

1. Give us an example when you were asked to accomplish something and not given clear direction on how or what to do?
 - Did the answer indicate a more conservative approach (**Low P**), or riskier approach (**High P**)
2. Tell us about a time you were in a crowd where you were not acquainted.
 - Did the answer indicate a more outgoing approach to meeting people (**High F**) or more reserved (**Low F**).
3. If we asked your friends about you, would they say you were more predictable (**High A**) or impetuous (**Low A**)? Why?
4. If you were faced with convincing a person in authority about your understanding of a job issue you felt strongly about, how would you approach the explanation?
 - If answer indicates diplomacy (**High T**) or persistence (**Low T**)
5. When confronted with a work situation, involving a peer, where you feel very strongly about the outcome, what is your approach?
 - If the answer indicates demanding attitude (**High P**). If the answer indicates a more unobtrusive approach (**Low P**).
6. When asked to talk about yourself before a group, do you feel self-conscious
 - Self-consciousness indicates (**Low F**). More self-promoting (**High F**)
7. When asked, on short notice, to join in a discussion in a group in which you are not acquainted, how active would you be in the discussion?
 - Passivity indicates (**High A**) or active in the discussion (**Low A**).
8. You are about to become involved in a heated discussion about a job issue with someone you care about as a friend, what is your approach to the resolution?
 - Courtesy (**High T**) or rigid about the outcome (**Low T**)?

Directions:

- 1. Choose a particular job or task in your office.**

JOB TO BE ANALYZED _____

- 2. Evaluate each of the following job factors to indicate the importance in the successful performance of a specified job. Place the appropriate number value next to each factor according to this scale.**

- 1. Not important**
- 2. Low importance**
- 3. Fairly important**
- 4. High importance**
- 5. Very high importance**

Using that task/job as your point of reference, assign a ranking of 1-5 for the 24 JOB FACTOR descriptive statements – page 2.

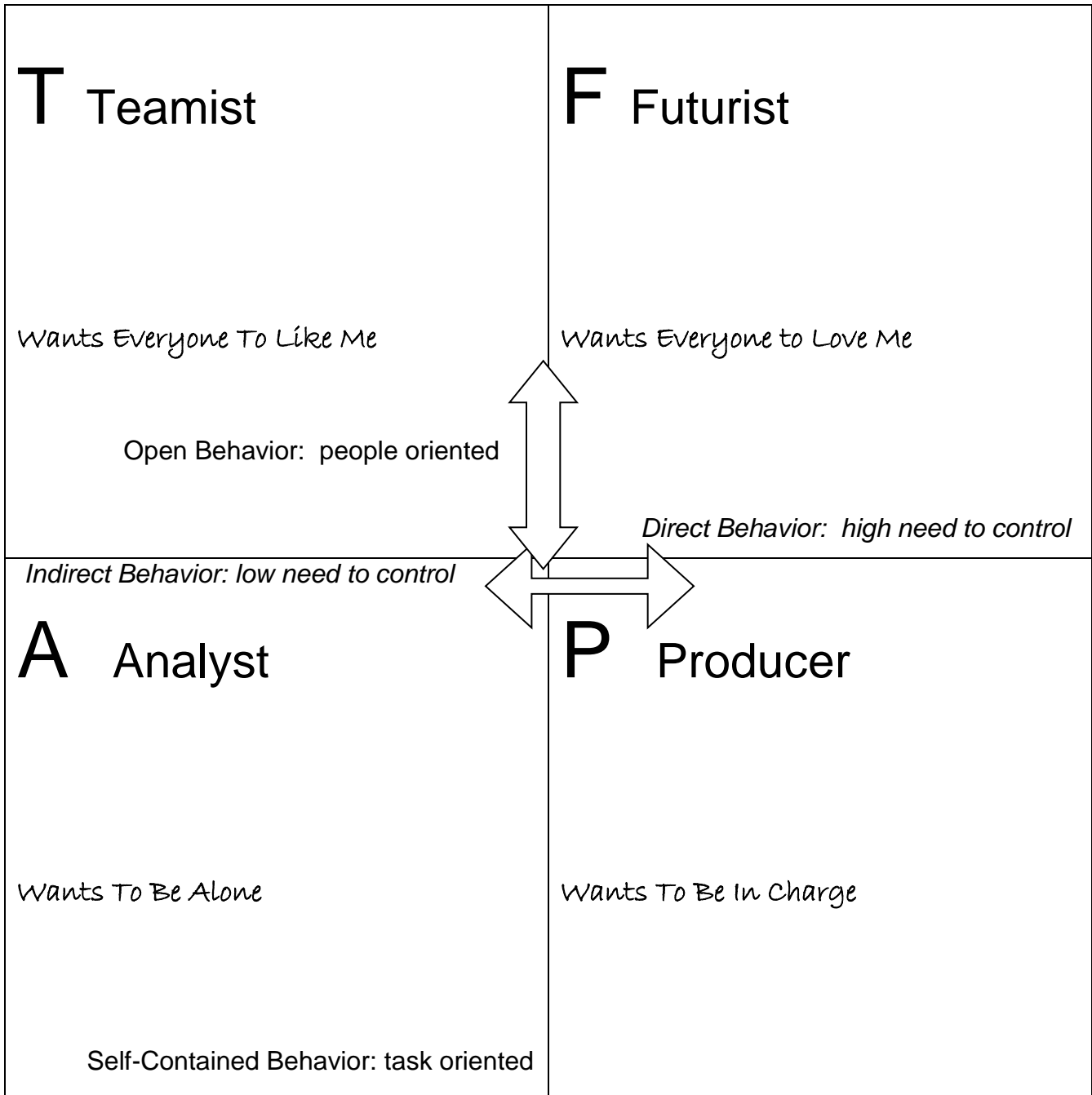
Note: A-F are categories and each category has 4 statements. Each statement must be assigned a number ranking of 1, 2, 3, 4 or 5.

