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Communication Skills Training™

Practical techniques for clear & persuasive communication.

Collaborative Communication

Getting along & getting things done

Communication Style Assessment

Learning Style Assessment

I-Statements

Seek to understand before being understood.
- Steven Covey

Communication Style Self-Assessment

This Self-Assessment is designed to identify your communication style. There are no wrong answers. We all have all these qualities. But we tend to have certain characteristics more dominant than others.

Circle either A or B, depending on which characteristic best describes you. Don't think too much! You might agree with both options, just circle the one that *feels* right.

1.

- A) I'm open to getting to know people personally and establishing relationships with them fairly quickly.
- B) I prefer to take time to get to know people before I create a personal relationship with them.

2.

- A) I like to think through situations slowly and deliberately.
- B) I usually react to situations quickly and spontaneously.

3.

- A) I want to control my time and what other people expect of me.
- B) I'm usually open to how other people want to use my time.

4.

- A) I easily introduce myself to other people at social gatherings.
- B) I like to wait for others to introduce themselves to me first.

5.

- A) I tend to focus my conversations on the interests of the people involved, even if that means straying from the subject at hand.
- B) I'm good at focusing my conversations on the issues we need to discuss.

6.

- A) I'm usually not assertive, and I like to act at a slow pace.
- B) I'm assertive, and I get impatient when things take too long.

7.

- A) I make decisions based on facts and evidence.
- B) I make decisions based on feelings, experiences, or relationships.

8.

- A) I easily and frequently contribute to group conversations.
- B) I prefer one-on-one conversations rather than in groups.

9.

- A) I prefer to work with others, providing support when possible.
- B) I like to work independently, or dictate the terms of how others are involved.

10.

- A) I can be hesitant to ask questions or speak when in conversations.
- B) I make empathic statements or directly express my opinions.

11.

- A) I like to focus mostly on ideas, concepts, and results.
- B) I think it's important to pay attention to people, interactions, and feelings.

12.

- A) I use gestures, facial expression, and voice intonations to emphasize my points.
- B) I speak directly about the facts, and keep emotion out of my conversations.

13.

- A) I usually accept others' points of views, ideas, feelings, and concerns.
- B) It's important that people know what I think about the topic of conversation.

14.

- A) I usually respond to risk and change in a cautious or predictable way.
- B) I respond to risk and change quickly and without thinking too much.

15.

- A) I prefer to keep my feelings and thoughts private, sharing only when I wish to.
- B) I usually find it natural and easy to share and discuss my feelings with others.

16.

- A) I look for new experiences, diverse people, and different life situations.
- B) I prefer people who are like me, and situations I am comfortable with.

17.

- A) I'm usually open and responsive to people's agendas, interests, and concerns.
- B) I am directed toward my own agendas, interests and concerns.

18.

- A) When faced with conflict, I like to give the situation plenty of thought.
- B) I respond to conflict quickly and directly.

Circle your answers below.

A	B	C	D
1A	1B	2B	2A
3B	3A	4A	4B
5A	5B	6B	6A
7B	7A	8A	8B
9A	9B	10B	10A
11B	11A	12A	12B
13A	13B	14B	14A
15B	15A	16A	16B
17A	17B	18B	18A

Add the number of answers in each column and write the totals on the spaces below.

Total =18

A **B** **C** **D**

Compare the **A** and **C** columns and circle the letter with the highest total. **A** **C**

Compare the **B** and **D** columns and circle the letter with the highest total. **B** **D**

If you circled **C** and **B**, you tend to be a **Controller**

If you circled **A** and **B**, you show qualities of a **Promoter**

If you circled **A** and **D**, you're predominantly a **Supporter**

If you circled **C** and **D**, your characteristics are **Analyzer**

My communication style is _____

Characteristics of the Four Communication Styles

Controller

1. Commander
2. Decisive risk taker
3. Fearless; no obstacle is too big
4. Comes on strong in conversation
5. Takes charge, competitive, efficient
6. Values getting the job done
7. Good at delegating work to others
8. Likes to be where the action is
9. Not shy but private about personal matters
10. Results oriented

Promoter

1. Entertainer
2. Wants to work to be fun for everyone
3. Flexible, easily bored with routine
4. Optimist, nothing is beyond hope
5. Asks for opinions, loves to brainstorm
6. Values enjoyment and helping others enjoy life
7. Full of ideas and impulsive in trying them
8. Intuitive, creative, spontaneous, outgoing
9. Talkative and open about self
10. Celebration oriented

