

Module 2: Communication Skills

Assistants: Instructor and assistants, as needed

Estimated Time: 4 hours

Space Required: Classroom

Method of Instruction:

- Lecture
- Discussion
- Exercises
 - Feedback Role Play
 - Writing Preferences
 - Keirsey Temperament Sorter

Participant Materials:

- Student Guide
- *Please Understand Me*, Keirsey-Bates

Training Aids:

- Keirsey Temperament Sorter
- Viewgraphs 2-1 through 2-30
- Video: Abbott and Costello, "Who's on First" (7 minutes)

Equipment and Supplies:

- Overhead projector
- VCR and monitor
- Chartpack
- Marking pens

Module 2

Communication Skills

Upon completion of this module, you will be able to:

- Identify the basic principles of communication
- Give and receive constructive feedback
- Recognize the value of individual preferences in terms of the Keirsey Temperament Sorter
- Identify temperament's impact on the communication process

10/95 Team Skills and Concepts - Module 2, Viewgraph 1

Module 2: Communication Skills

Upon completion of this module, you will be able to:

Identify the basic principles of communication

By learning the four basic elements of communication, you will gain an understanding of the factors which affect how well the sender communicates and the receiver understands.

Give and receive constructive feedback

You will learn the benefits of constructive feedback to be able to differentiate between constructive feedback and negative criticism.

Recognize the value of individual preferences in terms of the Keirsey Temperament Sorter

You will take the Keirsey Temperament Sorter to learn how it can be applied to group behaviors.

Identify temperament's impact on the communication process

You will learn that individuals have different functional preferences which result in different communication processes.

INSTRUCTOR NOTE

Put the following questions to the participants and try to elicit responses:

- "How many of you think you are good communicators? Let's have a show of hands."
 - "Why do you think you are a good communicator?"
 - "What do you do to communicate effectively?"
 - "How do others react?"
 - "Do you think good communication is innate? Learned?"
-

Effective communication is essential for creating an environment in which TQL can flourish. One of the elements of an improvement team's success is how well information is exchanged among team members. Good communication skills are also important when talking to those outside the team, including customers, suppliers, and others involved in the process.

For the next few hours, we're going to focus on the communication process. Let's start by taking a look at the communication dilemma as portrayed by Bud Abbott and Lou Costello in their legendary routine, "Who's on First." While watching this video, ask yourself the following questions:

1. What led up to the misunderstanding seen in the film?
2. Why did this lack of communication occur?
3. What communication and listening skills could the actors have used to overcome the misunderstanding?

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▶ **SHOW VIDEO**

"Who's on First" (7 minutes).

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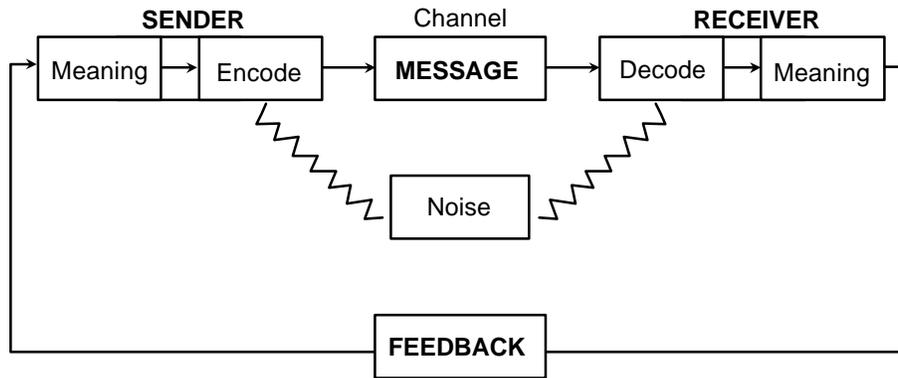
This video shows in a humorous way the kinds of problems we run into when we communicate with people. How did Abbott, as the sender, contribute to the misunderstanding? Why? How did Costello, as the receiver, contribute to the resulting misunderstanding? Why?

Experts have written volumes on effective communication, and we are not going to try to cover all aspects of communicating here. However, we will offer some ideas on how to make the process of giving and receiving information more effective. Our goal is to help you understand the role communication plays in process improvement and to help you identify and resolve potential problems that stem from poor communication.

What is communication?

The exchange of information, ideas, and/or feelings between one person and another. This exchange may be both verbal and nonverbal.

Four Basic Elements of Communication



10/95 Team Skills and Concepts - Module 2, Viewgraph 2

Four Basic Elements of Communication

Here we see the four basic elements of any communication:

Sender

Receiver

Message

Feedback

We'll discuss each individually, beginning with the sender and receiver.

Sender and Receiver

Factors that affect how well the sender communicates and the receiver understands the message.

- The words used
- Nonverbal cues
- Experience
- Attitude
- Abilities
- Perception



10/95 Team Skills and Concepts - Module 2, Viewgraph 3

Sender and Receiver

There are six main factors that affect how well the sender communicates and the receiver understands the message.

The words used

- **MULTIPLE MEANINGS** - In the English language many words have multiple meanings. For example, "discount" has many meanings: to disregard, to take into account in advance, to offer goods or services at a reduced price, and many others. "Hamper" means to hold back, a large closed basket, and in a nautical context, gear that, although necessary to the operation of the vessel, is sometimes in the way.
- **CONTEXT** - Words have meaning within specific settings. For example, a "ladder" is a device used for climbing. But in the Navy context, "ladder" means "stairway." Likewise, "head" and "overhead" have other meanings aboard a ship than they do in a civilian context.
- **JARGON** - Specialized words that only have meaning to people with the same technical background. For example, "behavioral objectives" has a very specific meaning to someone who designs instruction. To anyone else, it has little meaning.

INSTRUCTOR NOTE

Ask the participants:

- "Can you give me some other examples of context specific meanings?"
 - "How about some examples of jargon?"
-

- **ACRONYMS** - Words formed from the initial letters of words in a phrase—such as "DON," Department of the Navy, and "GSA," General Services Administration, and which have meaning only to those familiar with the term.

The sender must use words the receiver will understand in the context that supports the message.

Nonverbal cues

Does the sender's nonverbal communication support the message? Does it confirm that the sender is sincere? Confident? Enthusiastic? Words alone do not establish the authenticity of the message. The sender uses "body language" to enhance the verbal message and the receiver uses these clues to interpret the verbal message she or he hears.

