The Four Styles

The Art of Better Communications

Participant Handbook

By Dr. Tony Alessandra

Table of Contents

The Four Styles
The Art of Better Communication

Would you like to substantially increase your ability to communicate with other people? Can you imagine the ways this might benefit you in your career, in your day-to-day dealings with people, and in your closest personal relationships?

Our characteristic styles or patterns of relating to others determine the ease with which we build relationships. Most of our behavior patterns are established early in life through the influence of peers, education, parents, authority figures, and environment. Through our lives, a variety of behavior patterns are reinforced and become habits. While our habits make us fairly predictable, everyone has different habits. That's what keeps relationships interesting and challenging!

The Four Styles assembles a number of simple tools that can be easily applied to improve both business and interpersonal relationships. This handbook and the accompanying video are not intended to provide an in-depth psychological examination of human behavior, but instead, offer guidelines for understanding and adjusting to the differences in people, through observation of their behavior. The tools presented here will enable you to see yourself and your world through someone else's eyes and ears, and that can go a long way toward increasing communication effectiveness!

The Four Styles will show you how to
Do unto others the way they want and need you to do unto them by teaching you to:

• **REALIZE** that although each individual's personality is as unique as his/her thumbprint, many behaviors can be positioned within a predictable framework.

• **UNDERSTAND** how a person's behavioral patterns influence what that person wants, needs, and expects from you and others; and identify how that person communicates those wants, needs, and expectations. People will actually tell you how to deal with them if you know what to listen and look for.

The Four Styles will show you how to
Do unto others the way they want and need you to do unto them by teaching you to:

• **FLEX OR ADAPT** to people in a way that will reduce tension and increase cooperation and trust in all varieties of relationships.

It is my belief that people will show you, and in some cases actually teach you, how they prefer to be treated if you listen to what they have to say, watch what they do, and accommodate possible differences between their styles and your own. It's not hard! And the rewards-in terms of productive, trusting relationships--can be substantial in many areas of your life.

The Concept of Behavioral Types

Throughout history people have attempted to explain the differences in people. The earliest recorded efforts were found in astrology, where it was believed that the alignment of the heavens influenced behavior. There were 12 *signs* in four groupings symbolized by earth, air, fire, and water.
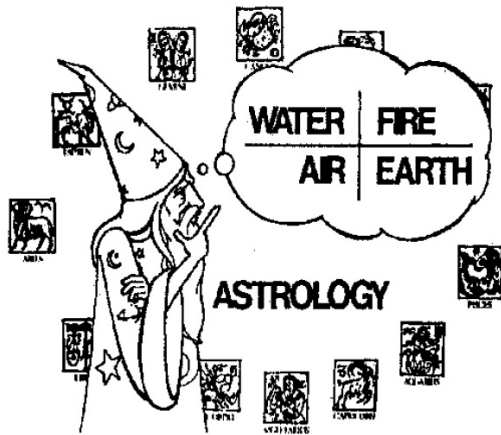
Next came Hippocrates with his concept of the four temperaments-choleric, phlegmatic, sanguine, and melancholy. He believed that personality was shaped by blood, phlegm, black bile, and yellow bile.
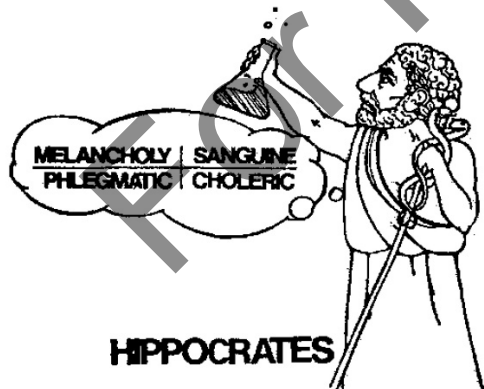
Then in 1923 Dr. Carl Jung wrote the book *Psychological Types* and described the intuitor, thinker, feeler, and sensor. His was the most sophisticated scientific work done at that time.
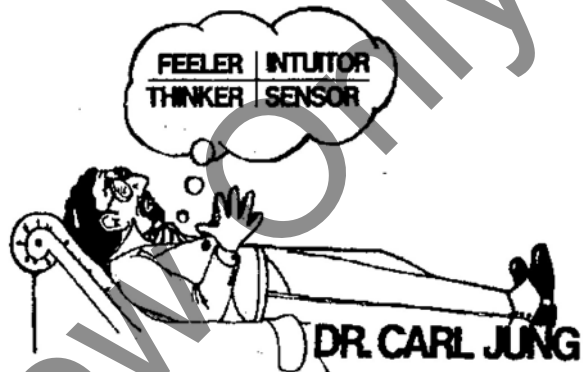
Today there are more than a dozen varied concepts on behavioral differences. But they all have one common thread-the grouping of behavior into **four** categories.

The Four Styles is a practical way to apply all this research in our day-to-day living to reduce tension and increase cooperation and compatibility among people.

A Day at the Office

Introduction

"A Day at the Office" provides you with a method of evaluating your understanding of behavioral styles and behavioral flexibility - the central concepts of *The Four Styles.*

Your day at the office includes meetings with one prospect and one customer, lunch with a friend, and a work session with a coworker on an important new project.

Directions:

Read the following four characterizations of key personalities in your day, and then refer to the directions on the bottom of the next page.

The Prospect

Your prospect's office is neat and functional. Her desk is clean and bare, except for a few reference books, a sharpened pencil, and clean writing pad. Her clothing is businesslike and conservative, yet feminine.

Her office walls bear charts, exhibits, and photographs pertaining to her job. The seating arrangement suggests formality and noncontact.

During the conversation, you get the impression that your prospect likes things compartmentalized, organized, precise, factual, and carefully planned. She wants to know the structure of your game plan and notes at a number of points in the conversation that all players will be expected to follow the "rules." She seems interested and skilled in problem solving, and looks forward to the process of gathering and sorting out the data regarding your organization's services and processes.

You hear phrases like, "I'd like the facts - pro and con - the solid evidence about this application," and "Let's document these details in writing." You're impressed by her seemingly encyclopedic store of facts.

During your meeting, she inquires about the nitty-gritty details involving your personnel and your operating equipment: previous experience, credentials, detailed specifications, capacities, tolerances, maintenance, and security measures. You know she's not about to rush into a decision; in fact, her last words to you emphasize her determination to carefully weigh the buying decision.

As she says goodbye, her handshake is formal, her eye contact intermittent, her manner proper. You get the feeling your prospect is a logical, cautious, well disciplined, steady, conscientious, efficient, independent person who takes pride in maintaining high personal and professional standards.

The Customer

Your customer's office is lean and impressive: decorated to express the power and prestige of the occupant. One wall contains an oil painting; another, a large planning calendar. Floor-to-ceiling cases contain books, magazines, and reference volumes. Your customer stands up from behind a massive contemporary desk, grasps your hand firmly, and says, "How are you?" Without waiting for an answer he adds, "Please sit down. I've got 30 minutes set aside for our meeting." He fixes a steady, intense, expectant gaze on you as if to say, "Two of our 30 minutes are already gone, so let's get down to the business at hand."

As you talk with him, he asks questions about how your new product can lower costs, raise income, streamline production for optimal efficiency, and help achieve a quick return on investment. Obviously output-oriented, he expresses his goals in terms of achieving superior results in the shortest possible time frame.

His pace is fast, his manner straightforward and controlled. During your conversation, you hear phrases like, "Let's cut through to the core of this issue," "What's the bottom line?" and "Where's all this leading?"

You're struck with your customer's forceful, emphatic, impatient, decisive, serious style. At one point, when he disagrees with what you are saying, he leans back in his chair, crosses his arms, shakes his head and says, "Wrong!" But even when he disagrees, he quickly grasps the content of your communication, and clearly explains his objections in a cool, businesslike, concise manner. True to his word, he terminates the meeting exactly 30 minutes from the time you walked in. As you leave, he repeats that he'd like a written proposal containing details on dates, terms, prices, delivery, service, and all options, by the end of the week - all on one page. Everything about this customer challenges you and your resources.

The Coworker

Your coworker's office is decorated in an open, friendly, airy manner. Her desk looks cluttered and disorganized. The chairs are placed in front of it, inviting openness and contact. Numerous award plaques and certificates grace the walls. If the office could speak, it would say, "Notice me." Your coworker's style of dress is fashionable, yet casual. Her handshake is firm and warm, her eye contact friendly, her smile broad and spontaneous. She touches your sleeve and motions for you to take a seat.

This is your first assignment with this individual. You ask her to tell you a little about her experience. Fifteen minutes later, you know her complete family, financial, and professional history. Her delivery is entertaining- lively, stimulating, upbeat. She laughs, gestures, and exaggerates a lot. Her manner is extremely persuasive, and you suspect she could easily sell you a thing or two.

As the project discussion progresses, you hear expressions like, "We'll develop the specifics of the resource allocation plan later," and "I just know this approach will win them over," and "Rules are made to be broken." Her pace is fast and lively.

She sees sophisticated equipment as a means to impress the project team and provide status and recognition for both of you in the eyes of the company's top management. She seems intrigued by new processes and systems; and would like to be the first in the company to try an exciting, state-of-the-art technology in an important project application.

Throughout the meeting, her energy, enthusiasm, and vitality never slow down. As she walks you to the door, laughing and joking, she urges you to help her make things start happening right away.

The Friend

Your friend has selected a favorite, cozy restaurant. The walls hold autographed photographs of patron families (celebrating birthdays, anniversaries, and weddings), baseball teams, and local clubs.

The head waiter knows your friend well. Upon your late arrival, he shows you to your comfortable table in the middle of the restaurant. "Sorry to be late," you offer. "Don't worry," responds your friend. "I've just been writing a few letters. Are you having a tough day?"

Your friend surrenders to indecision over the menu selections, and asks you to order one more of whatever you were planning to have. As you launch into the gory details of your morning, you are reminded that your friend is a wonderful listener. As lunch arrives, the topic of your now lively discussion is travel plans to your upcoming twentieth high school reunion. High school holds fond memories for you both. It was there where you first met. Your friend was a varsity athlete and has been looking forward to reminiscing with the old team members and meeting their families. When the main course arrives, you both notice the meal could use warming, but your friend hesitates to say anything to the waiter: "I hate to trouble him. He's so busy."

You finish your meal well before your friend does. Before the check arrives, there is time to share your concerns about an upcoming project meeting. Your friend continues to listen, quietly and supportively responding, placing more attention on you than the meal. Your friend offers a number of helpful suggestions concerning *team building,* and how it might benefit your project. Your friend's lunch never does get finished. As you walk from the restaurant your friend remarks, "I'm so glad you could get away. Let's do this again next week!"

Directions:

Now that you have read the characterizations, answer the questions on the following pages. Each question contains four statements. For each statement, select the character from your day who, in your judgment, best meets the condition described. Indicate your choice by writing one of the following in the blank before the statement:

A to indicate The Prospect
B to indicate The Customer
C to indicate The Coworker
D to indicate The Friend

QUESTION 1:
Which of your day's personalities would benefit most from each of these psychological environments?

_____ An outgoing, friendly, enthusiastic environment that gives recognition and approval to the person's ideas and goals.

_____ An open, quiet, friendly environment that demonstrates personal attention and an interest in cooperation.

_____ A businesslike, deliberate-paced, detail oriented environment that presents evidence and documentation.

_____ A businesslike, fast-paced, bottom line atmosphere that reflects competence.

QUESTION 2:
Which person would most appreciate each type of information from you?

_____ Results-oriented: Your qualifications and experience, the benefits of your products and services.

_____ Relationship-oriented: Are you trustworthy, non-threatening, cooperative and friendly?

_____ Activity-oriented: Who else is using the system and what can it do for him/her personally?

_____ Process-oriented: What are the facts, are they well documented, and are you aware of the details involved?

QUESTION 3:
Which person would probably **dislike** a business associate who tended to be:

_____ Impatient, autocratic, and demanding

_____ Cool, impersonal, rigid

_____ Personal, indecisive, security-conscious

_____ Spontaneous, unstructured, dramatic

QUESTION 4:
During a problem-solving interaction, which person would appreciate each of the following types of support:

_____ Support that maximizes the chances for the "right" decision to be made: documentation.

_____ Support of his or her ideas, opinions, dreams, intuitions: enthusiasm.

_____ Support of his or her feelings and interests: interpersonal concerns.

_____ Support of his or her authority, eagerness, decisions: simplification and verification.

QUESTION 5:
Which person is most likely to exhibit strength in the following areas?

_____ Motivation, Enthusiasm, Persuasion

_____ Systems, Organization, Planning

_____ Administration, Leadership, Decision Making

_____ Listening, Teamwork, Follow-through

QUESTION 6:
If you were selling a product or service, to which person would each of the following be most important?

_____ How it works: What it does and doesn't do?

_____ Who else is using it: What personal benefits might accrue to the purchaser?

_____ Will it do the job: Does it need minimal supervision and maintenance?

_____ How will his or her people react to it? Is it safe?

QUESTION 7:
Which person would need to practice these skills for continued professional growth?

_____ Sensitivity to the feelings of others

_____ Self-discipline with regard to details

_____ Making timely decisions without all the data

_____ Facility in initiating action and taking risk

7

QUESTION 8:
On the golf course, which person could you most easily visualize:

_____Playing through groups of other golfers: betting on the outcome of the game?

_____ Spending more time in the clubhouse relating with people than on the course?

_____Always golfing on the same day, at the same time, in the same place, with the same people?

_____ Acting as "social director," having designer golf clothing, monogrammed golf bag, "top of the line" clubs, and personalized golf balls?

QUESTION 9:
With regard to keeping appointments, which personality from your day is most likely to be:

_____Punctual, and very upset if you're late?

_____ Late, but not concerned if you're late?

_____ Punctual, but not angry if you're late?

_____ Late, but very upset if you're late?

QUESTION 10:
With this person; focus on:

_____ The task/the results

_____ The relationship/the communication

_____ The task/the process

_____ The relationship/the interaction

QUESTION 11:
At play with this person:

_____ Play by the rules

_____ Be spontaneous and playful

_____ Be casual and cooperative

_____ Be competitive and aggressive

QUESTION 12:
With this person, create an environment that is:

_____ Enthusiastic

_____ Orderly

_____ Personal

_____ Businesslike

QUESTION 13:
To facilitate this person's decision making, you provide:

_____ Testimonials and incentives

_____ Options with supporting analysis

_____ Data and documentation

_____ Personal service and assurances

QUESTION 14:
With this person, you do it with:

_____Conviction

_____ Warmth

_____Accuracy

_____ Flair

Please check your answers on page 55.
Understanding that people interact and react in different ways is the first step toward identifying behavior styles. This is the foundation for successful **communication.** As you continue, you will have the opportunity to identify your own behavioral style, as well as the styles of others.

Behavioral Chemistry

In our professional and social dealings with people, most of us experience personality conflicts from time to time. We may not be able to put our fingers on the cause, but something about the interaction is uncomfortable. There are also those times when we first meet someone, and after 15 minutes feel as if we have known them for many years.

When we "click" like this with people, we often call it "chemistry," or say that we get good "vibes" from that person. Our ability to develop and maintain chemistry with many different kinds of people is crucial to social and professional success.

Many people have been taught to help relationship chemistry along by practicing *The Golden Rule:* Do unto others as you would have them do unto you. When you interpret The Golden Rule literally, you are basing your actions on the assumption that others wish to be treated the same way as you like to be treated: that you should speak to people the way you like to be spoken to; manage people the way you would like to be managed; sell to others the way you would like to be sold.

