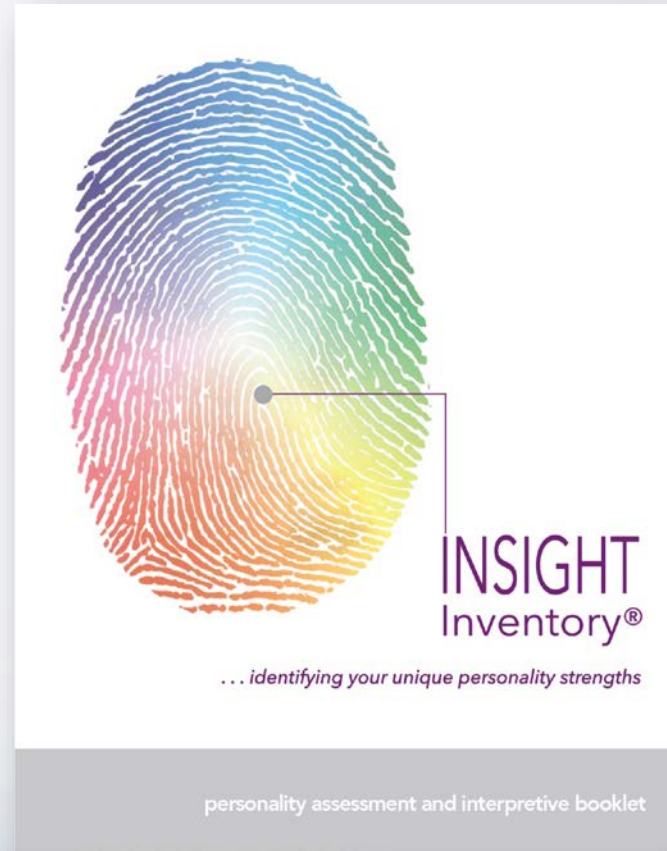


INSIGHT Inventory®

*... identifying your unique
personality strengths*



Understanding personality differences is key to effective communication!

The *INSIGHT Inventory* will help you better understand yourself and others!



OBJECTIVES

- 1) Identify the strengths of your personality style.
- 2) Recognize the positives in other people's personalities.
- 3) Learn how to “flex” your style to communicate more effectively with people having different styles.

PROGRAM COMPONENTS

- Identify your profile
- Learn about personality strengths
- Understand stress reactions and triggers
- Identify “flexing” strategies

ABOUT the INSIGHT Inventory

Two profiles: Work and Personal

— behavior may change from one setting to another

Positive

—emphasizes strengths, positive psychology

Research based

—your results are based on normative data and 30+ years of research





PART 1

Complete the INSIGHT Inventory



INSIGHT
Inventory®

... identifying your unique personality strengths

Your personality is as unique as your fingerprint. The INSIGHT Inventory will help you better understand yourself and others and use this "insight" to improve communication with your team and the people in your life.

You'll learn:

- about your personality strengths,
- how to flex your style to communicate better,
- strategies for working more productively on teams,

and many additional ways to increase your personal effectiveness.

Part
1

Complete the INSIGHT Inventory.

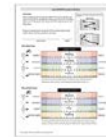
Begin by completing and scoring the questionnaire—the form on the left. Then, chart your scores on the inside cover. Your results provide positive, strengths-based profiles of your personality preferences at work and at home.



1st: Complete the questionnaire
(form to the left)



2nd: Score your results.
(second carbon-less sheet)



3rd: Plot your profiles.
(inside front cover)

Key Feature

If you've ever taken a personality assessment before and said, "But, I'm not that way all the time," then, you'll appreciate the *INSIGHT Inventory*. It takes into consideration that your behavior may change from one environment, setting, team, or relationship to another.

Strengths and Flexing

Receiving two profiles, describing your style in different settings, gives you a broader view of your strengths and reactions to stress. Understanding how you and others may change from one setting to another helps you focus on ways to flex your style and avoid labeling or stereotyping others.

Using this work book.

Part 1 guides you through an understanding of the *INSIGHT Inventory* strengths and how to flex your style to communicate better.

Part 2 provides optional activities for discussing your strengths with others, particularly your team, and discovering ways to work better together. Select the activities most helpful to your group.


(1)

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1st

Complete the INSIGHT Inventory questionnaire.





Name _____ Date _____

Instructions: Shade in one of the blanks immediately to the right of each term as it best describes you.

Example: 2. Talkative
3. Patient

Definitions: If you are unsure about the meaning of any term, read the definitions on the back of the scoring sheet.

WORK STYLE
Check the degree to which the words below are descriptive of how you believe you are most of the time at work.


PERSONAL STYLE
You behave differently away from work. Check the degree to which the words below describe the 'at home' or personal you.

| | not very descriptive | 1 | 2 | 3 | 4 | very descriptive |
|-----------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Competitive | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Talkative | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Patient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Accurate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Demanding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Serene | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Animated | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Perfectionist | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Domineering | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Easygoing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. High-spirited | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Structured | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Forceful | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Mild | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Systematic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Convincing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Good mixer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Strong-willed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Exact | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Even-tempered | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Enthusiastic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Decisive | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Detailed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Tolerant | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Intense | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. Life of the party | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. Daring | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. Restrained | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. Particular | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. Charming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. Laid-back | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. Organized | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | not very descriptive | 1 | 2 | 3 | 4 | very descriptive |
|-----------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Decisive | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Enthusiastic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Restrained | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Particular | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Intense | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Detailed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Good mixer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Serene | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Accurate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Competitive | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Animated | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Organized | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. High-spirited | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Exact | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Patient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Talkative | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Easygoing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Forceful | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Structured | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Life of the party | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Mild | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Domineering | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Systematic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Charming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Even-tempered | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. Strong-willed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. Perfectionist | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. Convincing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. Laid-back | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. Demanding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. Tolerant | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. Daring | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

When finished, tear off this cover sheet and follow scoring instructions.

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2nd

Score your results




INSIGHT Inventory Scoring Sheet
Copyright © 1988-revised 2015, Patrick G. Handley, Ph.D.

OPTIONAL: The Insight Institute, Inc. retains scores (without names) for further research. To assist us please complete the following questions. Return this sheet to your instructor or mail. All information is kept confidential.
Mail to: Insight Institute, Inc., Research and Development, 7205 N.W. Waukomis Dr., Kansas City, MO 64151

Organization _____ Date _____ Sex _____ State (Prov.) _____
Job title _____ Age _____ Race _____ Country/Nation _____

SCORING INSTRUCTIONS: Follow the steps below to score your results.

1 First, transfer the point value under each mark to the box on the right. Follow the horizontal lines to locate the correct box.

Example: 

2 Second, add up all the points in each of the four vertical columns. Enter these sums in the large blocks-labeled A, B, C, and D-located at the bottom of the page. Follow the vertical arrows.

Use the same process for scoring both your WORK STYLE and PERSONAL STYLE responses.

| | 1 | 2 | 3 | 4 | 5 | 6 | |
|-----|---|---|---|---|---|---|--|
| 1. | 1 | 3 | 4 | 6 | | | |
| 2. | 1 | 3 | 4 | 6 | | | |
| 3. | 1 | 3 | 4 | 6 | | | |
| 4. | 1 | 3 | 4 | 6 | | | |
| 5. | 1 | 3 | 4 | 6 | | | |
| 6. | 1 | 3 | 4 | 6 | | | |
| 7. | 1 | 3 | 4 | 6 | | | |
| 8. | 1 | 3 | 4 | 6 | | | |
| 9. | 1 | 3 | 4 | 6 | | | |
| 10. | 1 | 3 | 4 | 6 | | | |
| 11. | 1 | 3 | 4 | 6 | | | |
| 12. | 1 | 3 | 4 | 6 | | | |
| 13. | 1 | 3 | 4 | 6 | | | |
| 14. | 1 | 3 | 4 | 6 | | | |
| 15. | 1 | 3 | 4 | 6 | | | |
| 16. | 1 | 3 | 4 | 6 | | | |
| 17. | 1 | 3 | 4 | 6 | | | |
| 18. | 1 | 3 | 4 | 6 | | | |
| 19. | 1 | 3 | 4 | 6 | | | |
| 20. | 1 | 3 | 4 | 6 | | | |
| 21. | 1 | 3 | 4 | 6 | | | |
| 22. | 1 | 3 | 4 | 6 | | | |
| 23. | 1 | 3 | 4 | 6 | | | |
| 24. | 1 | 3 | 4 | 6 | | | |
| 25. | 1 | 3 | 4 | 6 | | | |
| 26. | 1 | 3 | 4 | 6 | | | |
| 27. | 1 | 3 | 4 | 6 | | | |
| 28. | 1 | 3 | 4 | 6 | | | |
| 29. | 1 | 3 | 4 | 6 | | | |
| 30. | 1 | 3 | 4 | 6 | | | |
| 31. | 1 | 3 | 4 | 6 | | | |
| 32. | 1 | 3 | 4 | 6 | | | |

WORK STYLE TOTALS
(sum of numbers in each column)

| | | | |
|---|---|---|---|
| A | B | C | D |
|---|---|---|---|

PERSONAL STYLE

| | | | | | | | |
|-----|---|---|---|---|--|--|--|
| 1. | 1 | 3 | 4 | 6 | | | |
| 2. | 1 | 3 | 4 | 6 | | | |
| 3. | 1 | 3 | 4 | 6 | | | |
| 4. | 1 | 3 | 4 | 6 | | | |
| 5. | 1 | 3 | 4 | 6 | | | |
| 6. | 1 | 3 | 4 | 6 | | | |
| 7. | 1 | 3 | 4 | 6 | | | |
| 8. | 1 | 3 | 4 | 6 | | | |
| 9. | 1 | 3 | 4 | 6 | | | |
| 10. | 1 | 3 | 4 | 6 | | | |
| 11. | 1 | 3 | 4 | 6 | | | |
| 12. | 1 | 3 | 4 | 6 | | | |
| 13. | 1 | 3 | 4 | 6 | | | |
| 14. | 1 | 3 | 4 | 6 | | | |
| 15. | 1 | 3 | 4 | 6 | | | |
| 16. | 1 | 3 | 4 | 6 | | | |
| 17. | 1 | 3 | 4 | 6 | | | |
| 18. | 1 | 3 | 4 | 6 | | | |
| 19. | 1 | 3 | 4 | 6 | | | |
| 20. | 1 | 3 | 4 | 6 | | | |
| 21. | 1 | 3 | 4 | 6 | | | |
| 22. | 1 | 3 | 4 | 6 | | | |
| 23. | 1 | 3 | 4 | 6 | | | |
| 24. | 1 | 3 | 4 | 6 | | | |
| 25. | 1 | 3 | 4 | 6 | | | |
| 26. | 1 | 3 | 4 | 6 | | | |
| 27. | 1 | 3 | 4 | 6 | | | |
| 28. | 1 | 3 | 4 | 6 | | | |
| 29. | 1 | 3 | 4 | 6 | | | |
| 30. | 1 | 3 | 4 | 6 | | | |
| 31. | 1 | 3 | 4 | 6 | | | |
| 32. | 1 | 3 | 4 | 6 | | | |

PERSONAL STYLE TOTALS
(sum of numbers in each column)

| | | | |
|---|---|---|---|
| A | B | C | D |
|---|---|---|---|

Note: When finished, transfer your totals to the profile charts on the inside cover of this booklet.

