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SECTION BREAKDOWN

This guide is divided into three sections and includes a copy of the Participant Handbook that contains information and materials to use in **The Four Styles** training session. Ten copies of the copyrighted spiral bound Participant Handbook are included with your purchase of The Four Styles course,

Section A

Introduction/Planning: Your Session

Section A orients you to the purpose of **The Four Styles** video-based training course, as well as offering valuable assistance in planning your training session. It offers a review of **The Four Styles** video, additional resources on communication, and step-by-step instructions and guidelines for session preparation. Four possible session agendas are outlined in this section. Determine the agenda which best fits your organization's specific needs. The video is available in DVD format or it can be licensed for streaming over your intranet or from our server.

Section B

Training: Leader's Materials

Section B provides a complete set of trainer materials which can be used to conduct your session. The materials include ten copies of the Participant Handbook. Exercise and discussion outlines are provided, along with instructions on how to facilitate each session. To assist you in the discussion process, sample introductions/conclusions and questions/answers are presented in italics; use these verbatim, or adapt them to fit your specific needs. In the top right hand corner of each page you will see a number(s) symbol-[6-4-2]. This symbol represents the agenda with which this exercise is designed to be used - six hour, four hour, or two hour.

Section C

Reinforcement/Additional Materials

Section C contains reinforcement materials which can be used after your session, as well as materials you may want to incorporate into your initial session.

PowerPoint® slides for your session are located in this section.

Participant Handbook

At the back of your Training Materials Guide, we have included a Participant Handbook. This handbook contains materials to be used in a group session or individual study.

USING *THE FOUR STYLES* WITH OTHER WELL-KNOWN ASSESSMENT INSTRUMENTS

The concept of behavioral styles is not new. For thousands of years, people have explored the concept of the four behavioral styles. Today, there are over 100 different terms used to describe the four styles. The styles themselves don't change, just the names assigned to them.

Important Notice:

This course is totally compatible with **ALL** behavioral-style assessment instruments that deal with the four behavioral styles used today.

If your organization currently uses assessment tools that deal with the four behavioral styles, such as:

- DiSC
- Myers-Briggs (MBTI)
- Performax
- SYSTEMA
- Wilson Learning
- Carl Jung
- LIFO
- Geier
- Merrill
- Hunsaker
- Hippocrates
- Atkins
- Lefton
- Alessandra

This training package will be easy to use and will enhance your current training efforts on *The Four Styles*.

The Four Styles

Section A

Introduction/Planning Your Session

Preview Only

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INTRODUCTION/PLANNING YOUR SESSION

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TRAINING WITH *THE FOUR STYLES*

Purpose of the Program

The video-based training program, **The Four Styles**, is designed as a simple tool to improve business and interpersonal relationships. It is not designed as an in-depth psychological examination of human behavior, but rather as a simple way of observing, identifying, and understanding the differences in people through their behavior. Through understanding the differences, individuals should be able to greatly improve their communication effectiveness by learning how to better deal with others.

Your Role

As a trainer, your role is to train your employees to understand and alter their behaviors, which can indirectly alter the behavior of others. An individual's behavior pattern is the result of behavior reinforcement from others throughout our lives. Although these patterns of behavior are a part of us, we're often blind to them.

Learning Objectives

Participants in your **The Four Styles** training session will have the opportunity to:

- Learn to identify their behavioral style as well as the style of others.
- Learn how to adapt their style to others.
- Understand that although an individual's personality is as unique as his/her thumbprint, it is also positioned within a predictable framework.
- Recognize how a person's behavioral style influences what he/she wants, needs, and expects from others. People usually tell you how to deal with them if you know what to listen and look for.

VIDEO CONTENT REVIEW

The Four Styles

Part One

Behavioral Styles-The Key to Effective Communication

Scientific research shows us that people communicate, think, and behave predictably different. Respected figures from the sciences have observed and studied four distinct behavioral styles. Many names have been assigned to the styles. In this program they are titled **SUPPORTIVE**, **DIRECTIVE**, **REFLECTIVE**, and **EMOTIVE**.

Each style has its own particular strengths and weaknesses. No one style is better than another.



The **SUPPORTIVE** represents the person who is a skilled diplomat and is relationship-oriented.



The **EMOTIVE** represents the person who is known for creating results and being socially-oriented.



The **REFLECTIVE** represents the person who is detailed-oriented.



The **DIRECTIVE** represents power and strength and is results-oriented.

The key to being a more effective communicator is learning and following “**The Platinum Rule**—Do unto others as they want to be done unto.” By knowing your style and being able to identify the style of others, you can adapt your style to communicate more successfully.

Part Two

How to Identify Your Behavioral Style, as well as the Styles of Others

Each of the four behavioral styles is composed of two basic elements of behavior—supportingness and directness. The first step in identifying a person's style is to determine how supporting or controlling that person is. Supporting people prefer to work with other people, while controlling people tend to be reserved and keep their distance.

The next step is to determine the degree of directness in the person. Indirect styles have a tendency to be easygoing, reserved, and less assertive. Direct people make swift decisions, take risks, and express their views readily. The Emotive is supporting and direct while the Supportive is supporting and indirect. The Directive is controlling and direct while the Reflective is controlling and indirect. It is important to remember that a person will not always communicate in their dominant behavioral style. Styles are likely to change or take on different characteristics depending on the situation.

Part Three

Adjusting Your Style to Communicate Better

In order to communicate better, we must treat people the way they want to be treated through adapting to their dominant behavioral style. Use **The Platinum Rule**—Do unto others as they want to be done unto.

You can adapt your style by first learning what others want, and then by adapting your own behavior to make them feel at ease. That's being FLEXable!

What Each Style Can Do to Better Communicate

Supportives can communicate better with the direct Emotive and Directive by picking up the pace and becoming more assertive. They need to state their opinion more forcefully and be willing to reach beyond their comfort zone when dealing with more direct styles. To better communicate with controlling Reflectives and Directives, Supportives should focus less on relationships and more on the task. They should concentrate on the results, not feelings.

Directives can improve their communication with the indirect Reflective and Supportive by improving their listening skills. They should slow their pace and project a more relaxed image. When communicating with the supporting Supportives and Emotives, they should pay them sincere personal compliments and take time to develop relationships.

Reflectives can improve their communication with the supporting Supportives and Emotives by openly showing concern and appreciation. Reflectives need to learn to compromise with others. In dealing with the direct Directive and Emotive, the Reflective should move at a faster pace and present information in highlights, not in a detailed analysis.

Emotives can increase their ability to communicate by learning how to control their time and emotions. They need to concentrate on the task and improve follow-through to gain the trust of the controlling Directive and Reflective. When relating to the indirect styles of the Supportive and Reflective, Emotives should resist the urge to interrupt and overpower them. When dealing with the controlling Directives and Reflectives, they should spend more time checking, verifying, and organizing.

How Each Style Wants to Be Treated

Supportives prefer others to have a casual, friendly connection. They like personal involvement, and appreciate when others demonstrate interest in them. They need reassurance that they are liked and that others support their feelings.

Directives want others to communicate rapidly and with conviction. They respect others who are professional and know what they are talking about. They want others to be precise, well-organized, and results-oriented.

Reflectives want others to treat them with accuracy and precision. They like others to go about business in a step-by-step orderly fashion. Reflectives want others to present detailed information and show reasoning for decisions. They are motivated by others who appeal to their need to be accurate and logical.

Emotives want to be treated with flare and excitement. They like others to be entertaining and to support their ideas and dreams. They seek recognition and want to be admired.