Supporter

1. Harmonizer
2. Slow with big decisions
3. Easy-going, likes a slow, steady pace
4. Friendly & sensitive
5. Resists change
6. Values acceptance and stability
7. Builds networks of friends to help do work
8. Good listener, hesitant to say contrary opinion
9. Cares about others' feelings
10. Relationship oriented

Analyzer

1. Assessor
2. Plans thoroughly before deciding to act
3. Highly organized; even plans spontaneity
4. Cautious, logical, thrifty approach
5. Introverted; quick to think, slow to speak
6. Values accuracy in details & being right
7. Prefers to work alone
8. Thoughtful; no problem is too big to ponder
9. Private about personal matters
10. Idea oriented

Strengths & Weaknesses of the Four Communication Styles

Controller Strengths

- Are resourceful, determined, practical and down-to-earth
- Have a talent for getting things done
- Make decisions quickly based on facts and past experience
- Focus on actions, results and rewards
- Work steadily with a realistic idea of how long it will take

Controller Weakness

- Impulsive & impatient
- Competitive
- Aggressive
- Disregards long-term consequences of actions and decisions
- Under stress, may alienate others
- May be poor listener, often interrupts
- Might create messes for others to clean up

Promoter Strengths

- Are visionary, seem to see into the future and are good long-range planners
- Love to learn new skills
- Have great imaginations
- Focus on how things can be improved
- Are able to identify creative solutions and fresh and novel approaches

Promoter Weakness

- Absent-minded and scattered thinking
- Long on vision, short on action
- Hard to read feelings and expectations
- May come across as arrogant or condescending
- May procrastinate

Strengths & Weaknesses of the Four Communication Styles

Supporters Strengths

- Are good at building rapport and communicating tactfully
- Consider the impact on other people when making decisions
- Have a talent for empathizing and creating harmony
- Are naturally friendly and have a good sense of humor
- Take an interest in the person behind the job
- Treat each person uniquely

Supporters Weaknesses

- Overly personalize situations
- Relationships can cloud judgment
- Might overlook important details
- Lack of planning can cause disorganization
- May spend too much time socializing
- Ask a Supporter “how are you?” and they will tell you more than you ever wanted to know

Analyzers Strengths

- Are good at putting things in order
- Have a talent for analyzing a problem or situation
- Make objective decisions based on logic
- Value accuracy and preciseness
- Treat people fairly
- Follow policies and rules
- Are sought out for problem-solving abilities

Analyzers Weaknesses

- Can be overly cautious or too slow
- Might miss the forest for the trees
- Can hurt other’s feelings
- Might not give enough positive feedback
- Their knack for adhering to policy, and attention to detail can cause people to think the Analyzer is looking for things to criticize

How does your communication style affect the way you work?

1. _____

2. _____

3. _____

4. _____

5. _____

How does your communication style affect the way you work?

6. _____

7. _____

8. _____

9. _____

10. _____

I am responsible for what I do.

Now I want to talk about how we use words to mirror our perceptions. And the value of me taking accountability for the words I use, and being aware of how those words affect others.

We are emotional creatures. Emotions drive all of our decisions.

But sometimes, I blame others for making me feel the way I do. Or I claim circumstances force me to behave in a certain way, by saying "it" is responsible. Or I generalize and say "everyone" would feel this way, or act this way.

Those are called You-statements. They put the responsibility for my feelings, and my decisions, and my actions on another person, or other circumstances. Here are some examples of You-statements:

1. Blaming: You make me mad. It's your fault that . . .
2. Judging: You are inconsiderate. You should be more careful.
3. Accusing: You don't care about _____. Why do you always . . .
4. Ordering: You just have to _____. If you would just it'd be easier
5. Questioning: Why does that have to take so long? What's your problem?
6. Arguing: You don't know what you are talking about. That's not what happened
7. Sarcasm: Of course, you are such an expert!
8. Criticizing: You did that wrong. That's not how I'd do
9. Threatening: You need to _____ or else.
10. Moralizing: Well, the *right* thing to do would be to _____
11. Treating: You must be so tired. You need to rest and _____
12. Supporting: You will be happier when _____
13. Analyzing: You can't stand it when other people _____

I-statements

So, I-statements are a way I can take responsibility for my feelings, my words, and my actions.

