

Creating a Communication Style-Flex Workforce Through the  
Interview Process

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**Introduction to the topic:**

More than race, age, sexual orientation, gender, and religion should be considered when diversifying a human workforce—the communication style of an employee is also an integral part in forming the most varied and cooperative staff. Within the organizational communication circle, the Communication Styles Inventory has been used for many years to better educate and train employees regarding their personal communication styles and those of their coworkers (Fahs). However, this knowledge of communication styles can also be used throughout the interview process of prospective employees to assure a company attains the best and most style-flex personnel. Communication styles in the workplace, and employment interview methods and techniques, are not new areas of research to the field of communication but the combination of the two to better equip a workforce is innovative. Since the communication styles account for how we learn and how we make decisions, it is within a company's best interest to have a diverse and style-flex staff that will be able to adapt to the widest variety of circumstances or changes within a market. Too many people who all think and see the world the same way does not provide a company with a wide enough lens to view growth and development. For this reason, a workforce should be supplied with employees of varying communication styles. The best way to create this diversity is to screen for communication styles during the interview process and select candidates based on the company's biggest need at the time. In today's tough market there are thousands of qualified candidates seeking employment, so this is one more specific tactic to help companies narrow their scope and ensure they hire the right person. Combining the communication methods for successful interviewing with the communication styles theory will provide the basis for how a company can purposefully hire for building a style-flex personnel.

The purpose of this Senior Project is to explain in-depth the four communication styles: Action, Process, People, and Idea, and how they can and should be utilized throughout the interview process. This paper will provide the rationale and method for why and how to screen applicants' communication styles in the interview process, and highlight how beneficial it is to maintain a style-flex workforce. The idea for this Senior Project originates from the Communication Studies classes Coms 213: Organizational Communication, and Coms 301: Business and Professional Communication. Organizational Communication hosted a workshop concerning the Communication Style Inventory as adapted from Pierre Casse's, *Training for the Cross Cultural Mind*, and this Inventory was later highlighted again during my coursework in Coms 413: Advanced Organizational Communication. A copy of the Communication Styles Inventory is attached. Learning about these styles proved to be one of my personal favorite concepts from the Communication discipline because it helps one gain insight into the wonderfully diverse world of communicators that exists. Awareness of the communication styles helps one realize and gain empathic understanding of others' perspectives on relationships, conflicts, teamwork, and business challenges— even when they may be far different than your own.

Furthermore, my participation in the interview process within Coms 301 highlighted another communication context of interest for me. I began to excel at the Interviewer role and greatly enjoyed creating interview agendas with a wide array of disclosure-listening question types. This paper will combine my interests in communication styles and interviewing. Through the interview skills and question types I learned in Coms 301, I will be able to provide a detailed



moderately-scheduled interview agenda in this paper that will help elucidate an interviewee's personal communication style.

### **Review of Communication Styles:**

The Communication Styles Inventory, as detailed in Dr. Michael Fahs' lecture with the assistance of Professor Sue Brock, is adapted from Pierre Casse's, *Training for the Cross Cultural Mind*, and includes four major communication styles: Action, Process, People, and Idea. The communication styles account for how we learn and understand, how we make decisions, our primary talk tendencies, and our strengths and weaknesses as communicators (Fahs). The Inventory includes a self-assessment instrument so a person can measure how strong his or her orientation may be to a certain style. This theory of Communication Styles and the Inventory as a whole, has two underlying assumptions: "(1) The four styles can be found in any individual; (2) The four styles have a tremendous impact on the way a person communicates" (Fahs, adapted from Casse).

#### *ACTION*

*"Style 1: is an action orientation. People who are strong in this style like action, doing, achieving, getting things done, improving, and solving problems."*

Action style oriented communicators tend to frequently talk about results, objectives, performance, productivity, achievements, decisions; and they tend to be pragmatic, direct, impatient, decisive, and energetic. From the above listed tendencies, it is easy to see how there are both many strengths and weaknesses that accompany this style. The focused, competitive, results oriented, and efficient nature of action communicators are all great attributes that can be

particularly useful in the business world. However, action communicators can also have the weaknesses of being too domineering, arrogant, or not being critical enough and not being relationship oriented. Opposite from the Idea style, Action style orientation is one of the two styles responsible for how we learn and understand. People with this orientation rely heavily on their physical senses for how they gather and internalize data and information from their world. Action style communicators prefer bullets rather than long explanations and their primary concerns are results only. In large organizations, the C.E.O. and presidential positions are frequently filled by Action style oriented communicators.