If helpful, refer to the expanded descriptions on the back of the carbonless scoring sheet.



| Expanded Descriptions | |
|---|--|
| Alphabetical order: | Accurate Attentive to details, correct, precise, puts a lot of effort into order and organization |
| | Animated Lively, playful, energetic, displays emotion, uses lots of facial expressions and gestures |
| | Charming Very friendly, talkative, gains attention when in groups of people, persuasive |
| Review these definitions if you are unclear about the meaning of any item on the INSIGHT Inventory: | Competitive Strives to win out over others, has strong desire to be in control and have authority, enjoys debating |
| | Convincing Compelling, good with words, outgoing, able to influence others easily |
| | Daring Bold, takes risks easily, assertive, seeks adventure, nervy |
| | Decisive Confident, self-assured, conveys a take-charge manner, makes decisions easily |
| | Demanding Forceful with others, pushes to have things done certain ways, readily comments when dissatisfied |
| | Detailed Attends to small things, keeps organized, plans and orders events and tasks carefully |
| | Domineering Enjoys being in charge, tells others what to do, straightforward, direct |
| | Easygoing Relaxed, patient, tolerates frustration well, steady |
| | Enthusiastic Shows lots of excitement, expresses feelings readily, is excitable and outgoing |
| | Even-tempered Not angered or frustrated easily, tolerant, mild, amiable |
| | Exacting Good with details, accurate, attends to every detail no matter how small |
| | Forceful Direct, assertive, speaks candidly, vigorous, authoritative |
| | Good mixer Good at meeting others, makes small talk easily, warms up others quickly, expressive |
| | High-spirited Animated, lively, responsive, expresses feelings readily |
| | Intense Comes on strong, direct, forceful, fiery, self-assured |
| | Laid-back Calm, relaxed, steady, tolerant, not easily upset |
| | Life of the party Lively, expressive, meets and greets others easily, likes attention, enjoys being around lots of people |
| | Mild Pleasant, agreeable in nature, amiable, even-tempered |
| | Organized Keeps details in order, has a place for everything and keeps everything in its place |
| | Particular Meticulous, wants things done a certain way, careful, selective |
| | Patient Able to wait without getting restless, accepting, not easily upset |
| | Perfectionist Attends to every detail, wants things exactly right, strives to have things flawless |
| | Restrained Cautious, careful, considers many options before deciding, takes action only after much thought |
| | Serene Calm, easygoing, patient, able to wait without getting frustrated, not easily upset |
| | Strong-willed Steadfast, not easily influenced, forceful, demanding, unwavering |
| | Structured Does things according to the rules, carefully follows procedures and guidelines, likes systems |
| | Systematic Orderly, methodical, reads instructions carefully, follows the rules and recommended procedures |
| | Talkative Speaks out readily in groups, expresses emotions openly, demonstrative |
| | Tolerant Accepting, forgives readily, lenient, patient, doesn't anger easily |

3rd

Plot your profiles.



Your INSIGHT Inventory Profiles

_____ (your name) _____ (date)

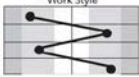
Instructions

After completing and scoring your INSIGHT Inventory, transfer your totals to the boxes on the left side of this page. Then, plot your Work Style totals on the upper chart and your Personal Style totals on the lower chart.


Be sure to connect your scores with a dark line to create easy-to-read profile shapes. See the example to the right. →

Plot your scores and connect them with lines.
Example:

Work Style



Personal Style



Work Style Scores

| | WORK STYLE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----------------|---|----|----|----|----|----|----|----|----|---------------|----|----|----|----|----|----|----|----|----|-----------|----|----|----|----|----|----|----|--------|----|---------------|---------|--|--|--|--|--|--|--|--|--|
| | A) Influencing | | | | | | | | | | B) Responding | | | | | | | | | | C) Pacing | | | | | | | | | | D) Organizing | | | | | | | | | | |
| A | INDIRECT | 8 | 16 | 20 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | DIRECT | | | | | | | | | | | | |
| B | RESERVED | 8 | 14 | 18 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | OUTGOING | | | | | | | | | | |
| C | URGENT | 8 | 14 | 18 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | STEADY | | | | | | | | | | |
| D | UNSTRUCTURED | 8 | 18 | 22 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | PRECISE | | | | | | | | | |

Your behavior at work is influenced by the nature of your job, interpersonal relationships with coworkers, work roles, and your leader's management style.

Personal Style Scores

| | PERSONAL STYLE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----------------|---|----|----|----|----|----|----|----|----|---------------|----|----|----|----|----|----|----|----|----|-----------|----|----|----|----|----|----|----|----|----|---------------|----------|----|----|----|---------|--|--|--|--|--|
| | A) Influencing | | | | | | | | | | B) Responding | | | | | | | | | | C) Pacing | | | | | | | | | | D) Organizing | | | | | | | | | | |
| A | INDIRECT | 8 | 16 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | DIRECT | | | | | | | | | | |
| B | RESERVED | 8 | 14 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | OUTGOING | | | | | | | | | |
| C | URGENT | 8 | 16 | 18 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | STEADY | | | | | |
| D | UNSTRUCTURED | 8 | 16 | 18 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | PRECISE | | | | | |

Your Personal Style profile indicates how you tend to behave at home around family and friends when communicating and dealing with responsibilities in your personal life.

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Tip

Use big dots and thick lines so your profiles are easy to see and share with others.



Your INSIGHT Inventory Profiles

John Doe _____ (date)

(your name) (date)

Instructions

After completing and scoring your INSIGHT Inventory, transfer your totals to the boxes on the left side of this page. Then, plot your Work Style totals on the upper chart and your Personal Style totals on the lower chart.

Be sure to connect your scores with a dark line to create easy-to-read profile shapes. See the example to the right. →

EXAMPLE

Plot your scores and connect them with lines. Example:

Work Style

Personal Style

Work Style Scores

WORK STYLE

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--------------|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| A | INDIRECT | 8 | 16 | 20 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | | |
| B | RESERVED | 8 | 14 | 18 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 |
| C | URGENT | 8 | 14 | 18 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 |
| D | UNSTRUCTURED | 8 | 18 | 22 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 |

Your behavior at work is influenced by the nature of your job, interpersonal relationships with coworkers, work roles, and your leader's management style.

Personal Style Scores

PERSONAL STYLE

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--------------|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| A | INDIRECT | 8 | 16 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | |
| B | RESERVED | 8 | 14 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 |
| C | URGENT | 8 | 16 | 18 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | |
| D | UNSTRUCTURED | 8 | 16 | 18 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | |

Your Personal Style profile indicates how you tend to behave at home around family and friends when communicating and dealing with responsibilities in your personal life.

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PART 2

Recognize the four traits and the meaning of the shaded areas.



Part 2

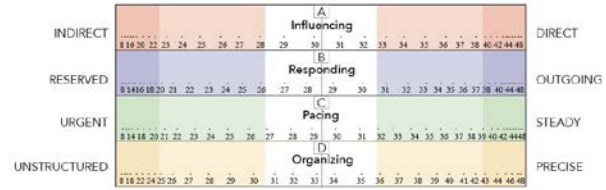
Recognize the four traits and the meaning of the shaded areas.

The *INSIGHT Inventory* measures four personality traits. Each trait has two opposite extremes or preferences. A score in either direction is fine—just as using either your right or left hand is acceptable. Your results indicate ways of behaving you prefer to use most of the time.

The Four Traits and Their Opposite Preferences

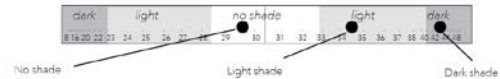
- A) **Influencing** How you express your thoughts, present ideas, and assert yourself. The opposite preferences are **INDIRECT** and **DIRECT**.
- B) **Responding** How you approach and respond to others, particularly groups of people. The opposite preferences are **RESERVED** and **OUTGOING**.
- C) **Pacing** How quickly you take action and make decisions. The opposite preferences are **URGENT** and **STEADY**.
- D) **Organizing** How you structure your time, carry out projects, and handle details. The opposite preferences are **UNSTRUCTURED** and **PRECISE**.

Point locations differ slightly on each trait because of norming statistics. Your score is compared to thousands of other people's scores. The Work and Personal Style charts are laid out in the following manner.



Trait Intensity

The general meaning of your scores is related to the degree of shading that surrounds them. The three paragraphs below the shaded bar explain why some of the trait descriptions fit you more closely than others.



If your score falls in the middle area with no shade, some of the characteristics from both sides of the center line on that scale may describe you.

If your score falls in the light shaded area, many characteristics of that preference will probably describe you. A few characteristics on the other side may also fit.

If your score falls in the dark shaded area, most of the characteristics of the preference on that side will describe you.

THE FOUR TRAITS

A: Influencing

Indirect ↔ Direct

B: Responding

Reserved ↔ Outgoing

C: Pacing

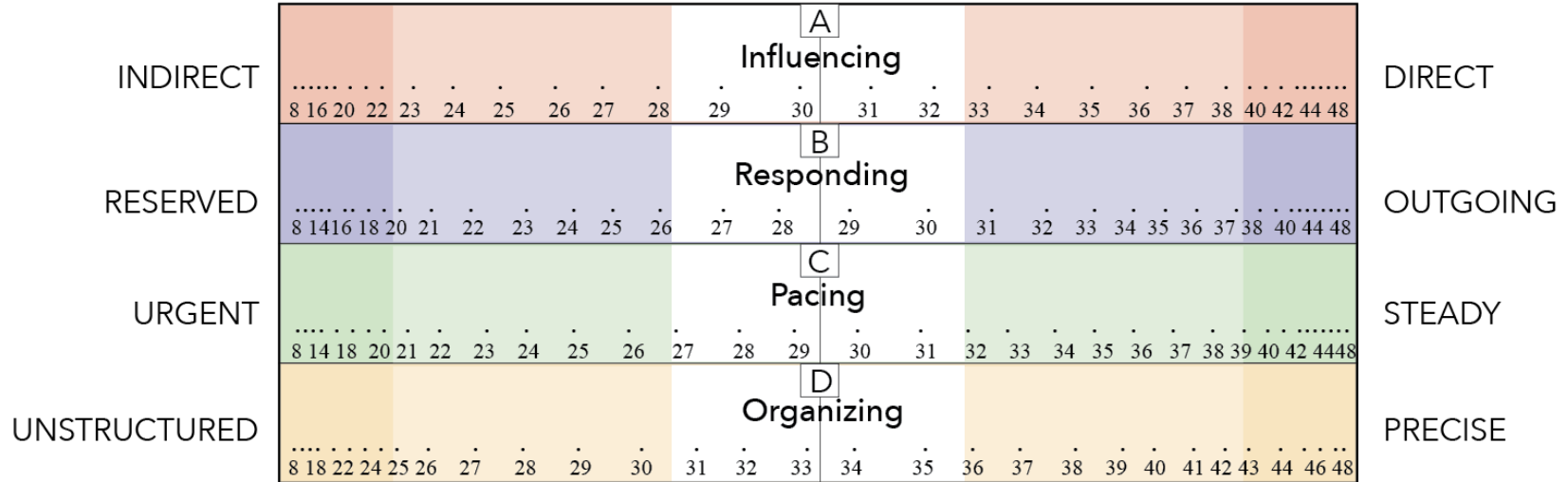
Urgent ↔ Steady

D: Organizing

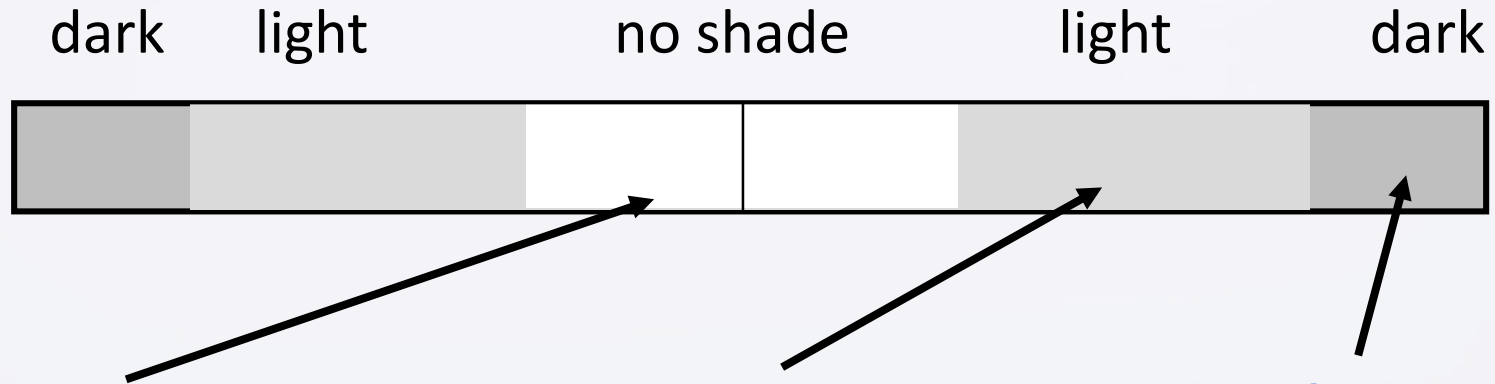
Unstructured ↔ Precise



PROFILE CHART



TRAIT INTENSITY



NO SHADE

Some characteristics from both sides may describe you.