Emotions I feel are:

Ask: What kinds of emotions do you feel at work, and other parts of your lives?

They list a few

Glad, sad, mad, irritated, frustrated, scared, worried, happy.

Sometimes we use the word *feel*, but we're not describing a feeling.

"I feel like screaming..." is not a feeling, it's about an action

"I feel like you always..." is not a feeling, it's a judgment about the other person

"You make me feel..." that puts the responsibility for your emotion on the other person

"It makes me feel..." blames "it" for your emotion

Instead of:

You're being confusing, what you said made no sense.

Ask: How would I take away blame and make it about me and my perspective? Ask for examples.

Try: *I feel confused, I want to make sure I understand what you're saying, could you tell me again what you like me to send you?*

Instead of: *Everybody knows that's not the way to write those directions.*

Try: *I'm not clear about what steps to take, and in what order. Could you show me what to do first?*

Think of some examples from work and personal life where you can use I-statements.

Make a few notes of some specific examples from work, or your personal life, where you can use I-statements to help you communicate clearly.

Expanded I-statements

In more complicated or emotional situations, you can clearly communicate how you feel, and what you want by adding five parts to an I-statement.

I feel – This is an emotion I have – sad, happy, scared, embarrassed, angry.

I see/hear – This is what I observed. Something I saw happen or heard a person say.

I judge – This is an assumption or guess. *Because I heard you interrupt me, I judge or assume you think my ideas are not useful.* I don't actually know what you think, I'm making an assumption or a judgment. We make these kinds of assumptions frequently throughout our day.

I want – This is how I'd *like* the situation to be. It is a request or a commitment of action.

I ask – This is how I confirm that someone hears me or is willing to listen to me.

I give – This is how I show I'm aware of my role and I'm willing to do something in return.

Compromise

Instead of:

Mike makes things do difficult. He obviously thinks his ideas are better than everybody else's.

I could say to Mike:

I feel – Hey Mike. I feel frustrated.

I hear – During the meeting yesterday, you interrupted me, like 5 times, and didn't let me finish what I was saying.

I judge – I think that you don't value my ideas. (Not it makes me feel)

I want – I'd like you to pay attention to that, and listen to me when I tell you you're interrupting.

I ask – Are you willing to try that?

I give – I'll be more aware of rambling on and not getting to the point. (Negotiation)

It's important to be as clear and specific as you can be. To clearly distinguish between them:

Feeling – something inside you. So “I feel you’re acting like a jerk” is not a feeling.

Observation – I see, I hear. So, “I see you obviously don’t agree with what I’m talking about” is not an observation

Judgment – It’s a guess. So, “I know you think I this is taking me too long.” You don’t actually know what the person thinks, or why.

Want – Ask for something reasonable and doable, not “I want you to give me a millions dollars and a new Ferrari.”

Ask – the other person may not be willing to do what you want. It’s important for you to know that, and not assume just because you ask, it will happen.

Give – accept your role in the situation. Be clear about what you are willing to do in return. You’re asking for a compromise. It’s a form of negotiation.

Negotiation is about knowing what you want, going after it, and respecting the other person in the process. The key to successful negotiation is compromise.

Do I set realistic expectations?

Up-Front Agreement

We make agreements every day in our personal lives. Think of the deals you make.

When doing the dishes:

I'll wash, you dry.

When doing chores on the weekend:

*If you pick up the dry cleaning after you go to the hardware store,
I'll clean up the kitchen and the dog for a walk.*

But we neglect to do this in business because we have different agendas. We often forget that we're working with partners – people with shared interests and values.

We're all sales people. I give you something, you give me something, we're both happy.

Instead of saying:

You need to finish the report before Wednesday.

Try saying:

*I'd like to get this report by Wednesday because the deadline to submit our request is Friday at 9:00am. It will take me a day to complete the request.
What do you need to help you have the report finished by Wednesday?*

(person answers)

What can I do on my end to help make that happen?

Instead of saying:

No, I can't meet you at 9:00

Try saying:

Yes, I can meet you at 9:00, but if I do, I won't be able to finish the report you asked me to do yesterday. Is that OK with you?