### *PROCESS*

*“Style 2: is the process orientation. People who are process oriented like facts, organizing, structuring, and setting up strategies and tactics.”*

Process style oriented communicators tend to talk about facts, procedures, planning, testing, organizing, and details; and they tend to be systematic, factual, unemotional, and cautious. Because of these characteristic tendencies, Process style communicators are extremely well organized, objective, orderly, and they develop priorities well. On the other hand, Process style oriented communicators can also be poor decision makers, slow, inflexible, and insensitive. Process style orientation comes with strong perfectionist tendencies, but this can clearly act as both a strength or a weakness depending on the situation and circumstance. On the opposite side of the decision making spectrum from the People style, Process style oriented communicators make their decisions systematically and analytically. As mentioned above, this sometimes results in a long deliberation over all the possibilities and can result in a struggle to actually reach a personal consensus. Process style oriented communicators are primarily concerned with data

and facts clearly organized and presented, and they tend to love their checklists and meticulous day planners. In organizations, Process communicators tend to make great accountants.

### PEOPLE

*“Style 3: is the people orientation. Individuals who are people oriented like to focus on social processes, interactions, communication, teamwork, social systems, and motivation.”*

People style communicators like to talk about people, needs, teamwork, communication, and feelings; and they tend to be spontaneous, empathic, emotional, perceptive, and sensitive. Some of the primary strengths associated with this orientation are the communicator’s abilities to be persuasive, empathic, loyal, draw out the feelings of others, and respect others. However, some of the People style communicator’s weaknesses are his or her tendency to be impulsive, overly sensitive, resistant to change, and lack initiative. Unlike the systematic, analytical decision making process of Process style communicators, People oriented communicators make their decisions based on the good of the group and frequently try to account for others’ feelings. For this reason and their ability to make others feel as if their thoughts and opinions matter, People style communicators make good managers within an organization.

### IDEA

*“Style 4: is the idea orientation. People with the idea orientation like concepts, theories, exchange of ideas, innovation, creativity, and novelty.”*

To be a communicator solely dominant in the Idea style is the rarest communication style orientation. Idea style dominant communicators love to talk about possibilities, innovation, opportunities, new methods, and potential; and they tend to be creative, unrealistic, imaginative, difficult to understand, and provocative. Clearly this style has some unique characteristics which

can be fostered as both strengths and weaknesses. Fortunately, Idea style communicators are original, stimulating, risk-takers, creative, approachable, and flexible. Unfortunately, Idea style communicators are also impractical, undisciplined in using time, out of touch, and do not like details. Contrary to Action style communicators who rely on their physical senses, Idea communicators tend to learn and understand through their intuition and gut feelings. Idea style communicators may be rare, but they are true innovators who may be the ones in an organization to come up with that million, or better yet billion, dollar idea that is truly the definition of thinking outside the box.

**Rationale:**

Learning a greater understanding of communication styles is very empowering because it has the potential to improve all of your personal relationships. Similarly, the value of understanding and managing communication styles in the workplace is immeasurable as well. This knowledge and awareness can make everything run smoother within a company, make sure an organization has a fully-equipped personnel, and make a job environment much more enjoyable. Training and Development professional, Jada Edmondson, states understanding the importance of communication styles can have great impact, “Knowing your communication style and knowing how to manage others' communication styles can reduce conflict, increase productivity, and improve teamwork in the workplace” (Edmondson, 30). Coordinating communication styles can become even more effective when a company uses this knowledge to design their own, unique, style-flex workforce. *Workforce Management* writer, John Hollon, expands on the importance of personnel organization further when he writes, “astute workforce

management can be practiced anywhere: in family businesses and the public sector, in the Fortune 500 and in small organizations, in big cities and on the farm — in industries of every sort, in other words” (Hollon, 34). Clearly this emphasizes how a company’s management of its personnel is absolutely essential at all levels of business. Creating the best workforce possible for a company is vital to its success so special attention should be paid to creating a well-rounded, style-flex workforce. Above, the four styles were detailed, including their unique talk tendencies, strengths, weaknesses, and in what positions they fit best within a company. The different styles can pick up the slack where another might be lacking, and they essentially make up a truly complete workforce. This highlights why it can be crucial for the prospective employer to become aware of an interviewee’s communication style. Furthermore, it is easy to see how this information also can be invaluable to know as a coworker, subordinate, or superior to the employee. Knowing this information, you can make sure you are speaking the employee’s “language” when you attempt to collaborate, problem solve, or teach him or her a new concept or skill (Fahs).