Surprisingly, this assumption rarely holds true. In fact, if you dutifully follow The Golden Rule, the odds of effectively relating to others can be significantly against you.

Let's take my mother as an example. My mother is the type of person who walks into a restaurant and, on the way to her table, stops to introduce herself to total strangers. She'll approach seated diners and say, **"**Hi**,** I'm Margie Miller. What's your name? Betty. Nice to meet you, Betty. Say, are you Italian? No? Too bad. What are you eating? Would you recommend it?"

She means well, but not everyone appreciates having their meal interrupted by someone they've never seen before. Other people think she is the greatest, and wish their mothers were more like her.

The point is: She imposes her way of doing things on other people. She doesn't do this maliciously or selfishly. She actually believes people like to be treated the same way she does. Experts in behavioral strategy suggest replacing The Golden Rule with *The Platinum Rule.* This is simply: Do unto others as they would have you do unto them, or: Treat others as they wish to be treated.

We believe *The Platinum Rule* expresses the intent of The Golden Rule, and is far more useful in everyday situations that require interaction with many different kinds of people. And what day doesn't?

THE GOLDEN RULE

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

THE PLATINUM RULE

Do unto others as they would have
you do unto them,
or
Treat others as they wish to be treated.

Characteristic Behaviors

To practice *The Platinum Rule* effectively, you need to be able to "read" people. Reading people involves observing their behavior, being aware of their tone of voice, and actively listening to their words. In other words, it requires that you tune in to them. Find their wavelength and communicate with them on their channel, rather than expecting and waiting for them to communicate on yours. That creates chemistry!

The Platinum Rule is based on the fact that human beings are often predictable; they develop habitual ways of dealing with other people in their environments.

The Platinum Rule recognizes that people are different, that others may not wish to be treated the same way you do. Patterns that work for you may not work for them. In short, *The Platinum Rule* allows for individual differences and preferences, ,and serves as a useful guide for many relationship situations. The behavioral styles you will learn in the following sections are based on personality theories that classify behavior patterns.

When a knowledge of behavioral styles is combined with the application of *The Platinum Rule,* you have an invaluable tool for creating better chemistry faster, more of the time, in more of your relationships.

When people act and react in social situations, they exhibit behaviors which help define their behavioral styles. We can identify behavioral styles by watching for the observable patterns in people's behavior - those verbal, vocal, and visual traits that people display when relating to others.

Without some kind of classification system, you could observe and try to catalog thousands of behaviors in any single individual-a futile exercise. But identifying a person's behavioral style is possible. You begin by classifying a person's behavior on two dimensions: SUPPORTINGNESS and DIRECTNESS.

The ways and degrees to which supportingness and directness are demonstrated vary from individual to individual. Someone may be high in one dimension and low in the other – or somewhere in between. In other words, we all express some level of openness and some level of directness.

For our purposes in discussing *The Four Styles,* we define each dimension as follows:

SUPPORTINGESS: The readiness and willingness with which a person outwardly shows emotions or feelings and develops interpersonal relationships.
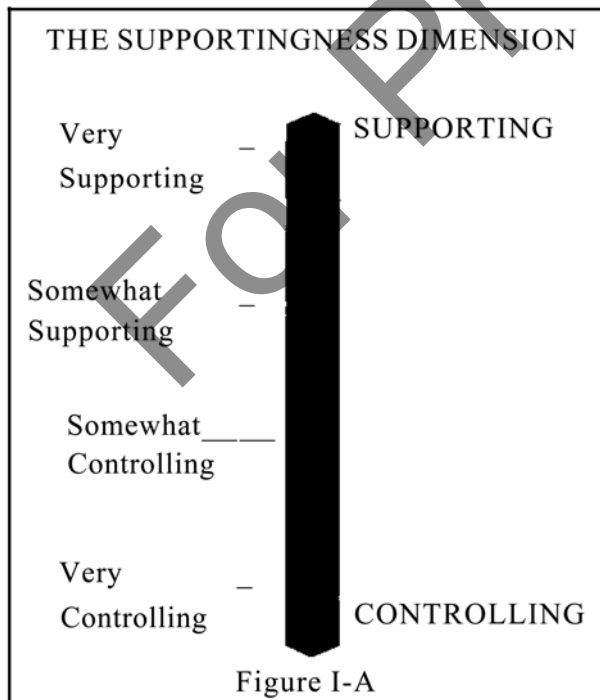
DIRECTNESS: The amount of control and forcefulness a person attempts to exercise over situations or others' thoughts and emotions.

SUPPORTINGNESS

Again, this is the readiness and willingness with which a person outwardly shows emotions or feelings and develops interpersonal relationships. Degrees of supporting behavior are graphically depicted below.

Supporting people are usually described by others as relaxed, warm, responsive, informal, and personable. They tend to be relationship-oriented. In conversations with others, supporting individuals share their personal feelings and like to tell stories and anecdotes. They tend to be flexible about time and base their decisions more on intuition and opinion than on hard facts and data. Typically, they behave dramatically and give immediate nonverbal feedback.

Controlling individuals are usually seen as formal and proper. They tend to be more guarded and aloof in their interpersonal relationships. These people tend to follow the "letter of the law" and try to base their decisions on cold, hard facts. Controlling individuals tend to be task-oriented and disciplined about time. In contrast to more supporting people, they tend to hide their personal feelings in the presence of others.

DIRECTNESS

Directness refers to the amount of control and forcefulness a person attempts to exercise over situations or other people's thoughts and emotions. Degrees of direct behavior are graphically depicted below.

Direct people come on strong, take the social initiative, and create a powerful first impression. They tend to be assertive, fast-paced people who make swift decisions and take risks. They can easily become impatient with others who cannot keep up with their pace. As active people who talk a lot, they appear confident and sometimes dominant. Direct people tend to express their opinions readily and make emphatic statements.

On the opposite end of the *directness* spectrum, indirect people come across as quiet and reserved. They are seen as supportive, easygoing people. They tend to be security conscious - moving slowly, meditating on their decisions, and avoiding risks. Indirect people ask questions and listen more than they talk. They tend to reserve their opinions. When asked to take a stand, they tend to make tentative statements.

Figure I-A

Figure I-B
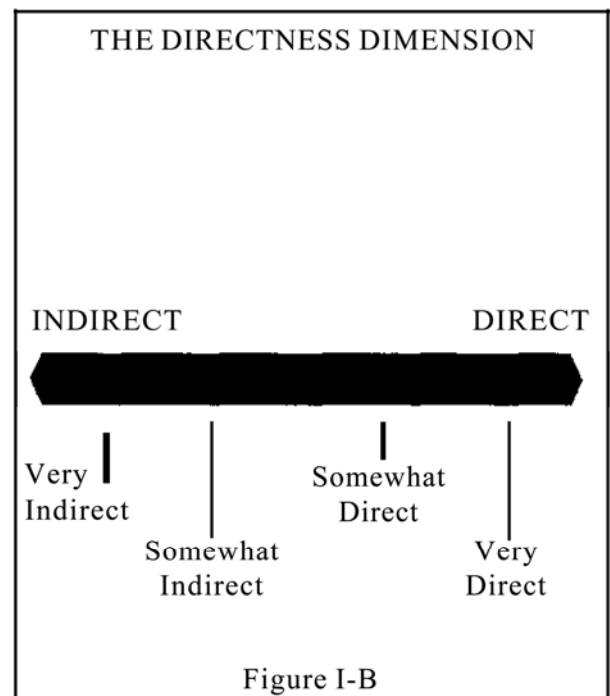
THE ENCOUNTER

My first encounter with a client with whom I eventually had a highly successful business relationship offers a number of insights into behavioral characteristics, and the opportunities for observing them.

The appointment had been set by my client's secretary for 10:10 AM (not 10:00 AM or 10:30 AM). As I arrived a few minutes early, the secretary told me to sit in the reception area. My future client came out of her office, acknowledged my presence with a polite "canned" smile and gave a list of detailed instructions to the secretary. I noticed she was meticulously dressed.

With another polite smile, she asked me to follow her into the office. She told me where to sit, looked at her watch, phoned her secretary to hold all calls for 15 minutes, hung up, looked at her watch again, and said, "You have 15 minutes. Go."

During my presentation this client remained as quiet and expressionless as a statue on Mount Rushmore. No emotion showed. She asked for highly specific details, assessed my responses, and extended the discussion. She invited me to stay longer, and actually closed the sale herself after specific responses to her time, schedule, and cost questions had been provided.

SUPPORTINGNESS DESCRIPTORS

SUPPORTING
Relaxed and Warm
Opinion Oriented
Supporting
"Spirit of the Law"
Flexible About Time
Relationship Oriented
Shares Personal Feelings
Feeling Oriented

CONTROLLING
Formal and Proper
Fact Oriented
Controlling
"Letter of the Law"
Disciplined About Time
Task Oriented
Hides Personal Feelings
Thinking Oriented

Figure 2-A

DIRECTNESS DESCRIPTORS

INDIRECT
Avoids Risks
Meditative Decisions
Less Assertive
Easygoing
Listens
Reserved
Keeps Opinions to Self

DIRECT
Takes Risks
Swift Decisions
Confronting
Impatient
Talks
Outgoing
Expresses Opinions Readily

Figure 2-B

ANALYSIS OF MY CLIENT

My story of the encounter contains a number of clues to my client's behavioral style. Soon, you will see how behavioral characteristics along the supportingness and directness dimensions combine to describe behavioral styles. First, let's analyze this client by considering in turn, her supportingness and her directness.

By nature of her time-discipline, fastidious dress, fact and task-orientation, formality, and expressionless face, she is fairly easy to classify as "controlling." See Figure 2-A for these and other descriptors of behavioral characteristics on the supporting/controlling dimension. Of course, there is no way to plot a precise position on the vertical bar that represents, in this example, my client's supportingness. Yet we can safely determine that her position on the bar would be fairly low—at position "X," which we are calling "very controlling."

On the directness dimension, the horizontal bar, we can be fairly sure of ourselves in placing her position at "Y," indicating "Very Direct." She directed the conversation, confronted the issues head-on, controlled both me and the situation (when to begin, where to sit, what to discuss), and closed the sale herself. That's directness! See Figure 2-B for other descriptors on the directness dimensions.

When the two ratings, represented by the positions we selected on the vertical and horizontal dimensions, are put together, we have a combined rating of high directness/low supportingness. The combined rating is indicated by the position where the dashed lines meet, in the lower right-hand quadrant of the grid.

The next two examples will give you further practice in determining levels of directness and supportingness, and combining your ratings.

My Client's Supportingness

Very Controlling

My Client's Directness

y

Very Direct

Figure 3-A
Estimating Supportingness and Directness

My Client's Combined Rating

Very Direct

Very Controlling

Figure 3-B
Combining Supportingness and Directness Ratings
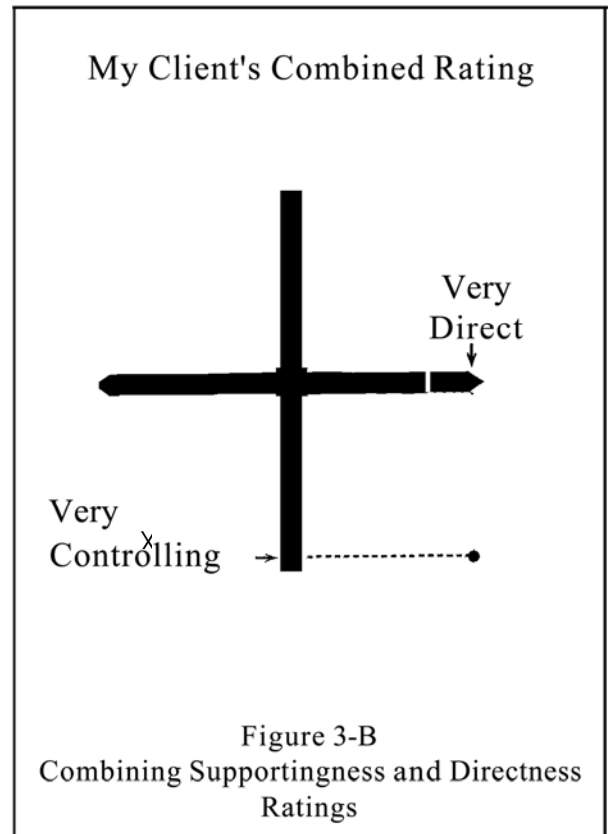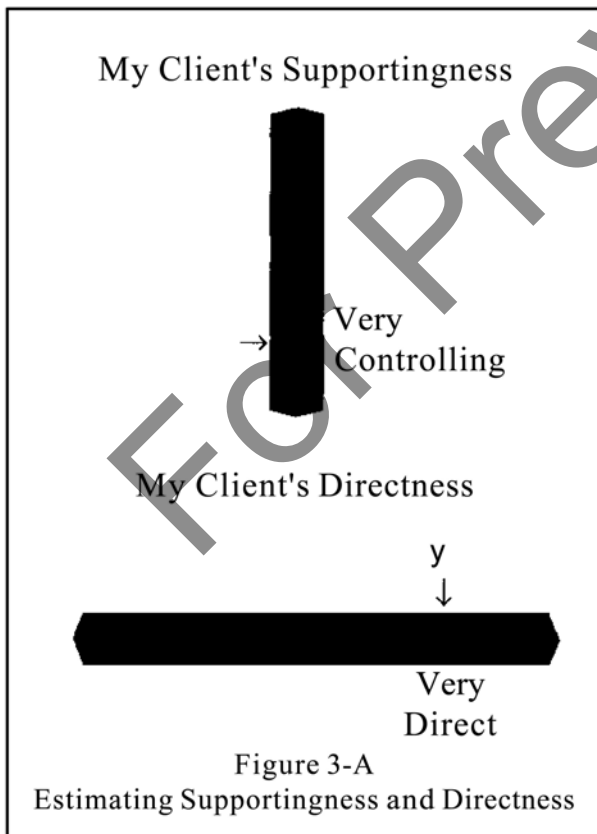
EXAMPLE 1

X is a businessman who exudes warmth even over the phone. He likes restaurant meetings and usually arrives early. When I met him for the first time, he immediately got up, smiling. He called me by my first name, extended his hand to shake mine, and wrapped his left arm about my shoulders.

The lunch lasted two-and-a-half hours. Fifteen minutes of this time was spent on business, 20 minutes on new jokes, and the remaining time spent on X's accomplishments and interests. During the lunch, he made friends with the manager and three waitresses, including the one who bumped into him as he was gesturing broadly.

EXAMPLE 2

When I called a vice president of training, she answered her own phone in a notably quiet voice. Upon hearing who recommended I call, she spent a good minute talking about her friendship with the person. When I asked for an appointment, she said that her schedule was flexible. At our meeting, she greeted me by my first name in a warm voice, and we sat in a comfortable seating area away from the desk. She brought two coffees and talked about the training program. She was most concerned about the training's potential effect on the communications between management and employees. Though I felt that she had really listened, we had not made much progress in identifying training needs. Nonetheless, we had developed a strong personal trust and parted our first meeting as friends.
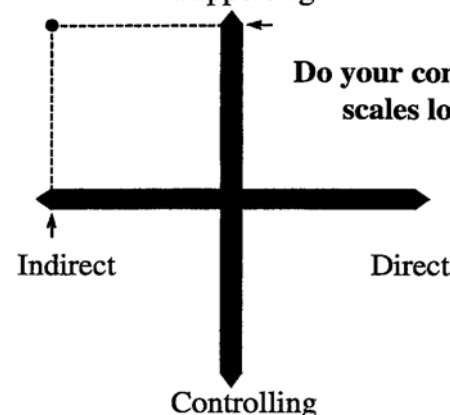
Figure 4-A
The Businessman's Characteristics

Figure 4-B
The Vice President's Characteristics

Summary of Supporting and Controlling Behaviors

Supportingness shows in the degree of self-disclosure—a person's readiness and willingness to outwardly show thoughts and feelings, and accept openness from others.