Experience

This is the life-script or personal experience the sender and receiver bring to the situation. Knowledge of the other's background, experiences, and education can serve as a guide for selecting proper words and gestures to transmit the message effectively.

Attitude

This is defined by Webster as, "manner, disposition, feeling, position, etc., toward a person or thing." The attitudes of the sender and receiver affect communication. For example, if the receiver is hostile, he or she may be extremely sensitive to how a message is delivered. It may influence how and what he or she hears. The receiver may listen to react or defend rather than to hear the intended message.

Abilities

The abilities of the sender and receiver affect communication. These are the skills or qualifications a person has. We communicate differently with a child than we do with a college professor. We need to have a knowledge of the other's ability to understand and question ideas being transmitted.

Perception

When we perceive, we are gaining knowledge through one of our senses—seeing, hearing, touching, tasting, and smelling. Perception is a key factor in the way each of us sees the world and processes information. This is neither good nor bad. Perceptions differ. Let's look at an example.

Perception



10/95 Team Skills and Concepts - Module 2, Viewgraph 4

Perception

Look at this slide for a minute.

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🗨️ INSTRUCTOR NOTE

- Allow participants to look at the slide for 30 SECONDS or so. Ask:
"How many of you saw a mouse? How many of you saw a bald man with glasses?"
- Point out the contours of each figure to identify both figures.
- Ask participants: "Why do you think you only saw one or the other?"
- Convey the idea that paradigms, expectations, and experiences affect perceptions by reminding them of the card episode in the Joel Barker video, *"Discovering the Future, The Business of Paradigms."*

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We expect the appearance of cards to be consistent with the way we have always seen them. Hearts are red; clubs are black. We expect this to the point that we disregard information or data that doesn't fit in with this paradigm. Can any of you relate an experience where a paradigm prevented you from "seeing" something?

Just as we have different perceptions about this picture, we have different perceptions about other people and their message. We are surrounded by so much information in our environment that to make sense out of it we have to "filter." We cannot absorb everything at once. We are protective about ourselves. We want to stay happy and keep as much pressure off ourselves as possible. We don't want to get hurt, so we learn to become "selective" about what we perceive. We use past experiences to help us "select." We select in and we select out.

The inevitable outcome of selective perception is distortion. When we start to distort the facts, we begin to stereotype people and perhaps bias the information we receive from them. Perception involves:

- Interpreting the words we hear
- Listening and giving meaning to voice inflection, or the "up and down" movement of the voice
- Interpreting facial expressions
- Reading the nonverbal signals involved
- Filtering out things we don't want to hear, don't believe are true, etc.

To these factors we add our personal feelings, opinions, and experiences. All of these contribute to perception. Our perception is actually a kind of filtering system. It is the way we select and interpret the information that surrounds us so that the world makes sense. This is the "noise" referred to in our model: anything which distorts the sending or receiving of the message. Each member of a PAT, QMB, or ESC views the world in a unique way, so when we try to communicate with each other, we should try to be aware of the possible differences in each of these communication elements and their impact upon understanding.

Message

- Determined in part by the accuracy of the information you are trying to get across
- Operational definitions are critical.



10/95 Team Skills and Concepts - Module 2, Viewgraph 5

Message

We've discussed factors that affect the sender and receiver in communication. Now we'll turn to the message.

The effectiveness of the message is:

Determined in part by the accuracy of the information you are trying to get across.

For example, are the references for pronouns clear? Is the meaning of acronyms clear? Are the references implied or stated, known or available to the receiver? Here are a couple of examples from a rental car company's files:

- I had been driving for 40 years when I fell asleep at the wheel and had an accident.
- The other car collided with mine without giving warning of its intentions.
- In my attempt to kill a fly, I drove into a telephone pole.

- As I approached the intersection, a sign suddenly appeared in a place where no stop sign ever appeared before. I was unable to stop in time to avoid the accident.

Operational definitions are critical.

In our TQL teams, for example, are we clear about what constitutes an improvement? Is it in control? Is it capable? Is it timely? Operational definitions give communicable meaning to a concept by specifying how the concept is measured and applied within a particular set of circumstances. Operational definitions, clearly articulated and understood by all team members, are necessary for each critical term in the process. Can you give me some examples of mis-understanding because of poorly defined message terms?

Feedback

Communication to a person
(or team) regarding the effect that
person's behavior has on another
person or on the team.



10/95 Team Skills and Concepts - Module 2, Viewgraph 6

Feedback

Feedback is communication to a person (or team) regarding the effect that person's behavior has on another person or on the team.

Feedback provides information that can be used for improvement.

Feedback is descriptive and differs from criticism, which is evaluative. Constructive feedback is not criticism and is intended to help others understand the perceptions, feelings, or reactions that their behavior engenders in others.

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INSTRUCTOR NOTE

- Ask the participants: "In a team environment, what do you think some benefits of constructive feedback might be?"
 - Solicit and discuss responses.
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Benefits of Constructive Feedback

- Improves effectiveness
- Helps the team assess progress
- Builds trust among team members
- Promotes a supportive atmosphere
- Prevents "hidden" agendas and gossip



10/95 Team Skills and Concepts - Module 2, Viewgraph 7

Benefits of Constructive Feedback

Improves effectiveness

Constructive feedback helps individual team members and leaders improve their effectiveness in interpersonal communications and improves the interaction of the team.

Helps the team assess progress

It helps the team honestly assess its progress in team development and effectiveness in problem solving for process improvement.

Builds trust among team members

Constructive feedback also helps build trust among team members as a consequence of open communication.

Promotes a supportive atmosphere

It helps promote the security and supportive atmosphere that comes from not having to guess about how others are reacting.

Prevents "hidden" agendas and gossip

Finally, constructive feedback prevents the accumulation of destructive "hidden agendas" and subgroup gossip about issues and feelings that are not openly confronted in the team and between individuals.

The Team Handbook provides excellent guidance on giving and receiving constructive feedback.

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INSTRUCTOR NOTE

- Direct participants to turn to page 6-24 in *The Team Handbook*.
- Review "Guidelines for Constructive Feedback."
- Then ask, "When would you NOT give feedback?"

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Do Not Give Feedback When . . .

- You don't know much about the context of the behavior.
- The feedback is about something the person cannot change.
- The other person seems low in self-esteem.
- You are feeling low in self-esteem.
- Your purpose is not really improvement.
- The circumstances are inappropriate.

The Team Handbook, page 6-26

10/95 Team Skills and Concepts - Module 2, Viewgraph 8

Do Not Give Feedback When . . .