### **Interview Questions and Agendas:**

When conducting an interview, using proper and effective questions will be the best way an interviewer can ensure success. The authors of *Interviewing: Principles and Practices* state: “Questions are literally tools for the trade in interviews, and it is difficult to imagine an interview in which they do not play significant roles for both parties. ...Like all tools (hammers, screwdrivers, wrenches, golf clubs, knives, paintbrushes), each type of question has a name,

unique characteristics, performs specific functions for which it was crafted, and enables us to perform tasks effectively and efficiently” (Stewart and Cash, 55).

The question types detailed below and used in the following interview agenda are considered disclosure listening questions. Using the plethora of question types described below will help a person conduct an effective interview where he or she can get the interviewee to disclose “level three” type information about him or herself. Level three information is personal details self-disclosed by the interviewee that helps the interviewer understand what kind of person the interviewee truly is, what he or she is motivated by and excited about; and most importantly, it is information that the interviewer would not be able to get anywhere else (Fahs). Each one of these question types was included in the *Coms 301: Business and Professional Communication* course taught by Dr. Michael Fahs, and I used them to conduct two separate interviews during that class and now again to create the interview agenda for this paper. The names and brief description of each of the disclosure listening question types that will be used in the interview agenda are detailed below:

*Implicit Contract:*

Begins with the interviewer self-disclosing to the interviewee to create a trusting environment and will increase liking. Because of this and the principle of reciprocity, the likelihood of the interviewee self-disclosing information in response to the personal question increases as well.

*Fantasy Dramatization:*

A question beginning with an “if” or “just imagine” statement to see how the interviewee will react to certain circumstances. This question type can also begin with a small scenario story and then conclude by asking the interviewee what he or she would do if they were in that position.

*Realistic Dramatization:*

Asks the interviewee for advice with a real problem or situation that is occurring. Also usually begins with a small story for the interviewee to fully understand the situation but it is a real occurrence, unlike the fantasy dramatization

*Positive Reflective Menu*

A question built by the interviewer that is followed with a choice of answers. Asks the interviewee to choose which characteristic, adjective, opinion etc. they identify with most. The choices for the answers are all positive. Ex: "What quality do you identify with most: dependable, joyful, or loyal?"

*Negative Reflective Menu*

The same concept as the positive reflective menu except all the choices given to the interviewee are negative. The interviewee is forced to look inward with a critical eye and disclose which of the negative qualities provided they struggle with most.

*Command*

A command question is phrased differently than all the other questions; it is essentially eliminating the question mark at the end of the sentence. Ex: "Tell me about your time abroad." vs. "How was your time abroad?"

*Dilemma*

A question that forces the interviewee to choose between mutually exclusive options. This can help identify what the interviewee values most and/or how he or she reacts when forced to make decisions.

*Figural Assertion*

A question that includes a quote or a notable stance of a well-known person of the past or present in society. The quote or saying is then followed by a variety of questions to the interviewer pertaining to the statement, i.e. Do you agree? What does this mean to you? etc.

*Contextual Assertion*

Similar to figural assertion but instead of a recognized individual, the quoted statement comes from an organization or movement. Frequently these might include mission statements, quotes made in reported current events, political views etc.

*Claim Check*

In an interview, interviewees frequently say whatever they think the interviewer wants to hear and respond to questions with what they assume is the “right answer”. Claim checks are ways to ask the interviewee to prove whatever claim he or she just made. This helps keep the interviewee honest, puts he or she in the hot seat, and makes it impossible for the interviewee to make claims about his or her strengths that are not based on truth.

*Double-Barrel*

Essentially includes two questions within one. The interviewer will ask one question that includes two different parts and needs responses to both. Ex: “What would be your strongest and weakest employee traits within this company?” Double-barrel questions help economize your words and time as the interviewer, and they also help to test the interviewee’s listening skills and ability to follow directions.



