

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.

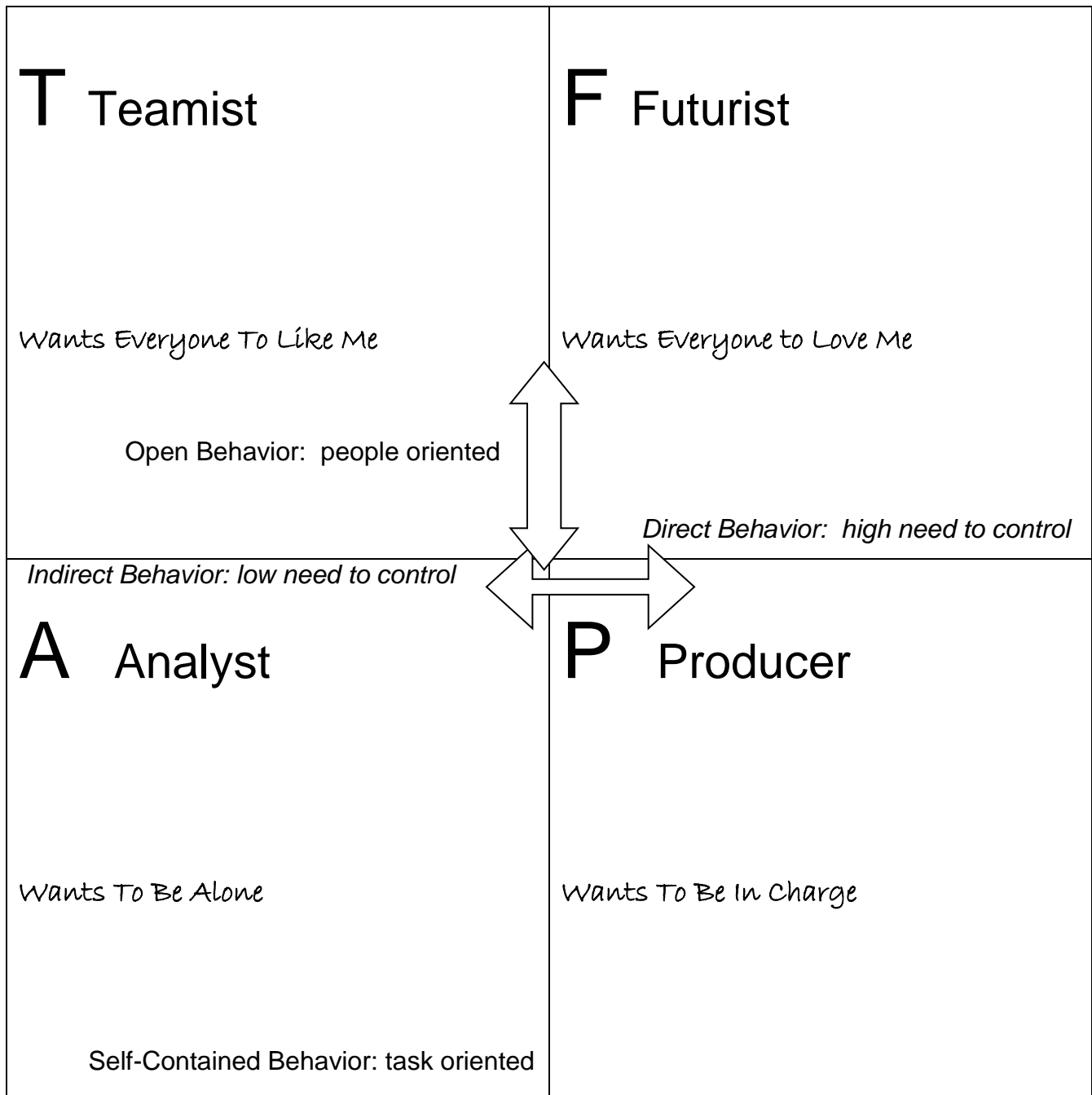
Note: A-F are categories and each category has 4 statements. Each statement must be assigned a number ranking of 1, 2, 3, 4 or 5.