You don't know much about the context of the behavior.

The feedback is about something the person cannot change.

The other person seems low in self-esteem.

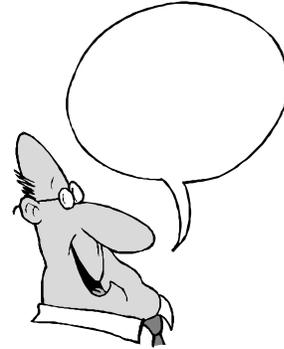
You are feeling low in self-esteem.

Your purpose is not really improvement.

The circumstances are inappropriate.

How to Give Feedback

- Be descriptive
- Don't use labels
- Don't exaggerate
- Speak for yourself



10/95 Team Skills and Concepts - Module 2, Viewgraph 9

How to Give Feedback

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🗨️ INSTRUCTOR NOTE

- Ask participants, "What is the correct way to give feedback?"
 - Solicit responses.
 - Discuss the suggestions under "Know How to Give Feedback" on pages 6-26 through 6-30 of *The Team Handbook*.
-

Be descriptive
Don't use labels
Don't exaggerate
Speak for yourself

How to Give Feedback (cont.)

- Talk first about yourself, not about the other person
- Phrase the issue as a statement, not a question
- Restrict your feedback to things you know for certain
- Help people hear and accept your compliments when giving positive feedback

10/95 Team Skills and Concepts - Module 2, Viewgraph 10

How to Give Feedback (cont.)

Talk first about yourself, not about the other person

Phrase the issue as a statement, not a question

Restrict your feedback to things you know for certain

Help people hear and accept your compliments when giving positive feedback



EXERCISE - FEEDBACK ROLE PLAY

TIME REQUIRED: 15 MINUTES

INSTRUCTIONS:

- Ask participants to look at the "Easy to Remember Guide" on page 6-27 of *The Team Handbook*.
 - Review the elements.
 - Ask if there are any questions.
 - Ask for two volunteers to role play giving feedback using this guidance.
 - Give the two volunteers ONE to TWO MINUTES to identify a scenario/ subject for feedback while you instruct the rest of the participants to think about the guidelines you have just reviewed and to watch how the two volunteers apply the guidelines.
 - Allow FIVE MINUTES for the role play.
 - Afterward, hold a brief discussion on how successful the role players were. Discuss how this scene might have been different had they not used the guidelines in *The Team Handbook*.
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How to Receive Feedback

- Breathe
- Listen carefully
- Ask questions for clarity
- Acknowledge the feedback
- Acknowledge valid points
- Take time to sort out what you heard



10/95 Team Skills and Concepts - Module 2, Viewgraph 11

How to Receive Feedback

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🗨️ INSTRUCTOR NOTE

- Ask participants, "What are some things we should do to receive feedback effectively?"
 - Solicit responses.
 - Discuss the guidelines on pages 6-30 through 6-31 of *The Team Handbook*.
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Breathe
Listen carefully
Ask questions for clarity
Acknowledge the feedback
Acknowledge valid points
Take time to sort out what you heard

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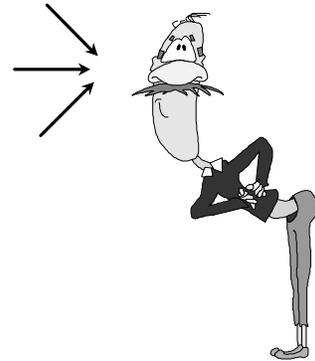
INSTRUCTOR NOTE

Remind participants that effective communication is the key to effective application of TQL principles. Whether teaching TQL concepts or tools, facilitating process improvement teams, or briefing higher commands, effective communication is vital.

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Guidelines for Effective Listening

- Get ready to listen
- Relax; tune in to the words
- Give your whole attention to the speaker
- Listen to understand rather than refute
- Control your emotions



10/95 Team Skills and Concepts - Module 2, Viewgraph 12

Guidelines for Effective Listening

Listening is critical to the communication process and is a major aspect of feedback. Not listening or missing the meaning of what people say is one of the most serious barriers to communication. Ineffective listening can cause us to give wrong services, products, or supplies, or in some other way not meet the needs of customers. Listening conveys the idea that "I'm interested in you as a person; I think what you say is important. I want to give you a quality response."

On the average, our formal training includes eight to 12 years of writing, six to eight years of reading, one to three years of speaking, and no formal training in listening. Although we spend about half our time listening to others, we remember, or are aware of, only a small percent of all we hear.

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INSTRUCTOR NOTE

- Ask participants, "How about giving me some ideas on listening effectively in a team setting?"
 - Solicit responses.
-

Get ready to listen

Put your shopping lists, things-to-do-tonight lists, etc., aside.

Relax; tune in to the words

Focus on what the speaker is saying.

Give your whole attention to the speaker

Let the speaker know that you are focused on him or her by nodding your head or saying "umm" at appropriate points.

Listen to understand rather than refute

Listen to understand by listening for key words and phrases. You can take notes if you think it is necessary. Listening to refute is probably better described as "waiting to speak." Here, the listener is concentrating on the best arguments rather than on hearing what is said. Much can be missed.

Control your emotions

Emotions can cloud your ability to listen because they may distract you from what is being said and cause you to concentrate instead on what *you* want to say. Control of the emotions is necessary in order to be able to listen to understand.

What kinds of things are barriers to effectively listening?

Barriers to Effective Listening

- Talking
- Assumptions
- Emotions
- Quick evaluation
- Rapid thought



10/95 Team Skills and Concepts - Module 2, Viewgraph 13

Barriers to Effective Listening

There are some behaviors that make it difficult for us to practice the guidelines for effective listening. Let's talk about some of those behaviors.

Talking

If I'm talking when someone else is speaking, I'm not listening. Not only that, but my side conversation makes it difficult for others to listen to the primary speaker. Give your whole, undivided attention to the primary speaker and wait for your turn to speak.

Assumptions

Assumptions act like a screen through which the conversation filters. If I assume a person is unqualified to speak, I listen to confirm my assumption rather than listen to hear what the speaker is saying. If I assume I know the operational definitions, I may make conclusions that are wrong. Be aware of your assumptions and beware of acting on them.

Emotions

As we said earlier, emotions cloud the ability to listen because they affect the ability to concentrate. Usually, an emotional person is focusing on what he or she wants to say instead of on what is being said. Check your emotions at the door.