- 3. Tally the numbers you assigned (1-5) by the letters P, F, A, T that are to the left of the descriptive statements.**

Personality Type:	Total
P – Producer	
F - Futurist	
A - Analyst	
T - Teamist	

JOB FACTORS:

- A. (P) 1. _____ Ability to make unpopular decisions in carrying out responsibilities.
(A) 2. _____ Necessary to stay at one work station.
(T) 3. _____ Necessary to be diplomatic and cooperative.
(P) 4. _____ Ingenuity to create new ideas and programs.
- B. (F) 1. _____ Ability to initiate contact with strangers.
(T) 2. _____ Concentration on detailed work.
(T) 3. _____ Cautious in calculating risk.
(P) 4. _____ Vision to plan ahead on a large scale.
- C. (A) 1. _____ Rhythm and coordination in repetitive work.
(P) 2. _____ Decisiveness to act without precedent.
(F) 3. _____ Ability to organize various types of people.
(A) 4. _____ Recognize that there is no upward mobility from this present job level.
- D. (A) 1. _____ Persistence to plug steadily at boring work.
(F) 2. _____ Skill to persuade others to your own point of view.
(T) 3. _____ Capacity to follow a system to perfection.
(F) 4. _____ Create an environment where people motivate themselves.
- E. (F) 1. _____ Ability to solve grievance problems.
(T) 2. _____ Necessity for an immediate superior to be available to help.
(F) 3. _____ Poise and mastery of language in expressing self.
(P) 4. _____ Ability to overcome objections.
- F. (A) 1. _____ Patience to follow detailed instructions.
(P) 2. _____ Capacity to cope with interruption and changes.
(T) 3. _____ Extreme caution in making policy commitments.
(A) 4. _____ Steadiness to follow an established work pattern.



Communications

Effective communication occurs when the receiver interprets the sender's message the same way it was intended. This is a "mutual understanding," but does not necessarily mean agreement.

Process of Communication

Visual – 55%

- Facial Expression
- Body Position
- Rhythm

Sound – 38%

- Tone
- Tempo
- Volume

Words – 7%

- Backtrack/clarify
- Use the person's own words
- Paraphrase

Listening, bigger than *hearing*

- 45% of our time is spent listening
- Our ability to **listen** is Influenced by :
 - “verbal/non-verbal
 - Concrete to abstract
 - Language registers
 - Discourse patterns
 - Story structures
 - Ability to formulate questions”Ruby Payne, Hidden Rules of Class at Work

- Language Registers

Frozen

Formal

Consultative

Casual (400-800 words)

Intimate

Whole Messages

Includes 4 expression types:

What you...