PLANNING *THE FOUR STYLES* TRAINING SESSION

TRAINER'S NOTE: Below are suggested steps to help you prepare for your **The Four Styles** training session. You may wish to adjust the steps based on your organization's previous training efforts and style, as well as overall philosophy of employee training.

| STEPS | COMMENTS | DEADLINE |
|--|----------|----------|
| 1. Review video and support materials. | | |
| 2. Review reinforcement materials. | | |
| 3. Review additional resources on page A-5. | | |
| 4. Determine the appropriate course for your organization: two-, four-, or six-hour course. (See page A-6 for instructions on this process.) | | |
| 5. Select materials for your specific course. | | |
| 6. Determine course outline. | | |
| 7. Review course outline with senior management (if necessary). | | |
| 8. Send invitation memo to attendees. (See page A-10) | | |
| 9. Prepare meeting room logistics and materials. (See page A-11) | | |
| 10. Conduct course. | | |
| 11. Implement reinforcement materials. | | |

ADDITIONAL RESOURCES ON BEHAVIORAL STYLES

TRAINER'S NOTE: To fully understand behavioral styles, you may wish to review the suggested materials below.

Alessandra, Tony, Ph.D., *Relationship Strategies Audiotape Series*, Nightingale Conant.

Alessandra, Tony, Ph.D., *Alessandra on Relationship Strategies*, Keynote Publishing, 1992.

Alessandra, Tony, Ph.D., and O'Connor, Michael J., Ph.D., *People Smart*, LaJolla, CA: Keynote Publishing Company, 1990.

Atkins, Stuart, *The Name of Your Game*, Stuart Atkins, Inc., 1982.

Bramson, Robert M., Ph.D., *Coping with Difficult People*, Anchor Press/Doubleday.

Burton, Richard, *The Anatomy of Melancholy*.

Carr, James R., Dr., "Illusions of Competency," *Piedmont Airlines*, July 1985, pp. 20-21.

DeVille, Jard, *Nice Guys Finish First*, William Morrow & Company, 1979.

Englesman, Ralph G., "Sizing Up Social Style," *Real Estate Today*, August, 1975.

Fletcher, Susan, *How Do They Manage?* American Way, October 1982, pp. 192-194.

Geier, John C., Ph.D., (DiSC) *Personal Profile System*, Performax Systems International, Inc., 1977.

Harvey, John H., and Smith, William P., *Social Psychology: An Attributional Approach*, St. Louis, MO.: C.Y. Mosby, 1977.

Hensley, Dennis E., Dr., "Holding Successful Seminars," *Piedmont Airlines*, July 1985, pp. 66-68.

Hunsaker, Phillip, Ph.D., and Alessandra, Anthony J., Ph.D., *The Art of Managing People*, Touchstone Press, 1980.

Jabubowski, Patricia, and Lange, Arthur, *Responsible Assertive Behavior*, Champaign, Ill.: Research Press, 1976.

Jung, C.G., *Psychological Types*, London: Pantheon Books, 1923.

Kostis, Peter, "Analytical...Driver...Amiable...Expressive...Which One is the Real YOU?" *Golf Digest*, September 1983, pp.53-57.

Lefton, Robert, *Effective Motivation Through Performance Appraisal*, John Wiley & Sons, Inc., 1977.

Merrill, David, and Reid, Roger, *Personal Styles and Effective Performance*, Chilton Book Company, 1977.
PeopleSmart Software, Master Achievers International, 1992.

DETERMINING THE TRAINING COURSE FOR YOUR ORGANIZATION

TRAINER'S NOTE: The next few pages contain suggested agendas based on your participants' knowledge of behavioral styles. The main difference between the suggested courses is the time available to practice and reinforce the skills learned. Determine the course that best fits the needs of your participants.

Six-Hour Course

The six-hour course provides you with an ample amount of time to practice and reinforce the key points presented in the video. This course will also allow your participants to complete exercises as basic as identifying their own behavioral styles, to topics such as handling the different styles in stressful situations.

Four-Hour Course

The four-hour course uses the video in the same manner as the six-hour agenda. With two fewer hours to work with, you can still present the material in a detailed manner, but you are limited in the amount of time for practice and reinforcement.

Two-Hour Course

The two-hour course does not allow time for practice and reinforcement. It does, however, allow time for participants to view the video and complete their action plans.

Individual Study

If your circumstances prohibit a group training session, materials for this session have been designed to be used for individual study as well. Participants should be instructed to view the video while reviewing and completing the accompanying Participant Handbook. The handbook, along with the video, will provide a thorough overview of the subject of behavioral styles and will outline ways for the participant to immediately enhance their communication skills.

SIX-HOUR COURSE (AGENDA)

| Activity | Time |
|---|-------------|
| Introduction/Icebreaker | 15 minutes |
| Behavioral Styles Discussion | 15 minutes |
| Show Video: Part One | 10 minutes |
| A Day at the Office Exercise | 20 minutes |
| Show and Discuss Video: Part Two | 10 minutes |
| Behavioral-Style Evaluation | 30 minutes |
| Break | 15 minutes |
| Action Planning: Step One | 15 minutes |
| Matching the Characteristics Exercise | 15 minutes |
| Action Planning: Step Two | 10 minutes |
| Identifying a Person's Behavioral Style: Discussion | 15 minutes |
| Action Planning: Step Three | 10 minutes |
| Lunch | 1 hour |
| Show and Discuss Video: Part Three | 15 minutes |
| How Each Behavioral Style Wants to Be Treated | 10 minutes |
| Break | 15 minutes |
| Handling Different Styles in Stressful Situations | 15 minutes |
| Role Plays | 30 minutes |
| Action Planning: Step Four | 10 minutes |
| Training-Session Evaluation | 10 minutes |

*The suggested times are approximate and may vary depending on the needs of your organization.

FOUR-HOUR COURSE

(AGENDA)

| Activity | Time |
|---|-------------|
| Introduction/Icebreaker | 15 minutes |
| Behavioral Styles Discussion | 15 minutes |
| Show Video: Part One | 10 minutes |
| Show and Discuss Video: Part Two | 10 minutes |
| Behavioral-Style Evaluation | 30 minutes |
| Break | 15 minutes |
| Action Planning: Step One | 15 minutes |
| Action Planning: Step Two | 10 minutes |
| Identifying a Person's Behavioral Style: Discussion | 15 minutes |
| Action Planning: Step Three | 10 minutes |
| Show and Discuss Video: Part Three | 15 minutes |
| How Each Behavioral Style Wants to Be Treated | 10 minutes |
| Break | 15 minutes |
| Role Plays | 30 minutes |
| Action Planning: Step Four | 10 minutes |
| Training-Session Evaluation | 10 minutes |

*The suggested times are approximate and may vary depending on the needs of your organization.

TWO-HOUR COURSE (AGENDA)

| Activity | Time |
|------------------------------------|-------------|
| Introduction/Icebreaker | 15 minutes |
| Show Video: Part One | 10 minutes |
| Show and Discuss Video: Part Two | 10 minutes |
| Behavioral-Style Evaluation | 30 minutes |
| Break | 15 minutes |
| Action Planning: Step One | 15 minutes |
| Action Planning: Step Two | 10 minutes |
| Action Planning: Step Three | 10 minutes |
| Show and Discuss Video: Part Three | 15 minutes |
| Action Planning: Step Four | 10 minutes |
| Training-Session Evaluation | 10 minutes |

*The suggested times are approximate and may vary depending on the needs of your organization.

INVITATION LETTER TO TRAINING-SESSION PARTICIPANTS

TRAINER'S NOTE: The example below will help you design an invitation letter for your participants. Your memo should be sent to participants one to two weeks before your session. For an additional selling point, you may wish to include a statement from a management official endorsing the training session.

MEMORANDUM

July 6, 20XX

To:

From:

Re: *The Four Styles* Training Session

Would you like to substantially increase your communication success? You can, by learning the behavioral styles of those with whom you are communicating!

On July 17, we will be holding a training session entitled *The Four Styles*, which focuses on behavioral styles. During the session, you'll have an opportunity to learn how to:

- Identify your own behavioral style.
- Identify the behavioral style of others.
- Communicate with other people by being FLEXable in your communication style and treat them the way they want to be treated.

The session will begin at 8:00 AM and last until approximately 12:00 PM.

Please mark your calendar now so that you can attend this important training session. If you will be unable to attend, please contact me at extension 234.

See you July 17.