Quick evaluation

If I evaluate what someone is saying without hearing the whole message, I may come to the wrong conclusion. Therefore, I must learn to hold judgment and listen with a clear mind. Perhaps the speaker is presenting a new and unique approach to an issue.

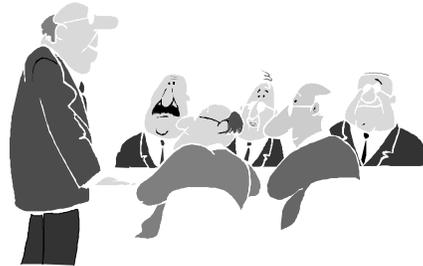
Rapid thought

The mind operates at a much faster pace than the vocal chords. While the other person is uttering a few sentences, we can be thinking of 100 other things, from what we want to say next, to making out the grocery list. If we don't give the speaker undivided attention, we've lost valuable parts of the message. We need to slow down and listen so that we can hear the speaker's message, not our own.

Now that you understand some of the barriers to effective listening in the team environment, what behaviors do you think would support effective listening within the team?

Helpful Listening Behaviors

- Stop talking
- Take turns talking
- Ask questions
- Don't interrupt
- Show interest



10/95 Team Skills and Concepts - Module 2, Viewgraph 14

Helpful Listening Behaviors

From our review of the guidelines for effective listening and barriers to effective listening, we can draw some conclusions about listening behaviors that will facilitate communication in a team setting.

Stop talking

Remember, you can't listen well if you are talking.

Take turns talking

When more than one conversation is going on, all of the people are missing at least some of the messages. Practice taking turns talking.

Ask questions

Questions can help establish mutual understanding of operational definitions and assumptions.

Don't interrupt

Let the speaker get his or her entire message out without interrupting.

Show interest

"Verbal attends," such as nodding one's head or saying "uh huh," are behaviors that allow the speaker to know you are following what's being said. They indicate interest and encourage the speaker.

Helpful Listening Behaviors (cont.)

- Concentrate on what's being said
- Control your emotions
- Listen for what is not said
- Don't jump to conclusions

10/95 Team Skills and Concepts - Module 2, Viewgraph 15

Helpful Listening Behaviors (cont.)

Concentrate on what's being said

Focus on the message.

Control your emotions

Emotions cloud your processing ability.

Listen for what is not said

This is often as important as what *is* said. Be careful not to make assumptions just because something was not explicitly said. It may have been implied. Ask questions to clarify things not said.

Don't jump to conclusions

Listen to all that is being said before making inferences.

We've discussed what elements are in the communication process and elements of effective feedback and listening. Let's explore the aspects of effective communication that involve expressing your message and conveying it to listeners.

Effective Communication Guidelines

- Seek self knowledge
- Live a pattern of cooperation
- Listen to others to understand
- Control the desire to pass judgment
- Question listeners to check for understanding
- Protect the other person's ego

10/95 Team Skills and Concepts - Module 2, Viewgraph 16

Effective Communication Guidelines

Achieving effective communication takes a lot of work on the part of both the sender and the receiver. Here are some guidelines that may help you achieve more effective communication:

Seek self knowledge

In other words, know yourself. How do you perceive the world? What are your strengths and weaknesses? Do you tend to jump to conclusions? Do you need immediate closure on issues that come up? Do you tend to come across as hostile when you really only mean to come across as enthusiastic? Knowing your tendencies helps you compensate for weaknesses and capitalize on strengths.

Live a pattern of cooperation

Don't just talk it. Part of this concept involves taking steps to understand and be sensitive to your audience. What are their weaknesses? Likes? Dislikes? How do they take in information? On what do they base decisions? Understanding your audience helps you to structure your communication to meet their needs. Living a pattern of cooperation also means demonstrating through behavior a sincere concern for others' positions and for working toward common goals.

Listen to others to understand

Many of us wait to speak, as opposed to listening. By putting aside our positions and reflecting, we have a better chance of truly understanding the other person's view.

Control the desire to pass judgment

Judging implies that we know the truth. When we start judging, we stop listening fully to what is being said. We need to remain open to others' views.

Question listeners to check for understanding

Ask questions of your audience to find out whether what you say has been heard and understood. Asking for this feedback and rephrasing your message to get your meaning across in a different way may prevent some serious miscommunications.

Protect the other person's ego

In many instances, a great deal of tact is needed to encourage another person to express himself or herself. Evaluate behaviors, not character. Be sensitive to the other person's strengths and weaknesses.

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👉 INSTRUCTOR NOTE

- Ask participants: "What roadblocks might hamper effective communication?"
- Brainstorm ideas on roadblocks to effective communication.
- Put the participants' responses on chartpack.

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Barriers to Effective Communication

- Directing
- Threatening
- Preaching
- Advising without being asked
- Lecturing
- Judging
- False praising and agreement
- Ridiculing
- Distracting

10/95 Team Skills and Concepts - Module 2, Viewgraph 17

Barriers to Effective Communication

Even in the most ordinary situations, there are barriers to effective communication that must be overcome if a team is to function successfully. Being aware of these barrier-raising behaviors may make it easier to deal with them.

Directing

Telling the other person what to do. Obviously, there are occasions when this is necessary. But to create open communication, a participative approach is more effective.

Threatening

Using your authority to coerce another person by telling him or her the negative consequences of failing to yield. This stifles cooperation and creates an impenetrable barrier to communication.

Preaching

Telling another what should or ought to be correct behavior.

Advising without being asked

Telling the other person how to solve his or her problems without being asked. Often you may be jumping to conclusions without thoroughly exploring the process and may offer solutions without benefit of data collection or analysis.

Lecturing

Trying to influence others with your own opinions stated as facts. Often accompanies "advising without being asked."

Judging

Making negative judgments or evaluations of the other person, thereby discounting his or her contribution. For example, "She is so headstrong. I just can't deal with her."

False praising and agreement

Flattery or implied promise of reward. This is a form of manipulation.

Ridiculing

Belittling another person or making him or her feel foolish. Sometimes this takes the form of teasing at the expense of the other person. When someone says, "I'm just kidding," it's a tip-off that barriers are going to be raised.

Distracting

Trying to get the other person's attention off the problem by such behaviors as kidding away strong feelings, or discounting or "pooh-poohing" an idea.

In summary, try to keep the Golden Rule in mind: treat others as you want to be treated. If someone has strong feelings about the subject being discussed, those feelings need to be addressed in a constructive manner. They cannot be ignored if we truly want to communicate effectively. Often, just allowing the person to verbalize feelings will improve team relationships.