LIGHT SHADE

Many characteristics of that preference will describe you—and one or two from the opposite side.

DARK SHADE

Most of the characteristics of that preference will describe you.

PART 3

Explore any profile differences.



Part 3

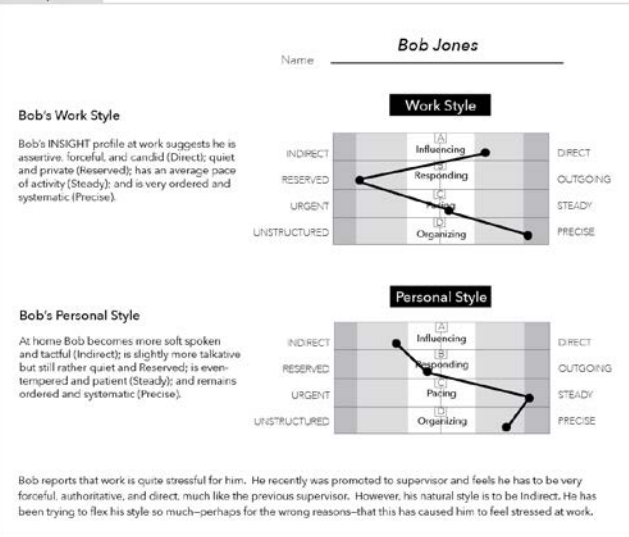
Explore any profile differences.

Examine any differences between your Work Style and Personal Style profiles. Most people shift on at least one trait or two. Changes may be due to intentional style flexing or in response to certain pressures and stresses.

Ask yourself if differences between your profiles reflect:

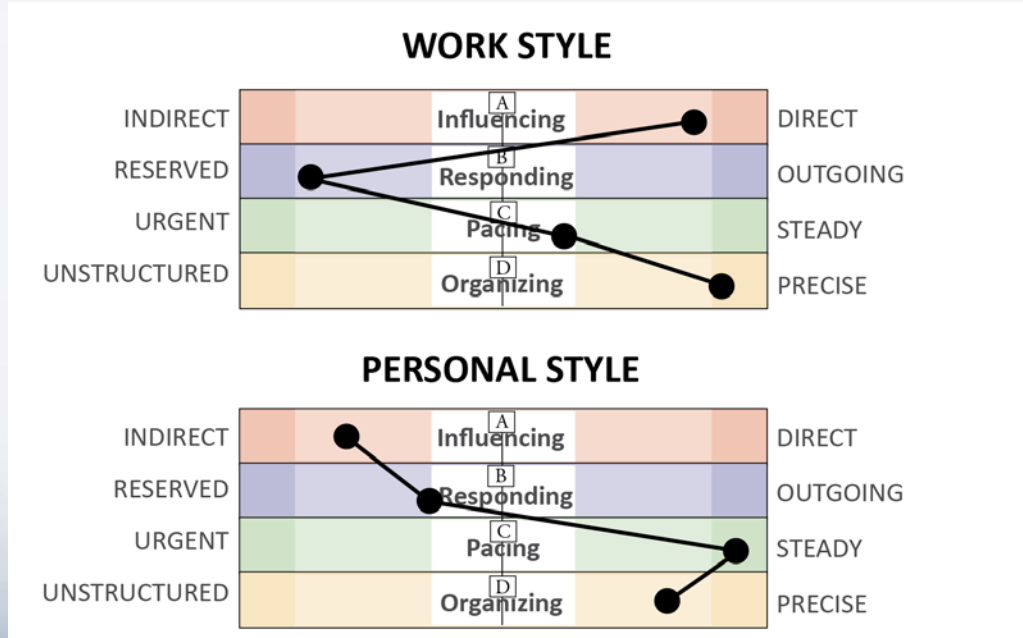
- changes due to long term stressful demands either at work or home.
- temporary changes due to short-term pressures or stresses.
- learned skills, intentional flexing of your style to communicate more effectively with others.

Example:



PROFILE SHAPES

Personality style is a combination of all four traits and may be different in various settings



ENVIRONMENT

Every environment has:

- pressures & opportunities
- stresses & motivators
- inhibitors & encouragers

PART 4

Identify your preferences on each trait.

Part
4

Identify your preferences on each trait.

Review the trait preferences of each scale. Check (✓) the phases that best describe your Work Style. If you scored midway or near the center on a trait, some of the descriptions on one side may fit you and other descriptions on the opposite side may also apply.

Optional Activity:

As an additional activity, place an X beside the descriptions that fit your Personal Style. Then, compare these to your Work Style.

INDIRECT

You influence others using strategy and diplomacy and:

- State your position on issues carefully and diplomatically.
- Persuade others with a supportive and tactful approach.
- Come across as approachable and unassuming.
- Prefer to negotiate rather than argue or debate differences.
- Tend to “ask” rather than “tell.”
- Present new ideas modestly, sometimes understating them.

Your strengths include:

- Mediating and facilitating discussions by keeping your own issues in the background.
- Phrasing comments carefully so you don’t offend others or create conflict.

Influencing

How you express thoughts, present ideas, and assert yourself.

You express yourself with assertiveness and conviction and:

- State your position on issues candidly and frankly.
- Influence others with an assertive, direct approach.
- Come across as self-assured and forceful.
- Prefer to confront conflicts and openly debate differences.
- Tend to “tell” rather than “ask.”
- Present ideas with confidence, sometimes overstating them.

Your strengths include:

- Taking charge, especially in situations that need control and clear direction.
- Getting vague or hidden issues out on the table and restated in a straightforward way.

DIRECT

RESERVED

You respond to others in a quiet, reserved manner and:

- Are most at ease interacting with others one on one.
- Keep your emotions rather private and self-contained.
- Get energized when alone and away from activity.
- Prefer to think problems through alone to clarify feelings.
- Use few gestures and facial expressions when you talk.
- Contact friends and acquaintances occasionally.

Your strengths include:

- Listening well and feeling comfortable letting others talk more than you do.
- Holding information confidential and not divulging it through observable expressions.

Responding

How you approach and respond to others, particularly groups.

You respond to others in a talkative, expressive manner and:

- Interact easily with many people and groups.
- Share emotions openly and freely.
- Get energized by people contact and lots of activity.
- Prefer to talk problems out with others to clarify feelings.
- Use many gestures and expressions when talking.
- Contact friends and acquaintances frequently.

Your strengths include:

- Meeting and greeting others, putting people at ease, and making them feel important.
- Staying connected and up to date on personal issues that friends and business associates may be going through.

OUTGOING

URGENT

You take action and make decisions quickly and:

- Consider a few important options before deciding.
- Get things done by initiating changes and moving forward.
- Prefer short-term projects requiring quick responses.
- Work with a fast-paced, urgent style.
- React quickly when frustrated and angered.
- Believe in seizing the moment, “opportunity knocks but once.”

Your strengths include:

- Taking fast action when opportunities arise that require immediate decisions.
- Quickly eliminating options that seem to confuse an issue or delay action.

Pacing

The speed at which you make decisions and take action.

You take action and make decisions after much deliberation and:

- Consider many options and alternatives before deciding.
- Get things done by “sticking with it” and persisting.
- Prefer long term projects requiring calculated responses.
- Work with an even-paced, consistent style.
- React slowly when frustrated and angered.
- Make most decisions cautiously, “timing is everything.”

Your strengths include:

- Holding back on decisions until better opportunities and deals have time to surface.
- Patiently staying open to alternatives and possibilities that show promise.

STEADY

UNSTRUCTURED

You strive to keep time unstructured and plans flexible, and:

- Tend to postpone organizing and attending to details.
- Use unconventional procedures to accomplish tasks.
- Like plans open and somewhat unpredictable.
- Proceed on projects before reading all the directions.
- Take pride in doing things in new and different ways.
- Get frustrated by too many guidelines and rules.

Your strengths include:

- Discovering and following innovative ways to reach goals.
- Working around disorganization and getting work done in situations that might bother other people.

Organizing

How you structure time, organize tasks, and handle details.

You strive to have your time structured and plans defined and:

- Tend to organize details in a timely and thorough fashion.
- Use established procedures to accomplish tasks.
- Like plans clearly set and somewhat predictable.
- Proceed on projects only after reading all the directions.
- Take pride in doing things in established, proven ways.
- Get frustrated by ambiguity and lack of specific guidelines.

Your strengths include:

- Bringing order and structure to disorganized situations.
- Seeing ways to improve systems and policies that help make work flow smoothly.

PRECISE



INSIGHT
Inventory

EXPLORING THE TRAITS

A: Influencing

B: Responding

C: Pacing

D: Organizing

SCALE A
Influencing

*How you express thoughts, present ideas
and assert yourself.*



INDIRECT ↔ DIRECT

- Diplomatic
- Tactful
- Approachable, unassuming
- Prefer to negotiate
- “Ask” versus “Tell”
- Modest

- Straightforward
- Frank
- Forceful, self-assured
- Will debate issues
- “Tell” versus “Ask”
- Confident

STRENGTHS

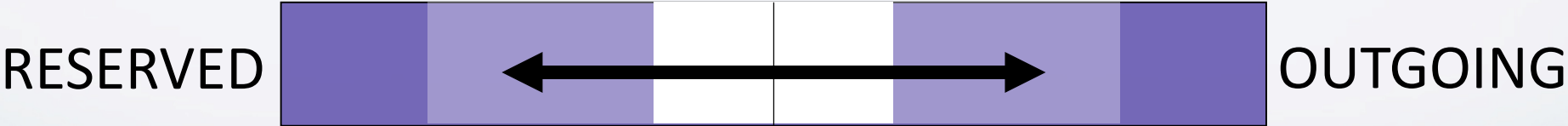
INDIRECT ↔ DIRECT

Good mediator
Careful at restating comments

Good at taking charge
Gets issues out in open

SCALE B
Responding

*How you approach and respond to others,
particularly groups.*



RESERVED



OUTGOING

- Quiet
- Enjoy one-to-one
- Private, self-contained
- Prefer to think problems out alone
- Few gestures

- Talkative
- Enjoy groups
- Open, expressive
- Prefer to talk problems out
- Lots of gestures

STRENGTHS

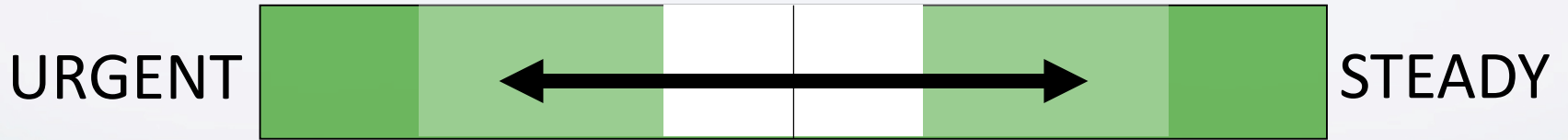
RESERVED ↔ OUTGOING

Good listener
Keeps information confidential

Good at meeting/greeting
Stays connected with others

SCALE C
Pacing

*The speed at which you make decisions
and take action*



URGENT



STEADY

- Decide quickly
- Change readily
- Consider a few key options and then decide
- Prefer short-term projects

- Deliberate
- Change hesitantly
- Consider many options and then decide
- Do well with long, extended projects

STRENGTHS

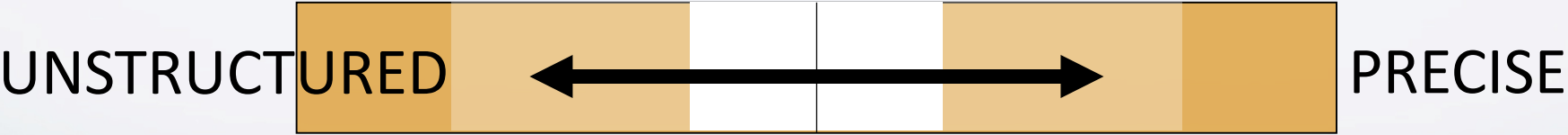
URGENT ↔ STEADY

Good at moving ahead
Seldom misses opportunities

Good at thinking things through
Resists impulses

SCALE D
Organizing

*How you structure time, organize tasks,
and handle details.*



UNSTRUCTURED



PRECISE

- Seek flexibility
- Postpone organizing
- Unconventional
- Frustrated by rules
- Dislike planning