FINAL TRAINING-SESSION CHECKLIST

TRAINER'S NOTE: This checklist should be used before your training session to secure all logistical items.

Location:

- Create a relaxed environment
- Make sure that all seating has a good view of the visuals
- Make sure there is enough light to take notes when viewing the video
- Provide an adequate writing surface for participants
- Ensure that acoustics are good
- Ensure that your room is accessible and equipped for participants with disabilities

Video Equipment:

- Make sure the DVD player and LCD projector are working properly;
- Test the system and check for proper picture size, color, contrast, brightness and test speaker volume (in a big room you may need external speakers)
- Check all other equipment for proper operation.

Materials:

- Training Leader's Guide
- Participant Handbook – make sure you have a copy for all participants.
- DVD, or streaming connection
- CD-ROM with PowerPoint, Training Leader's Guide, your copy of the Participant Handbook (copyrighted - not for duplication)
- Flip Chart, magic markers, masking tape
- Any Additional Equipment or hand-outs (articles, newsletters, etc. from your library)

NOTES

Preview Only

The Four Styles

Section B

Training Leader's Materials

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INTRODUCTION OF SESSION TO PARTICIPANTS

TRAINER'S NOTE: Use the information in this section to introduce your training session. You may wish to add specific examples from within your organization to make the introduction more meaningful.

Introductory Comments

Scientific research shows us that people communicate, think, and behave predictably different. It's because of this difference that we must respect and adapt to other people's personality styles, which in turn can increase our communication effectiveness. **The Four Styles** teaches you how to improve both business and interpersonal relationships by taking responsibility for treating others the way they want and need to be treated. This session is not intended to provide an in-depth psychological examination of human behavior. It offers guidelines for understanding and adjusting to the differences in people by observing their behavior. This will go a long way toward building compatibility and obtaining communication success.

Learning Objectives

This training session will teach you how to be more comfortable working with people whose behavioral styles differ from yours, thus increasing communication success.

Upon participation in the video-based training program, **The Four Styles**, you will have an opportunity to: (choose the objectives that are met by your session)

- Learn to identify your own behavioral style and the style of other individuals.
- Learn how to adapt and flex their style to others.
- Understand that although an individual's personality is as unique as his/her thumbprint, it is also positioned within a predictable framework.
- Recognize how a person's behavioral patterns influence what he/she wants, needs, and expects from others. People will tell you how to deal with them if you know what to listen and look for.

ICEBREAKER

TRAINER'S NOTE: The objective is to have participants feel more comfortable in your session by having them discuss why they like or dislike working with different personalities.

Length: 5-10 Minutes

Materials Needed: None

Instructions:

1. Instruct participants to think of a person they have difficulty working with and list specific characteristics of that person on a piece of paper.
2. After three minutes, have participants think of a person they like to work with and have them list characteristics of that person.
3. After participants have made their second list, ask the following discussion questions:
 - What characteristics did you list regarding the person you like working with?
 - What are some of the characteristics you listed regarding the person you dislike working with?
 - Do you think it's fair to say that it's easier to work with certain types of people than others? Why?
 - If you now understand the type of person with which you have difficulty working, do you think you could use that information to communicate more effectively?
4. Conclude this exercise by stating, **“Today we are going to discuss different behavioral styles, and in some cases, we may not work as well with some styles as we do with others. By understanding the different styles, however, we can adapt our own style to communicate and work more effectively with others.”**

BEHAVIORAL STYLES DISCUSSION

TRAINER'S NOTE: The information below is for your use in preparing a discussion on the concept of behavioral styles. It is not meant to be used verbatim; rather to be incorporated into your presentation. You may wish to review the **Additional Resources** located on page A-5. PowerPoint® slides of **The History of Behavioral Styles, The Golden Rule, and The Platinum Rule** are available in the Reinforcement/Additional Materials section to assist you in your discussion.

The History of Behavioral Styles

Throughout history, people have attempted to explain the differences in people. The earliest recorded efforts were found in astrology, where it was believed that the alignment of the heavens influenced behavior. There were 12 “signs” in four groupings, symbolized by earth, air, fire, and water.

Later, Hippocrates developed his concept of the four temperaments—choleric, phlegmatic, sanguine, and melancholy. He believed personalities were shaped by blood, phlegm, black bile, and yellow bile. Then in 1923, Dr. Carl Jung wrote *Psychological Types*, describing the intuiitor, thinker, feeler, and sensor. His was the most sophisticated scientific work done up to that time.

Today, there are more than a dozen varied concepts on behavioral differences. But they all have one common thread: the grouping of behavior into four categories. **The Four Styles** is a practical way to apply all this research to our day-to-day living, thereby reducing tension and increasing cooperation, compatibility, and communication among people.

Differing Behavioral Styles

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

People usually show you, actually teach you, how they prefer to be treated if you listen to what they have to say and watch what they do. You also have to be willing to accommodate differences between their styles and your own. It's not hard! And the rewards--in terms of producing trusting relationships--can be substantial in many areas of your life.

Developing Behavioral Chemistry

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

BEHAVIORAL STYLES (Continued)

When we “click” like this with people, we often call it chemistry. Our ability to develop and maintain chemistry with many different kinds of people is crucial to social and professional success.

Many people are taught to help relationship chemistry along by practicing the following rule:

***The Golden Rule:
Do unto others as you would have them do unto you.***

When you interpret The Golden Rule literally, you are basing your behavior on the assumption that others wish to be treated the same way you like to be treated--that you should speak to people the way you like to be spoken to, or manage people the way you would like to be managed.

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

To communicate effectively and successfully, replace The Golden Rule with:

***The Platinum Rule:
Do unto others as they want
to be done unto.***

-OR-

Treat others as they wish to be treated.

The Platinum Rule is far more useful in everyday situations that require interaction with many different kinds of people.

THE FOUR STYLES

Part One: Understanding the Four Behavioral Styles

Video Content Review

Scientific research shows us that people communicate, think, and behave predictably. Respected figures from the sciences have observed and studied four distinct behavioral styles. Many names have been assigned to the styles. In this program they are titled Supportive, Directive, Reflective, and Emotive.

The Supportive represents the person who is a skilled diplomat and relationship-oriented. Meanwhile, the Directive represents power and strength and is results-oriented. The Reflective is detail-oriented and the Emotive is known for creating results and being socially-oriented. It is important to remember that one style is not better than another.

The key to better communications is to know your style and identify the style of others, allowing you to adapt your style to communicate more successfully. The key to effective communication is learning *The Platinum Rule*--Do unto others as they want to be done unto.

A DAY AT THE OFFICE EXERCISE

TRAINER'S NOTE: The purpose of this exercise is to give participants an opportunity to evaluate their understanding of behavioral styles and behavioral flexibility.

Length: 20 Minutes

Materials Needed: Participant Handbook – one for each participant.

Instructions:

1. Refer participants to the A Day at the Office Exercise on page 5 of their Participant Handbook.
2. Tell your group that this upcoming exercise they are about to take part in is designed to give them the opportunity to practice their skills in understanding the concept of behavioral styles and behavioral flexibility.
3. Have participants divide into groups of three. Instruct each group to read the four scenarios individually, and then refer to the directions contained in their book. As a group, instruct participants to answer the questions. Allow 15 minutes to complete the exercise.
4. After 15 minutes have elapsed, you may wish to have participants review their answers with other groups. The correct answers are as follows, and can also be found in the back of the Participant Handbook:

1. C, D, A, B

2. B, D, C, A

3. D, C, B, A

4. A, C, D, B

5. C, A, B, D

6. A, C, B, D

7. B, C, A, D

8. B, D, A, C

9. A, C, D, B

10. B, D, A, C

11. A, C, D, B

12. C, A, D, B

13. C, B, A, D

14. B, D, A, C

5. You may wish to ask the following discussion questions:
 - How many behavioral styles were there in this exercise?
 - Was it easy to distinguish between them? How did you do so?
 - If you could sum up each of the following characters with one word, what would they be?

| | |
|---------------|---------------|
| -The Prospect | -The Coworker |
| -The Customer | -The Friend |
 - How do they compare with the four styles we saw in the video?
6. Conclude this exercise by stating, **“As we progress throughout the day, you will have an opportunity to continue practicing identifying other’s behavioral styles. Once you master identifying other styles, you can begin to adapt your own to be more successful.”**

THE FOUR STYLES

Part Two: Identifying the Four Behavioral Styles

Video Content Review

Each of the four behavioral styles is composed of two basic elements of behavior—supportingness and directness. The first step in identifying a person's style is to determine how supporting or controlling that person is. Supporting people prefer to work with other people, while controlling people tend to be reserved and keep their distance.