SUPPORTING

```
      4   VERY
          SUPPORTING


      3   SOMEWHAT
          SUPPORTING


      2   SOMEWHAT
          CONTROLLING


      1   VERY
          CONTROLLING
```

CONTROLLING
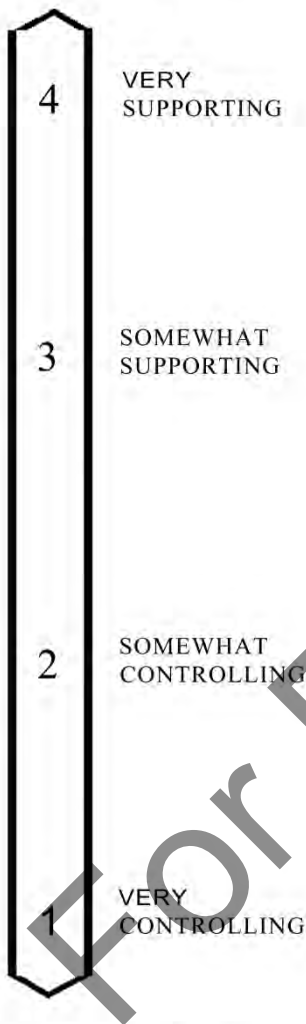
SUPPORTING BEHAVIORS
Self-disclosing
Shows and shares feelings freely
Makes most decisions based on feelings (subjective)
Conversation includes digressions; strays from subject
More relaxed and warm
Goes with the flow
Opinion and feeling oriented
Easy to get to know in business or unfamiliar social situations
Flexible about how their time is used by others
Prefers to work with others
Initiates/accepts physical contact
Shares, or enjoys listening to, personal feelings, especially if positive
Animated facial expressions during speaking and listening
Shows more enthusiasm than the average person
Friendly handshake
More likely to give nonverbal feedback
Responsive to dreams/visions/concepts

CONTROLLING BEHAVIORS
Guarded
Keeps feelings private: shares only on a "need-to-know basis"
Makes most decisions based on evidence (objective)
Focuses conversation on issues and tasks; stays on subject
More formal and proper
Goes with the agenda
Fact and task oriented
Takes time to get to know in business or unfamiliar social situations
Disciplined about how their time is used by others
Prefers to work independently
Avoids/minimizes physical contact
Tells, or enjoys listening to, goal-related stories and anecdotes
Limited range of facial expressions during speaking and listening
Shows less enthusiasm than the average person
Formal handshake
Less likely to give nonverbal feedback, if given at all
Responsive to realities/actual experiences/facts

Figure 6

Supportingness in People You Know

Now we will use your own relationships and experiences to practice classifying your observations of behavioral characteristics. Think about two people you know well. One should represent the "model" of supporting, and the other, the "model" of controlling behaviors.

In the space provided on this page, write a few descriptive words that represent their behaviors; their personality traits that ease your relationship with them; and those characteristics that can make your interaction with them challenging or difficult at times.

A SUPPORTING PERSON
YOU KNOW

_____

Name of person

Characteristics (descriptive words):

_____

_____

_____

_____

Their behaviors that help your relationship:

_____

_____

_____

_____

Their behaviors that hinder your relationship:

_____

_____

_____

_____

A CONTROLLING PERSON
YOU KNOW

_____

Name of person

Characteristics (descriptive words):

_____

_____

_____

_____

Their behaviors that help your relationship:

_____

_____

_____

_____

Their behaviors that hinder your relationship:

_____

_____

_____

_____

Summary of
Direct and Indirect Behaviors

Directness is the way one deals with information and situations.

INDIRECT BEHAVIORS
Approaches risk, decision or change slowly/cautiously
Infrequent contributor to group conversations
Infrequent use of gestures and voice intonation to emphasize points
Often makes qualified statements: "According to my sources ...," "I think so."
Emphasizes points through explanations of the content of the message
Questions tend to be for clarification/support/information
Reserves expression of opinions
More patient and cooperative
Diplomatic
When not in agreement (if it's no big deal), most likely to go along
Understated; reserved
Initial eye contact is intermittent
At social gathering, more likely to wait for others to introduce themselves
Gentle handshake
Tends to follow established rules and policies

VERY INDIRECT   SOMEWHAT INDIRECT

INDIRECT 〈 A   B   C   D 〉 DIRECT

SOMEWHAT DIRECT   VERY DIRECT
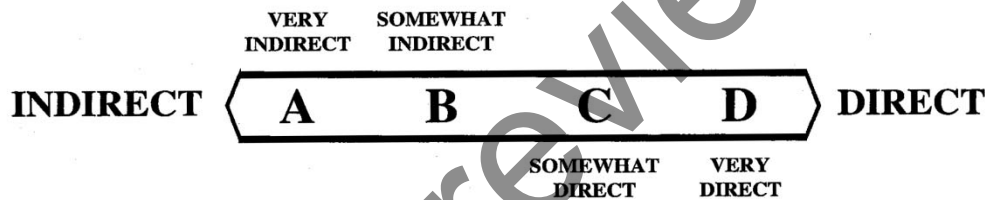
DIRECT BEHAVIORS
Approaches risk, decisions, or change quickly/spontaneously
Frequent contributor to group conversations
Frequently uses gestures and voice intonation to emphasize points
Often makes emphatic statements: "This is so!" "I'm positive!"
Emphasizes points through confident vocal intonation and assertive body language
Questions tend to be rhetorical, to emphasize points or to challenge information
Expresses opinions readily
Less patient; competitive
Confronting
More likely to maintain his/her position when not in agreement (argue)
Intense; assertive
Initial eye contact is sustained
More likely to introduce self to others at social gathering
Firm handshake
Tends to bend/break established rules and policies

Figure 7

Directness in People You Know

Now, think about two people you know well. One should represent the "model" of directness, and the other, the "model" of indirectness.

In the space provided on this page, write a few descriptive words that represent their behaviors. Include their personality traits that both ease your relationship with them and that can make your interaction with them challenging or difficult.

AN INDIRECT PERSON YOU KNOW

_____
Name of person

Characteristics (descriptive words):
_____

_____

_____

_____

Their behaviors that help your relationship:
_____

_____

_____

_____

Their behaviors that hinder your relationship:
_____

_____

_____

_____

A DIRECT PERSON YOU KNOW

_____
Name of person

Characteristics (descriptive words):
_____

_____

_____

_____

Their behaviors that help your relationship:
_____

_____

_____

_____

Their behaviors that hinder your relationship:
_____

_____

_____

_____

Behavioral-Style Evaluation

As you read the descriptions of *supportingness* and *directness,* you undoubtedly compared your own characteristics to those being described. Now you have an opportunity to determine your own style. This evaluation is a selected list of statements and adjectives derived from managerial, psychological, and sociological literature describing observable supporting, controlling, direct, and indirect behaviors.

By completing the **Behavioral-Style Evaluation** below and plotting your score on a grid, you will develop a behavioral "self-portrait." Remember-you must understand your own behavior style before you can begin to adapt it to others.

Instructions: Compare each set of statements. Then circle the letter S (Supporting), C (Controlling), I (Indirect), or D (Direct) that best describes you in most situations and with most people.

1.   S More open to getting to know people better and establishing new relationships, OR
    C Exerts more control over who he/she gets involved with, including how well you get to know them

2.   C Focuses conversations on tasks, issues, business, or subject at hand OR
    S Allows conversations to take the direction of interest of the parties involved, even though this may stray from the business or subject at hand

3.   I A less frequent contributor to group conversations OR
    D A more frequent contributor to group conversations

4.   I Tends to keep personal thoughts or feelings private, sharing only when asked and necessary, OR
    D Tends to express personal thoughts or feelings about things, whether asked to or not

5.   C Tends to make decisions based on objectives, facts, or evidence, OR
    S Tends to make decisions based on feelings, experiences, or relationships

6.   D Frequently uses gestures, facial expressions, and voice intonation to emphasize points, OR
    I Less likely to use gestures, facial expressions, and voice intonation to emphasize points

7.   D More likely to make statements: "That's the way it is!" or, "I feel ...", OR
    I More likely to ask questions or speak less assertively: "How does this fit?" or, "As I understand it ..."

8.   C More likely to expect and respond to conflicts, OR
    S Less likely to expect conflict and more motivated to personally deal with conflicts when they arise

9.   S More likely to accept others' points of view (ideas, feelings, and concerns) OR
    C Less likely to accept other people's points of view (ideas, feelings, and concerns)

10. C Tends to focus mostly on the idea, concept, or outcome OR
    S Tends to focus primarily on the interest level, person involved, and process

11. I More likely to wait for others to introduce him/her at social gatherings, OR
    D More likely to introduce self at social gatherings

12. S More open about own time involvement with others, OR
    C Less open about own time involvement with others

13. C Likely to stick with own agendas and concerns while tuning in to the power motives of others, OR
    S Likely to tune into others' agendas and concerns while minimizing any conflict or disagreement

14. I Tends to remain involved with known situations, conditions, and relationships, OR
    D Tends to seek new experiences, situations, and opportunities

15. D Likely to express own views more readily, OR
    I Likely to reserve the expression of own views

16. I Tends to react more slowly and deliberately, OR
    D Tends to react more quickly and spontaneously

17. C Prefers to work independently or dictate the conditions as it involves others, OR
    S Prefers to work with and through others, providing support when possible

18. I Likely to respond to risk and change in a more cautious or predictable manner, OR
    D Likely to respond to risk and change in a more dynamic or unpredictable manner

Total number of
C's_____ S's _____ I's _____ D's _____

Plotting Your Behavioral Profile
As You See Yourself

Instructions:

1. Count the number of "S" and "C" responses (together they should total 9). Do the same for the "D" and "I" responses

2. Subtract the number of "C" responses from the number of "S" responses. Then subtract the number of "I" responses from the number of "D" responses.

3. On the Behavioral Grid, make an "X" on the vertical line at the number corresponding to the difference between your "S" and "C" totals. Then, darken that horizontal line.

(If your total is between +1 through +9, place your

"X" on the "S" portion of the vertical line. If your total is between -1 through -9, place your "X" on the "C" portion of the vertical line.)

Example:

| 3S's | 8D's |
| 6C's | 1I's |

| 3S | 8D |
| -6C | -1I |

4. On the same grid, make another "X" on the horizontal line at the number corresponding to the difference between the "I" and "D" totals. Then, darken that vertical line.

(If your total is between +1 through +9, place your "X" on the "D" side of the horizontal line. If your total is between -1 through -9, place your "X" on the "I" side of the horizontal line.)

5. Make a check mark at the intersection of the two darkened lines.

Graph 1
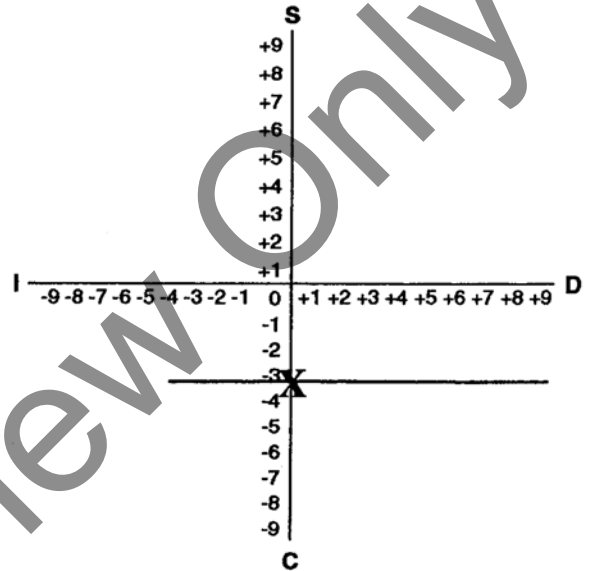
Graph 2
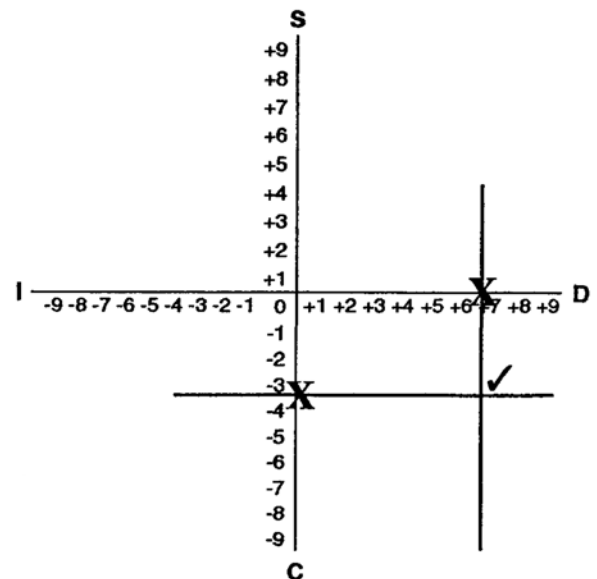
Behavioral Grid

Instructions: Plot all your behavioral-style assessments on this grid.
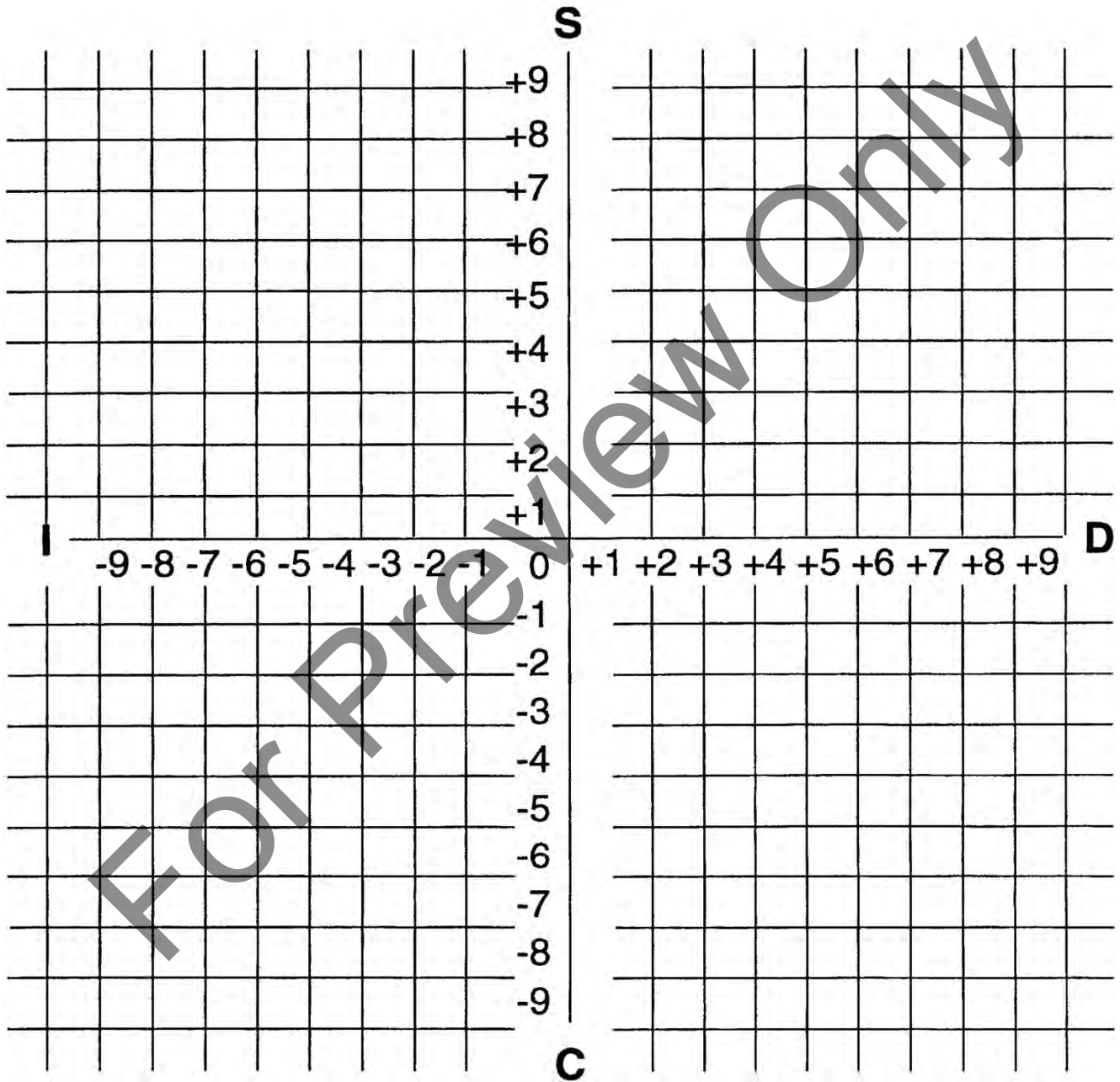
The Four Behavioral Styles

As we have seen, each of the quadrants created from combining the supporting and directness axes represents a unique combination of supporting or controlling and indirect or direct behaviors. Each combination has its own needs and preferences in terms of how that individual relates to people and situations.