Responsibility for effective communications is a burden that rests almost equally on the sender and the receiver. Communication should be an interactive process: we send information, receive information, and constantly check whether the intended message was received intact. Sometimes it takes several "passes" before we can be confident that both sender and receiver are on the same wavelength.

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INSTRUCTOR NOTE

- Bridge into the next topic by saying that you are now going to talk about individual temperaments and the effect they have on communication.
- Provide the participants with the following guidance on using this material: Before presenting to a team the self-assessment instrument and discussion that follow, carefully consider whether it is appropriate. This portion of the module is best taught just-in-time, not necessarily to everyone, and only on an as-needed basis. The materials are appropriate for teams that may be experiencing difficulty working together and appreciating the talents each brings to the team.
- Before you teach this section, you need to understand personality types and how they affect group interaction and communication, and how the team leader can help. Prepare yourself by reading all of *Please Understand Me*.

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This type indicator identifies individuals on four dimensions of personality type: introvert/extravert, sensing/intuitive, thinking/feeling, and judging/perceiving. Each dimension is indicated by a letter: "I" for introvert, "E" for extravert, "S" for sensing, "N" for intuitive, "T" for thinking, "F" for feeling, "J" for judging, and "P" for perceiving. These dimensions correspond to the profile you identified when you scored your Keirseey Temperament Sorter.



INSTRUCTOR NOTE

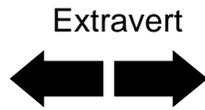
- Identify your own profile and state the dimensions that apply to you, e.g. "My profile is that of an ISFJ. This means my preferred behavior is that of an introvert, sensing, feeling, judging individual."
- Tell the participants that you will talk about each dimension in detail.



Notice that when I described my profile I said I "prefer." When talking about a temperament sorter, it's critical that you understand that we're talking about a preference. Although I prefer to write with my right hand, I can write with my left even though it may be awkward. With practice I may even develop my skill at using my left until there is little difference between using my right or using my left. However, all things being equal, I'll still prefer to use my right hand. It's the same with temperament preferences. I may prefer to act as an introvert. However, because of the situation or training, I can act as an extravert.

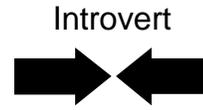
Extravert/Introvert Dimension

Where Do You Prefer to Focus Your Attention?



Prefers to focus on the outer world of people and ideas

Key Words: active, outward, sociable, people, many, expressive, breadth



Prefers the inner world of ideas and impressions

Key Words: reflective, inward, reserved, privacy, few, quiet, depth

10/95 Team Skills and Concepts - Module 2, Viewgraph 18

Extravert/Introvert Dimension

Where Do You Prefer to Focus Your Attention?



INSTRUCTOR NOTE

Cover the introvert characteristics with a piece of paper. Show the extravert characteristics.



An Extravert:

Prefers to focus on the outer world of people and ideas.

Extraverts make up about 75 percent of the population.

Key Words:

Some words that describe extraverts include **active, outward, sociable, people, many, expressive, and breadth.**

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INSTRUCTOR NOTE

Cover the extravert characteristics with a piece of paper. Show the introvert characteristics.

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An Introvert:

Prefers the inner world of ideas and impressions.

Introverts make up about 25 percent of the population.

Key Words:

Some words that describe introverts include **reflective, inward, reserved, privacy, few, quiet, and depth.**

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INSTRUCTOR NOTE

Show both introvert and extravert characteristics.

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Extravert/Introvert Dimension_(cont.)

Extravert

- Energized by what goes on in the outside world
- Prefer to communicate by talking rather than by writing
- Need to experience the world
- Like variety and action
- Tend to learn best by doing first, then reading about it

Introvert

- Like quiet for concentration
- Are interested in the idea behind the job
- Are comfortable when work is to be done inside their heads
- Want to understand the world before they experience it
- Often think before they act
- May prefer to learn by reading rather than talking or experiencing

10/95 Team Skills and Concepts - Module 2, Viewgraph 19

Extravert/Introvert Dimension (cont.)

.....

🗨️ INSTRUCTOR NOTE

Cover the introvert characteristics with a piece of paper. Show the extravert characteristics.

.....

Extravert characteristics:

Energized by what goes on in the outside world

Extraverts love people and being around people. They tend to be animated and to really get involved in conversations. Extraverts are sometimes described as "the life of the party."

Prefer to communicate by talking rather than by writing

For the extravert, it's easier to talk an idea through rather than sit and concentrate on the words needed to convey an idea. It's difficult to be animated and write at the same time.

Need to experience the world

Their understanding of the world comes from experiencing it.

Like variety and action

Extraverts like action to participate in an activity. Variety is important. They tend to bore easily. Thus, they are sometimes impatient with long, slow jobs.

Tend to learn best by doing first, then reading about it

That call to action and thinking "in motion" makes it easier for the extravert learner to see rather than to hear. He or she may then be able to ask questions and quickly absorb the essence of whatever he or she is learning.

.....

🗨️ INSTRUCTOR NOTE

Cover the extravert characteristics with a piece of paper. Show the introvert characteristics.

.....

Introvert characteristics:

Like quiet for concentration

Introverts like to think things through. They prefer to have quiet so they can think without distraction.

Are interested in the idea behind the job

If you drop an idea on introverts, they need a few minutes to think it through so they can consider the whole message, why the idea is being surfaced in the first place, etc.

Are comfortable when work is to be done inside their heads

Because their initial reaction is usually to think rather than act, and since they are not ones to make quick, snap decisions, they tend to like tasks that allow them to think things through.

Want to understand the world before they experience it

Introverts aren't going to want to be the first to do something unless they have rehearsed the whole thing and understand as much as possible before attempting it.

Often think before they act

This characteristic ties in well with the previous characteristic. They have to understand the why, what, etc., of an action before they are comfortable performing it.

May prefer to learn by reading rather than talking or experiencing

Reading about something gives the introvert the opportunity to understand an action or thought and to think things through before doing. These are the people who read the directions before operating a new appliance.

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👉 INSTRUCTOR NOTE

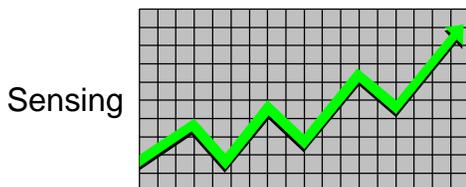
Show both introvert and extravert characteristics.

.....