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

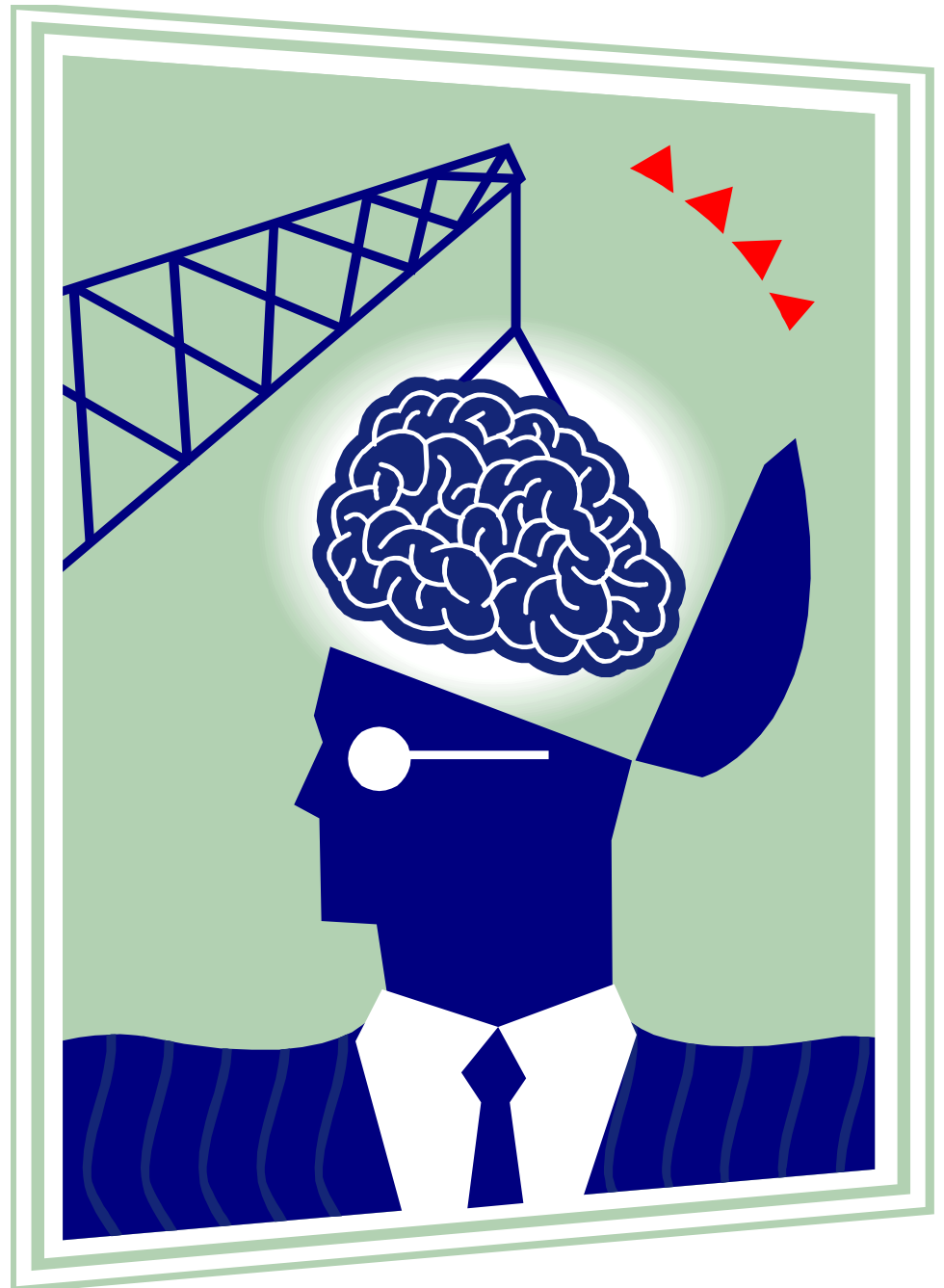
What do you see? An Event or an Observation. What are the facts?



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