- Seek order
- Organize as a priority
- Conventional
- See benefit in rules
- Like things well planned

STRENGTHS

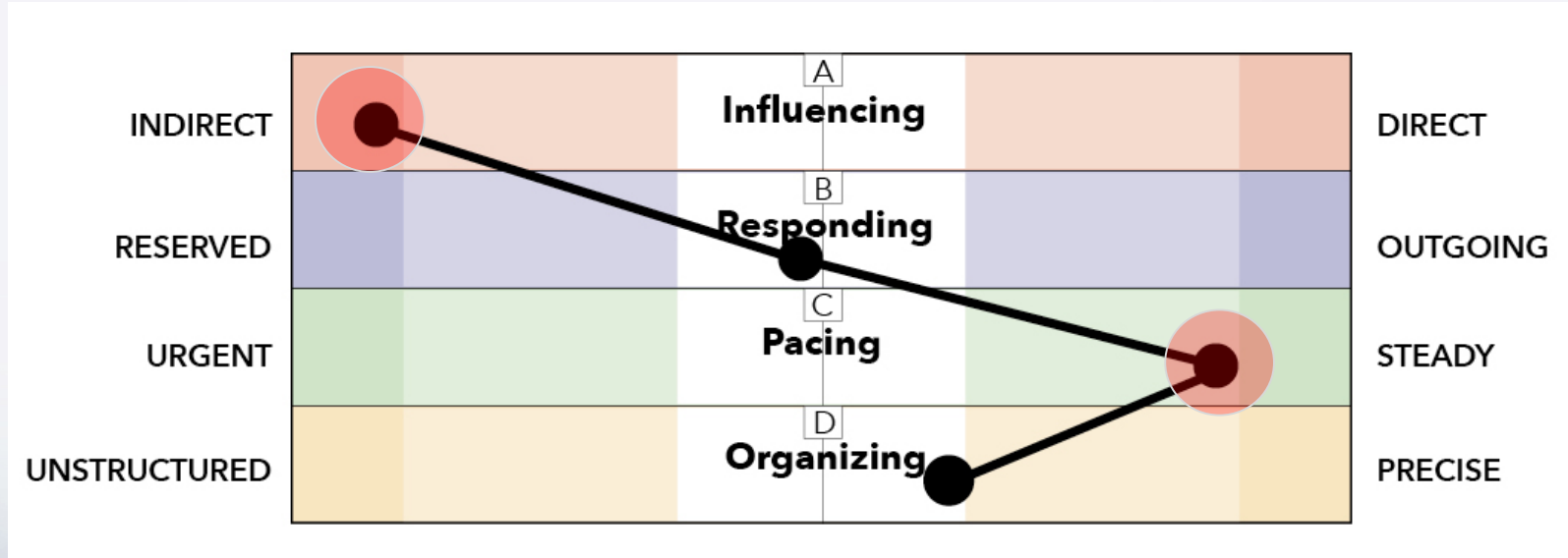
UNSTRUCTURED ↔ PRECISE

Good at coping with change
Thinks outside the box

Good at organizing
Very effective planner

TRAIT INTENSITY

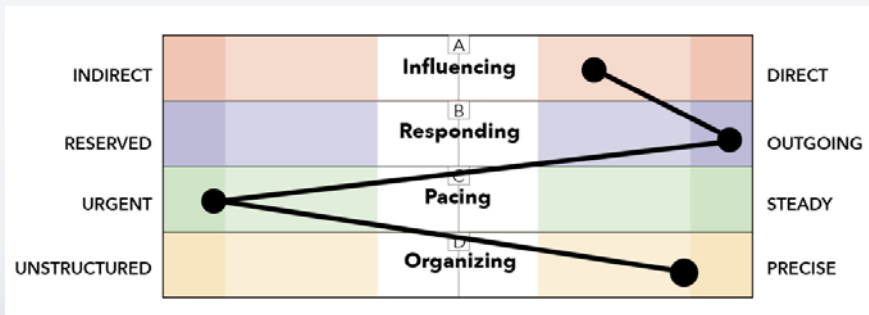
Others see your extreme traits, not the moderate ones.



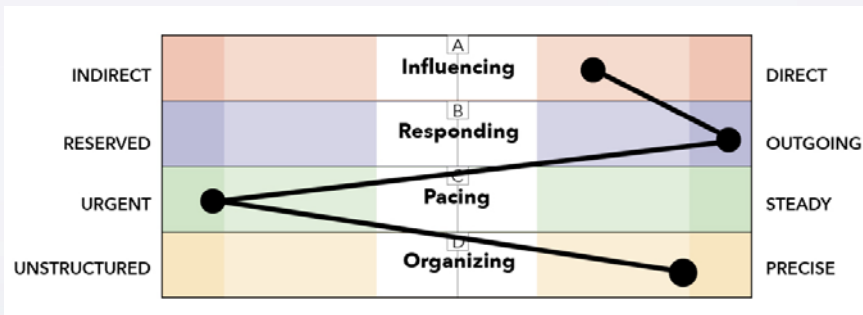
TRAITS vs. VALUES

Traits describe behaviors; values explain reasons.

spiritual minister



drug dealer



Note: same profile, different values



PART 5

Explore how various environments affect your behavior.

Part
5

Explore how various environments affect your behavior.

If your Work Style and Personal Style profiles are different, you are probably adapting to certain responsibilities, pressures, or stresses in one or the other of these two settings.

If your Work and Personal Style profiles stay the same, this indicates that you behave consistently in these two environments. However, you may think of other settings where your behavior does shift, e.g., when making a speech, driving in rush-hour traffic, getting a performance appraisal, etc.

Key Point

Over time, you have probably developed a fairly predictable style. But, you may alter your behavior somewhat from one setting to another. Exploring the differences between your profiles will help you understand how you react to certain situations or pressures and identify “flexing” skills you have developed.

LEWIN'S FIELD THEORY
Behavior is a function of the
Personality within an Environment.
 $B = P \times E$



*To fully understand behavior
it's important to consider
both personality traits and the
environment that brings them out.*

Work Style

List some factors at work that may affect your style and note whether any behavior changes are intentional or are reactions to stress.

Example:

At work there are many deadlines and I'm very Urgent. But, I'm naturally more Steady and take my time making decisions. Therefore, I'm often stressed at work.

Personal Style

List some factors (people, pressures, etc.) at home that influence your Personal Style. Note how these differ from factors that influence your Work Style.

Example:

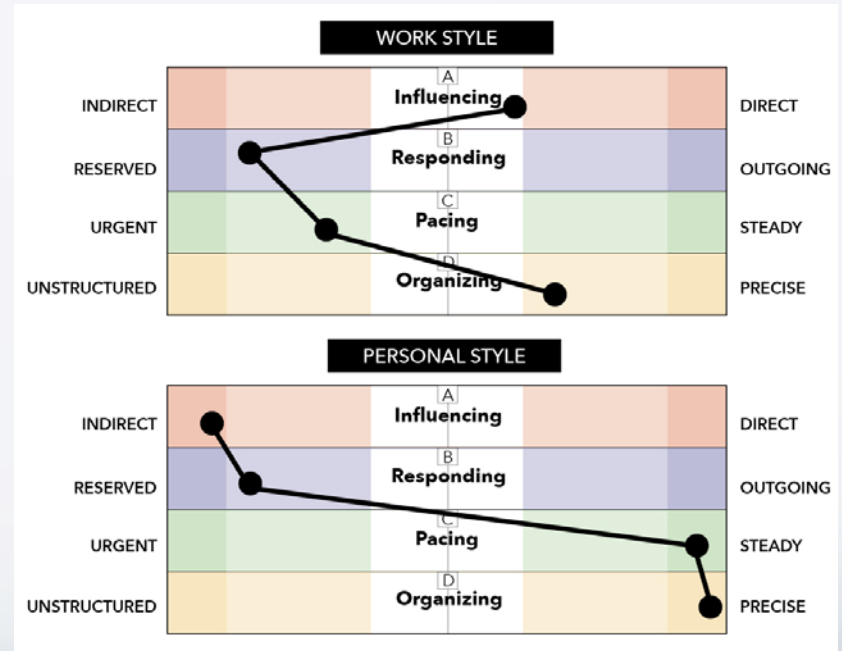
I am more Direct at home than at work because being more forceful and controlling seems necessary when parenting my two rather strong-minded teenagers.

Changes between Environments

Behavior is a function of
Personality in an
Environment.

$$B = f(P \times E)$$

“You may behave differently
in different settings.”



PART 6

Identify how stress may cause overuse of your strengths.



Part 6

Identify how stress may cause overuse of your strengths.

Identifying situations that stress you and increasing your awareness of how your reactions relate to your personality style will help you develop strategies to cope with stress in more positive ways.

Stress

Situations preventing you from using your preferred style are likely to be stressful. For example, if you are Direct, you probably like being in control. When you are in situations where you have little authority or power to change things, you'll probably feel stressed.

Key Point

If you're like most people, when you're under stress you'll tend to overuse your strongest traits. You'll do more of what you find comfortable; however, you may overdo it and forget to flex your style. When this happens, your strengths can become weaknesses.

Stress Reactions

Be aware of your responses to stress when communicating with others, particularly when there is tension or conflict. Avoid moving into your "stress reaction" which usually has a negative effect and decreases communication.

FIGHT
Flight
Freeze
Fume

Be aware of your stress reactions!

STRESS REACTIONS

The grid below lists situations each trait finds stressful and typical reactions. Review these and identify which ones are most descriptive of you. You'll probably find that you overreact on one or two of your strongest traits, not on all four. Draw a circle around your hottest triggers. Discuss your "stress" reactions with others.

| | | |
|---|-------------|--|
| INDIRECT | Influencing | DIRECT |
| Stressful situations: being confronted and drawn into arguments; having your tactfulness taken advantage of. Reactions: may avoid conflicts and disagreements, or give in when not really in agreement. | | Stressful situations: not being able to voice opinions; not knowing where you stand; loss of authority or influence. Reactions: may get demanding or become argumentative or overly forceful as a way of regaining control. |
| RESERVED | Responding | OUTGOING |
| Stressful situations: dealing with too many people; pressure to talk more and be entertaining. Reactions: may withdraw, become excessively quiet, or withhold input when it's needed. | | Stressful situations: lack of people contact; loss of affirmation and group support. Reactions: may talk excessively; try too hard to gain approval, or come on overly friendly. |
| URGENT | Pacing | STEADY |
| Stressful situations: lack of action, slow decision making; changes in decisions that cause delays. Reactions: may get frustrated and impatient, or make decisions impulsively. | | Stressful situations: pressure to make fast decisions, last minute deadlines; frequent interruptions. Reactions: may find ways to postpone decisions or delay taking action. |
| UNSTRUCTURED | Organizing | PRECISE |
| Stressful situations: too many policies and procedures to work around; lack of flexibility or support for doing things differently. Reactions: may work around rules and not attend to details and schedules that are important to others. | | Stressful situations: ambiguity and lack of organization; poor planning; unpredictable change. Reactions: may get more organized than needed or overwhelm others with details and lists. |

STRESS

Stress causes people to overuse their strongest preferences!