*Cross-Cut*

A question asked that the interviewee would not expect to hear, either because of content or the way it is asked or both. These questions frequently throw off an interviewee and show how he or she responds when surprised by the unexpected. Does the interviewee become frazzled, shy away from the conflict, not stick up for him or herself, become angry?

*Leading*

A question asked in a way that already leads the interviewee to a conclusion or increases the likelihood of a certain answer Ex: “How upset are you with the President’s address last night?” vs. “How do you feel about the President’s address last night?” These questions test for listening skills and critical thinking skills. Does the interviewee follow your lead right along to the opinion you have provided even if that is not his or her personal view, or does the interview correct you and give his or her actual opinion?

*Word Association*

Ask the interviewee to say the word that comes to mind regarding a list of 4-6 words or short phrases. When constructing a word association, choose words that vary greatly in topics so the interviewee’s mind must be constantly jumping from one area to another. Word associations can be great for testing if the applicant is current and they are also a great way to get a wide breadth of information in a short amount of time.

An interviewer should have a mastery of the above mentioned question types for constructing the best possible interview agenda, and should be aware that questions can be phrased along a spectrum of open to closed. A basic construction of any one question can be

phrased to be open, moderately open, moderately closed, or closed. Open questions give the interviewee the most freedom in his or her response and can be about any topic the interviewer sees fit. Questions gradually become more and more focused or pointed as they move down the open to closed spectrum. Open questions are advantageous to see how much the interviewee is willing to disclose, but they also have the tendency to take a lot of time or become off topic quickly. Closed questions give the interviewer more control because he or she gets to direct the topic of the interview; however, it greatly restricts the amount of information the interviewee tends to give. Because of the varying advantages and disadvantages of open and closed questions, it is best for an interview to include a mix of both.

As shown in the interview agenda below, there are also primary and secondary questions in each interview. A primary question is first asked to an interviewee and depending on the answer given, the interviewer may have a follow-up inquiry ready as the secondary question. Sometimes, primary questions may be asked solely to set up the secondary questions. On the other hand, sometimes the answer given in the primary question may be sufficient and the secondary question is not even needed. Also, in a nonscheduled and moderately scheduled interview an interviewer will usually ask further probing questions. A “probe” is an unplanned pursuit question that an interviewer will ask and it is only fit for the specific response given to the previous question.

There are three ways an interviewer can organize his or her topics into an interview: nonscheduled, moderately scheduled, and highly scheduled. Nonscheduled interviews do not include any pre-made questions, only a list of topics to be discussed. All questions are made up during the interview depending on the individual interviewee. Moderately scheduled is the

structure of this paper's interview agenda. In a moderately scheduled interview, the interviewer has primary and secondary questions written down but also has free reign to further probe the interviewees according to each unique answer. A highly scheduled interview is completely standardized and best for replication. The interviewer never strays from what is written down and asks every interviewee the same exact questions. Also, no probing is permitted in highly scheduled interviews.

Below is a detailed moderately scheduled interview agenda with each of the above disclosure listening question types included. The questions are specifically designed to detect the interviewee's communication style. Each communication style the question is intended to measure, the question type, and primary vs. secondary are all indicated in parentheses following the question.

### **Interview Agenda- Moderately Scheduled:**

1. Would you rather be told step by step how to do a new task, or figure it out your own way?

(process vs. idea) (primary, dilemma)

- Why is that your preference? (secondary)

2. Please say the first word that comes to mind when I say each of the following words.

(primary, word association)

- challenge (action)
- analysis (process)
- sensitivity (people)

- imagination (idea)
- efficiency (action)
- checklist (process)
- emotion (people)
- invention (idea)

(probe further on answers given)

3. Do you generally focus on systematic analysis, or the good of the group when you make decisions? (process vs. people) (primary)

- Do you believe all decisions can be made with the same method? (secondary)

4. Do you rely more heavily on your senses or on your intuition? (action vs. idea) (primary)

- Why do you not use the other? (secondary)

5. What would you say is your strongest quality of the following: (action, people, idea, process)  
(primary, positive reflective menu)

Ability to make efficient decisions

Awareness for others' feelings in the workplace

Ability to "think outside the box"

Detailed organization

...And what would you say is your strongest quality of these next four: (action, people, idea, process)

Efficiently using your time

Ability to induce team cooperation

Willingness to take risks

Systematic development of priorities

6. An employee team I am managing is having major conflict and team members are refusing to work with one another any longer, what should be my first response to handling the situation?