The quadrants are used to represent four distinct, identifiable, predictable behavioral patterns or styles. We will refer to these styles throughout this handbook as the Diplomatic Supportive, Wise Reflective, Dominant Directive, and the Social Emotive.

Many names are given to the differing personality styles. The names we've chosen Supportive, Reflective, Directive, and Emotive— reflect a generalized character type, rather than a complete or accurate description of any individual.

By now, you have probably identified with some of the characteristics of all four behavioral patterns. That's natural! People possess traits from all four styles to varying degrees. Yet most people display a dominant pattern. It is like a theme in a musical composition: It does not describe all the parts, but it is a recurring and predictable element. Like variations on a theme, people also possess traits which vary from their dominant patterns. The most hard-driving, self-reliant Directive will also have, if ever so subtly expressed, parts of the needing-to-be-part-of-the-team Supportive.

There is no "best" behavioral style. Each style has its own unique needs and wants, strengths and weaknesses. Much of a style's effectiveness in a particular situation depends on its "owner's" ability to flexibly apply his strengths and compensate for his weaknesses in that particular situation.

Although behavioral style is only a partial description of personality, it is highly useful in describing how a person is perceived in social and business situations.

As you better understand why people behave the way they do, and come to understand your own patterns better, your communication will become more open and effective in ways that maintain comfort (reduce tension) and heighten productivity. With an awareness of the four basic styles, you can learn to apply The Platinum Rule to create better chemistry, more of the time, in more of your relationships.
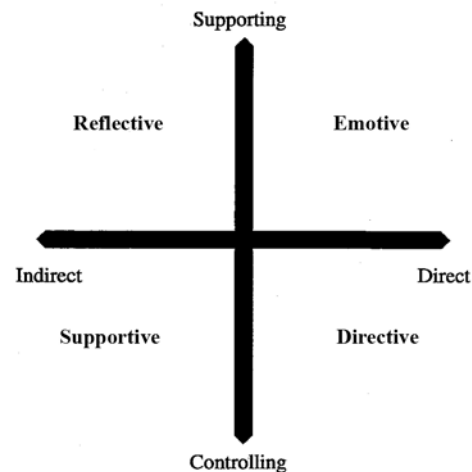
Figure 8
The Four Styles

The Supportive

The Diplomatic Supportive is supporting and indirect, relatively unassertive, warm, and reliable. Supportives are sometimes seen by others as compliant, softhearted and acquiescent.

Supportives seek security. They take action and make decisions slowly. This pace stems from their desire to avoid risky or unknown situations. Before they take action or make a decision, they have to know how other people feel about their decision.

Supportives tend to be the most people-oriented of all the four styles. Having close, friendly, personal, first-name relationships with others is one of their most important objectives. They dislike interpersonal conflict so much that they sometimes say what they think other people want to hear. They have natural counseling skills and are extremely supportive. Their theme is, "Notice how well-liked I am."

Supportives tend to be good, active listeners and generally develop relationships with people who are also good listeners. As a result, Supportives have strong networks of people who are willing to be mutually supportive. You often feel good just being with a Supportive.

Supportives focus on getting acquainted and building trust. They are irritated by pushy, aggressive behavior. They question, "How will it affect my personal circumstances and the camaraderie of the group?" They are cooperative, steady workers, and excellent team players.

The primary strengths of Supportives are relating to, caring for, and loving others. Their primary weaknesses are that they are somewhat unassertive, overly sensitive, and easily bullied.

Ideal occupations for the Supportive cluster around the helping professions such as counseling, teaching, social work, the clergy, psychology, nursing, parenting, and human-resource development. In the business environment, Supportives like others to be courteous, friendly, and accepting of their share of the responsibility. In a social environment, they like others to be genuine and friendly.

Supportives' desks contain family pictures and other personal items. Their office walls have personal slogans, family or group photos, serene pictures or mementos. Supportives are high-touch in a high-tech world. They give their offices a friendly, warm ambience and arrange seating in a side-by-side, cooperative way.

To achieve *more* balance and to develop behavioral flexibility, Supportives need to say "no" occasionally; attend to the completion of tasks without oversensitivity to the feelings of others; be willing to reach beyond their comfort zone to set goals that require some stretch and risk; and to delegate to others.

The Reflective

Wise Reflectives are both indirect and controlling. They are concerned with analytical processes and are persistent, systematic problem solvers. They can also be seen as aloof, picky, and critical. Reflectives are very security-conscious and have a high need to be right, leading them to an over reliance on data collection. In their quest for data, they tend to ask many questions about specifics. Their actions and decisions tend to be slow and extremely cautious, but they will rarely miss a deadline. Although they are great problem solvers, Reflectives could be better decision-makers.

Reflectives tend to be perfectionist, serious, and orderly. They focus on the details and the process of work, and become irritated by surprises and "glitches." Their theme is, "Notice my efficiency," and their emphasis is on compliance and working within existing guidelines to promote quality in products or service.

Reflectives like organization and structure, and dislike too much involvement with other people. They work slowly and precisely by themselves, are time-disciplined, and prefer an intellectual work environment. Reflectives tend to be critical of their own performance. They tend to be skeptical and like to see things in writing.

Reflectives' primary strengths are their accuracy, dependability, independence, follow-through, and organization. Their primary weaknesses are their procrastination and conservative natures, which promote their tendency to be picky and overcautious. Occupations that they tend to gravitate toward are accounting, engineering, computer programming, the hard sciences (chemistry, physics, math), systems analysis, and architecture.

The greatest irritation for Reflectives is disorganized, illogical people. In business environments, they want others to be credible, professional, and courteous. In social environments, they like others to be pleasant and sincere.

Environmental clues include highly organized desks with clear tops. Their office walls contain their favorite types of artwork: charts, graphs, exhibits or pictures pertaining to the job. Reflectives are noncontact people who prefer the formality of distance. This preference is reflected in the functional but uninviting arrangement of their desks and chairs. They are not fond of huggers and touchers, and prefer a cool handshake or a brief phone call.

To improve their balance and behavioral flexibility, Reflectives need to openly show concern and appreciation of others; occasionally try shortcuts and time-savers; adjust more readily to change and disorganization; improve timely decision-making and initiation of new projects; compromise with the opposition; state unpopular decisions.

The Directive

Dominant Directives are controlling and direct. They exhibit firmness in their relationships with others, are oriented toward productivity and goals, and are concerned with bottom line results.

Directives accept challenges, take authority, and go head first into solving problems. They tend to exhibit great administrative and operational skills and work quickly and impressively on their own. They tend to come on cool, independent, and competitive with others, especially in a business environment. Directives try to shape their environment to overcome obstacles en route to their accomplishments. They demand maximum freedom to manage themselves and others, and use their leadership skills to become winners.

Their weak traits include stubbornness, impatience, and toughness. Directives tend to take control of others and have a low tolerance for their feelings, attitudes, and inadequacies. They are fast paced and are impatient with delays. It is not unusual for a Directive to call you and, without saying hello, launch right into the conversation, "You've got to be kidding; the shipment from Hong Kong will kill us...by the way, this is Jack." When other people cannot keep up with their speed, they view them as incompetent.

The Directive's motto might be: "I want it done right and I want it done now" or "I want it done yesterday!" They get things done and make things happen. They like to juggle three things at once, and when they feel comfortable with those three things, they pick up a fourth. They keep adding more until the pressure builds to the point where they let everything drop, then immediately start the whole process over again. The Directive's theme may be, "Notice my accomplishments." Their high achievement motivation gives Directives a tendency toward workaholism.

Their strengths are their ability to get things done, their leadership, and their decision-making ability. Their weaknesses tend to be inflexibility, impatience, poor listening habits, and failure to take time to "smell the flowers." In fact, they're so competitive, when they do finally go out to "smell the flowers," they return and say to others, "I smelled 12 today. How many did you smell?"

A Directive's ideal occupation might be a hard-driving newspaper reporter, stockbroker, independent consultant, corporate CEO, drill sergeant, or monarch. In a business environment they like others to be decisive, efficient, receptive, and intelligent. In a social environment they want others to be quick, assertive, and witty.

A Directive's desk will be busy with paperwork, projects, and material separated into piles. Their offices are decorated to suggest power. Directives are formal and keep their distance physically and psychologically. Their offices are arranged so that seating is formal-face to face with a big power desk separating them from their visitors. They don't appreciate people talking three inches from their noses, so becoming your friend is not a prerequisite to doing business with you.

To achieve balance, Directives need to practice active listening, pace themselves to look more relaxed, and develop patience, humility, and sensitivity. They need to show concern for others, use more caution, verbalize the reasons for their conclusions, and participate more as team players.

The Emotive

Social Emotives are direct and supporting, exhibiting characteristics such as animation, intuitiveness, and liveliness. But they can also be viewed as manipulative, impetuous, and excitable when displaying behavior inappropriate to the situation.

Emotives are fast paced. Their actions and decisions are spontaneous, and they are seldom concerned about facts and details, trying to avoid them as much as possible. Their motto is "Don't confuse me with the facts." This disregard for details sometimes prompts them to exaggerate and generalize facts and figures. It also gives them a built-in excuse when they are wrong: "I didn't have all the facts!" They are more comfortable with "best guesstimates" than with exact data.

Emotive's primary strengths are their enthusiasm, persuasiveness, and delightful sociability. Their primary weaknesses are getting involved in too many things/impatience, and their short attention spans, which cause them to become bored easily.

Emotives are idea persons. They have the ability to get others caught up in their dreams because of their good persuasive skills. They influence others, and shape their environment by bringing others into alliance to accomplish results. They seek approval and recognition for their accomplishments and achievements, and have a dynamic ability to think quickly on their feet.

Emotives are true entertainers. They love an audience and thrive on involvement with people. They tend to work quickly and enthusiastically with others. If they had a motto, it might be: "Ain't we got fun!"

Emotives are stimulating, talkative, and gregarious. They tend to operate on intuition and like to take risks. Their greatest irritations are boring tasks, being alone, and not having access to a telephone.

Many Emotives are in occupations such as sales, entertainment, public relations, professional hosts, trial attorneys, social directors on cruise ships, the hotel business and other glamorous, high profile careers. In the business environment, they like other people to be risk takers and to act quickly. In a social environment they like others to be uninhibited, spontaneous, and entertaining.

Emotives design and use their space in a disorganized and cluttered manner, but they know if something is missing. Their walls may contain awards, stimulating posters or notes, and motivational, personal slogans. Their seating indicates warmth, openness, and a willingness to make contact. Since Emotives are touchers and don't mind a slap on the back or a handshake, they often move to an alternative seating arrangement when talking with visitors. There is little danger of alienating Emotives by standing too close or playing with something on their desks.

To achieve balance and behavioral flexibility, Emotives need to: control their time and emotions; develop a more objective mindset; spend more time checking, verifying, specifying, and organizing; develop more of a task focus; and take a more logical approach to projects and issues.

Comparison with Other "Styles" Concepts

Behavioral "styles" is not a new concept. People have used various terms to describe the differences in personality types since the time of Hippocrates. For the convenience of those who wish to examine this concept more closely, here are the approximate equivalents of the four patterns presented in *The Four Styles,* as they appear in the works of well-known researchers and philosophers. You may choose to use another name for your style. If so, place it in the blank below each list.

Supportive

- Steadiness (Performax, Geier)
- Amiable (Merrill, Wilson, Alessandra, Hunsaker)
- Thinker (Jung) *
- Supporter (DeVille)
- Phlegmatic (Galen, Hippocrates)
- Supporting-Giving (Atkins)
- Q3 Submissive-Warm (Lefton)
- Relator (Alessandra)
- _____

Emotive

- Influence (Performax, Geier)
- Expressive (Merrill, Wilson, Alessandra, Hunsaker)
- Feeler (Jung)
- Entertainer (De Ville)
- Sanguine (Galen, Hippocrates)
- Adapting-Dealing (Atkins)
- Q4 Dominant-Warm (Lefton)
- Socializer (Alessandra)
- _____

Reflective

- Compliance (Performax, Geier)
- Analytical (Merrill, Wilson, Alessandra, Hunsaker)
- Intuitor (Jung)
- Comprehender (De Ville)
- Melancholy (Galen, Hippocrates)
- Conserving-Holding (Atkins)
- Q2 Submissive-Hostile (Lefton)
- Thinker (Alessandra)
- _____

Directive

- Dominance (Performax, Geier)
- Driver (Merrill, Wilson, Alessandra, Hunsaker)
- Sensor (Jung)
- Controller (De Ville)
- Choleric (Galen, Hippocrates)
- Controlling-Taking (Atkins)
- Q1 Dominant-Hostile (Lefton)
- Director (Alessandra)
- _____

Comparison of the Styles
Figure 31

"THINKER": While this was the title given by Carl Jung in his classical work <u>Psychological Types,</u> he meant something quite different by it than contemporary use. Jung defined this drive in people as one which involved "working with existing data" in a manner which allowed this "evidence" to be the basis for explaining the reality of their life experiences by naming and/or labeling facts, including what one is "feeling" (in the "introverted" types), and/or theories. This function, then, is directed essentially by an external system of knowledge or logic rather than one's own inner, or more intuitional state meant by the term "THINKER" (The "C" pattern) in this program. For further clarification you are referred to the above-mentioned works by Carl Jung available through Princeton University Press.