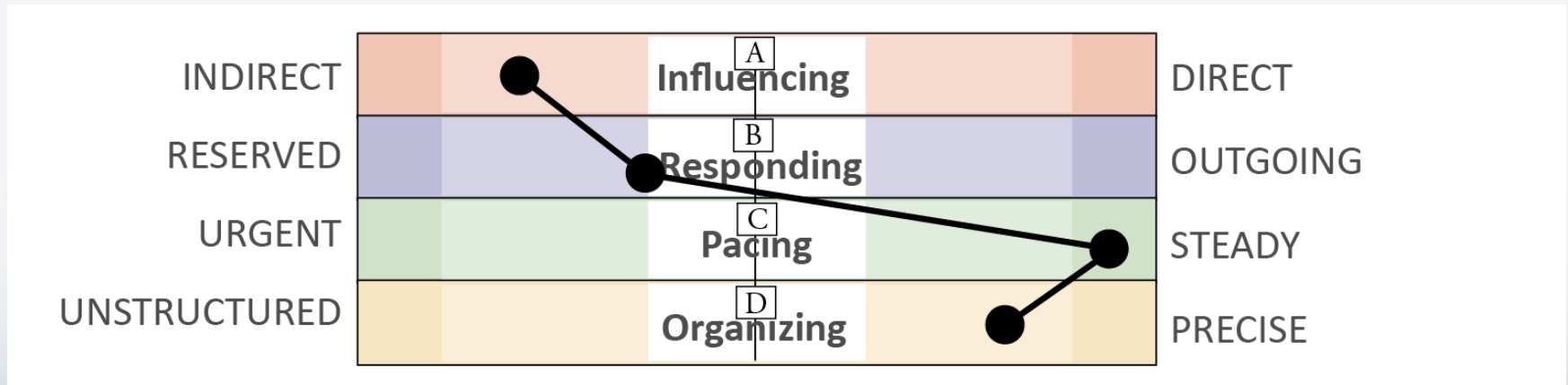
STRESS REACTIONS

| | | |
|--------------------------|----------|-------------------------|
| INDIRECT | A | DIRECT |
| avoid, give in | | argue, push back |
| RESERVED | B | OUTGOING |
| withdraw, don't talk | | talk too much, oversell |
| URGENT | C | STEADY |
| get impatient/impulsive | | delay too long, stall |
| UNSTRUCTURED | D | PRECISE |
| drop details, bend rules | | rules, perfectionistic |



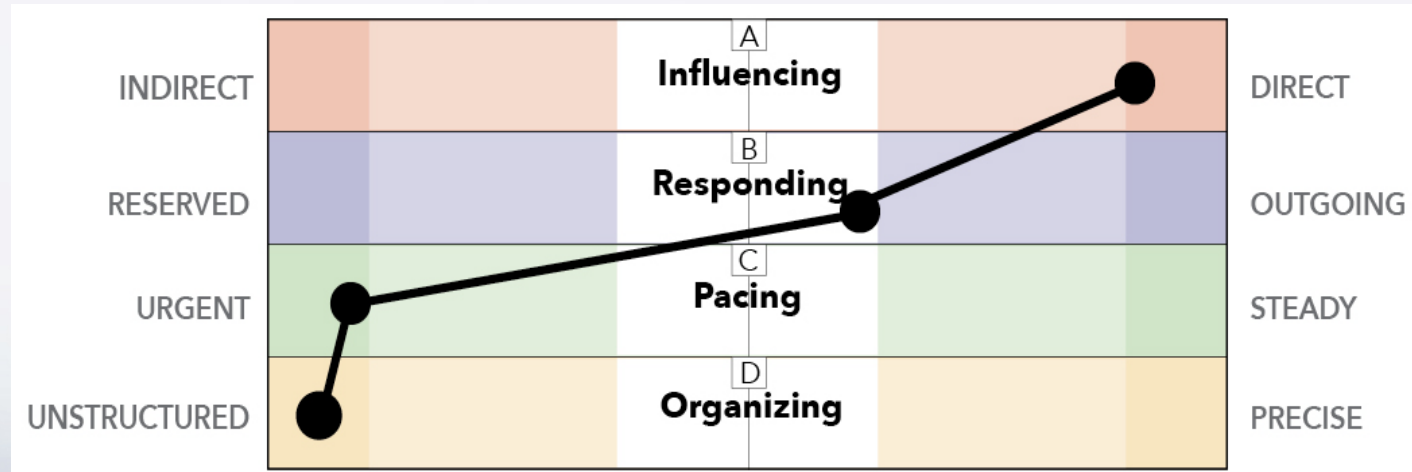
Example 1:

How might these traits get “overused” when the person is under stress?



Example 2:

How might these traits get “overused” when the person is under stress?



Moving Out of Strengths

Examples:

A DIRECT person goes from candor and telling
to yelling and demanding

An URGENT person goes from fast action
to impatience and irritation

TRIGGERS and HOT BUTTONS

Triggers are behaviors, gestures, or comments that trigger an extreme reaction in you and cause you to **INSTANTLY** shift away from your strengths.

Examples of Triggers

rolling eyes

loud voice

silent
treatment

staring
glaring

finger
pointing

**no eye
contact**

walking away
smirking



CHANGE CYCLE

1) AWARENESS

spot your triggers

2) UNDERSTANDING

identify the source

3) ACTION

create a new thought pattern



PART 7

Flex to communicate better with people having opposite styles.

Part 7 Flex to communicate better with people having opposite styles.

When people have opposite styles, misunderstandings and conflicts may arise, not necessarily over what is said but, how it is said. Learn to flex your style so you communicate in a manner that keeps others receptive to you.

What does "Flexing" mean?

Flexing means to temporarily change or modify your behavior to more closely match the behavioral style of the team member you are communicating with. This helps reduce misunderstandings that are caused by style differences.

The next two pages provide guidelines for flexing your style to communicate more effectively with people having opposite styles.

Following those, you'll find guidelines for flexing your style to communicate more effectively with people having similar styles.

Each combination, flexing with people having opposite styles and flexing to communicate with people having similar styles, presents special challenges.

Skill-Building Activity Flexing to communicate with people having opposite styles.

You may know a person who has opposite preferences from you on several, if not all four traits. To communicate better you will want to do some flexing on each trait where you are different. For this activity, assume you are different on all four traits.

Instructions:

- On the chart to the right, draw the profile that is the exact opposite of your Work Style profile.
- Locate the guidelines on the next page that describe the matches between each of your traits and the other person's opposite preferences.



For example, if you're Indirect on Scale A and the other person is Direct, then the guideline grid for you to read regarding Scale A is titled, "For an Indirect to communicate better with a Direct."

- Check (✓) the guidelines on each trait that you believe would be particularly helpful for you to use when communicating with this person.

Review the guidelines below and place a check (✓) beside those you would like to practice more often when communicating with a person having an opposite style on any of the four traits.

Influencing

For an **INDIRECT** to communicate better with a **DIRECT**:

- Present your ideas and opinions more assertively and forcefully. Directs respect conviction and confidence.
- Stand your ground and be prepared to debate your position. Directs like to challenge and confront differences.
- Don't use hesitant eye contact, tentative body language, or too soft a voice. Directs may read this as insecurity or dishonesty.

For a **DIRECT** to communicate better with an **INDIRECT**:

- Avoid coming on too forcefully. Indirects may perceive this as pressure and find ways to avoid or end discussion.
- Try not to come across too self-assured and overly confident; Indirects may perceive this as arrogance.
- Watch your body language; don't overpower Indirects with excessive eye contact, a loud voice, or close body space.

Responding

For a **RESERVED** to communicate better with an **OUTGOING**:

- Display more animation and enthusiasm than you normally might. Outgoing people like energy and excitement.
- Spend time getting to know Outgoing individuals personally. Open up and share more about yourself.
- Use expressive mannerisms, smiling, and gestures.
- Outgoing people trust openness and look for body language to read.

For an **OUTGOING** to communicate better with a **RESERVED**:

- B Listen carefully and encourage Reserved people to talk. Don't talk too much or take their quiet style personally.
- Draw Reserved people out using open-ended questions. If you ask a yes or no question, you'll get a one-word answer.
- Don't come across overly friendly, particularly if a relationship isn't established; this may be read as superficial.

Pacing

For an **URGENT** to communicate better with a **STEADY**:

- C Hold back some of your snap decisions; Steady people may read your decisiveness as impulsiveness or recklessness.
- Don't pressure Steady individuals into making quick decisions; give them plenty of time to think things over.
- Try not to react too emotionally to setbacks and mistakes or say critical things when delayed. Words can hurt.

For a **STEADY** to communicate better with an **URGENT**:

- C Present your ideas succinctly. Use fast speech and quick gestures. Urgent people like to get to key points quickly.
- Be ready to change topics and move ahead when Urgent people show signs of restlessness. Don't go on and on.
- Offer to take on aspects of joint projects that make use of your patience, cooperation, and concentration.

Organizing

For an **UNSTRUCTURED** to communicate better with a **PRECISE**:

- Be on time and be as organized as possible. Precise individuals value timeliness and order.
- Get the facts and details together before trying to persuade. Precise people use notes and refer to them, if necessary.
- Don't let follow-up and details fall between the cracks. Precises see this as being unreliable.

For a **PRECISE** to communicate better with an **UNSTRUCTURED**:

- D Stick to the big picture and don't bring up too many small points; Unstructured people often tune out the details.
- Stay open to unproven, vague, and innovative ideas; otherwise, you'll be seen as closed minded or set in your ways.
- Avoid being a perfectionist. Don't try to enforce too many rules. Unstructured people often see this as being nit-picky.

FLEXING

The goal is to temporarily change your style to communicate differently with various people.

Then, move back to your preferred style.

FLEXING OPPOSITE STYLES

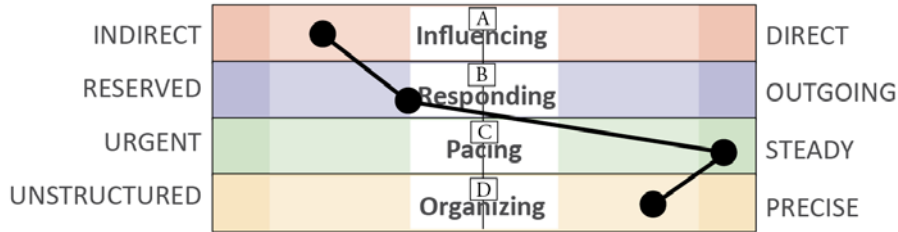
Misunderstandings and conflicts arise not over *what* is said, but *how* it is said.

Flex to communicate with others in the manner they are most receptive to.

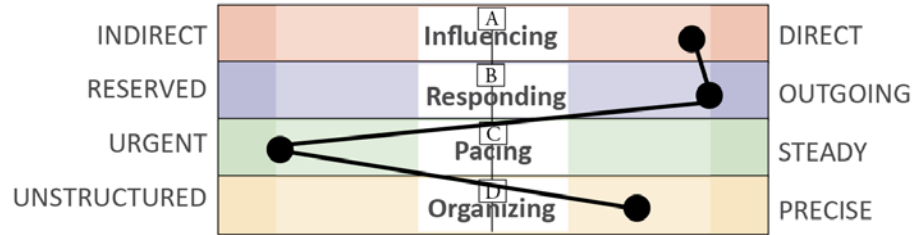
Opposite traits may complement. $(1+1>2)$

Opposite traits may conflict. $(1+1<1)$

Person A



Person B



PART 8

Flex to communicate better with people having similar styles.

Part 8 Flex to communicate better with people having similar styles.

People with similar styles usually get along great initially; they act and talk alike. Problems arise when they both overuse the same traits and draw out each other's weaknesses rather than building on their shared strengths.

If you've ever worked with someone having the same style, you may have noticed:

- From the start you got along great; you seemed to think and behave almost identically.
- The other person communicated in a manner that felt comfortable and you were both at ease.
- You were able to establish a good relationship and rapport almost from the beginning.

Over time, however, you may have found your shared similarities getting in the way. To avoid this, you will need to occasionally flex—just slightly—in the opposite direction.

Flexing to offset too much similarity is less difficult than flexing to communicate with a team member who has the opposite style. On the other hand, it is more challenging to notice when similarities are causing problems. The task is easier; the timing is more difficult.

Skill-Building Activity Flexing to communicate with people having similar traits.

You may know someone who is similar to you on all four traits. If this is the case, you may need to do some flexing. Typically you notice similarities on only one or two traits and you'll only need to flex according to the guidelines on the next page on those traits.

For the purpose of this activity, assume you know someone who has the same preferences as you on all four traits.

Instructions:

- 1) On the chart to the right, draw a person's profile that is the same as your Work Style profile.
- 2) On the next page, locate the guidelines for each trait that describe the match between your preferences and the other person's similar preferences.
For example, if you're indirect on Scale A, the other person would also be indirect, so you would read the box with guidelines titled, "For an indirect to communicate better with another indirect."
- 3) Check (✓) the guidelines for each trait that you believe would be particularly helpful for you to use when communicating with this person.