Learning Style Assessment

We all tend to learn in a certain way. If we know this about ourselves, and about our colleagues, it will help us communicate more effectively. This assessment will help you determine your dominant learning style, or styles. Some people have one or two dominant styles, others are even across all three. There are no wrong answers.

For each statement, circle the letter that best describes you.
You may circle more than one letter for each.

1. When I use new equipment I generally:

- A) read the instructions first
- B) listen to an explanation from someone who has used it before
- C) start using it, I can figure it out as I use it

2. When I need directions while travelling I usually:

- A) look at a map or use a GPS
- B) ask someone for directions
- C) follow my instinct

3. When I cook a new meal, I like to:

- A) follow a written recipe
- B) call a friend for an explanation
- C) do what seems right, testing as I cook

4. When I am explaining something to someone, I tend to:

- A) write instructions
- B) give a verbal explanation
- C) demonstrate first and then let the person try

5. When I am choosing where to go for vacation, I tend to:

- A) read brochures or websites
- B) listen to recommendations from friends
- C) imagine what it would be like to be there

6. When buying a car, I will:

- A) read reviews in newspapers, magazines, and online
- B) discuss what I need with my friends
- C) test-drive many different types

7. When learning a new skill, I am most comfortable:

- A) watching what someone else is doing
- B) talking through exactly what I'm supposed to do
- C) giving it a try myself and work it out as I go

8. When considering what to order at a restaurant I tend to:

- A) picture what the food will look like
- B) talk through the options in my head or with the waiter
- C) imagine what the food will taste like

9. When I concentrate, I most often:

- A) focus on the words or the pictures in front of me
- B) discuss the problem and possible solutions in my head
- C) walk around, play with pens and pencils, and fiddle with things

10. I choose household furnishings because I like:

- A) their colors and how they look
- B) the descriptions the sales-people give me
- C) their textures and what it feels like to touch them

11. My first memory is of:

- A) looking at something
- B) being spoken to
- C) doing something

12. When I am worried, I:

- A) visualize the worst-case scenarios
- B) talk over in my head what bothers me most
- C) can't sit still, fidget with things, and move around

13. I feel especially connected to other people because of:

- A) how they look
- B) what they say to me
- C) how I feel about them

14. When I have to revise documents at work, I generally:

- A) write revisions, notes, and diagrams
- B) talk over my notes alone or with other people
- C) imagine making the changes or creating the document

15. When I am explaining something to someone I tend to:

- A) show them what I mean
- B) explain to them in different ways
- C) encourage them to try it

16. When I first contact a new person, I usually:

- A) arrange a face to face meeting
- B) talk to them on the telephone
- C) suggest we meet for coffee or a meal

17. I first notice how people:

- A) look and dress
- B) sound and speak
- C) stand and move

18. If I am angry, I tend to:

- A) keep replaying in my mind what upset me
- B) raise my voice and tell people how I feel
- C) demonstrate my anger in other ways

19. I find it easiest to remember:

- A) faces
- B) names
- C) events

20. I can tell someone is lying if:

- A) they avoid looking at me
- B) their voices changes
- C) they give me funny vibes

21. I remember things best by:

- A) writing notes or keeping printed details
- B) saying them aloud or repeating words and key points in my head
- C) doing and practicing the activity or imagining it being done

22. I tend to say:

- A) I see what you mean
- B) I hear what you are saying
- C) I know how you feel

Now add up how many As, Bs, and Cs you circled. A ____ B ____ C

If you chose mostly A you have a dominant Visual learning style.

If you chose mostly B you have a dominant Auditory learning style.

If you chose mostly C you have a dominant Tactile learning style.

Learning Style Characteristics

Visual

Their work area is organized. They are good planners. Detail oriented. Linear thinkers. They like tasks with plenty of detail, instructions, and clearly-defined outcomes.

They respond best to visuals and descriptions of events in pictures. They quickly understand graphs, patterns, and shapes.

They like presentations with colors, graphics, and pictures. They want to *see* what you are talking about. They like data, spreadsheets, and details. They are skilled at processing disparate information and finding conclusions, outcomes, errors, and relationships between data.

They easily visualize faces and places and seldom get lost in new surroundings.

They avoid talking on the phone, and tend to have a hard time listening to others. They get impatient with people who tell stories and stray from the details.