(process, people, action) (primary, realistic dramatization)

- cautiously examine the pros and cons of each employee's strengths and weaknesses before approaching the situation in any way
- facilitate a counseling session with the group to try and understand each person's feelings better
- demand cooperation from the group because it would be a waste of time to appease their misbehavior any longer

7. Tell me how many times in the day you check your day planner. (process) (primary, command, leading)

- Do you have a poor memory? (secondary, cross-cut)
- Do you frequently lose track of your daily tasks? (secondary, cross-cut)
- Do you not have an organized day planner? (secondary, cross-cut)

8. This pen I'm holding, what other uses do you see for it aside from a writing utensil? (idea)

(primary)

- Do you use it that way? Why not? (secondary)
- Tell me more (secondary, command)

9. Are you someone who thinks outside the box? (idea, primary) ....Ok, how would you prove that to me? (claim check, secondary)

10. I enjoy creating conflict within my work groups, arguing makes me feel excited and in control, and I'm happiest when I create a clash of ideas. When managing a group, how do you feel inside when you see the members are in conflict with one another and/or distressed?

(people) (implicit contract, primary)

- Why do you feel that way? (secondary)
- What's the next action you take? (secondary)

11. If your significant other broke up with you, which of the following would be most likely the reason for why they ended it? (action, process, people, idea) (primary, negative reflective menu, fantasy dramatization, cross-cut)

- you were too domineering in the relationship
- your unwillingness to be spontaneous
- you were too emotional and overly-sensitive

➤ they could never connect with you because you were always in your own world

- What are you doing to try and work on this personally? (secondary, leading)

12. Henry Ford said, “ Business is never so healthy as when, like a chicken, it must do a certain amount of scratching around for what it gets.” What does this mean to you? (primary, figural assertion)

- Do you think it is more important in business to focus on productivity or new ideas? (action vs. idea) (secondary)

13. Chevron’s mission statement says: “At the heart of The Chevron Way is our Vision to be the global energy company most admired for its people, partnership and performance.” Of those three, which do you feel is most important? (people, people, action) (primary, contextual assertion)

- Why do you not value \_\_\_\_\_ ? (secondary, cross-cut)
- Why do you not value \_\_\_\_\_ ? )secondary, cross-cut)

14. What excites you most about a new job: new coworkers or new challenges; and why do you think that will benefit the company? ( people vs. action) (primary, double-barrel)

- So are you frightened by challenges? (secondary, leading, cross-cut)
- So you don’t value work relationships? (secondary, leading, cross-cut)

**Conclusions/ Reflections:**

After conducting the above interview agenda, there are a couple different conclusions that may be drawn based on the collection of interviewee answers. An employer should reflect on the answers given and see if there was a trend present with the communication styles. Ultimately, there are three major conclusions that may be drawn from the results of this interview: (1) does the interviewee have a primary style (2) was data gathered to support a certain learning or decision making style or (3) is the interviewee a style-flex person.

If the interview identifies one primary communication style within the interviewee then the employer will know what kind of position fits the interviewee best. As discussed earlier, the specific strengths and weaknesses of a certain style communicator makes some people not well-suited for certain jobs, and wonderfully suited for others. If the interview answers present a trend for a primary style, then the employer is even more well-equipped with information of who will or will not be best for the job.

As previously detailed, the communication styles account for how we learn and understand, and how we make decisions; these two qualities are obviously immensely important in the workplace. Beyond identifying the talk tendencies and characteristics of a certain style communicator, the employer should be sure to consider these two facets as well. If data from the interview suggests that the interviewee is process oriented then the employer will know he or she should not be in a position that requires frequent decision making. Even if the data does not suggest one primary communication style, it may suggest one primary learning style or decision making style, and this information could be crucially helpful.



If there is no pattern or trend in the answers and the interviewee answers questions from the orientation of all four styles, then the candidate may be a style-flex communicator. This means the candidate does not have a strong orientation to any one style, but conversely, is able to speak the “language” of all four styles fluently. Workforce management becomes easier with style-flex employees because they are able to function successfully in any position. The purpose of interviewing to detect communication styles is so the employer can make sure all employees are best fit for their positions. If an idea style communicator is in charge of payroll, then he or she is not being utilized best. However, a style-flex person can fit well in any position.

