

Prepare in advance:

Chapters 4, 8, 9 and 10 of *Gifted Grownups*

Web-based reading: facilitator will assign a bio of a polymath (specific choice based on prior class discussions and participants' expressed needs/interests. For this one, expect to read about the personal-life challenges of a polymath who is known for things other than their relationship skills!)

Possibly the book *Genius In Residence* (if it can be made available, preferably online)

At least one reading focused on questions to support developing clarity on your needs/wants
Other readings as assigned.

Read the shared written homework of the other participants.

Written assignment to share: Questions for written homework will center around participants' experiences with family/partner situations and conflicts arising from multipotentialite drives and gifted needs. Experiences with gifted families and mixed (gifted/non-gifted) families and partnerships, raising gifted kids, negotiating with people you love who depend on you to whatever degree. Multipotentialite career and creative needs vs. limited time, money, attention and others' needs; when a sacrifice was worth it to you, when it wasn't.

In-class activities:

Background and facilitated discussion on topics arising from the written homework. If some participants are parents with kids at home, we will likely spend some time exploring the joys and limitations of multipotentialite parenting. If some participant(s) is working on finding a compatible partner, or working to maintain the partnership they have, we'll discuss partnerships for multipotentialites. Issues that tend to arise from multipotentialite needs competing with the needs of others with whom they are sharing resources. How to know and communicate beforehand about you need within the context of committed relationships, so that negotiation and problem-solving can take place before a crisis develops. Managing expectations--your own,

and others'--regarding partnership and family. If you're effectively married to one or more careers you still have commitments and people who depend on you. (about 1 to 1 ½ hours)

Short break

Wisdom from the group: Facilitated discussion of one or two "burning issues" (1 ½ to 2 hours)

Sixth Course Session: Planning for your multipotentialite future, and other advanced topics (e.g., meaning, spirituality)

Prepare in advance:

Chapters 11 and 12 of *Gifted Grownups*

Web-based reading: facilitator will assign a bio of a polymath (specific choice based on prior class discussions and participants' expressed needs/interests.)

Two web-available articles by your facilitator

Other readings as assigned.

Read the shared written homework of the other participants.

Written assignment to share: Questions for written homework will center around participants' experiences of learning more about themselves in this class, and making meaning in their lives. Do you engage a spiritual or meditative practice; if so, why, and what results have you experienced from it. What do you want from your future; what has changed in you and for you as you have worked through the process of this course.

In-class activities:

Background and facilitated discussion on topics arising from the written homework. Expect to discuss purpose, meaning, the bigger picture of your gifted multipotentiality and what you would like to explore further. In any research project worth its salt, there is always much scope for future work. What motivates you to move forward?

Short break

Wisdom from the group: Facilitated discussion of one or two "burning issues" (1 ½ to 2 hours)