They tend to give you facts but not much about relationships between them, as they assume you know. They want quick decisions based on information presented. They will make decisions based on details and facts.

They use visual words like *see, show, reveal, I see what you mean, the outcome looks solid, we don't see eye to eye*

To work effectively with a visual learner:

- Use graphs, charts, illustrations, and other visual aids
- Include outlines, concept maps, agendas, handouts
- They will look for relationships between visual information
- Give them time to read and give them space and time to take notes
- Include plenty of content in handouts for them to read
- Invite questions to help them stay alert in auditory environments
- They flip ahead in notes or a workbook to see what comes next, and expect that sequence

Auditory

Great at generating ideas and understanding abstract concepts, but tend not to follow through as a task gets more detailed. Tend to talk to themselves as they plan, or while they are working. Usually good story-tellers, and excellent listeners.

Easily distracted by noise, will have a hard time paying attention in a noisy environment or with conversations nearby.

They respond well to phone calls and face-to-face meetings, rather than information presented visually.

They easily understand broad concepts and will make decisions based on breadth of information: *who, what, when, where, how, why.*

May get frustrated if given only facts or instructions without understanding the scope, outcome, or expectations.

They will tell you stories about a situation, and want that in return – not just the facts.

They will describe events or meetings as a conversation - *I said, I told him, she said...*

They use sound words like *hear, talk, sound, tell, call, listen, that rings a bell.*

To work effectively with an auditory learner:

- Expect them to want conversations and stories
- Describe the concept or broad description of your topic
- They will often stray from the topic you're discussing
- Ask them questions and allow them to ask questions
- Give them time to contemplate new information
- Avoid talking with them in a noisy environment
- They may repeat aloud what you say, or information presented

Tactile

Work area may appear cluttered and disorganized. They like to see their things around on their desks, rather than in drawers and cabinets.

They like to carry a lot of things with them like notepads, papers, files, drinking cups, large bags, backpacks, and purses.

They respond to feelings, emotion, intuition, and hunches. They are often very perceptive about subtleties in human character and behavior.

They will make decisions based on instincts, intuition, their feelings and emotions, and how a decision will affect others.

They tend to lose concentration if there is little or no external stimulation or movement. May have a hard time sitting still for long.

They are very aware of characteristics of their physical space – textures, temperature, table top material, seat material and firmness, soft or hard flooring.

When listening they will take notes, which often include drawings, diagrams, or doodling.

They use physical language: *tackle, hold, kick, run, toss, step, feel, touch, contact, grasp, I've got a feeling that, let's touch base, I'll contact you*

To work effectively with a tactile learner:

- Use activities and allow them to move around, hold objects, and interact physically in some way
- Use shapes to emphasize key points on flip charts or white boards
- Give them handouts with space, and time to take notes
- Allow them to consider how information and decisions may affect people involved
- Recognize they trust their instinct and gut feelings often more than apparent facts
- They may want time to consider a decision from a variety of points of view
- They prefer a demonstration of, or description of, a process and interrelated detail

Motivating the Four Communication Styles

Controllers

- Love to be right and hate to be wrong
- Like working with others who appreciate their capabilities
- Like to take their time to get things done

Motivate them by:

- Acknowledge attention to detail
- Praise thoroughness and detail
- Allow them to set their own work or project schedule
- Recognize completion of work
- Group them with people who appreciate them

Supporters

- Enjoy personal attention
- Like hearing about and expressing feelings
- Like being helpful to others

Motivate them by:

- Praise a good effort
- Permit creative and expressive activities
- Allow opportunities for them to help
- Share the personal part of your reactions

Promoters

- Love to take action
- Like to start new projects
- Enjoy taking a leadership role

Motivate them by:

- Permit activities after completion of quiet work
- Provide opportunities for leadership roles
- Praise completion of successful projects
- Give specific and active responsibilities

Analyzers

- Love to respond to an intellectual change
- Need time and breathing space
- Like to think about important goals and issues

Motivate them by:

- Value and encourage their creativity
- Allow them to design their own goals/objectives
- Talk about things that interest them
- Put them with people who will value their skills

How the Four Communication Styles Affect Behavior and Perceptions

Controller

How Controllers typically function:

Controllers are usually perceived as fast and determined. They often have excellent imaginations. They tend to question themselves and others. They often seem to have an uncanny ability to anticipate or to project – to know prior to many others knowing. They have an ability to see relationships between things that many others do not understand. Sometimes people say they seem to be in a world of their own.