The one decision that hurts a company the most, is choosing to hire the wrong person. (Fahs) Utilizing the interview process to identify the interviewee’s communication style before you choose to hire him or her can be invaluable to ensuring you do not make the most costly error. If you are looking to fill one position, then you want to make sure the person you hire is actually well-suited for the job description. Also, it is imperative that a company create a style-flex workforce because it is clear that each style needs to be represented within a company. A workforce full of idea style communicators only may very quickly go bankrupt funding all of their outlandish inventions, or a workforce of action style communicators only may never have returning customers since no customer felt like their feelings were made a priority. Using the interview process to detect an interviewee’s communication style is the best way for an employer to ensure the representation of all four communication styles within his or her workforce; thus creating a style-flex workforce.

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CSI

communication  
Styles  
Inventory

## COMMUNICATION STYLES INVENTORY<sup>1</sup>

Four style orientations have been used to construct this self-assessment instrument.

Two assumptions underlie the theory: (1) The four styles can be found in any individual; (2) The four styles have a tremendous impact on the way a person communicates.

STYLE 1: is an ACTION orientation. People who are strong in this style like action, doing, achieving, getting things done, improving, and solving problems.

STYLE 2: is the PROCESS orientation. People who are process oriented like facts, organizing, structuring, and setting up strategies and tactics.

STYLE 3: is the PEOPLE orientation. Individuals who are people oriented like to focus on social processes, interactions, communication, teamwork, social systems, and motivation.

STYLE 4: is the IDEA orientation. People with the idea orientation like concepts, theories, exchange of ideas, innovation, creativity, and novelty.

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<sup>1</sup>

Adapted from Casse, P. Training for the Cross Cultural Mind, SIETAR 1981.



## YOUR SELF-ASSESSMENT

Generally, I think of myself as \_\_\_\_\_ - oriented.

Choices:    Action        Process        People        Idea

Putting the four orientations above into a representative order for me, I think I am:

Mostly/Primarily \_\_\_\_\_ - oriented

Secondly/Frequently \_\_\_\_\_ - oriented

Only Occasionally \_\_\_\_\_ - oriented

Least likely to be \_\_\_\_\_ - oriented

Choices: Action    Process    People    Idea

Generally speaking, professions vary in the type of orientation considered most effective for their members. The profession I'm preparing for is:

Primarily \_\_\_\_\_ - oriented

Frequently \_\_\_\_\_ - oriented

Occasionally \_\_\_\_\_ - oriented

Only rarely \_\_\_\_\_ - oriented

Choices: Action    Process    People    Idea



## YOUR SELF-ASSESSMENT--con't

*DIRECTIONS: Consider each pair of statements. Then select one statement from each pair that is **most typical** of or most like you. Make each choice as spontaneously as possible. There are no right or wrong answers!*

1. I like action.
2. I deal with problems in a systematic way.
3. I believe that teams are more effective than individuals.
4. I enjoy innovation very much.
5. I am more interested in the future than the past.
6. I enjoy working with people.
7. I like to attend well organized group meetings.
8. Deadlines are important to me.
9. I cannot stand procrastination.
10. I believe that new ideas have to be tested before being used.
11. I enjoy the stimulation of interacting with others.
12. I am always looking for new possibilities.
13. I want to set up my own objectives.
14. When I start something I like to go through until the end.
15. I basically try to understand other people's emotions.
16. I do challenge people around me.
17. I look forward to receiving feedback on my performance.
18. I find the step-by-step approach very effective.
19. I think I am good at reading people.
20. I like creative problem solving.
21. I extrapolate and project all the time.
22. I am sensitive to others' needs.
23. Planning is the key to success.
24. I become impatient with long deliberation.
25. I am cool under pressure.
26. I value experience very much.
27. I listen to people.
28. People say that I am a fast thinker.
29. Cooperation is a key word for me.
30. I use logical methods to test alternatives.
31. I like to handle several projects at the same time.
32. I always question myself.