The next step is to determine the degree of directness in the person. Indirect styles have a tendency to be easygoing, reserved, and less assertive. Direct people make swift decisions, take risks, and express their views readily.

The **Emotive** is supporting and direct, while the **Supportive** is supporting and indirect. The **Directive** is controlling and direct, while the **Reflective** is controlling and indirect. It is important to remember that a person will not always communicate in his or her dominant behavioral style. Styles are likely to change or take on different characteristics depending on the situation.

Preview Only

BEHAVIORAL-STYLE EVALUATION

TRAINER'S NOTE: It's critical for the success of **The Four Styles** that participants identify their own behavioral style. This exercise provides a detailed evaluation for participants to identify their style. It's crucial as a trainer to emphasize two important aspects of behavioral-style evaluation. **First**, explain to participants that one style is not better than another; each has its weaknesses and its strengths. **Secondly**, explain that each person has a “dominant style”--a style that a person identifies with most often.

Length: 30 Minutes

Materials Needed: Participant Handbook

Instructions:

1. Refer participants to the Behavioral-Style Evaluation (page 19) in the Participant Handbook.
2. Communicate to participants, **“The first step in The Four Styles is to understand your own behavioral styles. Obviously, after you watched the video, you probably started to figure out what style you were. The following evaluation will be used to identify your style.”**
3. Instruct participants to read the instructions for the evaluation and complete it. (You will need to be familiar with the evaluation to answer any questions and provide help when they reach the graphing stage.)
4. After 25 minutes, explain that each style has its own unique qualities, strengths, and weaknesses, but that no style is better than another. Also explain that everyone has a “dominant style”--a style that a person identifies with most often. However, explain that it's very common to fall into other styles depending on the situation.
5. You may wish to begin a discussion regarding the results of their evaluation:
 - Before the evaluation, did you feel you were a different style?
 - Do you agree with the evaluation?
 - Can you recognize the traits associated with your style in your daily activity?

BEHAVIORAL-STYLE EVALUATION (Continued)

6. It's very important to explain to your participants about the different behavioral-style identifiers. For instance, **The Four Styles** uses the Supportive, Directive, Reflective, and Emotive to identify different behavioral styles. In the past, participants may have used different names to identify their styles depending on the system used. Regardless of the style name choices your participants may use, **The Four Styles** has tried to scientifically design this system to be generally abstract, yet highly effective and communicative.
7. Refer participants to page 27 in their Handbooks, and fill in what behavioral-style names they have used as identifiers in their past.
8. To help facilitate the remainder of your session, you may wish to develop a matrix for your participants outlining everyone's dominant behavioral styles. For your assistance, a blank PowerPoint, entitled **Participants' Style Matrix**, has been produced in the Reinforcement/ Additional Materials section. To complete this matrix, ask each participant to convey their dominant behavioral style, and write their names on a flip chart in the appropriate quadrants you've drawn on the flip chart. You may wish to refer to this sheet in other exercises/discussions throughout your session. (An example matrix is shown in the Reinforcement/ Additional Materials section.)
9. Conclude this exercise by stating, **“One style is not better than another, and each style has its own strengths and weaknesses. Just because someone is a certain style, he or she doesn't always act accordingly. Occasionally, people will communicate in a different style. That's the idea behind The Four Styles.”**

* If your organization currently uses a different assessment instrument, such as the DiSC or Myers-Briggs, you may wish to substitute our titles with the appropriate titles from your model.

ACTION PLANNING: STEP ONE

TRAINER'S NOTE: Completing an action plan allows participants to link the skills they learn to their job needs. Action planning also provides an opportunity for participants to plan how to use their new skills before they return to their day-to-day activities. Participants will complete action-planning questions four times. Review each stage and all action-planning questions prior to the training session to become familiar with each step.

Length: 10 Minutes

Materials Needed: Participant Handbook

Instructions:

1. Explain to participants that this training session has been designed to allow action planning at several stages, allowing them to link the skills they learn to the needs they have on the job. As you introduce the action-planning process, you may wish to reemphasize that the key to successful training is to *transfer* the skills learned to their jobs.
2. Refer participants to Action Planning (page 53) in their Participant Handbook during the training session. Ask participants to think of two business relationships they have that are sometimes difficult. Have them complete questions 1 and 2.

Questions 1 and 2 encourage the participant to identify two stressful relationships in which they are involved and the source of the stress in each.

- *Two people with whom I currently have a professional or social relationship are:*
- *Two sources of stress in my relationship with each person are:*

3. Conclude this exercise by stating, **“The objective of this session is to show you ways you can relate with others better, and improve your communication skills. We will come back to your action plan several times to determine ways you can improve these relationships.”**

MATCHING THE CHARACTERISTICS EXERCISE

TRAINER'S NOTE: The purpose of this exercise is to give participants a more extensive opportunity to practice identifying the behavioral styles of other individuals.

Length: 15 Minutes

Materials Needed: Participant Handbook

Instructions:

1. Refer participants to **Matching the Characteristics** (page 33) in their Participant Handbook.
2. Explain that they will now be working with a partner on an exercise to give them more practice identifying other people's behavioral styles.
3. Ask participants to choose a partner, read the instructions, and complete the pages. Inform them that they will have 12 minutes to complete the pages.
4. Review the correct answers with the participants. The following answers are correct:
(The correct answers are also listed in the back of the Participant Handbook.)
 - Person A: Reflective
 - Person B: Supportive
 - Person C: Emotive
 - Person D: Directive
5. Conclude this exercise by stating, **“As we have said before, a key to successful communication is to identify other peoples’ behavioral styles. Then you can begin to adapt your style to treat them the way they want to be treated, and therefore communicate more effectively.”**

ACTION PLANNING: STEP TWO

TRAINER'S NOTE: This action-planning stage focuses on the participants' identification of their own behavioral style and the style of the people they listed in questions 1 and 2. You may wish to reemphasize that action planning gives participants an opportunity to determine how they can use their new skills in their jobs.

Length: 10 Minutes

Materials Needed: Participant Handbook

Instructions:

1. Refer participants to Action Planning (page 53) in their Participant Handbook.
2. Tell participants that the first step in determining a strategy to improve the relations with their people is to identify their own style, as well as the style of the people they are dealing with.
3. Have them answer questions 3 and 4.

Questions 3 and 4 help participants focus on using the idea of behavioral styles within their stressful relationships. They are asked to present their own styles, as well as the styles of the others in their relationships.

- My predominant behavioral style is:
 - Based on my observations of each person's supportingness and directness, I would identify his or her behavioral style as:
4. Conclude this exercise by stating, **“Now that we have identified the different personalities in your situation, we will continue with our session and focus on how to be flexible in your behavioral styles to increase your communication effectiveness.”**

IDENTIFYING A PERSON'S BEHAVIORAL STYLE DISCUSSION

TRAINER'S NOTE: One of the most important skills needed to increase your communication effectiveness is being able to identify another person's behavioral style. Following this exercise, have participants complete the next action-planning stage.