Notice the contrast between people who show a clear preference for an extraverted behavior style and those who clearly prefer the introverted mode. Most of you can probably recall the "Peanuts" comic strip character, Lucy, leaning on Schroder's piano and talking nonstop while he plays and punctuates her commentary with an occasional, "Hmmm." This is a typical dialogue between a strong extravert and introvert.

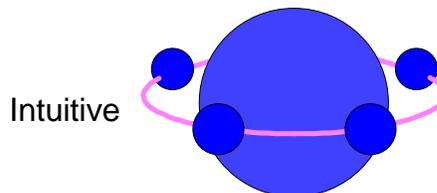
Sensing/Intuitive Dimension

How Do You Acquire Information?



Focuses on the present and on concrete information

Key Words: details, present, down-to-earth, no-nonsense, practical, facts, sequential, directions, repetition, and conserve



Focuses on the future with a view toward patterns and possibilities

Key Words: patterns, future, imaginative, innovative, random, hunches, variety, anticipation, and change

10/95 Team Skills and Concepts - Module 2, Viewgraph 20

Sensing/Intuitive Dimension

The second dimension we're going to discuss is the sensing/intuitive one. Here the issue is, "How do you acquire information?"

.....

👉 INSTRUCTOR NOTE

Cover the intuitive characteristics with a piece of paper. Show the sensing characteristics.

.....

Sensing people:

Focus on the present and on concrete information gained from the senses.

Sensing people make up about 75 percent of the population.

Key Words:

Some words that describe sensing people include **details, present, down-to-earth, no-nonsense, practical, facts, sequential, directions, repetition, and conserve.**

.....

INSTRUCTOR NOTE

Cover the sensing characteristics with a piece of paper. Show the intuitive characteristics.

.....

Intuitive people:

Focus on the future with a view toward patterns and possibilities.

They make up about 25 percent of the population.

Key Words:

Some words that describe intuitive people include **patterns, future, imaginative, innovative, random, hunches, variety, anticipation, and change.**

.....

INSTRUCTOR NOTE

Show both sensing and intuitive characteristics.

.....

Sensing/Intuitive Dimension (cont.)

Sensing

- Use their eyes, ears, etc.
- Appreciate the realities of a situation
- Tend to accept and work with what is given
- Are good at remembering and working with facts
- Tend to be realistic and practical

Intuitive

- Tend to look at the big picture
- Try to grasp essential patterns
- Grow expert at seeing new possibilities
- Value imagination and inspiration

10/95 Team Skills and Concepts - Module 2, Viewgraph 21

Sensing/Intuitive Dimension (cont.)

.....

🗨️ INSTRUCTOR NOTE

Cover the intuitive characteristics with a piece of paper. Show the sensing characteristics.

.....

Sensing characteristics:

Use their eyes, ears, etc.

They rely on what they can see, hear, taste, smell, and touch. They are concrete people who may be uncomfortable dealing with the abstract.

Appreciate the realities of a situation

They operate in the here and now. They don't tend to look for possibilities that are innovative but look for solutions that are plausible, possible, and "normal."

Tend to accept and work with what is given

They tend not to question what they are given.

Are good at remembering and working with facts

They are comfortable with detail and enjoy analysis.

Tend to be realistic and practical

They have their feet firmly planted on the ground. They want to see the facts.



👉 INSTRUCTOR NOTE

Cover the sensing characteristics with a piece of paper. Show the intuitive characteristics.



Intuitive characteristics:

Tend to look at the big picture

They tend to see possibilities, think long range, and look for innovation.

Try to grasp essential patterns

They may want to sketch things in with a broad brush and let others fill in the details.

Grow expert at seeing new possibilities

They aren't usually concerned with sticking to what they were given to work with. They come up with ideas about doing things differently that may surprise other people.

Value imagination and inspiration

They work from hunches and intuition, perhaps not quite sure of the basis for the idea. They may be some of the most productive people in a brainstorming session.

.....

INSTRUCTOR NOTE

Show both sensing and intuitive characteristics.

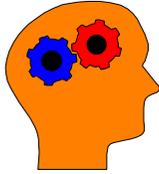
.....

Intuitive people may view sensing people as boring and predictable, while sensing people may consider intuitives to be spacey, off in another world. But notice what each has to offer. The intuitive provides imagination and creativity and sees possibilities. The sensing person adds detail and practical direction to make the intuitive's ideas become reality.

A couple of television detectives can be used to represent this dimension. Sergeant Friday of *Dragnet* ("Just the facts, ma'am.") represents sensing people, while Detective Columbo ("Now let me see if I have this . . .") represents the intuitive.

Thinking/Feeling Dimension

How Do You Make Decisions?



Thinking

Base decisions on logic and objective analysis

Key Words: head, objective, cool justice, impersonal, criticize, analyze, precise, and principles



Feeling

Base decisions on values and on subjective evaluation of person-centered concerns

Key Words: heart, subjective, harmony, caring, appreciative, empathize, persuasion, and values

10/95 Team Skills and Concepts - Module 2, Viewgraph 22

Thinking/Feeling Dimension

The third dimension we'll discuss is the thinking/feeling one. Here the issue is, "**How do you make decisions?**" As we think about this dimension, consider that this is the only one that appears to have a gender bias. Although there is a 50/50 split between thinking and feeling decision makers, 65 percent of people in the feeling dimension are women and 65 percent of people in the thinking dimension are men. MBTI research indicates that this variation may be caused by cultural factors: men are "supposed" to be the hard decision makers and women are "supposed" to be the nurturers.

.....

INSTRUCTOR NOTE

Cover up the feeling characteristics and expose the characteristics of the thinking person.

.....

Thinking people:

Base decisions on logic and objective analysis.

They comprise about 50 percent of the population.

Key Words:

Some words that describe thinking decision makers include **head, objective, cool justice, impersonal, criticize, analyze, precise, and principles.**

.....

INSTRUCTOR NOTE

Cover the thinking characteristics with a piece of paper. Show the characteristics of the feeling person.

.....

Feeling people:

Base decisions on values and on subjective evaluation of person-centered concerns.

Feeling decision makers comprise about 50 percent of the population.

Key Words:

Some words that describe feeling decision makers usually include **heart, subjective, harmony, caring, appreciative, empathize, persuasion, and values.**

.....

INSTRUCTOR NOTE

Show both thinking and feeling characteristics.

.....

Thinking/Feeling Dimension (cont.)