33. I learn by doing.
34. I believe that my head rules my heart.
35. I can predict how others may react to a certain action.
36. I do not like details.
37. Analysis should always precede action.
38. I am able to assess the climate of a group.
39. I have a tendency to start things and not finish them.
40. I perceive myself as decisive.
41. I search for challenging tasks.
42. I rely on observation.
43. I can express my feelings openly.
44. I like to design new projects.
45. I enjoy reading very much.
46. I perceive myself as a facilitator.
47. I like to focus on one issue at a time.
48. I like to achieve.
49. I enjoy learning about others.
50. I like variety.
51. Facts speak for themselves.
52. I use my imagination as much as possible.
53. I am impatient with long, slow assignments.
54. My mind never stops working.
55. Key decisions have to be made cautiously.
56. I strongly believe that people need each other to get work done.
57. I usually make decisions without thinking too much.
58. Emotions create problems.
59. I like to be liked by others.
60. I can put two and two together very quickly.
61. I try out my new ideas on people.
62. I believe in the scientific approach.
63. I like to get things done.
64. Good relationships are essential.
65. I am impulsive.
66. I accept differences in people.
67. Communicating with people is an end in itself.
68. I like to be intellectually stimulated.



- 69. I like to organize.
- 70. I usually jump from one task to another.
- 71. Talking and working with people is a creative act.
- 72. Self-actualization is a key word for me.
- 73. I enjoy playing with ideas.
- 74. I dislike wasting my time.
- 75. I enjoy doing what I am good at.
- 76. I learn by interacting with others.
- 77. I find abstractions interesting and enjoyable.
- 78. I am patient with details.
- 79. I like brief, to-the-point statements.
- 80. I feel confident in myself.



**Scoring:** Each selected item has to be reported somewhere on the four scales below. For example, if you chose statement 1 over statement 2, circle number 1 under Style 1.

<u>STYLE 1</u>	<u>STYLE 2</u>	<u>STYLE 3</u>	<u>STYLE 4</u>
1	2	3	4
8	7	6	5
9	10	11	12
13	14	15	16
17	18	19	20
24	23	22	21
26	25	27	28
31	30	29	32
33	34	35	36
40	37	38	39
41	42	43	44
48	47	46	45
50	51	49	52
53	55	56	54
57	58	59	60
63	62	64	61
65	66	67	68
70	69	71	72
74	75	76	73
<u>79</u>	<u>78</u>	<u>80</u>	<u>77</u>
Total Circles	Total Circles	Total Circles	Total Circles

## DESCRIPTIONS OF COMMUNICATION STYLES

### *STYLE 1--ACTION STYLE*

People high in this style tend to talk about:

RESULTS  
OBJECTIVES  
PERFORMANCE  
PRODUCTIVITY  
EFFICIENCY  
MOVING AHEAD  
RESPONSIBILITY  
EXPERIENCE  
CHALLENGES  
ACHIEVEMENTS  
CHANGE  
DECISIONS

and tend to be:

PRAGMATIC  
DIRECT (TO THE POINT)  
IMPATIENT  
DECISIVE  
QUICK (JUMP FROM ONE  
IDEA TO ANOTHER)  
ENERGETIC

### STRENGTHS

Pragmatic, assertive, focused, results oriented, competitive, confident, disciplined in using time, open for options.

### WEAKNESSES

Domineering, arrogant, not critical enough, autocratic, not relationship oriented.



*STYLE 2--PROCESS STYLE*

People high in this style tend to talk about:

FACTS  
PROCEDURES  
PLANNING  
ORGANIZING  
CONTROLLING  
TESTING  
TRYING  
ANALYSIS  
OBSERVATIONS  
PROOF  
DETAILS

and tend to be:

SYSTEMATIC  
LOGICAL (CAUSE AND  
EFFECT EMPHASIS)  
FACTUAL  
VERBOSE  
UNEMOTIONAL  
CAUTIOUS  
PATIENT

STRENGTHS

Well organized, great problem solver, objective, persistent, accurate, develops priorities, orderly, perfectionist.

WEAKNESSES

Poor decision maker, insensitive, inflexible, slow, judgmental, perfectionist.

### *STYLE 3--PEOPLE STYLE*

People high in this style tend to talk about:

PEOPLE  
NEEDS  
TEAMWORK  
COMMUNICATION  
FEELINGS  
TEAM SPIRIT  
UNDERSTANDING  
SENSITIVITY  
AWARENESS  
COOPERATION  
EXPECTATIONS  
SELF-DEVELOPMENT

and tend to be:

SPONTANEOUS  
EMPATHIC  
WARM  
SUBJECTIVE  
EMOTIONAL  
PERCEPTIVE  
SENSITIVE

#### STRENGTHS

Spontaneous, persuasive, empathic, probing, draws out feelings of others, loyal, warm, supportive, dependable, respects others.