See

Think

Feel

Need

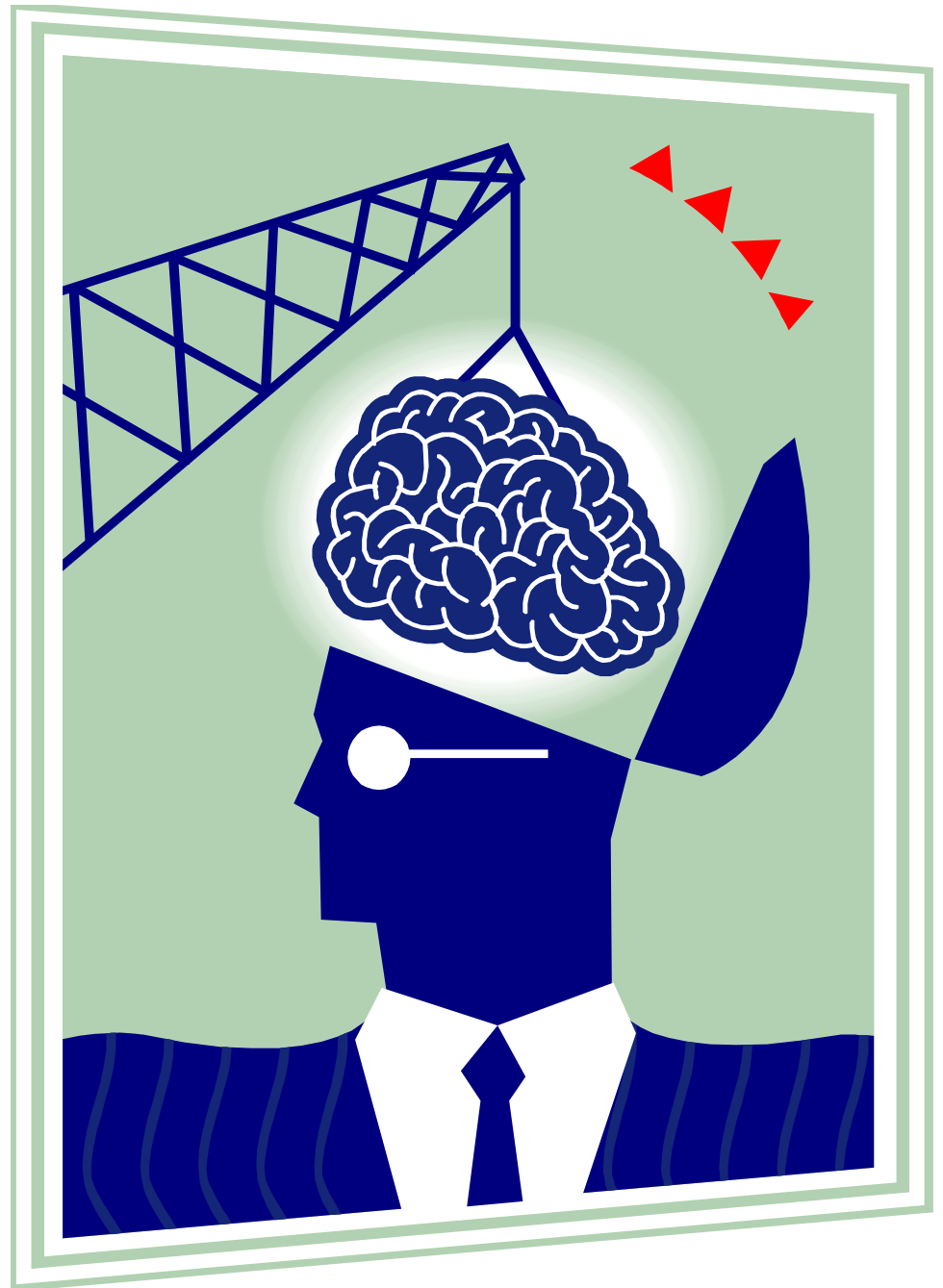
What do you see? An Event or an Observation. What are the facts?



THINK

What are your thoughts and conclusions?

Summarize your observations.



Feelings.....

- Properly shared feelings creates communication building blocks:
 - *Greater empathy and understanding*
 - *Behavior modification in order to meet your needs*

No one but you knows what you
Need



Check your assumptions

- What are you assuming about....
 - The situation
 - The person
 - The other people involved
 - The potential impact

Contaminated Messages

PARTIAL MESSAGES

Test:

- Have I expressed what I actually know to be fact? Observed, read or heard?
- Have I expressed and clearly labeled my inferences and conclusions?
- Have I expressed my feelings without blame or judgment?
- Have I shared my needs without blame or judgment?
- Messages, The Communication Skills Book by McKay, Davis and Fanning

I know! I know! You don't have to tell me!

- You have reminded me four times
- I get the impression you think I am irresponsible.
- I feel watched and it makes me paranoid.
- Let's set a time frame for completion with two scheduled report back times. That way I can handle this myself and you can feel comfortable that the task will be completed.

Creative Problem Solving Process Osborne-Parnes

Stage One: Problem Exploration

- Objective Finding/ID the Challenge
- Fact Finding/ Gather Facts and Feelings
- Problem Finding/ Problem Framing and Reframing

Two Types of Thinking

Divergent:

- Defer Judgment
- Imaginative
- Quantity
- Faucet/ Flow

Convergent:

- Objective
- Deliberate
- Drilling Down
- Funnel/ Select the Best
of the Best
- Solution Focused

~~What is the problem?~~

- A problem well framed is half solved
- 50% of the CPS model is making sure that what you are trying to solve is really what you are trying to solve.....







CPS continued

Stage 2: Generate Ideas

- Brainstorming
- Idea Finding/ Idea Generation

CPS final stage

Stage 3: Prepare for Action

- Solution Finding – Solution Development
- Acceptance Finding – Action Planning