Both Sides of the Styles

Supportive Style

Positive	**Negative**
Supportive	Complying
Reliable	Retiring
Pleasant	Softhearted

Emotive Style

Positive	**Negative**
Invigorating	Excitable
Optimistic	Impatient
Animated	Manipulative

Reflective Style

Positive	**Negative**
Diligent	Picky
Persevering	Righteous
Creative	Stiff

Directive Style

Positive	**Negative**
Firm	Uncompromising
Comprehensive	Overbearing
Productive	Pressuring

Figure 10
Positive and Negative Characteristics

Summary of Style Descriptors

	SUPPORTIVE	REFLECTIVE	DIRECTIVE	EMOTIVE
STRENGTHS	Listening Teamwork Follow-through	Planning Organization Systematizing	Administration Leadership Juggling	Persuading Enthusiastic Motivating
WEAKNESSES	Oversensitive Slow to begin action Poor at goal setting	Perfectionistic Critical Unresponsive	Impatient Insensitive to others Poor listener	Inattentive to detail Short attention span Poor follow-through
OCCUPATIONS	Family doctor Social worker Teacher	Engineer Accountant Librarian	Top executive Military Leader Newspaper editor	Sales Public Relations Performing artist
VEHICLE	Station Wagon	Volvo	Sherman Tank	Porsche convertible
IRRITATIONS	Insensitivity Impatience	Disorganization Unpredictability	Inefficiency Indecision	Routine Perfectionism
UNDERSTRESS	Submissive Indecisive	Withdrawn Headstrong	Dictatorial Critical	Sarcastic Superficial
DECISIONS ARE	Consultative	Deliberate	Decisive	Spontaneous
SEEKS	Acceptan0ce	Accuracy	Productivity	Recognition

Summary of
Style Descriptors
(continued)

	SUPPORTIVE	REFLECTIVE	DIRECTIVE	EMOTIVE
BEHAVIOR PATTERN	Supporting/ Indirect	Controlling/ Indirect	Controlling/ Direct	Supporting/ Direct
PACE	Slow/Relaxed	Slow/Systematic	Fast/Decisive	Fast/Spontaneous
PRIORITY	The Relationship/ Communication	The Task/ Process	The Task/ Results	The Relationship/ Interaction
APPEARANCE	Casual Conforming	Formal Conservative	Businesslike Functional	Fashionable Stylish
WORKPLACE	Personal Relaxed Friendly	Structured Functional Formal	Busy Efficient Structured	Stimulating Personal Cluttered
GAINS SECURITY THRUOGH	Friendship Cooperation	Preparation Thoroughness	Control Leadership	Playfulness Others' approval
FEARS	Sudden changes	Criticism of their work	Being taken advantage of	Loss of prestige
MEASURES PERSONAL WORTH BY	Compatibility with Others Depth of Relationships	Precision Accuracy Activity	Results Track record Measurable progress	Acknowledgments Recognition Applause Compliments
INTERNAL MOTIVATOR	Involvement	The Process	Winning	The Chase

Figure 12

Identifying the Styles

You now have a basic understanding of the four types of behavioral styles. You may begin to suspect at this point that relationships depend, in part, on our appropriate interaction with each style. The next question is, "How do I identify someone's behavioral style, and do it quickly?"

"Excuse me, Mr. Jones. I need to analyze your style. Do you have a moment to discuss your openness and directness with me?" This approach just won't do. Guesswork is not advisable, and rarely necessary because there are so many clues available if you know how to look for them. To identify someone's style, you must **observe what that person does.** Be sensitive to both verbal and nonverbal behaviors.

This procedure should help you quickly and accurately identify a person's behavioral style:

1. Note the person's **ENVIRONMENT.**

2. Note the person's **OBSERVABLE BEHAVIORS.** Analyze the behaviors with respect to openness and directness.

3. **CONFIRM** your observations.

STEP ONE: Note the Environment

Note the environment in which your subject works, lives, or otherwise spends time. That may give you a number of immediate clues. How (if you should have the opportunity to see it) is the person's office decorated and arranged? What is on the desk, walls, and bookshelves? What is the seating arrangement between you and this person?

Figure 14 summarizes a number of indicators that relate to an office environment. For instance, if you entered a client's office and noticed family pictures on the desk and walls, nature posters with personal relationship motifs, a round desk,

and a separate seating area with four comfortable chairs, what would be your first impression of that client's behavioral style? If your client then stood to greet you personally and sat with you in the easy chairs in order to discuss the purpose of your visit, would that confirm or change your initial impression? By comparing these clues against those presented in Figure 14, you can get a fairly good initial indication that (in this case) you are indeed dealing with a Supportive.

Try another: This time you enter the office and notice on the walls a diploma, an achievement plaque, and a poster that says, "Why not?" On the desk are several jumbled stacks of papers, a chaotic appearance. For seating, two overstuffed chairs and a small table close to the open side of the desk where two people can join in a discussion.

You also notice a bookcase with books and stacks of folders intermixed, a plant on the file cabinet. Check the information in Figure 14. From the environment, what kind of style does the person in that office appear to be? (The disorganization, wall decorations of achievements, stimulating personal comments that go beyond specific projects, and the comfortable and accessible seating mark this as the office of an Emotive. Get the idea?)

These environmental indicators are only one kind of clue to behavioral style. Caution: Do **NOT** use this as the sole determinant. The person may have had little control over the environment you see or may have changed the environment in order to meet other needs (i.e.- an intense workload, a special visitor). Of course, many times your first contact with someone, and your first opportunity to get a feeling for their behavioral style, will not be a face-to-face encounter. It may be over the telephone or through a letter.

SUPPORTIVE

- Desk may contain family photos and personal items
- Walls may contain personal slogans, family or group pictures, serene art, or mementos
- Decorated in relaxed, airy, friendly, soothing manner
- Seating arrangement is open and informal
- No desk between you and them

EMOTIVE

- Desk may look disorganized and cluttered, but they know if something's missing
- Walls may contain awards, motivational slogans, stimulating posters, or "pats-on-the-back" notes
- Decorated in open, airy, friendly manner
- Seating arrangement indicates warmth, openness contact and activity
- They like contact: may move to alternate seating arrangement when talking to you

REFLECTIVE

- Desk may appear structured and organized with clear top
- Walls may contain charts, graphs, exhibits, or photos pertaining to job
- Decorated functionally for working
- Seating arrangement suggests formality and non-contact
- Desk between you and them

DIRECTIVE

- Desk may appear busy: lots of work and material separated into piles
- Walls may contain achievement awards or large planning sheet/calendar
- Decorated to suggest power and control
- Seating arrangement is closed, formal, non-contact, and positioned for power
- Desk may be large to show success and to separate you from them

STEP TWO: Observe Behaviors

The second step-the crucial step-in identifying a person's behavioral style is to observe it in action. The other two steps-Steps One and Three---enhance and corroborate Step Two's observations. In order to observe someone's behavioral style, you need to be aware of and observe a range of verbal and nonverbal behaviors. This may require you to stimulate more behaviors by asking questions (probing) and by "actively" listening. You will find a number of good ideas and skills for probing and listening in the communication sections which follow.

We've assembled a range of verbal, visual, and vocal characteristics into a list of observable behaviors (see Figures 15-A and 15-B). Be careful of one thing-these behaviors refer to actions you can see, not judgments you may be tempted to make about them. For example, if you were to see a person hopping up and down, is he doing so because he is hop-stomping mad, has stepped on a nail, has a foot that is asleep, or is extremely happy and excited? You can't tell by looking. All you can say is he's jumping up and down. To find out why he is jumping requires other verbal and nonverbal communication skills. Remember—observable behaviors!

Matching the Characteristics Exercise

Instructions: The following responses are taken from actual questionnaires completed by various behavioral types during The Four Styles seminars. Read the responses, and in the space provided at the bottom of each column, write the name of the behavioral type you think completed this form.

Person A

1. My primary strengths:
Organization/follow-through
Independence
Dependability
Accuracy

2. My primary weaknesses:
Overcautious/conservative
Procrastinate
Picky

3. Ideal occupation(s) for my personality:
Architect
CPA
Systems Analyst
Computer Programmer
Engineer

4. My greatest irritation:
Disorganized, illogical people

5. In a business environment, I like others to be:
Credible
Professional/Sincere
Courteous

6. In a social environment, I like others to be:
Real
Pleasant/Sincere
Courteous

7. The ideal compliment I could receive:
You're really capable and intelligent.
The job was done very well.

8. The most painful criticism I could receive:
You're incompetent.

9. My favorite leisure-time activity:
Thinking
Golf
Reading

10. I got where I am today through:
Hard work
Perseverance
Being accurate

__Supportive __Directive __Reflective __Emotive

Person B

1. My primary strengths:
Listening to and understanding people
Caring
Loving

2. My primary weaknesses:
Overly sensitive
Unassertive

3. Ideal occupation(s) for my personality:
Nurse
Clergy
Social Worker
Counselor
Teacher

4. My greatest irritation:
Rude or selfish people
Pressure
Impatient people

5. In a business environment, I like others to be:
Courteous, friendly
Share responsibility

6. In a social environment, I like others to be:
Genuine
Friendly

7. The ideal compliment I could receive:
You are a fine parent.
You are a good friend.

8. The most painful criticism I could receive:
That I had hurt someone else

9. My favorite leisure-time activity:
Reading
Relaxing

10. I got where I am today through:
Positive relationship
Being fair with people

__Supportive __Directive __Reflective __Emotive

Matching the Characteristics Exercise
(continued)

Person C

1. My primary strengths:
Enthusiasm
Entertaining to be with
Persuasive

2. My primary weaknesses:
Getting involved in too many things
Impatient
Short attention span

3. Ideal occupation(s) for my personality:
Trial-attorney
Talk-Show Host
Salesperson
Public Relations

4. My greatest irritation:
Slow drivers

5. In a business environment, I like others to be:
Alert
Quick
Decisive
Risk Taker

6. In a social environment, I like others to be:
Uninhibited
Spontaneous
Funny

7. The ideal compliment I could receive:
You're the greatest!

8. The most painful criticism I could receive:
You're boring.

9. My favorite leisure-time activity:
Partying
Gourmet dining

10. I got where I am today through:
Bus
Car
Chutzpah

Person D

1. My primary strengths:
Getting things done
Decision-making
Leadership

2. My primary weaknesses:
Inflexible
Don't take time to "smell the flowers"
Impatient
Poor Listening

3. Ideal occupation(s) for my personality:
Stockbroker
Newspaper Reporter
Independent Consultant
President/Owner of a Company
Drill Sergeant

4. My greatest irritation:
Incompetence
Wasting Time

5. In a business environment, I like others to be:
Decisive
Efficient
Receptive
Intelligent

6. In a social environment, I like others to be:
Congenial
Assertive
Witty

7. The ideal compliment I could receive:
That's a job well done!

8. The most painful criticism I could receive:
You handled that job poorly.

9. My favorite leisure-time activity:
Captain of my boat.

10. I got where I am today through:
Tenaciously pursuing a goal.

__Supportive __Directive __Reflective __Emotive   __Supportive __Directive __Reflective __Emotive

Using Verbal, Vocal, and Visual Indicators to Identify Openness and Directness

SUPPORTING

Tells stories/anecdotes
Shares personal feelings
Informal speech
Expresses opinions readily

Lots of inflection
More pitch variation
More variety in vocal quality

Animated facial expressions
Much hand/body movement
Contact oriented
Dramatic actions

VERBAL   **VOCAL**   **VISUAL**

Fact and task oriented
Limited sharing of personal feelings
More formal speech

Little inflection
Few pitch variations
Less variety in vocal qualities

Fewer facial expressions
Controlled/limited hand and body movement
Noncontact oriented

CONTROLLING

Figure 15-A

INDIRECT   **DIRECT**

Ask (e.g. "Would you like to sit down?")
Listens
Reserves opinions
Low quantity of verbal communication

VERBAL

Tells (e.g. "Have a seat"—or, "Sit down")
Talks
Expresses opinions readily
Lots of verbal communication

Steady, even delivery
Less forceful
Lower volume
Slower speech patterns

VOCAL

More voice variety
More forceful
Higher volume
Faster speech patterns

Gentle handshake
Intermittent eye contact
Limited gestures to emphasize points
Exhibits patience

VISUAL

Firm handshake
Steady eye contact
Gestures to emphasize points (e.g. pointing)
Displays impatience

Figure 15-B

To identify a behavioral style using the supporting and direct scales, first locate the person's position on the supporting dimension. It is easier to quickly classify supporting or controlled behaviors because they are more readily visible. Determine the level of directness the person is demonstrating. The result is a placement into one of the four behavioral style quadrants through a simple process of elimination.

For instance, if you determine that someone is exhibiting higher than average supportingness, you are automatically eliminating the styles with controlling behavior-the Directive and the Reflective. Likewise, if you determine that the person is also quite direct, you automatically eliminate the remaining indirect style-the Supportive. By process of elimination, you conclude that this individual is probably Emotive.
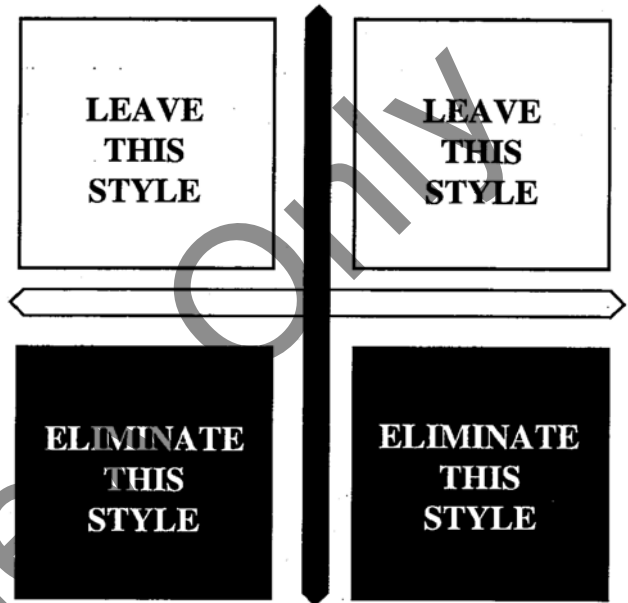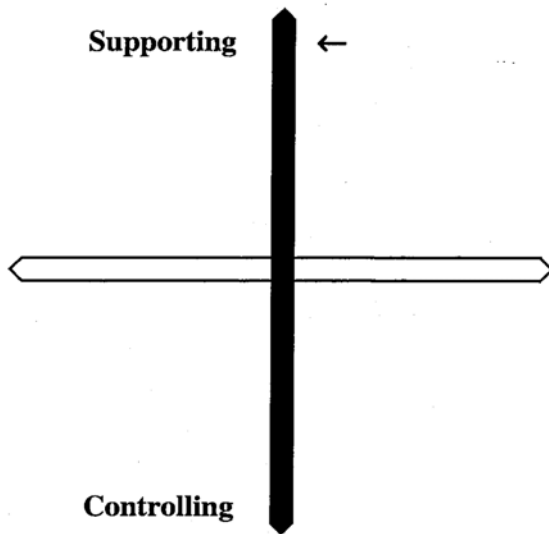
IF: The person being observed appears very supporting.....