Review the guidelines below and place a check (✓) in the blank beside those behaviors you would like to practice more often when communicating with a person having similar styles.

Influencing

For two INDIRECT people to better communicate:

- Use your shared tactfulness to find points of agreement, but take a firm stand on issues when needed.
- Don't avoid conflict when important things need to be discussed and dealt with.
- Encourage each other to be more candid and straightforward when giving each other feedback.

For two DIRECT people to better communicate:

- Use your shared candor to get right to the point, but be ready to negotiate whose agenda gets addressed first.
- Share control of conversations. You both like to be in charge, so find ways to trade off who has the floor.
- Avoid getting into heated debates. Since you're both Direct, these can turn into confrontations.

Responding

For two RESERVED people to better communicate:

- Draw out the other Reserved person's needs and concerns by asking more personal questions than you usually do.
- Take the initiative in speaking, introducing yourself, and greeting other Reserved people; don't wait too long.
- Let each other know if anything is on your mind, otherwise important issues may not be discussed.

For two OUTGOING people to better communicate:

- Remind yourself to listen more and talk less; otherwise, unnecessary competition for attention may occur.
- Focus conversations on important issues so you don't find yourselves talking about everything but the agenda.
- Avoid being the center of attention; instead, arrange it so the other Outgoing person can be noticed and heard.

Pacing

For two URGENT people to better communicate:

- Slow down the decision-making process occasionally to avoid taking action in situations where you're both not quite ready.
- Avoid saying something abrupt when you get impatient; you both can fire back quickly and hurt feelings.
- Stay open to additional options so you don't influence each other to make premature or snap decisions.

For two STEADY people to better communicate:

- Push each other to move quickly and take advantage of opportunities.
- Express your frustrations more often; otherwise, there may be times when neither of you knows what's irritating the other.
- Encourage each other to be more decisive so you can avoid getting stuck and lose your momentum.

Organizing

For two UNSTRUCTURED people to better communicate:

- Get organized before meeting so you have productive discussions and don't overlook important details.
- Avoid operating too loosely and frustrating each other since neither of you likes dealing with rules and structure.
- Assign each other very specific items to do, otherwise you'll both tend to work without structure or order.

For two PRECISE people to better communicate:

- Restate the big picture once in a while to keep you both from getting lost in the details.
- Don't get into disagreements over whose rules are best; you both like your own version of order and structure.
- Provide each other with lists and procedures to help you be more efficient together; you'll both appreciate this.

Flexing with Similar Styles

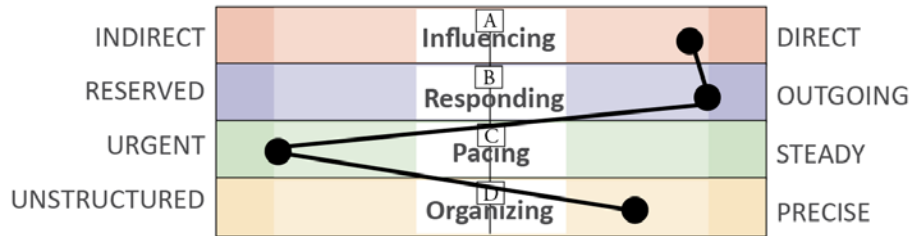
Similar styles usually get along great initially;
they walk and talk alike.

Problems arise when they both overuse the same
traits and draw out each other's weaknesses.

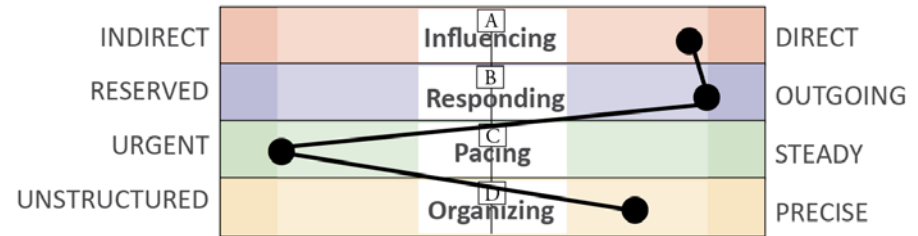
Similar styles initially get along great.

Example 1: What problems might these two have?

Person C



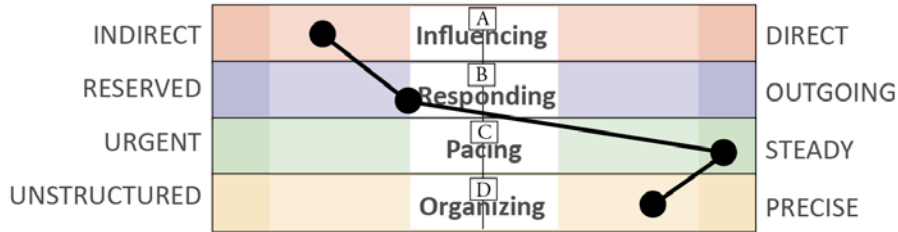
Person D



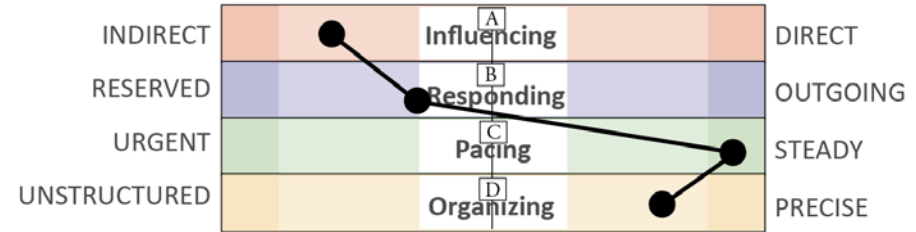
Similar styles initially get along great.

Example 2: What problems might these two have?

Person E



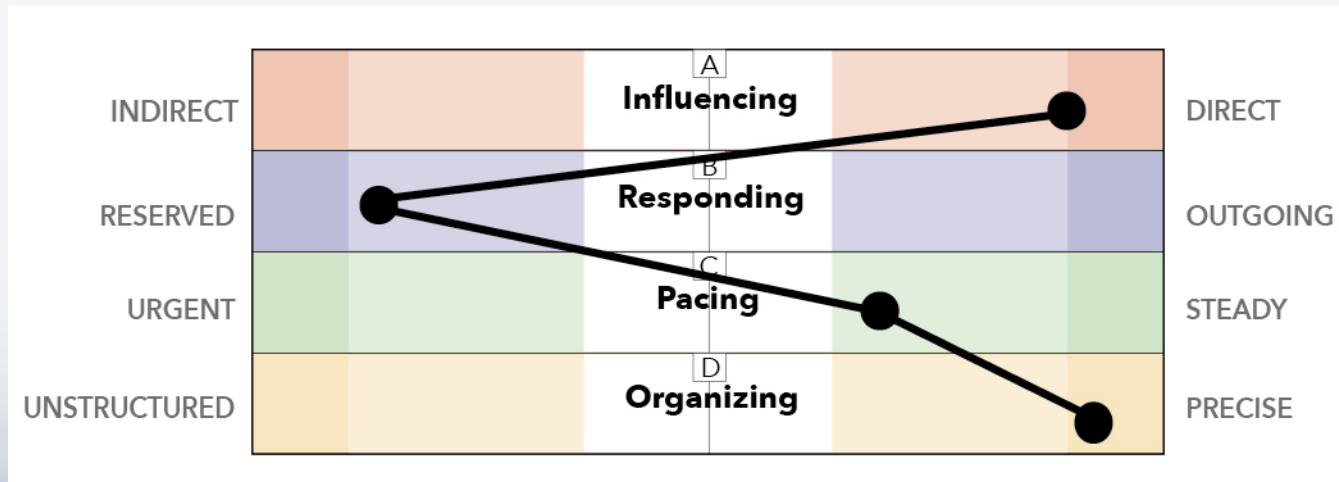
Person F



Communication Strategies

Example 1:

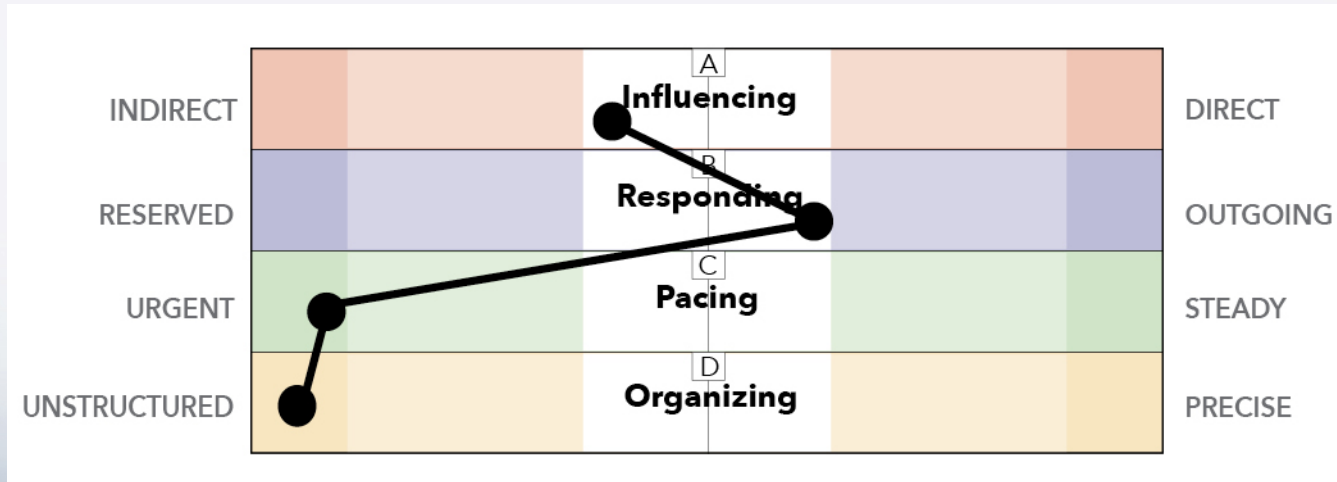
What strategies might work best with this person?



Communication Strategies

Example 2:

What strategies might work best with this person?



OPTIONAL ACTIVITY A

Work better with your leader or another team member.



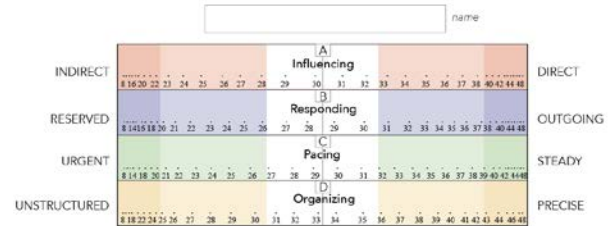
A OPTIONAL ACTIVITY A: Work better with your leader or another team member.

Having a good working relationship with each team member and especially your leader, is key to your success. One of the most important skills to develop is the ability to flex your strengths in ways that complement other's strengths.

Keep these points in mind:

- People can't read your mind. Tell them what they can do to help you. Don't set them up to fail by withholding information.
- Leaders have their own pressures from the level above them. Learn how this added stress affects them and find ways to help.
- Don't wait for others to change or you may be waiting forever! Initiate conversations about ways to work better together before there are problems.