They usually resent being placed in a situation where they are required to think or operate in a structured way. They create structure out of disorder. They excel with imaginative tasks and situations with a long-term view.

Controllers at their best:

They are seen as leaders and as visionaries – people who can cut through past practices and focus on the crux of the situation. They see new directions or solutions others miss.

Controllers at their least effective:

Controllers may avoid some of the tedious details. They may often be so convinced of the power and value of their insights and contributions that they don't see the importance of documenting their actions or proving themselves to the satisfaction of others. They may seem impatient and irritated with others who demand detailed evidence or do not see the value of their ideas as they do.

Often they may be criticized for being overly abstract or theoretical. Sometimes people see Controllers as acting superior or being condescending in their communications.

Controllers under stress:

They can appear detached, overly intellectualized, and indifferent to the reality of the situation. Controllers can become quite rigid, uncompromising, and impractical. They may seem to be more concerned with developing their own ideas than in translating them into more usable forms or trying to adapt them with ideas from their peers. They are apt to feel more satisfied if their approach is conceptually sound, rather than testing it, or listening to others.

How the Four Communication Styles Affect Behavior and Perceptions

Supporter

How Supporters typically function:

Supporters are perceived as perceptive and insightful. They are warm, friendly, and sensitive to their own feelings and the needs and wants of others. They recognize the subtleties between speech and expression, or between outward behavior and inner feelings. People rely on them for their ability to sort out complex emotional problems, and to interpret the meanings of behavior, or to assess the dynamic of a group. They are good at predicting the way others may respond or react to change or action.

Supporters at their best:

They are likely to be perceptive, aware, and skilled communicators. They are patient, empathetic listeners and observers. They can often read and assess organizational politics with accuracy and insight. They promote change in ways that will reduce resisting forces and increase cooperation, teamwork, and progress.

Supporters at their least effective:

They may be seen as being more concerned with analyzing, communicating, and interpreting what is taking place, rather than achieving an outcome. They rely feelings, hunches, and emotions, rather than on logic and thought. They take their own emotional reactions and what they believe others feel, as fact.

They may be criticized for their emotional response as a substitute for action. They may be disappointed if other people don't share their belief about the importance of feeling as necessary for meaningful action and change.

Supporters under stress:

They are perceived as impulsive and insufficiently deliberate. They may be careless about details or critical actions their peers value. Their moods may fluctuate quite widely as they react to the feelings of the moment, causing somewhat uneven or possibly erratic behavior. As a result, people may question their credibility.

How the Four Communication Styles Affect Behavior and Perceptions

Promoter

How Promoters typically function:

Promoters are doers. Quick decision-making is important. They tend to proceed resourcefully and determinedly, moving sometimes seemingly insurmountable obstacles out of the way. They thrive on working on a wide variety of projects and tasks at once, and demonstrate what seems to be an incredible ability to get things done. Promoters need to prove to themselves that a proposed action is likely to work. If they cannot understand an action based on their direct experience – such as who will do what; how; for what purpose; how will we know it is accomplished – then they find it difficult or undesirable to proceed. They learn best from immediate, direct, personal experience.

Promoters at their best:

They are seen as dynamos – Herculean workers who, once having committed themselves to a task, will move mountains to make the task a success. They are resourceful, well-organized, pragmatic and hard-working. They impose high standards on themselves and others. People see them as spirited and down-to-earth – able to convey a sense of mission and purpose to others.

Promoters at their least effective:

They fail to consider the long-range consequences of their actions. They may be so-action-oriented that they skip significant steps in the planning process. They can be criticized for imposing their expectations for drive, high-speed, and zealotry onto others. They tend to over-emphasize short-term results and act impulsively – trying to drive others to their will – rather than adopting strategies based on the concepts, plans, or feelings of others.

Promoters under stress:

Promoters run the risk of over-reacting to a difference of opinions that to them, appear resistant to action and movement. They tend to ignore other people's feelings or opinions, and are seen as opinionated or biased. They define loyalty as how others agree with them and help them. Under the fear of failure, they may see a lack of immediate success as evidence that others are not loyal or working hard enough to make their project work.