THEN: Eliminate the Reflective and Directive styles (the two Controlling styles).
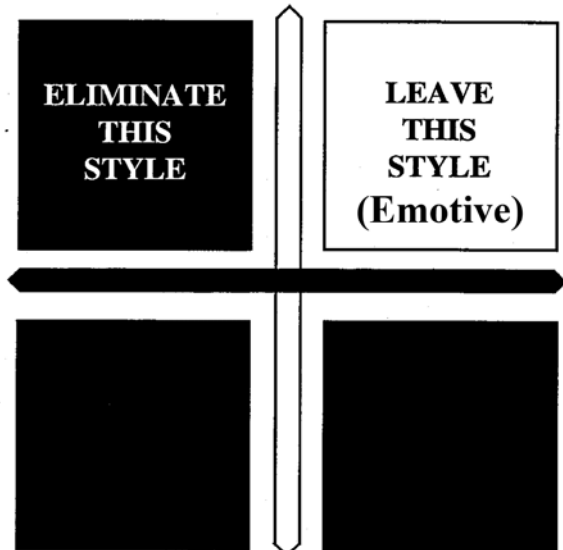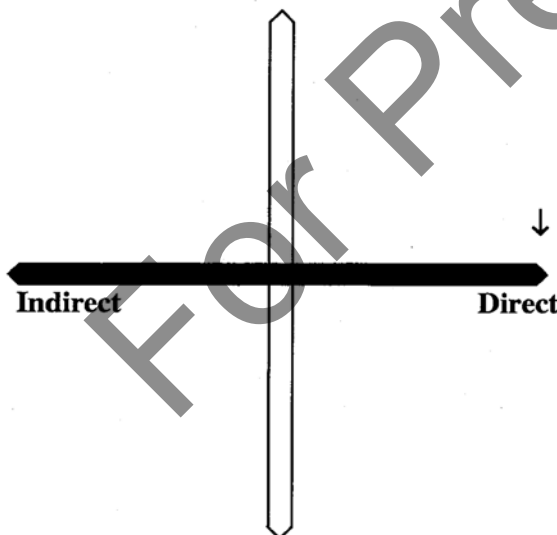
THEN IF: The person being observed appears very direct, rather than indirect...

THEN: Eliminate the Supportive style (the more indirect of the two remaining styles.) The person is probably Emotive.

Figure 16
Identifying A Person's Behavioral Style

36

The Seminar

A sales seminar I once conducted began at 8:30 AM after an 8:00 coffee and doughnut session. When I arrived at 7:45, the first participant was already in the room, pad and pencils neatly laid out in front of her where she sat at the table. She said nothing until I approached, and we politely shook hands. She was totally noncommittal. I asked a few questions for which I received polite, short answers.

Around 8:15, with several other people in the room, a person stopped hesitantly at the door and softly asked, "Excuse me. Am I at the training seminar for salespeople?" When he was told "Yes," the person breathed a sigh, walked in, took a cup of coffee, and mentioned how interesting the seminar would be—very helpful both in business and at home. He asked a few questions, listening intently to my remarks. He expressed some concern for role playing in front of the group.

At this moment, another participant strode in, loudly asking, "Hey, is this the sales seminar?" Upon hearing "Yes," this person dramatized a faked relief and started asking where the coffee was, explaining that he couldn't function without his "black poison." He had overheard our role-playing comments and leaped in on the conversation to say how he liked doing those things. He followed this with a tale of how he embarrassed himself in the last role-play situation in which he participated.

What would you call the style of the first person described?

The second?

The third?

The first participant is clearly self-contained. That means she is either Reflective or Directive.

Her lack of interest in conversation and restrained gestures identify her as indirect as well—the classic Reflective. The second participant volunteered information about personal feelings and gave rapid feedback with his sigh and comments. These are relatively open characteristics (Supportive or Emotive). The soft voice, request for clarification, and hesitation all suggest an indirect behavior pattern—a Supportive style.

The third participant demonstrated openness in telling stories and responding quickly. His directness was also apparent through his speed of responding, fast movements, and high quantity of conversation. These are traits of the Emotive.

STEP THREE: Confirmation

After identifying your client's style based on environment and behavior, you should use behavioral confirmation to corroborate your choice. Behavioral confirmation simply means looking for additional behaviors that are characteristic of the style you believe (based on your preliminary observations) a person represents. You have observed someone and made a preliminary classification; now check this against the characteristics of the various styles as you receive further information.

If you've determined that the person is Directive, look for specific characteristics that you expect from a Directive—competitiveness, impatience, efficiency, decisiveness, fact orientation, goal concerns, and so on. If you find that the person exhibits these types of characteristics, you have verified your choice. You can now feel comfortable in interacting with your client as a Directive. Use the same behavioral confirmation process with the other three styles. **Always test and validate your initial style choice.** The price for being wrong is much greater (if nothing else, an embarrassment) than the time involved in confirming an initial assessment.

Observable Characteristics
in the Four Styles

	VERBAL **(words)**	**VOCAL** **(tone of voice)**	**VISUAL** **(body language)**
SUPPORTIVE	Asks more than tells Listens (more than talks) Reserves opinions Less verbal communication	Steady, warm delivery Less forceful tone Lower volume Slower speech	Intermittent eye contact Gentle handshake Exhibits patience Slower moving
REFLECTIVE	Fact and task-oriented Limited sharing of feelings More formal and proper Focused conversation	Little inflection Few pitch variations Less variety in vocal quality Steady, monotone delivery Low volume, slow speech	Few facial expressions Noncontact oriented Few gestures
DIRECTIVE	Tells more than asks Talks more than listens Lots of verbal communication Makes emphatic statements Blunt and to the point	More vocal variety More forceful tone Communicates readily High volume, faster speech Challenging voice intonation	Firm handshake Steady eye contact Gestures to emphasize points Displays impatience Fast moving
EMOTIVE	Tells stories, anecdotes Shares personal feelings Informal speech Expresses opinions readily Flexible time perspective Digresses from conversation	Lots of inflection More pitch variation More variety in vocal quality Dramatic High volume Fast speech	Animated facial expressions Much hand/body movement Contact oriented Spontaneous actions

Figure 17
38

Summary of
Behavioral Characteristics

SUPPORTIVE

Slow at taking action and making decisions
Likes close, personal relationships
Dislikes interpersonal conflict
Supports and "actively" listens to others
Weak at goal setting and self-direction
has excellent ability to gain support from others
Works slowly and cohesively with others
Seeks security and belongingness
Good counseling skills

EMOTIVE

Spontaneous actions and decisions
Likes involvement
Dislikes being alone
Exaggerates and generalizes
Tends to dream and get others caught up in the dreams
Jumps from one activity to another
Works quickly and excitedly with others
Seeks esteem and acknowledgment
Good persuasive skills

REFLECTIVE

Cautious actions and decisions
Likes organization and structure
Dislikes involvement
Asks many questions about specific details
Prefers objective, task-oriented, intellectual work environment
Wants to be right, so can be overly reliant on data collection
Works slowly and precisely alone
Good problem solving skills

DIRECTIVE

Decisive actions and decisions
Likes control, dislikes inaction
Prefers maximum freedom to manage himself and others
Cool, independent, and competitive
Low tolerance for feelings, attitudes, and advice of others
Works quickly and impressively alone
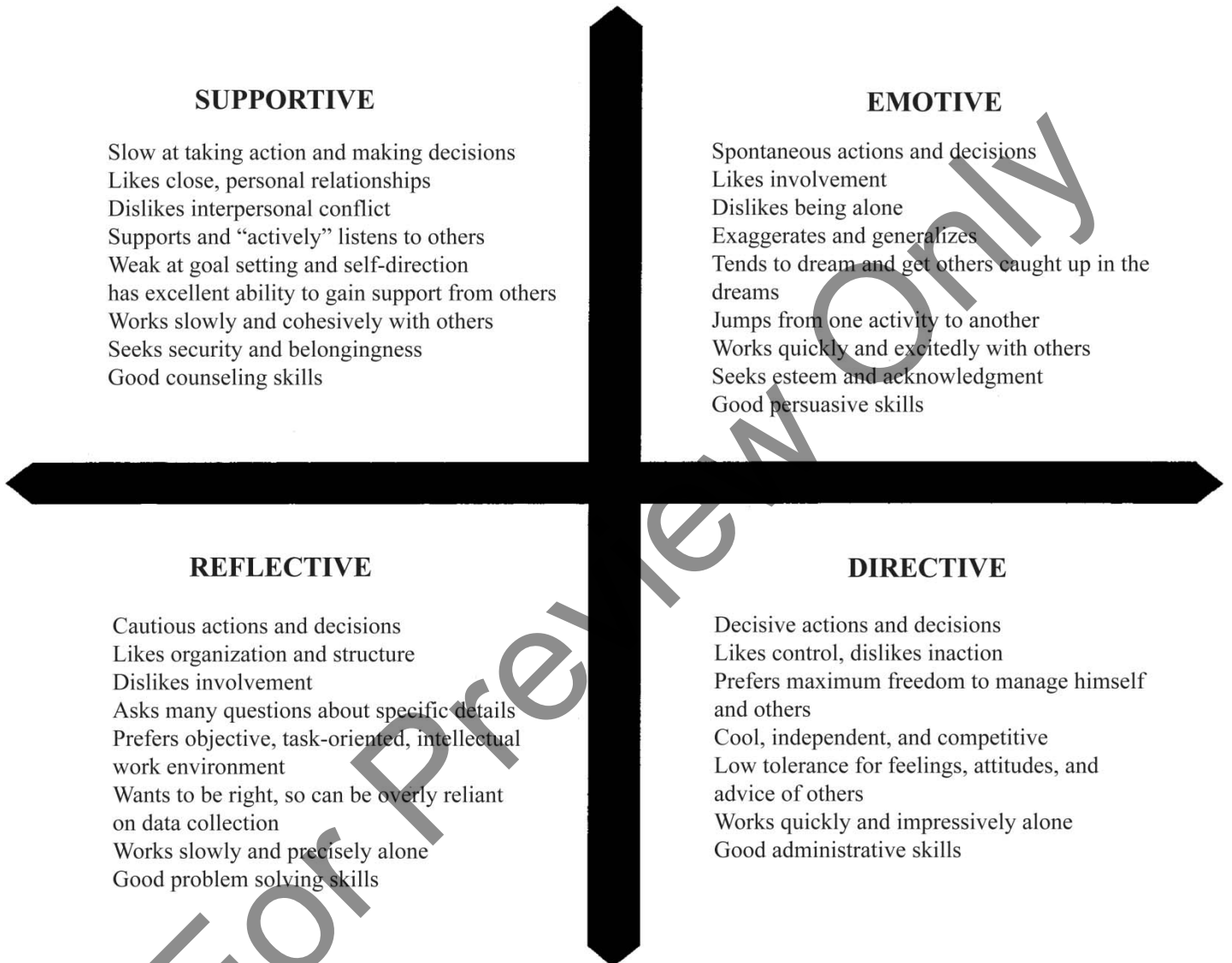Good administrative skills

Figure 18

Relationship Stress

You have been introduced to a generalized method of classifying a large number of behavioral characteristics into four basic behavioral styles. Besides the difference in supportingness and directness, the styles tend to differ in preferences for **PACE** (a person's natural rate of speed) and **PRIORITY** (what a person sees as most important toward accomplishing a goal).

Each style has a unique set of priorities as to whether the relationship or the task of a situation is more important; and each has its own pace in terms of how fast things should be done. For some, it is "I want it yesterday"; for others, "sooner or later" is acceptable.

A supporting behavioral style tends to correspond with a relationship priority; controlling styles with task orientation. Indirect behaviors tend to be slower-paced than the direct style types, who tend to be faster paced.

An awareness of behavioral style preferences becomes especially important when people of different styles meet. When that occurs, and if each person behaves according to the preferences of his or her own style, tension often results.

PACE AND PRIORITY
Figure 19 relates pace and priority characteristics to behavioral styles. Notice that Supportives and Reflectives both tend to prefer a slow pace; Emotives and Directives prefer a faster pace. These style combinations will get along well as far as pace is concerned, but watch out for their priorities!

Take the Directive-Emotive relationship or encounter. Both Directives and Emotives are relatively fast-paced behavioral types. Yet the Emotives places more emphasis on personal relationships than on tasks, while Directives tends to pursue tasks with less concern for relationships or feelings.

Some degree of tension is likely to result in their interaction due to their difference in priority.

Where priorities are concerned, the Emotive does better with the Supportive. These two will still be getting to know each other while the reflective and the Directive are headlong into the **task.** However, without some awareness and accommodation for their differences in pace, tension may build as well in the Supportive-Emotive interaction when these two finally do get around to the tasks at hand—the Emotive usually wants it yesterday, whereas the Supportive wants to take the slow and steady approach.

Consider the task-oriented team of Directive and Reflective, another example of pace-based tension. The fast-paced Directive likes to make quick decisions. The slower-paced Reflective gets uptight when having to make decisions without an opportunity to fully analyze all the alternatives.

When dissimilar pairings occur, as they often do in many business and social encounters, one or the other of the individuals must make adjustments in his style to avoid increasing tension in the other person. This does not mean you must sacrifice your personality or become something you're not. Ideally, both persons would demonstrate some flexibility and move part of the way. Depending on the circumstances, however, only one of the individuals may recognize the potential problem, or be sufficiently motivated to do something about it.

When interactions join styles that differ in both their pace and priority preferences, things really get interesting! Here the probability of relationship tension is even greater. This occurs in Supportive-Directive relationships, as well as Reflective-Emotive relationships. (Note the diagonal relationships in Figure 19.)

Take the case of the Directive-Supportive interaction: the Directive should try to show some concern for people rather than appearing to treat them only as a resource toward task accomplishment. The Supportive should try to show more concern for task completion, even if it means putting the personal relationship aside, temporarily. When the Directive meets the Supportive (a diagonal relationship), both individuals should attempt adjustments in both pace and priority. The same applies to the Emotive-Reflective relationship. The key to managing tension is to know when to expect pace and priority problems, and have a strategy to prevent or deal with these differences in preference.