#### WEAKNESSES

Impulsive, sentimental, subjective, avoids risks, doesn't like to take initiative, overly sensitive, doesn't like change.



**STYLE 4--IDEA STYLE**

People high in this style tend to talk about:

CONCEPTS  
INNOVATION  
CREATIVITY  
OPPORTUNITIES  
POSSIBILITIES  
GRAND DESIGNS  
INTERDEPENDENCE  
NEW METHODS  
IMPROVING  
POTENTIAL  
ALTERNATIVES  
WHAT'S NEW IN THE FIELD

and tend to be:

IMAGINATIVE  
CHARISMATIC  
DIFFICULT TO UNDERSTAND  
UNREALISTIC  
CREATIVE  
FULL OF IDEAS  
PROVOCATIVE

**STRENGTHS**

Original, creative, warm, approachable, stimulating, likes to take risks, sensitive to other people, open for new ideas, idealistic, flexible.

**WEAKNESSES**

Impractical, out of touch, dislikes detail, manipulative, undisciplined in using time, loses control, unrealistic.

**CHECKLIST FOR COMMUNICATING EFFECTIVELY WITH  
ACTION TYPES**

**DO:**

Be clear, specific, brief, and to the point.  
Stick to business.  
Come prepared with all requirements, objectives, support material in well-organized package.  
Present the facts logically, plan your presentation efficiently.  
Ask specific, relevant questions.  
Provide alternatives and choice for their decision making.  
Provide facts and figures about probability of success or effectiveness of options.  
Motivate and persuade by referring to objectives and results.

**DON'T:**

Ramble on or waste their time.  
Emphasize building personal relations.  
Forget or lose things, be disorganized.  
Leave loopholes or cloudy issues.  
Come with a readymade decision.  
Speculate wildly or offer guarantees and assurances where there is a risk in meeting them.  
Try to convince without doing your homework.



## CHECKLIST FOR COMMUNICATING EFFECTIVELY WITH PROCESS TYPES

### DO:

Prepare your case in advance.  
Approach them in a straightforward, direct way, stick to business.  
Support their principles, use thoughtful approach, build credibility by listing pros and cons to any suggestion you make.  
Make an organized contribution to their efforts.  
Present specifics and supporting detail.  
Take your time, but be persistent.  
Draw up a scheduled approach to problems.  
If you agree, follow through; if you disagree, make an organized presentation of your position.  
Give them time to verify reliability of your actions, be realistic and accurate.  
Give them time to be thorough.

### DON'T:

Be disorganized or scattered.  
Rush the decision-making process.  
Be vague.  
Use someone's opinion or other unreliable sources as evidence.  
Push too hard or be unrealistic with deadlines.



**CHECKLIST FOR COMMUNICATING EFFECTIVELY WITH  
PEOPLE TYPES**

**DO:**

Start, however briefly, with a personal or social comment.  
Show sincere interest in them as people; be candid and open.  
Patiently draw out personal goals and work with them to help achieve these goals;  
listen and be responsive.  
Present your case nonthreateningly.  
Be more informal.

**DON'T:**

Rush headlong into agenda.  
Be brusque and stick coldly to business.  
Force them to respond quickly to your objectives.  
Manipulate or bully them into agreeing.  
Patronize or demean them.  
Be vague and offer them multiple options or probabilities.  
Offer assurances you can't fulfill.  
Leave them without backup support.



# **CHECKLIST FOR COMMUNICATING EFFECTIVELY WITH IDEA TYPES**

## **DO:**

Plan interaction that supports their ideas and intentions.  
 Leave time for socializing.  
 Talk about people and their goals.  
 Ask for their opinions regarding people.  
 Provide or invite ideas for implementing.  
 Create a stimulating work environment.  
 Offer immediate and extra incentives for their willingness to take risks.

## **DON'T:**

Restrict or legislate.  
 Be curt, cold, or tight-lipped.  
 Leave decisions hanging in the air.  
 Be dogmatic.  
 Stifle their ideas or creativity.  
 Be strictly task or goal oriented.