How the Four Communication Styles Affect Behavior and Perceptions

Analyzer

How Analyzer typically function:

Analyzers function in a steady, tenacious manner. They rely on their observations and rational principles while avoiding emotions. They are skeptical of new approaches until the idea or process has been thoroughly analyzed, tested, and reviewed compared to alternatives. They are often skeptical of their own initial reactions and those of others. As a result, they frequently would rather sleep on a new idea and review it carefully before taking a position or making a commitment. They very often are seen as consistent producers, and logical thinkers who get results.

Analyzers at their best:

They are consistent forces for progress, excellent thinkers, and doers. They can cut through the uncertainty of untested ideas and emotional fervor. They are highly effective in organizing themselves and others to research and plan. They are great at executing logical, detailed projects.

Analyzers at their least effective:

They may be seen as overly-cautious and conservative – a person who at times may emphasize deliberation instead of action. They may become so involved in weighing, testing, researching and checking, that others perceive them as indecisive. Sometimes they will be seen as interfering with actions that are different from tradition. When they try to deal with change, basing their actions on rational principles, they may sometimes be viewed as rigid or dogmatic.

Analyzers under stress:

They may rely too heavily on their style and can run the risk of being rigid, overly cautious, and insecure. They may seem more concerned with the issue of their correct assessments than with getting the job done. When their coworkers feel under pressure, Analyzers may seem quite disinterested in the feelings of those around them and out of touch. They may seem task-oriented and unwilling to depart from their established methods and routines.

How the Four Communication Styles Affect the Workplace

Controller

Oral Communication

Abrupt. Staccato. To the point, expect others to do the same. Interrupt frequently. Need to control the conversation.

Written Communication

Resent having to write, see it as a waste of time rather than as action. Very brief, sometimes careless in notes and email. Written communication is action-oriented, urgent. Handle several phone calls simultaneously.

Dress

Informal, simple, functional clothes. Want to be neat, but not fancy.

Office Decor

Generate atmosphere of hard-charging clutter. Mementos, if any, connote action: heads of animals hunted, tennis trophies, mounted fish, racing prints. Desk is likely to be big, messy. Controllers are too busy to be neat, too action-oriented to be concerned with image unless they have a strong Analyzer back-up style.

Supporter

Oral Communication

Don't seem to distinguish between business and personal calls in the sense that they are likely to be quite informal. Interject humor, personal associations, questions about other's well-being. Like to chat casually and gossip.

Written Communication

They favor the personal notes over other forms. Do not like to write at-length, prefer face-to-face or phone contact. Tend to be more effective in oral than written communication as they convey inflection, interest, and enthusiasm.

Dress

Dress is more according to their own mood than to conform to expectations. Like colorful, informal clothes.

Office Decor

Tend to personalize their surroundings, make their offices informal and homey. They like warm colors, antiques, big live plants, mementos, snapshots rather than formal photographs of family. Papers and files are likely to be messy on the surface, but organized underneath in a personal way only they can understand.

How the Four Communication Styles Affect the Workplace

Promoter

Oral Communication

Wordy, sometimes aloof. Impersonal. May wonder off on tangents. Not mindful of time.

Written Communication

Letters and memos are idea-oriented, verbose, technically-oriented, and often complex. In conversation often seem erratic, switching from long silences to lecture mode.

Dress

Hard to predict. Like the absent-minded professor. Too wrapped up in future goals to think about daily appearance.

Office

Likely to demonstrate their imagination in their selection of the newest furnishings and décor. Those in thinking professions have offices resembling mini think-tanks; round conference tables, inspiration-posters on walls. Off-beat periodicals. Add citations for idealistic work, community service, and personal causes.

Analyzer

Oral Communication

Business-like but lack-luster. Little voice inflection. List specifics. Ordered, measured manner. Sometimes suggest ground rules for phone conversation, such as “I’d like to begin with the agenda”.

Written Communication

Letters and email are logical, easy to follow, well thought through. Often more effective in writing than speaking because tone and inflection may be stripped of feeling.

Dress

Usually more conservative and proper. Unassuming, understated. Dress appropriate to circumstances. Business-like in office, well-tailored, more casual in non-work atmosphere.

Office Decor

Like their work surroundings to be practical and non-distracting. Furnishings are tasteful but conventional. Likely to have charts for business use, reports and reference works nearby. Few touches of informality and color.