ACTIVITY Plot your team leader's or a team member's Work Style on the chart below. Then, write your responses to the four questions that follow. Share your results with the person or discuss within a group. (permission granted to make copies)



- 1) What are the best ways to express your opinions and influence this person? (Scale A: Indirect or Direct)

- 2) How should you respond to this person? Is it best to be expressive and talkative or instead a bit quiet and laid back? (Scale B: Reserved or Outgoing)

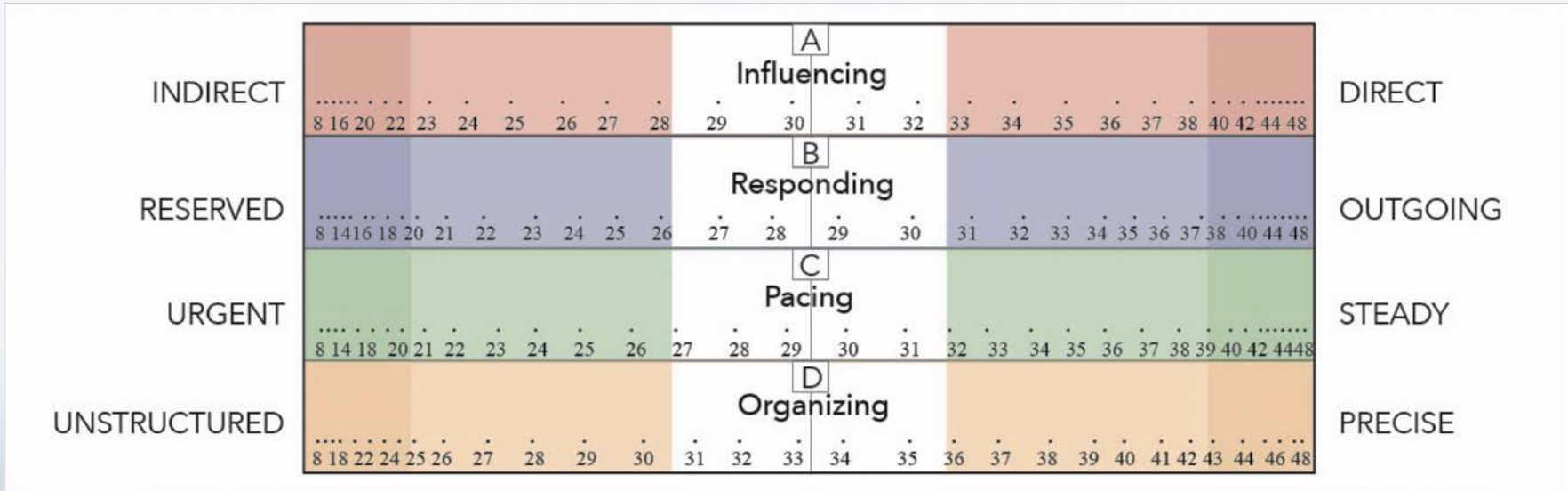
- 3) What speed of action and decision-making does this person prefer? Should you move fast and decide quickly or provide time for deliberation and exploration of options? (Scale C: Urgent or Steady)

- 4) How much organization and structure does this person prefer. Should ideas be presented in big picture and broad overview terms or with lots of detail and supporting facts? (Scale D: Unstructured or Precise)

Working better with your team leader.

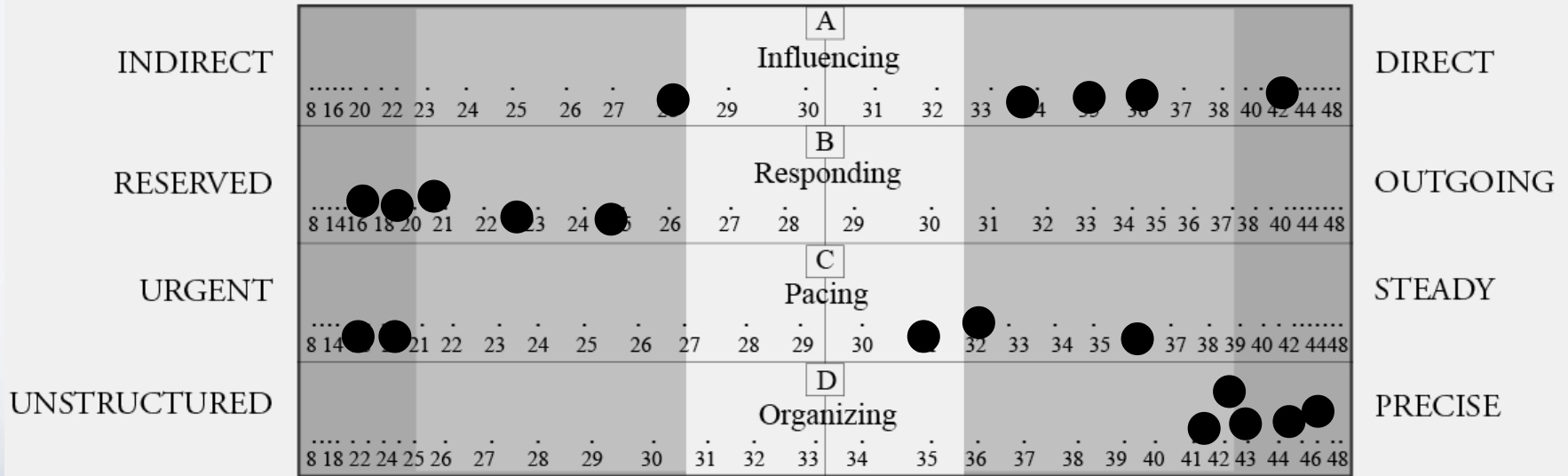
- Leaders can't read your mind. Tell them what works best for you.
- Leaders have their own pressures ... don't take them personally.
- It's up to you to learn to work with them.

Chart Your Leader's or other Team Member's Work Style.



Create a cluster chart on the leader.

Leader's name:



Each member may see the leader differently.



OPTIONAL ACTIVITY B

Understand how team stages and personality traits interrelate.



OPTIONAL ACTIVITY B: Understand how team stages and personality traits interrelate.

Teams move through various stages as they progress from initial startup to fully functioning groups. People with different personality types navigate certain stages more easily than others. That's a good reason for having a diverse mix of different personalities among team members.

DO: Develop skill at flexing your style to best match the team stage or specific challenges your team faces.

Learn to read other team members' styles and how they react to problems and opportunities in a particular stage.

DON'T: Expect team members to flex their styles if you don't do it first. You can be the example others model, especially if you are the leader.

Be critical of the resistance another person may have in moving through a certain stage. Instead, find ways to help them adapt.

Team Stages

Different team stages require different leadership and membership behaviors. Both leaders and members need to flex their styles as team stages change.

Notes: The red line indicates how performance and progress have ups and downs.

Tuckman Team Stage Model

Forming

Newly established or reformed teams begin in this stage. They need clear direction, structure, and decisiveness from their leaders. Members must be willing to follow this direction.

Storming

As team roles and responsibilities develop, conflict occurs. Leaders need to be patient conflict mediators and good listeners. Members need to be willing to open up and discuss issues and personal grievances.

Norming

The team grows in its ability to achieve goals. Norms for doing things develop and conflict diminishes. In this stage leaders must shift to more democratic management practices. Members need to take on more responsibility.

Performing

Teams peak at a level of effectiveness where members work well together and do high quality work. Leaders should use a participative, indirect style. Members need to become more self-directed and confident in their roles.

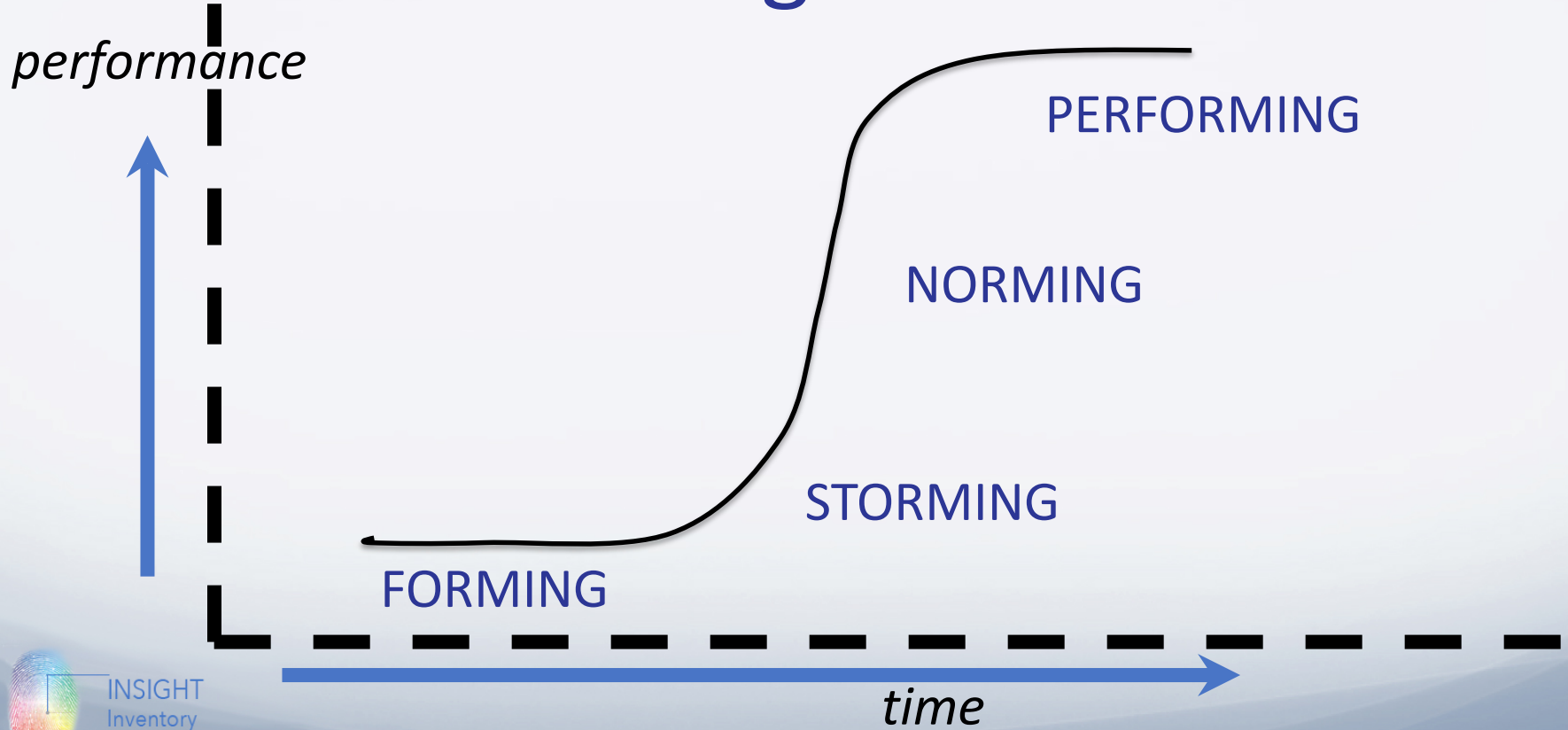
Change Point

Teams eventually reach a point where performance begins to decline. Together, leaders and members must set new goals, take on new projects, and find added inspiration. Leaders are encouraged to shift back to a more Direct style and take charge of the shift to a new vision and purpose.