Length: 15 Minutes

Materials Needed: None

Instructions:

1. Divide participants into four groups.
2. Instruct someone from each group to put the heading, **“How to Identify Other Styles,”** at the top of a page. Then have the person divide their page into four columns, labeling each column with the four behavioral styles.
3. Instruct groups to develop ways to identify each behavioral style; encourage them to consider how to handle each style. Tell them to consider things like what each style may have in their office, how they approach projects, etc.
4. Give each group 10 minutes to discuss their ideas.
5. While participants are still in their small groups, ask them to explain what they came up with and why they think it would work.
6. Conclude this exercise by stating, **“You all came up with some great ideas! Now we are going to complete the next action-planning stage, and then watch the next part of the video which focuses on other ideas similar to yours.”**

ACTION PLANNING: STEP THREE

TRAINER'S NOTE: This action-planning stage requires participants to determine the ways in which they would like to see their relationships improve. Participants also need to determine areas where they can be more flexible to make the improvements happen.

Length: 10 Minutes

Materials Needed: Participant Handbook

Instructions:

1. Refer participants to Action Planning (page 53) in their Participant Handbook.
2. Communicate to participants that they need to determine the areas that they would like to improve in their relationships, and determine how they might be more flexible in their behavioral style to make these improvements happen.
3. Have participants complete questions 5 and 6.

Questions 5 and 6 ask the participants to detail why they want the relationship to improve, and how they can be more flexible to make improvements happen.

- *I would like to see my relationship with these individuals improve in these specific ways or areas and for these reasons:*
- *These adjustments to my own behavioral style will demonstrate behavioral flexibility, and work to accomplish improvements in my relationship with this person.*

THE FOUR STYLES

Part Three: How to Better Deal with Others—Being FLEXable

Video Content Review

In order to communicate better, we must treat them the way they want to be treated through adapting to their dominant behavioral styles. This should be done in accordance with **The Platinum Rule**—Do unto others as they want to be done unto.

You can adapt your style by first learning what others want, and then by adapting your own behavior to make them feel at ease. Being FLEXable.

Emotives can increase their ability to communicate by learning to control their time and emotions. Emotives need to concentrate on tasks and improve follow-through to gain the trust of the controlling Directive and Reflective. When relating to the indirect styles of the Supportive and Reflective, Emotives should resist the urge to interrupt and overpower them. When dealing with the controlling Directives and Reflectives, they should spend more time checking, verifying, and organizing.

Reflectives can improve their communication with the supporting Supportives and Emotives by openly showing concern and appreciation. Reflectives need to learn to compromise with others. In dealing with the direct Directive and Emotive, the Reflective should move at a faster pace and present information in highlights, not in a detailed analysis.

Supportives can communicate better with the direct Emotive and Directive by picking up the pace and becoming more assertive. They need to state their opinion more forcefully and be willing to reach beyond their comfort zone when dealing with direct styles. To better communicate with controlling Reflectives and Directives, Supportives should focus less on relationships and more on the task. They should concentrate on the results, not feelings.

Directives can improve their communication with the indirect Reflective and Supportive by improving their listening skills. They should slow their pace and project a more relaxed image. When communicating with the supporting Supportives and Emotives, they should pay them sincere personal compliments and take time to develop relationships.

How the Styles Want to be Treated

Emotives want to be treated with flare and excitement. They like others to be entertaining and to support their ideas and dreams. They seek recognition and want to be admired.

Reflectives want others to treat them with accuracy and precision. They like others to go about business in a step-by-step orderly fashion. Reflectives want others to present detailed information and show reasoning for decisions. They are motivated by others who appeal to their need to be accurate and logical.

Directives want others to communicate rapidly and with conviction. They respect others who are professional and know what they are talking about. They want others to be precise, well-organized, and results-oriented.

Supportives prefer others to have a casual, easygoing, friendly connection. They like personal involvement, and appreciate when others demonstrate interest in them. They need reassurance that they are liked and that others support their feelings.

Preview Only

HOW EACH BEHAVIORAL STYLE WANTS TO BE TREATED

TRAINER'S NOTE: The purpose of this exercise is to allow participants to work in small groups according to their dominant behavioral styles. This will encourage them to communicate to other styles how they would like to be treated.

Length: 15 Minutes

Materials Needed:

- Flipchart page
- Masking tape
- Markers

Instructions:

1. Divide participants into groups based on their dominant behavioral styles, and give each group a flipchart page and marker.
2. Using their flipcharts, instruct each group to discuss and list certain ways they would like to be treated. (Example: Reflectives would like to have facts and data when discussing an idea.)
3. Ask each group to hang its page on the wall, and appoint one person to explain their list.
4. After each group has presented their list, you may wish to ask the following questions:
 - Did this exercise help you to understand what is important to other people?
 - Whose responsibility is it to be flexible when communicating with a different style?
 - Did you learn or see anything about dealing with another style that you weren't aware of before?
5. Ask participants to discuss a past experience when it could have helped to know how another individual would have liked to be treated.
6. Conclude this exercise by stating, **“As we have talked throughout the session, The Platinum Rule is to treat others as they want to be treated. By understanding how other styles want to be treated, you will be more successful in communicating with them.”**

COMMUNICATING WITH OTHER STYLES

TRAINER'S NOTE: The purpose of this exercise is to allow participants to work in small groups according to their dominant behavioral style. Their objective is to brainstorm ways they can be more open when communicating with other behavioral styles.

Length: 15 Minutes

Materials Needed:

- Flipchart page
- Masking tape
- Markers

Instructions:

1. Allow participants to move into groups based on the style with which they would *like to communicate more effectively*, and give each group a flipchart page and a marker. As a group, they can consider what that style of person would want, and how each of them would need to adapt.
2. Instruct each group to place that style name at the top of their page and make three columns underneath. On top of each column they should list the other three styles.
3. Instruct each group to discuss and list on their flipchart page certain things they could do to be more open when communicating with each style. (Example: Reflectives may choose to be less detail-oriented when working with Directives, more socially open with Emotives, and more complimentary with Supportives.) Tell participants they will have 10 minutes to compile their list.
4. Ask each group to hang their page on the wall near them, and have them appoint one person to explain their list.
5. Ask the following questions after each group has presented their list:
 - Was it difficult to compromise your wants and needs for another style?
 - Are the items you listed feasible for working with other styles?
 - What things might prevent you from implementing these strategies?
 - How might you constructively communicate to others **how you** want to be treated?
6. Conclude this exercise by stating, **“We must all be willing to be flexible in our communication styles. We will be more successful by being flexible, whether we instigate the communication or not.”**

HANDLING DIFFERENT STYLES IN STRESSFUL SITUATIONS DISCUSSION

TRAINER'S NOTE: As you get close to concluding your session, discuss how to communicate with each style in stressful situations. You may wish to do this by communicating the information below with your participants. This information is not covered in the video, but is important for fully understanding the behavioral styles and relationship flexibility. **Behavioral Styles in Stressful Situations PowerPoint slides** are available in the Reinforcement/Additional Materials section for your assistance.

Length: 15-20 Minutes

Materials Needed: PowerPoint

When tension is high, each style tends to become stressed, reverting back to its dominant behavioral style. What problems can you see happening in a stressful situation if all parties revert back to their dominant styles? In dealing with people under stress, you can reduce tension by providing exactly what they need-*The Platinum Rule*.

Supportives

When dealing with Supportives in stressful situations, they may display the following tendencies:

- Hesitant
- Submissive
- Indecisive
- Defensive
- Dependent
- Passive

Explain: A typical response to a stressful situation would be, “Okay, if that’s the way you must have it, we’ll try it.”

Ask your participants: What things do you think you should do when working with a Supportive in a stressful situation?

Response:

Supportives need reassurances that they are liked. They also need a slow pace for comfort and security, so proceedings should be slowed down for optimal results. The key to working with a Supportive in a stressful situation is developing a relationship where they have personal assurance and feel comfortable.

Emotives

In working with Emotives in a stressful situation, they may display the following tendencies:

- Manipulative
- Overeager
- Impulsive
- Wasteful of time
- Unrealistic
- Inconsistent
- Superficial

HANDLING DIFFERENT STYLES IN STRESSFUL SITUATIONS (continued)

Explain: An Emotive's typical response to a stressful situation would be, "Hey, let's go onto something more positive."