Relationships

Pace Problems

SUPPORTIVE — **EMOTIVE**

Priority Problems

Pace and Priority Problems

Priority Problems

Slow — **Fast**

REFLECTIVE — **DIRECTIVE**

Pace Problems

Tasks
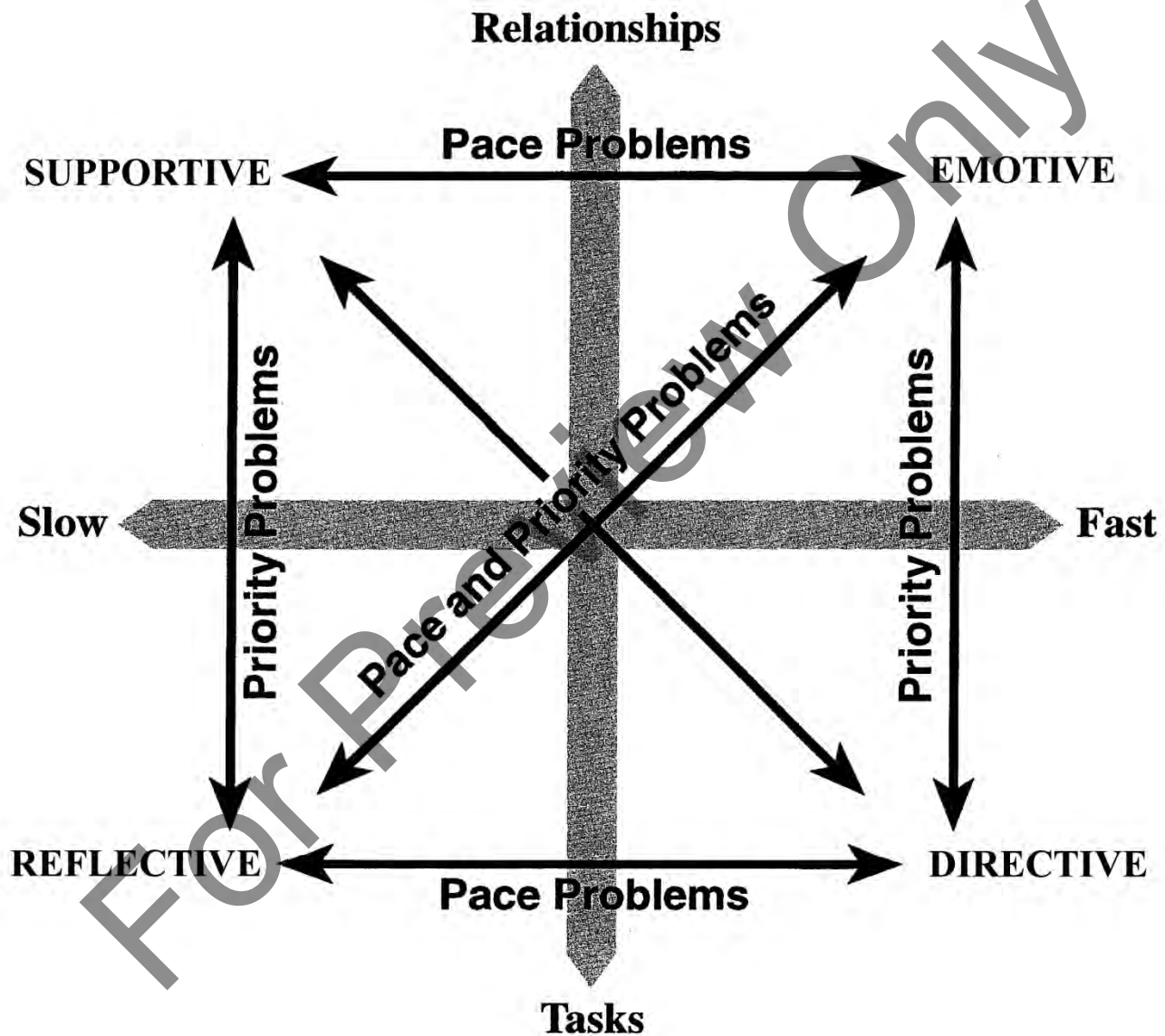
Figure 19
Tension Among the Styles

THE COMMITTEE

Imagine what would happen if you put together a committee consisting of a Directive, an Emotive, a Reflective, and a Supportive, who all fervently practiced The Golden Rule. I can see it now: As they enter the meeting room for the first meeting and the door closes, the Directive says, "All right, everybody, let's get this act together! Here's my plan."

No sooner does the Directive get the words out than the Emotive chimes in "Who died and left you boss? We've got tons of time. Did you see what that manager was doing outside the room? It reminds me of a good joke I heard recently..." The Reflective, who is patiently awaiting a turn in the conversation says, "As I see it, there are three specific tasks we must accomplish in order to reach our ultimate objective. First..." The ever-patient Supportive is likely the last one to speak, with "Please, let's not argue. Let's try to get along and work as a team."

Some people might say that the committee would be much better off if all four members were of the same behavioral style. But the best committee that anyone could choose would be a combination of all four styles, as described above. Each particular style has strengths that complement the weaknesses of the others.

They would make an excellent team if they'd all practice *The Platinum Rule.* They should focus on each other's strengths rather than criticize each other's weaknesses or differences. These differences in style actually bring new perspectives to problem solving, creativity, and team building that cannot be accomplished with a homogeneous group of styles or a heterogeneous group of styles that's critical or perfectionistic.

STORY: BREAKDOWN BEHAVIOR

What happens to others when you do not practice? The Platinum Rule—when you do not adjust your behavior to meet the style needs, including the communication needs—of the other person? Two sides of the same story emphasize this very issue.

A salesman I knew complained of the narrow-mindedness and difficulty of a particular prospect he was trying to see. I didn't tell him I had already heard the prospect's side, but I could guess the problem.

The salesperson is an Emotive, complete with warm, open handshakes, first names, and questions about his client's personal interests. The prospect is clearly a Reflective. I have always observed his quiet, somewhat remote, stone-faced, and fact-oriented behaviors. You can almost imagine the encounter these two had. As the salesman was involved in building a friendly relationship and dealing in general opinions and feelings, the prospect wanted to get down to business and was pressing for details. A communications nightmare!

As a result of the disastrous initial contact, the salesman thought the prospect was picky, aloof, and uninterested in him or his product. The prospect thought the salesman was uncertain of his points and intrusive in concerns that had no bearing on the business. The tension between the two was obvious, and both the prospect and the salesman had justifiable reasons for their lack of ease. Note that none of these reasons had anything to do with the product involved. Such an increase in tension generally results in distrust, low credibility, and eventually, an unproductive business or social relationship.

BACKUP BEHAVIORS

Within each individual there is a point where tension increases until it results in stress. People in stress seek to reduce it any way possible, frequently by verbally or psychologically dumping it on the person "responsible" for the tension. Most dumping behaviors are unproductive, and can be destructive to the relationship at hand.

When tension increases, each behavioral style tends to manifest symptoms and respond to tension in ways (sometimes immature ways) that characterize that behavioral style. Each style has its own unproductive but characteristic manner of "dumping" stress on another.

The Supportive who resorts to backup behavior generally **gives in** or "**submits**." The purpose is to avoid conflict at all costs. Although the Supportive's backup behavior on the surface may appear to be a "go-along" attitude, it is not. Resentment builds due to the high tension level, and the subsequent interactions are likely to be filled with distrust and tension.

The Reflective's backup behavior takes the form of **withdrawal** from the other person or the situation. Being less assertive in nature, a Reflective would rather flee from the unpleasant relationship than deal with it outright. Thus, the Reflective typically seeks more and more information and wants to think it over as a means of avoiding the other person and the stressful situation.

Under stress, the Directive tends to become **overbearing, pushy, uncompromising, and dictatorial**. It's an outgrowth of the Directive style. When Directives are in backup behavior, they try to control anyone or anything that gets in their way.

As a rule, an Emotive (like the salesperson in our example) resorts to backup behavior by **verbally attacking the person who causes the stress**. And if you have an Emotive on the attack, what tends to be your reaction? Most people react with increased tension of their own which, at some point, can push them into stress too. At this point, the relationship has all but ended.

THE GOOD NEWS

Fortunately, our understanding of behavioral styles and communications lets us recognize backup behavior for what it is. Rather than reacting to that behavior in ways that might make matters worse, we can respond to the behaviors with appropriate strategies that will reduce relationship tension before it has a chance to become significant stress.

If you are dealing with a style that moves fast, you move fast. If an individual is more comfortable taking her time and getting to know people, allow more time for the appointment and avoid looking at your watch. Move at his or her pace and priority, not yours. When you understand someone's behavioral-style needs, you can help create a climate of good chemistry and mutual trust. As the trust develops and strengthens, the other person—a coworker, a client, or a friend—will begin to tell you what he or she really needs from the relationship. There will be no contests or testing one another. The relationship will become more productive. As you develop better personal interaction, you will also feel more confident.

For our purposes, **tension management** involves meeting the behavioral needs of the people in a relationship—specifically those needs dictated by their behavioral styles. In short, you must treat them the way they want to be treated; exercise *The Platinum Rule*.

43

Behavior Under Stress

When tension is high, each style tends to manifest symptoms of behavioral stress, often called "backup" behavior. Often immature, this behavior results from a need to reduce tension immediately. In dealing with people under stress, you can reduce tension by providing what they most need.

SUPPORTIVE: WILL SUBMIT
Examples of Typical Response
to Stressful Situations:
"Ok, if that's the way you must have it, then
we'll try it."

MAY APPEAR
--Wishy-washy
--Submissive
--Passive
--Dependent
--Hesitant
--Defensive
--Indecisive

NEED
--Reassurances that they're liked
--Personal assurance
--Slow pace for comfort and security
--Relationships

EMOTIVE: WILL DISREGARD
Examples of Typical Response
to Stressful Situations:
"Hey, let's get on to something more positive!"

MAY APPEAR
--Manipulative
--Overeager
--Impulsive
--Inconsistent
--Superficial
--Uneralistic
--Wasteful of Time

NEED
--To get credit
--Action and interaction
--Quick pace for stimulation and excitement
--Prestige

REFLECTIVE: WILL WITHDRAW
Examples of Typical Response
to Stressful Situations:
"I can't help you any further. Do what you want."

MAY APPEAR
--Overreliant on data and documentation
--Resistant to change
--Slow to act
--Slow to begin work
--Unable to meet deadlines
--Unimaginative
--Withdrawn
--Resentful

NEED
--Guarantees that they're right
--Understanding of principles and details
--Slow pace for "processing" information
--Accuracy

DIRECTIVE: WILL DICTATE
Examples of Typical Response
to Stressful Situations:
"If you can't stand the heat, get out of the kitchen."

MAY APPEAR
--Restless
--Critical
--Blunt
--Intrusive
--Uncooperative
--Irritable
--Aggressive
--Pushy

NEED
--Control of situation and self
--Tangible evidence of progress
--Fast pace for moving toward goals
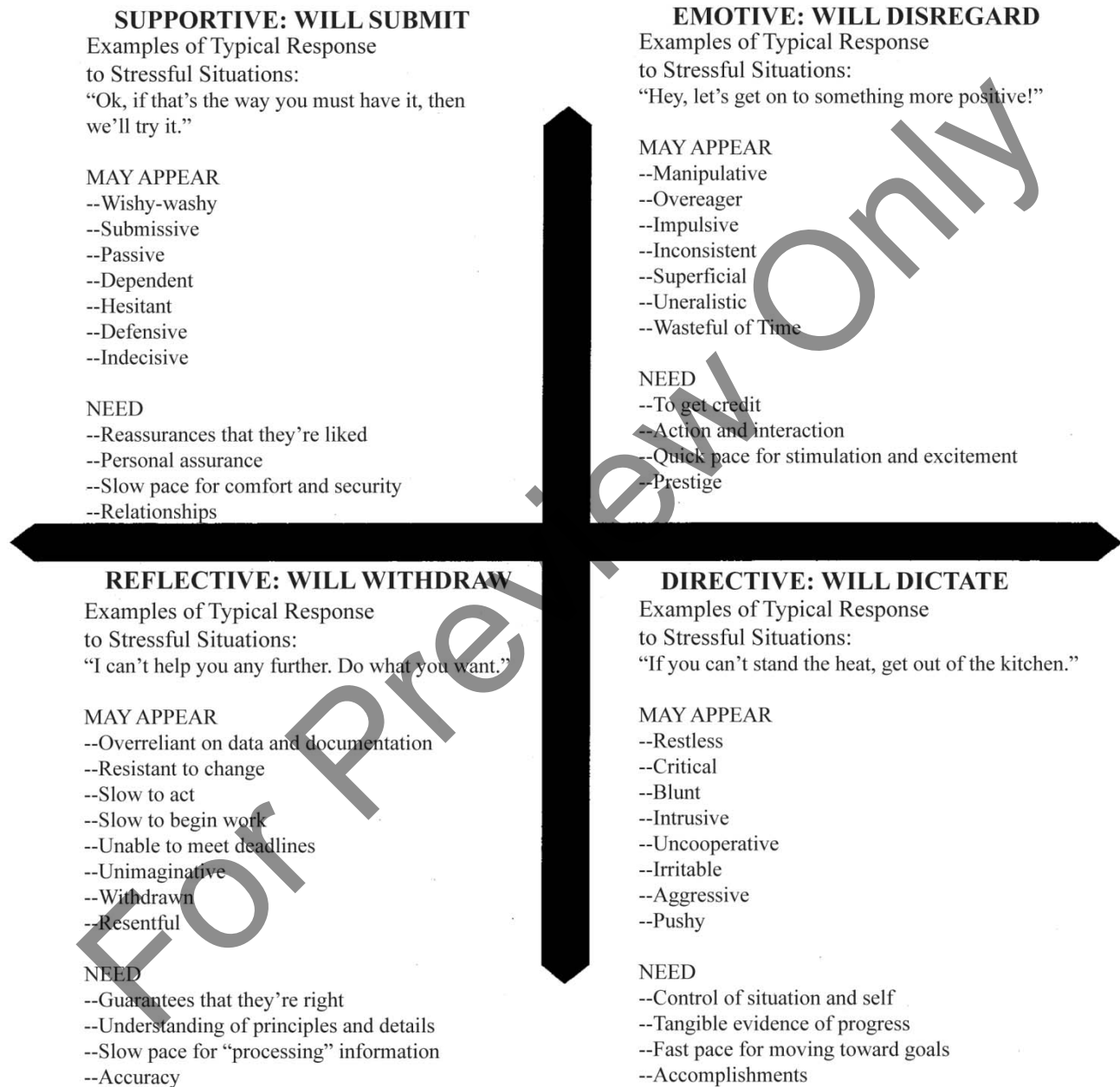--Accomplishments

Figure 21

Your Style at Work

This exercise will give you insight into what causes you stress at work and how to deal with it.

1. What work-related experiences/situations do you find most stressful? Specifically, just what is it about these situations that generates stress?

_____
_____
_____

2. When you feel upset at work, how do you typically react?

_____
_____
_____

3. Think about a work-related situation coming up soon that you feel may be stressful. Based on your typical behavioral pattern, how are you likely to handle it?

_____
_____
_____

4. Which people cause you to experience stressful feelings during the course of your workday? What things do these people do and say that you find so unpleasant?

_____
_____
_____

5. How do you typically react to people who have a behavioral style least like yours? What are the effects of your reaction(s)?

_____
_____
_____

6. Your two least desirable negative behaviors are:

_____
_____
_____

7. How do these behaviors affect your work?

_____
_____
_____

8. How could you adjust/modify these behaviors to work for you instead of against you?

_____
_____
_____

9. How can you adapt your behavior with each style to enable others to be more comfortable with you?

_____
_____
_____

Reflectives:
_____
_____
_____

Supportives:
_____
_____
_____

Directives:
_____
_____
_____

Emotives:
_____
_____
_____

Behavioral Flexibility

The willingness to exercise behaviors not necessarily characteristic of your own, for the benefit of the relationship, is called **behavioral flexibility or being FLEX*able*.** Being **FLEX*able*** is applied more to yourself (to your patterns, attitudes, and habits) than to others, and involves making strategic adjustments to your methods of communicating and behaving, based on the particular needs of the relationship at a particular time.

No one style is naturally more flexible than another. For a given situation, the strategic adjustments that each behavioral style needs to make will vary. The decision to employ specific techniques of behavioral flexibility is made on a case-by-case basis: you can choose to be flexible with one person, and inflexible with others, or be quite flexible with one person today, and less flexible with that same individual tomorrow. Behavioral flexibility concerns the way you manage your own communication and behaviors.

For example, when an Emotive meets with a Reflective, one of the ways he/she can practice. Being **FLEX*able*** is talking less, listening more, and focusing on the facts. Behavioral flexibility means adjusting your own behavior to make other people feel more at ease with you and the situation.

You practice flexibility each time you slow down somewhat for a Reflective or a Supportive; or when you move a bit faster for an Emotive or a Directive. It occurs when the Directive or the Reflective takes the time to listen to a human interest or family story told by an Emotive or a Supportive.

Flexibility does **not** mean "imitation" of the other person's behavioral style. It **does** mean adjusting your openness, directness, pace, and priority in the direction of the other person's preference; while maintaining your own identity and good business sense.

Flexibility is important to successful relationships of all kinds. People often adopt a different style in their professional lives than they do in their social and personal lives. Interestingly, we tend to be more **FLEX*able*** at work with people we know less; and tend to be less flexible at home and with people we know better.