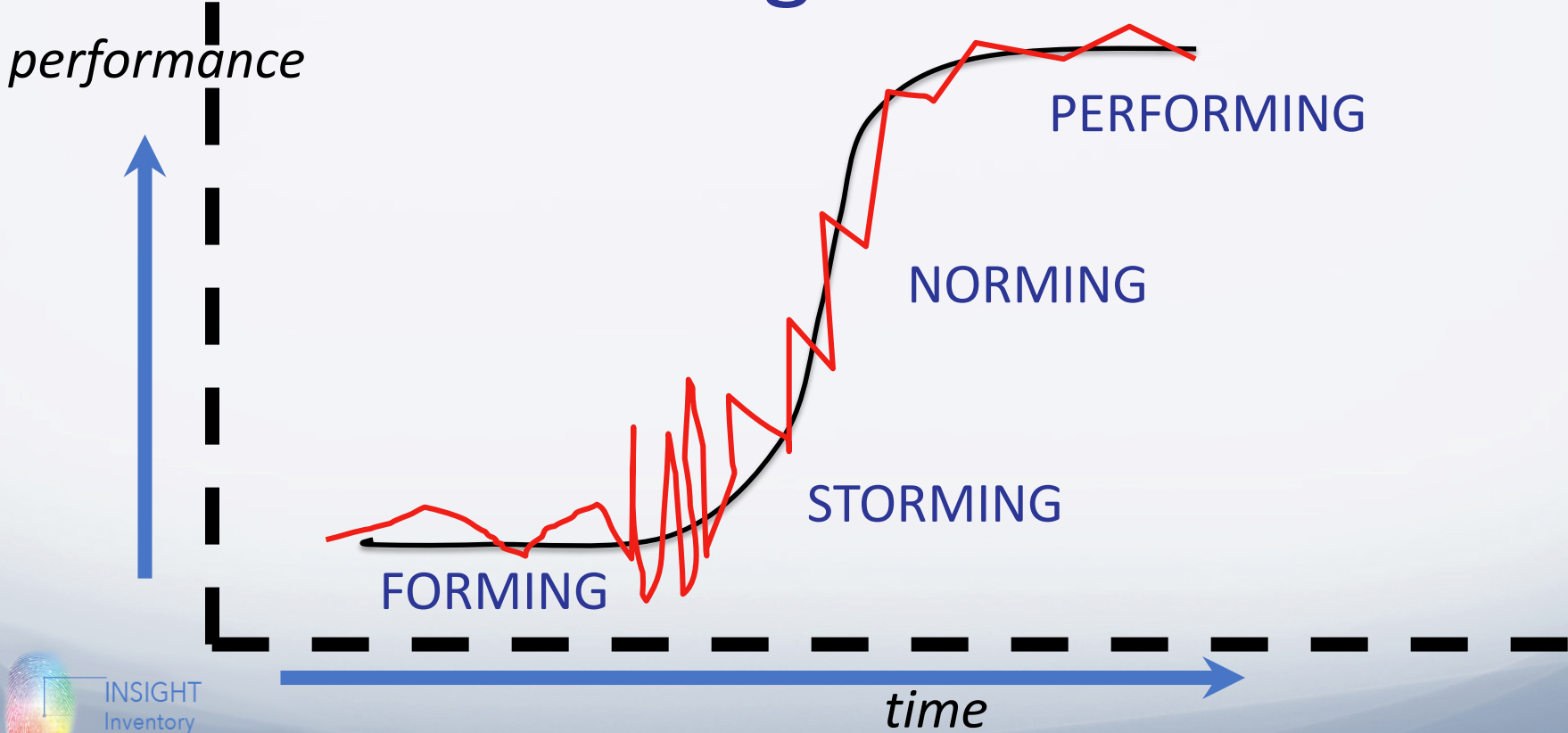


Activity: Place an X at your team's current stage and discuss your reasons.

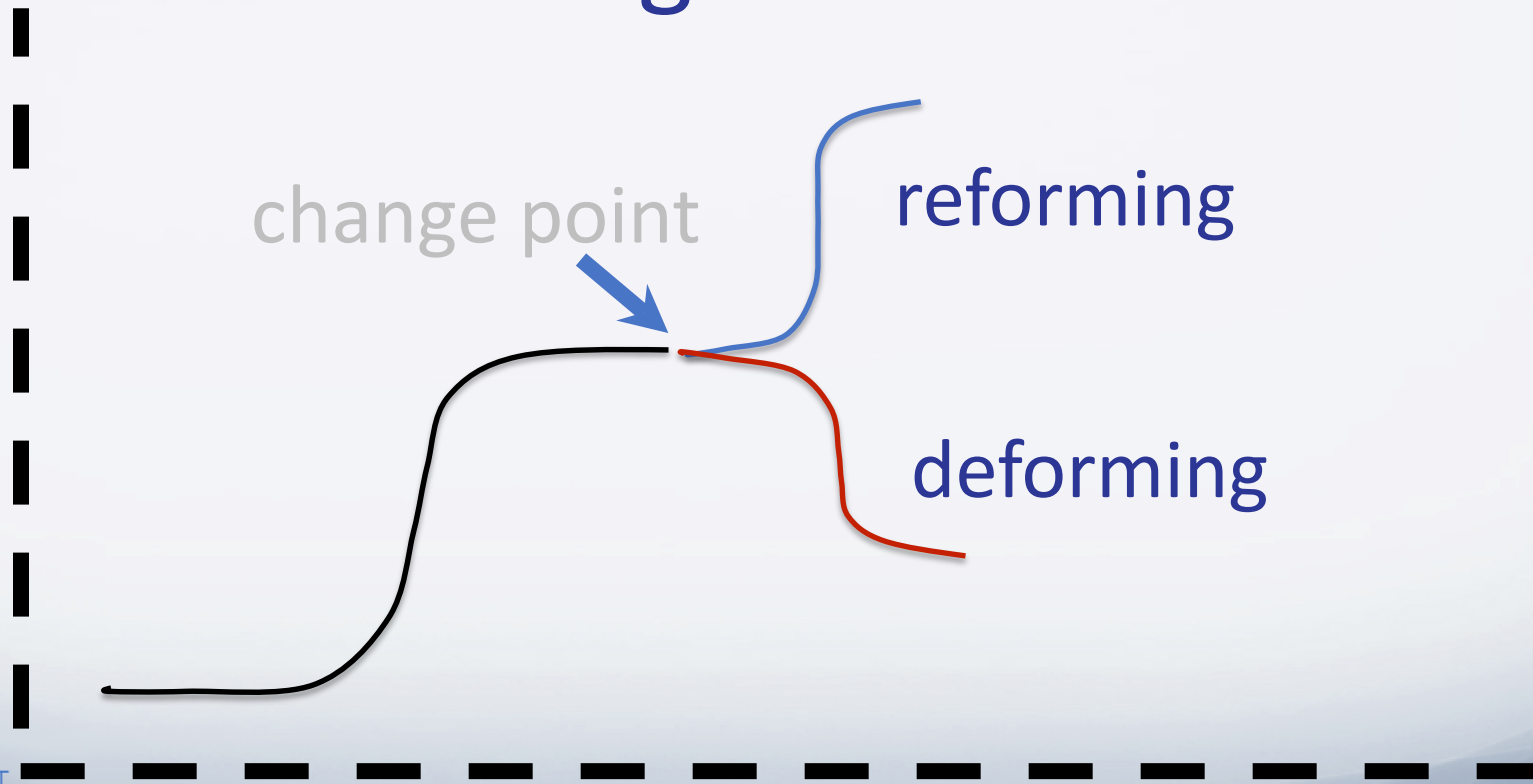
Team Stages



Team Stages



Team Stages



OPTIONAL ACTIVITY C

Understand how team stages and personality traits interrelate.



C **OPTIONAL ACTIVITY C: Improve team functioning**

High functioning team members learn to: 1) ask for help, 2) balance the tendency to overuse their strongest traits, 3) team up with others to overcome weaknesses, and 4) use their strengths to help achieve team goals. Work through the following four guidelines with your team to increase effectiveness in each of these areas.

1) ASK FOR HELP Let team members know how they can assist you.

- Be open about activities that don't fit your personality preferences and skills very well and ask for help.
- Discuss how others can assist you and how you can, in turn, help them.

What should team members know about your style in order to work better with you? _____

What specific areas could others help you with? (Answering this takes openness and trust.) _____

2) BALANCE Balance out your most extreme preferences by flexing your style.

- Don't overuse your strengths to the point they become weaknesses.
- Lower the intensity of the preferences you use a lot

How does overusing one of your preferences diminish your effectiveness at times? _____

What actions can you take to balance your strongest traits when they are working against you? _____

3) TEAM UP Team up with others so their opposite styles will complement your style.

- Identify who can partner with you to gain synergy and impact.
- Pair up with other team members who have strengths you don't have.

Which team members have traits opposite to yours? _____

What tasks might be done more efficiently if you pair up with team members who have opposite strengths? _____

4) USE YOUR STRENGTHS Find opportunities to use the personality strengths you have.

- Seek situations and team needs that fit your strengths.
- Volunteer for projects where you can use strengths which others may not be aware of.

What team projects or roles can you identify that would make good use of your strengths? _____

Which team members are similar to you and are using their strengths well? _____

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1) ASK FOR HELP

Let team members know how they can assist you.

- Be open about activities that don't fit
- Discuss how they can help you and you them

What should others know about you?

What specific areas could others help you with?

2) BALANCE

Balance your most extreme preferences.

- Don't overuse your strengths
- Lower the intensity

How does overusing strengths diminish your effectiveness?

What actions can you take to balance strengths?

3) TEAM UP

Team up with opposite styles.

- Identify partners that create synergy and impact
- Pair up for strengths you don't have

Which team members have opposite strengths?

What tasks could be done more efficiently in team pairs?



4) USE YOUR STRENGTHS

Find opportunities to use strengths.

- Seek best fitting situations and needs
- Volunteer for projects that challenge your strengths

What projects make good use of strengths?

Which members have similar strengths and are using them?

OPTIONAL ACTIVITY D

Chart each other's profiles and identify ways to communicate better.



INSIGHT
Inventory



OPTIONAL ACTIVITY D: Chart each other's profiles and identify ways to communicate better.

Chart the profiles of your work associates, friends, or family members. Write their names in the blank boxes above the charts, then draw their profiles. Then, discuss their personality strengths and identify ways you can communicate better with them.

Profiles of your work associates, friends, or family members.

Diagram showing four personality profile charts arranged in a 2x2 grid, connected by lines. Each chart is a 3x3 grid with personality traits on the axes and a central 'I'.

| | | |
|--------------|-------------|----------|
| INDIRECT | Influencing | DIRECT |
| RESERVED | Responding | OUTGOING |
| URGENT | Pausing | STEADY |
| UNSTRUCTURED | Organizing | PRECISE |

• This person's personality strengths include: _____

• Ways I can communicate better with this person: _____

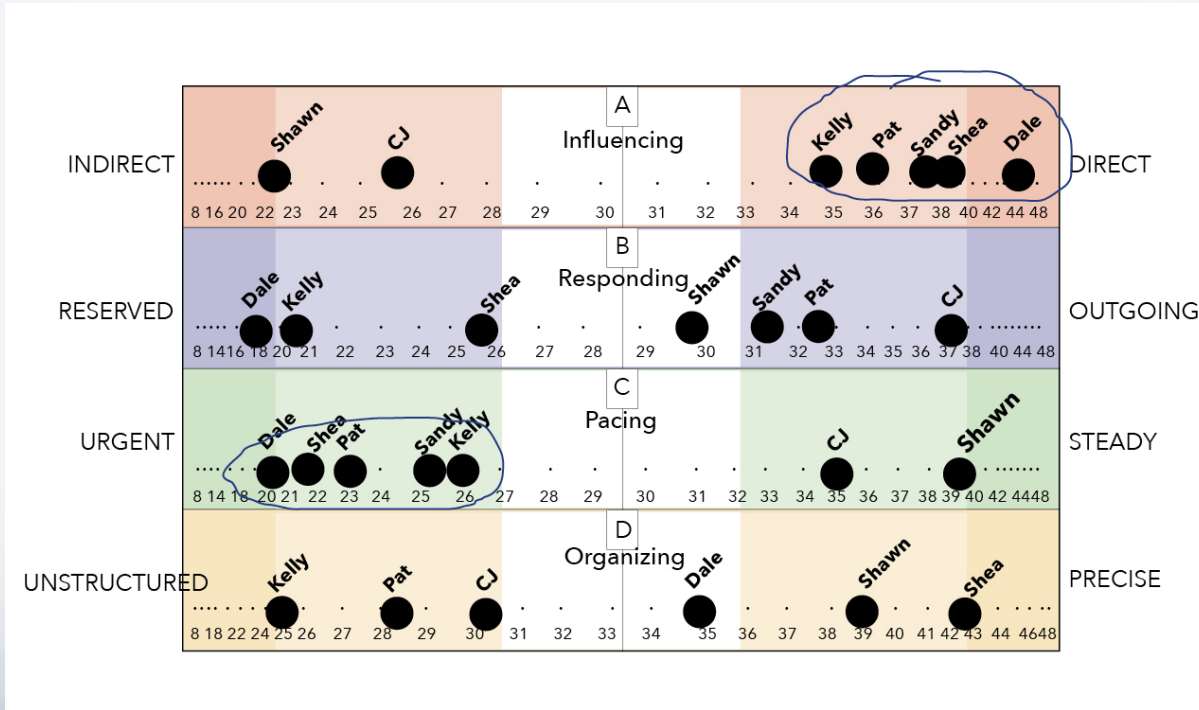
Plot the profiles of team members.

Discuss:

- 1) Each person's strengths
- 2) Ways to communicate better



Create a TEAM CLUSTER MAP



Action Plan

- 1) Identify key “insights” you gained.
- 2) List actions you plan to take to improve communication and teamwork.

End