Ask your participants: What do you think you should do in dealing with an Emotive in a stressful situation?

Response: When in a stressful situation and working with an Emotive, you need to give the Emotive credit for his or her actions. The Emotive will work better with a lot of action and interaction, which is quick-paced for stimulation and excitement. And don't forget—the Emotive enjoys prestige.

Reflectives

When dealing with Reflectives in a stressful situation, they may display the following tendencies:

- Resistant to change
- Slow to act
- Unimaginative
- Unable to meet deadlines
- Slow to begin work
- Over-reliant on data
- Resentful
- Withdrawn

Explain: The Reflective's typical response to a stressful situation would be, "I can't help you any further. Do what you want."

Ask your participants: How would you deal with a Reflective in a stressful situation?

Response: In dealing with a Reflective, you need to allow a slow pace for "processing of information and accuracy." Remember, Reflectives like to know that they are right, and this comes with understanding of principles and details.

Directives

Finally, in working with Directives in stressful situations, they may seem:

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

Explain: The Directive's typical response to a stressful situation would be, "If you can't stand the heat, get out of the kitchen."

Ask your participants: How would you deal with a Directive in a stressful situation?

Response: In dealing with Directives, realize that they need to be in control of the situation. They want tangible evidence of progress towards their goal, and like a fast pace with accomplishments.

Conclusion:

Dealing with individuals in stressful situations is one of the hardest things in business communications. You will be a much more successful communicator by realizing that each style needs to be handled differently. Knowing how to treat others will reduce your own stress levels.

ROLE PLAYS

TRAINER'S NOTE: The purpose of this exercise is to give participants an opportunity to practice being flexible with other styles. Each participant will be given the task of persuading another behavioral style to do something. An observer will also be used to track the behavioral interaction between the two styles. Participants will be able to practice their own skills, as well as take on the role of another style.

Length: 45 Minutes

Materials Needed: Role-play situations and Observer's Guide copied for participants

Instructions:

1. Divide participants into groups of three. Inform participants that they will now have the opportunity to practice the skills they have been discussing throughout the training session.
2. Hand out copies of the role-play situations, role-play style guides, and an observer sheet to each person. Explain to them that each person will have an opportunity to practice relating with another style.
3. Explain that each person should choose a situation which deals with a behavioral style other than his/her own. They should then communicate to their partner in their triad what role-play situation they chose. The partner is responsible for role playing the style chosen by using the role-play style guide. The third person will act as an impartial observer, recording specific communication strategies used. Each participant will take a turn in each role.
4. Tell participants that they will need to take a few minutes before each role play to prepare. Total time for the role-play situations should be 30 minutes, at which time you will get together in a large group to discuss the exercise.
5. After 30 minutes, have your participants get back into a large group to discuss the exercise. You may want to ask the following questions:
 - In preparing to convince the other behavioral style to do something, what things in the training session did you reflect back on?
 - What were some particular strategies you used when dealing with the **Directive**, **Reflective**, **Supportive**, and **Emotive**?
 - How did it feel to be in someone else's shoes and play a style different than your own?
 - As observers, what particular things did you note regarding how your partners were handling themselves?
6. Conclude this exercise by stating, **"Even though your practice was in a controlled environment, hopefully you have been able to expand your understanding of how to adapt your style to be a more effective communicator. As you return to work, remember that by being flexible, you will be a more successful communicator."**

ROLE-PLAY SITUATIONS STYLE GUIDE

The Directive

You are the head of the sales division in your organization, and your Fleet Supervisor is about to talk to you concerning trade-in of the company cars due to high odometer readings. This is a major issue. You don't want to be taken advantage of by the car companies, or your employees for that matter. As a Directive, you expect clear-cut justification and bottom-line facts concerning this project.

The Reflective

You are the Administrative Director for your organization, and one of your employees is coming to talk to you about the need for another copy machine. This has been an issue in the past, but there just hasn't been enough cause to justify the expenditure. As a Reflective, you are looking for details on how it would cut down the amount of overtime and improve the overall production of your department. You like a lot of information before you make a well-thought-out decision.

The Emotive

You are the Human Resource Director for your organization. One of your employees is about to present to you his or her team's findings on whether your organization should implement a wellness program. As an Emotive, you are concerned with how this project will motivate and excite your employees and, bottom line, what's in it for you. You don't want this to fail and the blame to be on you.

The Supportive

You are the Operations Manager for your organization, and one of your employees needs your authority to cross-train employees on handling customer complaints procedures. As a Supportive, you fear that this process may have a negative effect on the employees. However, you also believe that one of the benefits of this change would be increased teamwork.

ROLE-PLAY SITUATIONS

Dealing with a *Directive*

It is your job to purchase and maintain the fleet of company cars used by your company's sales associates. Recently, you have noticed that several of your vehicles' odometer readings are very high, and feel now is the time to trade them. In order to trade the vehicles, you must convince your boss, a *Directive*, to give you the authority for this major expenditure.

Dealing with a *Reflective*

Recently, your department has been putting in large amounts of overtime because the filing system requires duplicate copies of everything to be stored outside the building in case of fire. The reason your department has had to put in so much overtime is because you only have one copy machine. You do not see your workload going down, and feel it would be beneficial to purchase another copy machine. To do so, however, you must get authority from your department head, who is a *Reflective*.

Dealing with an *Emotive*

You have been chosen to represent your team's research on whether your organization should implement a wellness program. Your team has been meeting for several months and has determined that the program would be great to implement - not only would it save in health-care costs and absenteeism rates, but would also be a great way for employees to work with each other outside of their day-to-day activities. Final approval must be granted by the leader of your division, who is an *Emotive*.

Dealing with a *Supportive*

You have an idea about restructuring the way your organization handles the paperwork in customer complaint procedures. You have visited with all of the departments involved, who agree that your idea is a good one. Your idea is to cross-train someone from each department in all areas so that person would be responsible for handling complaints that come into their area. In order to start the cross-training, you must get authority from the Operations Manager, who is a *Supportive*.

OBSERVER'S GUIDE

INSTRUCTIONS: As an observer, your role is to record your observations of the other participants during the role playing. You should be prepared to discuss your observations following the role play.

1. How did the person begin the conversations appropriately for the style with which he or she was working?
2. How did the person begin to convince his/her partner to do something? With facts, opened socially, etc.?
3. How did the person adapt his or her style successfully to the style he or she was communicating with?
4. In what areas could the person have been more flexible in his/her communication strategy?
5. Are there other items the person could have considered in dealing with this style?

ACTION PLANNING: STEP FOUR

TRAINER'S NOTE: This final action-planning stage will focus participants on the specific actions they can take to help overcome the stress in their relationships.

Length: 10 Minutes

Materials Needed: Participant Handbook

Instructions:

1. Refer participants to Action Planning (page 53) in their Participant Handbook.
2. Communicate to participants that this will be the final action-planning stage. Tell them that they will now determine specific steps to take to help improve their relationships.
3. Have participants' complete questions 7 and 8.

Questions 7 through 8 focuses on specific actions the participants will take to overcome the stress in their relationships.

- Because communication plays such a vital role in building and maintaining relationships, I plan to employ these three specific communication skills to assist me in achieving the improvements noted in question #5.
 - This is how, when, and where I plan to implement my strategy for each person:
4. Conclude this exercise by stating, **“As we said at the beginning of our action-planning process, the key to the success of today’s session is your ability to put the things you learned to work. I urge you to use your action plan and improve your communication effectiveness.”**

TRAINING SESSION EVALUATION

The Four Styles

Please circle the number that best describes your evaluation of the training program and return.

| | Strongly | Agree | Uncertain | Disagree | Strongly |
|---|----------|-------|-----------|----------|----------|
| This training course concentrates on understanding behavioral styles and how I can use them to communicate more successfully. | 5 | 4 | 3 | 2 | 1 |
| As a result of this course, I am more confident in my ability to communicate with individuals based on their behavioral styles. | 5 | 4 | 3 | 2 | 1 |
| The objectives of the course were clearly presented. | 5 | 4 | 3 | 2 | 1 |
| Opportunities to ask questions and discuss issues were sufficient. | 5 | 4 | 3 | 2 | 1 |
| The course was well-organized. | 5 | 4 | 3 | 2 | 1 |

The best part of this course was: _____

This course could be improved by: _____

Additional comments: _____

I would recommend this course to others. (Circle one.) Yes No

The Four Styles

Section C

Reinforcement/Additional Materials

Preview Only

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FOLLOW-UP LETTER TO PARTICIPANT'S MANAGER

TRAINER'S NOTE: The letter below should be personalized and sent to the managers of your session participants one to two weeks after your session. By following up in this manner, you are facilitating the use of your training-session principles in the participant's work environment.