Thinking

- Tend to decide objectively and logically
- Make decisions by analyzing and weighing evidence
- Seek an objective standard of truth
- Good at analyzing what is right and wrong with a situation

Feeling

- Base decisions on what is important to themselves or to other people
- Decide on the basis of person-centered values
- Like dealing with people
- Tend to be sympathetic, appreciative, and tactful

10/95 Team Skills and Concepts - Module 2, Viewgraph 23

Thinking/Feeling Dimension (cont.)

.....

🗨️ INSTRUCTOR NOTE

Cover the feeling characteristics with a piece of paper. Show the characteristics of thinking decision makers.

.....

Characteristics of thinking decision makers:

Tend to decide objectively and logically

They use the impersonal as the basis for making decisions.

Make decisions by analyzing and weighing evidence

This also includes considering unpleasant facts. They feel comfortable with logic; facts support logic.

Seek an objective standard of truth

They like to use objective guidelines to make decisions. Standards give them right and wrong.

Tend to be good at analyzing what is right and wrong with a situation

Again, they like objectivity, logic, standards, decision paths. If it doesn't fit the model, they aren't comfortable with it.

.....

INSTRUCTOR NOTE

Cover the thinking characteristics with a piece of paper. Show the characteristics of feeling decision makers.

.....

Characteristics of feeling decision makers:

Base decisions on what is important to themselves or to other people

They are sensitive to others' needs and to their own, and their actions are guided more by those needs than by objective data.

Decide on the basis of person-centered values

Feeling decision makers are very concerned with how a decision affects people, including themselves. Logic is not the primary concern.

Like dealing with people

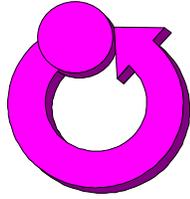
They are often relationship and process oriented rather than product focused.

Tend to be sympathetic, appreciative, and tactful

They relate well to people, so naturally they have well-developed people skills.

Judging/Perceiving Dimension

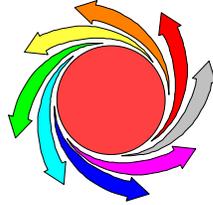
How Do You Orient Toward the Outer World?



Judging

Prefer a planned, organized approach and to have things settled

Key Words: organized, structure, control, decisive, deliberate, plans, deadlines, productive, closure



Perceiving

Prefer a flexible, spontaneous approach to life

Key Words: flexible, flow, experience, curious, spontaneous, openness, wait, discoveries, and receptive

10/95 Team Skills and Concepts - Module 2, Viewgraph 24

Judging/Perceiving Dimension

The fourth dimension we'll discuss is the judging/perceiving dimension. Here the issue is, "**How do you orient toward the outer world?**"

.....

INSTRUCTOR NOTE

Cover the perceiving characteristics with a piece of paper. Show the characteristics of the judging person.

.....

Judging people:

Prefer a planned, organized approach to life and to have things settled.

They represent about 50 percent of the population.

Key Words:

Some words that describe judging people include **organized, structure, control, decisive, deliberate, plans, deadlines, productive, and closure.**

.....

 **INSTRUCTOR NOTE**

Cover the judging characteristics with a piece of paper. Show the characteristics of the perceiving person.

.....

Perceiving people:

Prefer a flexible and spontaneous approach to life.

Perceiving people represent about 50 percent of the population.

Key Words:

Some words that describe perceiving people include **flexible, flow, experience, curious, spontaneous, openness, wait, discoveries, and receptive.**

.....

 **INSTRUCTOR NOTE**

Show both judging and perceiving characteristics.

.....

Judging/Perceiving Dimension

Judging

- Tend to live in a planned, orderly way
- Like to regulate life and control it
- Make decisions, come to closure, then carry on
- Tend to be structured and settled

Perceiving

- Like to live in a flexible, spontaneous way
- Resist making decisions
- Seek to understand rather than to control a situation
- Prefer to stay open to experience

10/95 Team Skills and Concepts - Module 2, Viewgraph 25

Judging/Perceiving Dimension (cont.)

.....

🗨️ INSTRUCTOR NOTE

Cover the perceiving characteristics with a piece of paper. Show the characteristics of the judging person.

.....

Characteristics of judging people:

Tend to live in a planned, orderly way

These are the people who carry and keep appointment books. They keep to-do lists and plan weekends. They like organization.

Like to regulate life and control it

They want control and predictability. They don't feel comfortable with spontaneity.

Make decisions, come to closure, then carry on

They don't like loose ends. They need a sense of completion.

Tend to be structured and settled

They tend to stay with patterns. They like order and sequence, clear beginnings and endings.



INSTRUCTOR NOTE

Cover the judging characteristics with a piece of paper. Show the characteristics of the perceiving person.



Characteristics of perceiving people:

Like to live in a flexible, spontaneous way

Perceiving people usually don't live by the clock. They are good at adapting to changes in plans and unexpected events.

Resist making decisions

They gather information, but tend to resist coming to conclusions. They often want to gather additional data and strive to find as many options as possible. Once a decision is made, perceiving people may feel uncomfortable because they prefer keeping their options open.

Seek to understand rather than to control a situation

Perceiving people don't strive to come to a decision; rather they focus on fully understanding the situation. This may lead to lengthy data gathering, exhaustive searches for options, and resistance to closure.

Prefer to stay open to experience

They enjoy and trust their ability to adapt to the moment. These are the free spirits!

.....

INSTRUCTOR NOTE

Show both judging and perceiving characteristics.

.....

Notice the contrast between people who have a clear preference for perceiving and those who have a preference for judging.

As you have probably seen in your own lives, the judging/perceiving difference is one that often generates conflict, both at work and at home.

Remember how much trouble "The Odd Couple" had living together? Felix Unger and Oscar Madison are a classic example of the J/P conflict. Felix was always organized with everything in place, while Oscar was unconcerned about where things were until he needed them.

.....

INSTRUCTOR NOTE

Ask the participants whether they have any questions about the four dimensions.

.....

During our discussions, you've probably recognized that combinations of preferences, e.g., sensing with judging or intuitive thinkers, will provide a more complete description of one's behavior style. There are, in fact, four specific combinations that are most telling. Let's look at each one.

Intuitive Thinkers (NTs): The Architects and Visionaries

- See patterns and possibilities
- Are perfectionists
- Like to develop capabilities
- Can be *perceived* as arrogant
- Are spontaneously critical



10/95 Team Skills and Concepts - Module 2, Viewgraph 26

Intuitive Thinkers (NTs): The Architects and Visionaries

Intuitive thinkers have the following characteristics:

See patterns and possibilities

Intuitive thinkers may be thought of as the architects and visionaries. They "live in the light of the mind."