Of course, flexibility at its extreme could make you appear wishy-washy and two-faced. A person who maintains high flexibility in all situations may not be able to avoid stress and inefficiency. There is also the danger of developing tension from the stress of behaving in a "foreign" style. Usually, this is temporary and may in fact be worth it if you gain rapport with the other person. At the other end of the continuum, **no** behavioral flexibility would cause others to view someone as rigid and uncompromising because they insist on behaving according to their own natural pace and priority.

The **FLEX*able*** person meets the other person's needs **and** his or her own. Through attention and practice, he/she is able to achieve a balance: strategically managing his/her flexibility by recognizing when a modest compromise is appropriate, or, when the nature of the situation calls for him/her to adapt to the other person's behavioral style. He/she knows how to negotiate relationships so everyone wins, and is tactful, reasonable, understanding, and nonjudgmental.

Your **FL*EX*able** level influences how others judge their relationship with you. Raise your flexibility level-trust and credibility go up; lower your flexibility level-trust and credibility go down. Being **FLEX*able*** enables you to interact more productively with difficult people and helps you to avoid or manage tense situations. With flexibility you are practicing ***The Platinum Rule,*** and can treat the other person the way he/she wants to be treated.

To Increase
Behavioral "FLEX*ablity*"

Supportives Need To...

Say "no" occasionally
Attend to completion of tasks without
oversensitivity to other's feelings
Take risks by stretching beyond comfort zone
Delegate to others
Accept necessary changes in procedure or routine
Verbalize their feelings and thoughts to the
appropriate people

Emotives Need To...

Control time and emotions
Develop a more objective mindset
Spend more time checking, verifying,
specifying, and organizing
Follow through on agreements
Concentrate on the task at hand
Take a more logical approach
Try to complete more of what you start

Reflectives Need To...

Openly show concern and appreciation of others
Occasionally try shortcuts and time-savers
Adjust more readily to change and disorganization
Work on timely decision making
Initiate new projects
Compromise with the opposition
State unpopular decisions
Use policies as guidlines, rather than laws

Directives Need To...

Practice "active" listening
Project a more relaxed image by pacing themselves
Develop patience, humility, sensitivity, and empathy
Use more caution
Verbalize the reasons for conclusions
Identify with a group
Be aware of existing sanctions
Verbalize compliments to others

Figure 22

47

How to Modify Your Style by being FLEX*able*

Before considering specific guidelines for being **FLEX**able with each of the four behavioral styles, it is helpful to look at what you can do to modify your Supportingness or Directness separately and independently of each other.

TO INCREASE SUPPORTINGNESS
• Share your feelings; let your emotions show
• Respond to expression of others' feelings
• Pay personal compliments
• Take time to develop the *relationship*
• Use friendly language
• Communicate more; loosen up and stand closer
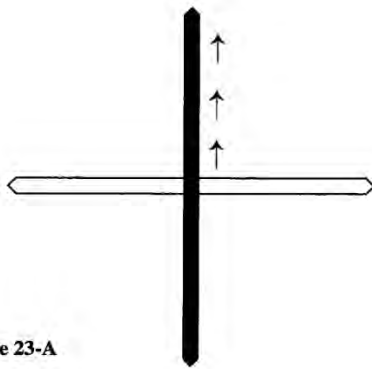• Be willing to digress from the agenda; go with the flow

TO DECREASE SUPPORTINGNESS
• Get right to the task, the bottom line, the business at hand
• Maintain more of a logical, factual orientation
• Keep to the agenda
• Leave when the work is done; do not waste the other person's time
• Do not initiate physical contact
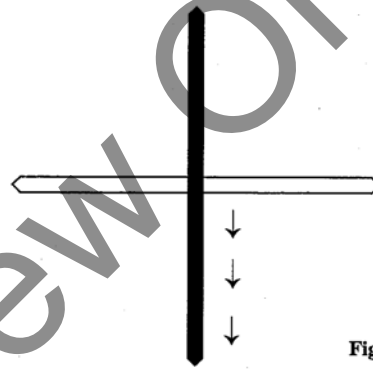• Downplay your enthusiasm and body movement
• Use businesslike language

Figure 23-A

Figure 23-B

TO INCREASE **DIRECTNESS**
• Speak and move at a faster pace
• Initiate conversation and decisions
• Give recommendations; don't ask for opinions
• Use direct statements rather than roundabout questions
• Communicate with a strong, confident voice
• Challenge and tactfully disagree when appropriate
• Face conflict openly, but don't conflict with your prospects
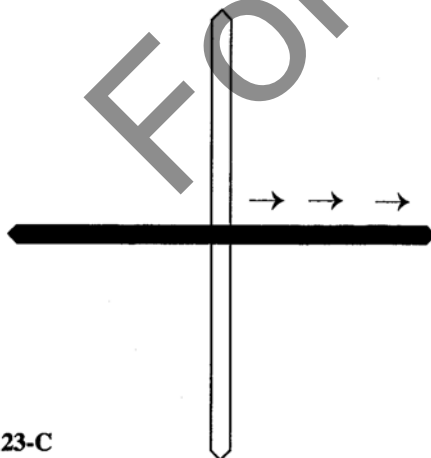• Increase eye contact

TO DECREASE DIRECTNESS
• Talk, walk and make decisions more slowly
• Seek and acknowledge the opinions of others
• Share decision making and leadership
• Show less energy; be more "mellow"
• Do not interrupt
• When talking, provide pauses to give others a chance to speak
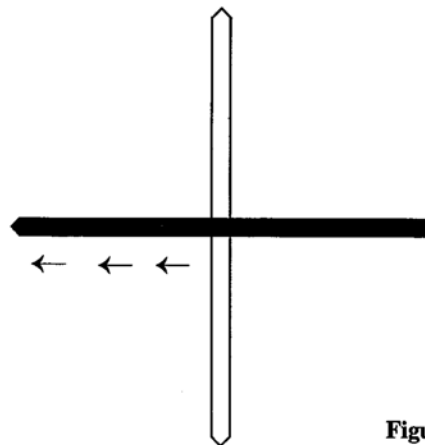• Refrain from criticizing, challenging

Figure 23-C

Figure 23-D

General Strategies
by Behavioral Type

In Relationships with Supportives:

- Support their feelings by showing personal interest
- Assume that they'll take everything personally
- When you disagree, discuss personal feelings
- Allow them time to trust you
- Move along in an informal, slow manner
- Show that you are "actively" listening
- Provide guarantees and personal assurances that any actions will involve a minimum of risk

Above all, be warm and sincere.

In Relationships with Emotives:

- Support their opinions, ideas, and dreams
- Don't hurry the discussion
- Try not to argue – you seldom can win
- Agree on specifics of any agreement
- Summarize in writing who is to do what, where, when
- Be entertaining and fast moving
- Use testimonials and incentives to positively affect decisions

Above all, be interested in them.

In Relationships with Reflectives:

- Support their organized, thoughtful approach
- Demonstrate through actions rather than words
- Be systematic, exact, organized, and prepared
- List advantages and disadvantages of any plan
- Provide solid, tangible, factual evidence
- Provide guarantees that actions can't backfire

Above all, be thorough and well prepared.

In Relationships with Directives:

- Support their goals and objectives
- Keep your relationship businesslike
- If you disagree, argue facts – not personal feelings
- Recognize their ideas – not them personally
- To influence decisions, provide alternative actions with brief supporting analysis
- Be precise, efficient, and well organized

Above all, be efficient and competent.

Figure 24

Managing by Style

	SUPPORTIVE	REFLECTIVE	DIRECTIVE	EMOTIVE
MOTIVATING:	Show how something will benefit their relationships and strengthen their position with others	Appeal to their need to be accurate and to their logical approach to things.	Provide them with options and clearly describe the probabilities of success in achieving goals.	Offer them incentives and testimonials. Show them how they can look good in the eyes of others.
COMPLIMENTING:	Their teamwork, the way they are regarded by other people, their relationship skills, and their ability to "get along" with others.	Their efficiency, thought processes, organization, persistence, and accuracy.	Their achievements, upward mobility, and leadership potential.	Their appearance, creative ideas, persuasiveness, and charisma.
COUNSELING:	Allow plenty of time to explore their feelings and understand the emotional side of the situation. They express their feelings, but indirectly—draw them out through questioning and listening techniques. Create a non-threatening environment.	Describe the process that you plan to follow. Outline how that process will produce the results they seek. Ask questions to help them give you the right information. Let them show you how much they know.	Stick to the facts. Draw them out by talking about the desired results. Then discuss their concerns. Focus on tasks more than feelings. Ask them how they would solve the problem.	Allow them plenty of opportunity to talk about things that are bothering them. Listen for facts and feelings. Many times Emotives merely need to "get something off their chest" and talking may solve the problem.
CORRECTING:	Reassure them that what you are seeking to correct is the behavior only. Don't blame or judge the person; keep things focused on the behavior and its appropriateness.	Specify the exact behavior that is indicated and outline how you would like to see it changed. Establish checkpoints and times.	Describe what results are desired. Show them the gap between actual and desired. Suggest clearly the improvement that is needed and establish a time when they will get back to you.	Specify exactly what the problem happens to be and what behavior is required to eliminate the problem. Be sure you confirm in writing the agreed upon behavior changes.
DELEGATING:	Make a personal appeal to their loyalty. Give them the task, state the deadlines that need to be met, and explain why it's important to do it in that specific way.	Take time to answer all their questions about structure and guidance. The more they understand the details, the more likely they will be to complete the task properly. Be sure to establish deadlines.	Give them the bottom line and then get out of their way. So that they can be more efficient, give them parameters, guidelines, and deadlines.	Make sure you get clear agreement. Establish checkpoints so that there is not a long period of time between progress reports.

Figure 25
50

Selling by Style

	SUPPORTIVE	REFLECTIVE	DIRECTIVE	EMOTIVE
PLANNING:	Show how your product will stabilize, simplify, and support their existing practices and relationships.	Bring logical proof that accurately documents your quality, track record, and value.	Show that you've done your homework on their industry or company, and on them personally.	Show how your product can increase their social recognition and excitement, while saving them effort.
MEETING:	Relax and talk warmly and informally. Focus on feelings, relationships, and building trust	Speak slowly and accurately. Explain why you are contacting them.	Talk fast and in a businesslike manner. Focus on results, facts, and the bottom line.	Speak with friendly enthusiasm about aspirations and dreams. Let them set the conversational pace.
STUDYING:	Ask open questions that draw them out, especially around sensitive areas. Show tact and sincerity in probing about their work and relationship needs.	Ask open and closed questions that investigate their knowledge, systems, objectives, and objections. Make your questions short and crisp.	Ask open and closed questions that focus on desired results and time constraints. Provide information about you while gathering information about them.	Ask open questions that explore their motivations, dreams, and expectations. Work business-related questions in with social questions.
PROPOSING:	Emphasize security, harmony, steadiness, and company benefits. Involve them by asking for feedback.	Emphasize logic, accuracy, value, quality, and reliability. Present obvious disadvantages.	Emphasize efficiency, profits, and savings. Present quick, concise analysis of their needs and your solutions.	Emphasize uniqueness, innovativeness, excitement, visibility, and saving effort. Style of presentation as important as substance.
CONFIRMING:	Make a mutual action plan. Provide personal guidance, direction, and assurance.	Provide logical options with documentation. Give them enough time and data to analyze their options.	Provide options with the cost benefit summary of each. Acknowledge that the final decision is theirs.	Act assumptive and quick. Use testimonials and incentives.
ASSURING:	Practice consistent and predictable follow-up. Continue building your business relationship with personal attention and assistance.	Set a specific timetable for when you'll measure success. Continue proving your reliability, quality, and value.	Provide ongoing reminders of your track record. Show them that you stand behind your product to deliver their results.	Save them effort and complications while making them look good. Check for proper product usage.

Figure 26
51

Prescriptions for FLEX*ability*

	SUPPORTIVE	REFLECTIVE	DIRECTIVE	EMOTIVE
NEEDS TO KNOW ABOUT:	How it will affect their personal circumstances	How they can justify it logically / How it works	What it does / By when / What it costs	How it enhances their status and visibility
DO IT WITH:	Warmth	Accuracy	Conviction	Flair
SAVE THEM:	Conflict	Embarrassment	Time	Effort
TO FACILITATE DECISION MAKING PROVIDE:	Personal service and assurances	Data and documentation	Options with supporting analysis	Testimonials and incentives
LIKES YOU TO BE:	Pleasant	Precise	To the point	Stimulating
SUPPORT THEIR:	Feelings	Procedures	Goals	Ideas
CREATE THIS ENVIRONMENT:	Personal	Serious	Businesslike	Enthusiastic
MAINTAIN THIS PACE:	Slow/relaxed	Slow/systematic	Fast/decisive	Fast/spontaneous
FOCUS ON THIS PRIORITY:	The Relationship/ communication	The Task/The Process	The Task/ The Results	The Relationship/ Interaction
AT PLAY BE:	Casual and cooperative	Structured/play by the rules	Competitive and aggressive	Spontaneous and playful
USE TIME TO:	Develop the relationship	Ensure accuracy	Act efficiently	Enjoy the interaction
WRITE THIS WAY:	Warm and friendly	Detailed and precise	Short and to the point	Informal and dramatic
ON THE TELEPHONE BE:	Warm and pleasant	Businesslike and precise	Short and to the point	Conversational and playful

Figure 27
52

The Four Styles
Action Planning

1) Two people with whom I currently have a professional or social relationship are:

Person A:_____ Person B: _____

2) Two sources of stress in my relationship with each person are:

Person A:
1.

2.

Person B:
1.

2.

3) My predominant behavioral style is:

4) Based on my observations of each person's supportingness and directness, I would identify their behavioral styles as (Supportive, Directive, Reflective, or Emotive): Person A's Style:
Person B's Style:

5)   I would like to see my relationship with these two individuals improve in these specific ways or areas and for these reasons:

Person A:

Area 1)   Area 2)

Reasons or benefits to be gained:

Person B:

Area 1)   Area 2)

Reasons or benefits to be gained:

6) These adjustments to my own behavioral style will demonstrate being FLEXable, behavioral flexibility, and work to accomplish improvements in my relationship with this person:

Adjustments I will make with Person A:

Adjustments I will make with Person B:

7) Because communication plays such a vital role in building and maintaining relationships, I plan to employ these three specific communication skills to assist me in achieving the improvements noted in Action Item FIVE:

With Person A, I will:
1)

2)

3)

With Person B, I will:
1)

2)

3)

8) This is how, when, and where I plan to implement my strategy for each person:

Person A:
     How:

     When:

     Where:

Person B:
     How:

     When:

     Where:

Answers for
The Four Styles Exercises

A Day At the Office
Exercise Answers (pages 7-8):

Matching the Characteristics
Exercise Answers (pages 33-34):

1) C-D-A-B

Person A: The Reflective

2) B-D-C-A

Person B: The Supportive

3) D-C-B-A

Person C: The Emotive

4) A-C-D-B

Person D: The Directive

5) C-A-B-D

6) A-C-B-D

7) B-C-A-D

8) B-D-A-C

9) A-C-D-B

10) B-D-A-C

11) A-C-D-B

12) C-A-D-B

13) C-B-A-D

14) B-D-A-C

For more information...

...about Performance Resources'
award-winning videos and other
training products, please call
1-800-263-3399 or visit us at
www.owenstewart.com.

OWEN-STEWART PERFORMANCE RESOURCES INC.

163 North Port Road, Port Perry, ON L9L 1B2
Toll Free: 1-800-263-3399 • Fax: (905) 985-6100
E-mail: sales@owenstewart.com • Website: www.owenstewart.com