July 27, 20XX

To:

From:

Re: **The Four Styles** Training Program

Earlier this month, a member of your department attended a training session that talked about **The Four Styles**. The objectives of the training session were the following:

- To learn that although an individual's personality is as unique as his/her thumbprint, it is also positioned within a predictable framework.
- To recognize that a person's behavioral pattern influences what he or she wants, needs, and expects.
- To learn to identify his or her own style as well as the styles of other individuals.
- To understand how to adapt communication strategies based upon the behavioral style of other individuals.

Your assistance is needed to ensure that your employee has an opportunity to put the ideas he or she learned in the session to work within your area. To help with this, you are asked to take the following actions:

- Ask him/her for their impressions of the training session, and the key points he or she believes he or she can incorporate into their responsibilities.
- Give feedback to him/her regarding his/her ideas and how to use these new skills.
- Give feedback to me on the positives/negatives you see regarding the training session.
- Allow him/her to attend the refresher course being held in two to three months.

Your help in this matter will assist in the transfer of training, and improving the skills of your employee. This in turn will improve your department. If you have any questions, please contact me at extension 234.

REFRESHER COURSE

AGENDA

TRAINER'S NOTE: One way to determine whether your participants are using the techniques learned in your session is to have a refresher course approximately two to three months after your initial training session.

Instructions:

1. Schedule a time and location for your training session. Send out a memo to participants, stating that a refresher course is going to be held to review the importance of relationship strategies. Ask participants to be prepared to discuss their latest experiences they have had in putting their relationship strategy skills to use.

2. Session Outline

I. Welcome and Introduction (5 minutes)

- A. Review the concept of behavioral styles and how they can be used to improve communication effectiveness.

II. Video Presentation (35 minutes)

- A. Announce that the video will be seen again to refresh their memories of the problems some individuals have when communicating with others.

III. Review Key Areas (20 minutes)

(Have participants relate experiences they've recently had in each category.)

- A. Identifying the Behavioral Styles of Others
- B. **The Platinum Rule:** Do Unto Others As They Want to Be Done Unto
- C. Techniques to Help Each Style Communicate More Effectively

IV. Discussion Questions (10 minutes)

- Have you had an opportunity to use the skills you've learned? What was the situation and how did you handle it?
- Did you handle the situation differently than you would have prior to your training session?
- What advice do you have for others?
- What problems concerning **The Four Styles** are you still encountering?

V. Conclusion (5 minutes)

- A. Reaffirm the importance of using The Four Styles to improve communication.
- B. Review the success of the participants' action planning, and set goals for future actions.

THE BEHAVIORAL-STYLE EVALUATION: WHAT IT IS AND HOW IT WORKS

TRAINER'S NOTE: As a reinforcement to your training session, you may wish to have your participants take their Behavioral-Style Evaluation one step further by having them ask others to evaluate their behavioral style. Encourage them to select a person with whom they frequently interact, preferably someone from work. This technique will enable participants to understand how others perceive them.

Instructions:

1. Make three copies of the Behavioral-style Evaluation for each participant. You should also make a copy of the instructions for **Plotting Your Behavioral Profile** (on the following page).
2. Inform your participants that we sometimes see ourselves differently than others. State to participants, **“To see the big picture, we should solicit feedback from others on what style they think we are.”**
3. Participants choose three people they interact with on a regular basis and give each person an evaluation form. They should encourage the people to fill it out as candidly as possible and return it within three days.
4. When participants receive the completed evaluations, they should consult the instruction page on graphing the data, **Plotting Your Behavioral Profile**, and complete a **Big Picture Profile**.
5. You should work with participants to ensure they understand how they see themselves in comparison with how others see them. This knowledge will allow them to evaluate the consistency between their self-perception and the way others perceive them.

ALTERNATE TRAINING IDEA: You may wish to use this exercise before *The Four Styles* training session. It can be sent along with your invitation letter, and participants can bring the completed evaluations with them to the session.

PLOTTING YOUR BEHAVIORAL PROFILE

As Others See You

1. Using the same method as the Behavioral-Style Evaluation, plot each of the five assessments on the same grid on which you plotted your self-evaluation.
2. At the intersection of each set of darkened lines, draw a triangle to designate *other*.

The Big Picture

1. Using all of the other people's assessments, total the **S**, **C**, **I**, and **D** responses. Do not include your self-assessment in the totals.
2. Divide each total by the number of questionnaires you're using. (If you got them all back, divide by five.)
3. Using the **S/C** and **I/D** pairs, figure the numerical differences, just like you did when plotting your individual style.
4. Round off the values to whole numbers: For a number ending in .5 or more, round up to the next whole number; for a number ending in .49 or less, round down to the nearest whole number.
5. Plot your rounded-off composite score on the same graph.
6. Mark the intersection of the two lines with a pound sign (#) to designate composite.

Your Composite Is Complete!

The check mark represents your self-evaluation.

The triangles indicate the evaluations of other people.

The pound sign (#) represents a composite (average) of the other people's evaluations.

“One may not always be what he appears to be, but what he appears to be is always a significant part of what he is.”

FUTURE COMMUNICATION STRATEGIES

TRAINER'S NOTE: A service that you may wish to provide to your participants is a list of people who participated in your **The Four Styles** training session, along with their dominant behavioral style. The list will be a valuable tool in future communications. If your organization currently uses a different assessment instrument, such as the DiSC or Myers-Briggs, you may wish to replace the *titles* with the appropriate titles from your model.

Instructions:

1. Make sure to retain the matrix you developed in the Behavioral-Style Evaluation exercise on page B-7.
2. Develop a master matrix which lists all participants who have attended each and every one of your **The Four Styles** training sessions. See the example on the following page.
3. Personalize the letter below and send it out with your master matrix.
4. As you conduct each **The Four Styles** training session, update your master matrix and redistribute to your participants.

MEMORANDUM

Date:

To:

From:

Re: Future Communication Strategies

Since you participated in our **The Four Styles** training session, you have undoubtedly had a chance to use the skills you learned.

As we mentioned in the session, an important step in your success is identifying the style of the person you are working with in order to adapt your communication style. To aid you in this process, we have attached a matrix of all the participants who have attended our sessions. If you communicate with someone on this list, you may wish to consult this list as you plan your communication strategy.

Remember that the participants are listed by their dominant behavioral styles. Each of us communicates in other styles from time to time, but in stressful or difficult situations, we usually revert back to our dominant style.

As we conduct other **The Four Styles** training sessions within our organization, we will pass along the styles of those participants for your use.