Are perfectionists

As practicing perfectionists, they cannot tolerate incompetence, especially their own.

Like to develop capabilities

Intuitive thinkers like to develop a storehouse of capabilities and often choose jobs in physical science research, computers, technical work, and engineering.

Can be *perceived* as arrogant

Their weakness is that they can be perceived as being arrogant.

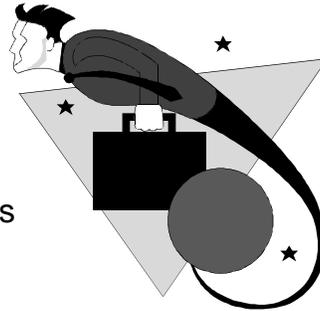
Are spontaneously critical

They have a tendency to be spontaneously critical of others' ideas.

Intuitive thinkers only make up about 12 percent of the population.

Intuitive with Feeling (NF): The Catalysts

- Desire for self-knowledge
- "Becoming" is everything
- Like transmitting ideas and attitudes
- Create dependencies



10/95 Team Skills and Concepts - Module 2, Viewgraph 27

Intuitive with Feeling (NF): The Catalysts

Those who are intuitive with feeling are known as the "catalysts." Catalysts exhibit the following characteristics:

Desire for self-knowledge

Catalysts have a tremendous desire for self-knowledge.

"Becoming" is everything

To a catalyst, the goal is "becoming." They often choose jobs in behavioral science, research, teaching, art, and music.

.....

INSTRUCTOR NOTE

More information on the concept of "becoming" is found in *Please Understand Me*.

.....

Like transmitting ideas and attitudes

Catalysts enjoy transmitting ideas and attitudes and enjoy bringing out the best in themselves and others.

Create dependencies

Their weakness is that they tend to create dependencies.

Like the intuitive thinker, they make up about 12 percent of the population.

Sensing with Judgment (SJ): The Traditionalists

- Value honesty, integrity, fairness, etc.
- Are good at managing day-to-day operations
- Are realistic about errors and shortages
- Are down to earth
- Tend to do things the same way



10/95 Team Skills and Concepts - Module 2, Viewgraph 28

Sensing with Judgment (SJ): The Traditionalists

Those who combine sensing with judgment are known as the "traditionalists." They exhibit the following characteristics:

Value honesty, integrity, fairness, etc.

Traditionalists value traits such as responsibility, loyalty, honesty, integrity, and fairness.

Are good at managing day-to-day operations

They are very good at and enjoy managing day-to-day operations.

Are realistic about errors and shortages

These are the people with balanced checkbooks.

Are down to earth

They are very down to earth and have a tremendous desire to belong, but feel they have to earn the privilege.

Tend to do things the same way

Traditionalists have a tendency to do things in a certain way because "they have always been done this way." This can be a drawback in an organizational culture that values innovation.

Traditionalists often choose jobs in business, education, and service occupations, such as secretarial work, banking, civil service, and the military.

They make up 38 percent of the population.

Sensing with Perception (SP): The Troubleshooters

- Live for action
- Like to respond to impulse
- Work well in a crisis
- Tend to get bored easily



10/95 Team Skills and Concepts - Module 2, Viewgraph 29

Sensing with Perception (SP): The Troubleshooters

Those who sense with perception are known as the "troubleshooters." They exhibit the following characteristics:

Live for action

Their style is perfectly characterized by the expression: "Go for it!"

Like to respond to impulse

Troubleshooters are impulsive and may be attracted to sports like hang gliding and automobile racing.

Work well in a crisis

They respond well in crisis situations and may be good at negotiating.

Tend to get bored easily

Their weakness is that they have a propensity to get bored easily.

Sensing with perception people often choose jobs involving humans against the forces of nature, such as firefighting or professional sports.

This group makes up about 38 percent of the population.

We've talked for the last hour or so about temperament. Our hope is that you understand yourself better—how you prefer to take in information, how you prefer to structure your world, on what basis you prefer to make decisions. Can you see how your preferences affect how you communicate and how you interact within a group?

- If you have a team where everyone clearly prefers perceiving, will your team jump to solutions? Probably not; in fact, it will probably be difficult to get this team to make decisions.
- If your team has four perceiving people and one strong judging person, how much frustration do you think the judging person will feel? Probably great frustration; he or she will be saying, "Come on, let's get on with this!"
- What about a team that has four thinking persons and one feeling person? Who will tend to be the negotiator? Probably the lone feeling decision maker.

The point is this: understanding these characteristics in people helps you structure your approach to get the best outcome and counter negative effects. Here are some examples:

- If we have ESJ bosses, we know any change in schedule is going to bother them. Since these people are extraverts, they will be vocal in expressing how this makes them feel. We might use the "hit and run" approach. Open the door, tell them the change, close the door while they grumble, and then proceed!
- If we know the bosses are introverted intuitives, we might want to give them a point paper that they can read and think about it before we ask them for a decision. We'd also be careful to allow them time to mull things over.

Understanding preferences will help you to recognize and appreciate the unique gifts each individual has to offer a group. All preferences are valuable and needed. In fact, studies have shown that groups with a balance of types are more effective in decision making and problem solving than groups that are "stacked" with certain types.

We'll leave this discussion with a final caution: This material has to be used very carefully. Remember, people generally exhibit preferences, but they may not always behave according to "type."

There are several books that discuss personality types based on Jungian psychology. We've given you a copy of *Please Understand Me*, which is also available in most bookstores. Others that you may want to get are, *Gifts Differing*, by Isabel Briggs Meyers, and *Type Talk* or *Type Talk at Work* by Otto Kroeger and Janet M. Thuesen.

For homework, please read the description of your personality type in *Please Understand Me*.

Summary

- Elements of communication
 - Sender
 - Receiver
 - Message
 - Feedback
- How to give and receive constructive feedback
- Temperament and its impact on communication

10/95 Team Skills and Concepts - Module 2, Viewgraph 30

Summary

In this module we looked at:

Elements of communication

- **Sender**
- **Receiver**
- **Message**
- **Feedback**

How to give and receive constructive feedback

Temperament and its impact on communication

We took the Keirsey Temperament Sorter and discussed how we prefer to focus our attention, acquire information, make decisions, and orient toward the outer world, and the power of these preferences to create high-performing teams.

In the next module we will cover types of TQL teams, roles of team members, and the chartering of teams.

NOTES