Future Communication Strategies

**Joni Sokol
Jesse Kirk
Alan Olds**

**John Williams
Mary Jones
Chris Nelson**

Supportive

Emotive

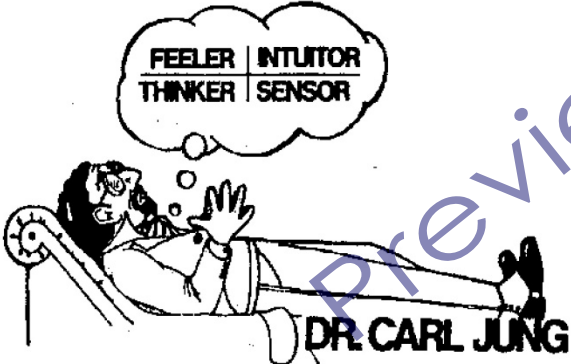
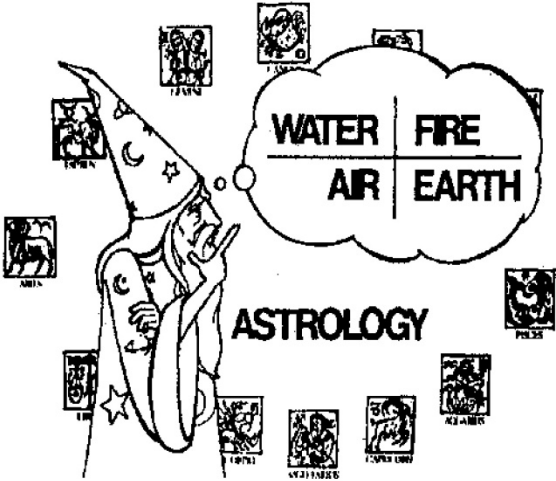
Reflective

Directive

**Pat Shay
Kevin Courtney
Shonn Jerman**

**Monica Harty
John Mitchell
Pat McDermott**

The History of Behavioral Styles



Astrological Elements Performax
Social Styles Dr. David Merrill
 jung WILSON LEARNING CORP. MYERS & BRIGGS
 SYSTEMA decision styles red sky blue sky
 THINKING STYLES EXCURSION STYLES learning styles transactional styles
 LIFO HIPPOCRATES Q1, Q2, Q3, Q4

TODAY

The Golden Rule

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

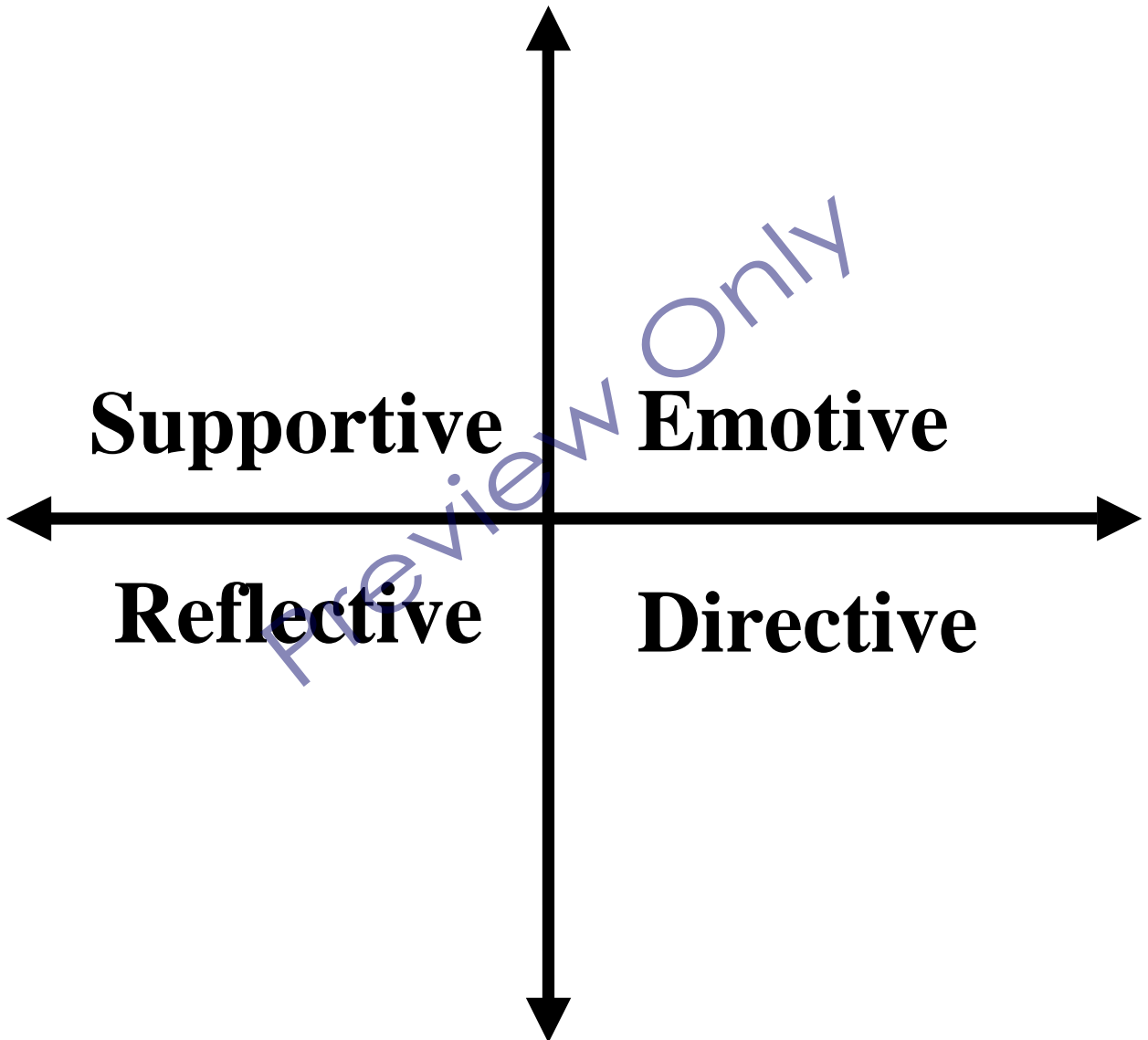
The Platinum Rule

**Do unto others as they
want to be done unto.**

• **Or** •

**Treat others as they wish
to be treated.**

Participants' Style Matrix



Behavioral Styles in Stressful Situations

Supportives

Hesitant
Submissive
Passive
Indecisive
Defensive
Dependent



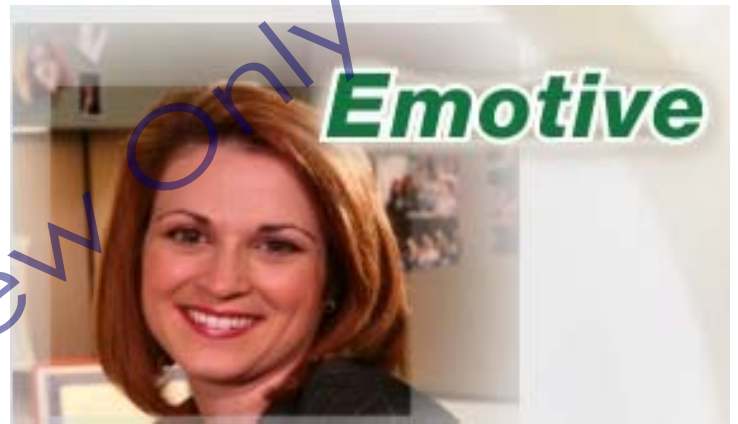
Supportives need:

- To know they are liked.
- A slow pace for comfort and security.
- To develop a relationship where they feel comfortable.

Behavioral Styles in Stressful Situations

Emotives

**Manipulative
Overeager
Impulsive
Inconsistent
Time-wasting
Unrealistic
Superficial**



Emotives like:

- **Credit for their actions.**
- **Action and interaction.**
- **A quick pace for stimulation and excitement.**
- **Prestige!**

Behavioral Styles in Stressful Situations

Reflectives

Resist Change

Slow to Act

Withdrawn

Resentful

Doesn't Meet Deadlines

Unimaginative

Over-reliant on Data



Reflectives need:

- **A slow pace for the “processing of information & accuracy.”**
- **To know they are right. This comes with understanding all principles and details.**

Behavioral Styles in Stressful Situations

Directives

Restless

Critical

Blunt

Intrusive

Pushy

Aggressive

Irritable

Uncooperative



Directives need:

- To feel in control of the situation.
- Tangible evidence of progress towards goals.
- A fast pace with accomplishments.

The Four Styles



Relationship-oriented



Results-oriented



Detail-oriented



Socially-oriented

Preview Only

Basic Style Elements

