



SOCIAL STYLE[®]

TRACOM Sneak Peek
Excerpts from

Facilitating a Workshop
**Using the Improving Personal
Effectiveness With Versatility[™]**
Concepts Guide



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History

ROOTS OF THE SOCIAL STYLE MODEL

Shortly after World War II, the Office of Naval Research attempted to answer what seemed like a simple question: "What are the behaviors of a successful leader?" The Navy's research focused on first reaching a consensus on behaviors that leaders exhibit and then on placing those behaviors into meaningful categories or scales. From this research several leadership questionnaires were developed.

University researchers later determined that the Navy's research was interesting, but ultimately flawed in its approach. Two problems stood out: (1) the early research included subjective measures that the researchers could not objectively quantify and, more fundamentally, (2) the research failed to take into consideration a rather significant variable, namely, the circumstances under which the behaviors are exhibited. The researchers observed that a leader who succeeds under one set of circumstances might fail under a different set of circumstances. For example, they found that a relationship-oriented leadership style seemed to work for some people in some situations and that a task-oriented leadership style seemed to work better in other situations.

THE MODEL COMES TOGETHER

In the mid-1960s, David W. Merrill, an industrial psychologist, and then president of Personnel Predictions and Research (now TRACOM) conducted similar behavioral research to explore ways to predict success in sales and management careers. Dr. Merrill's work was distinguished from earlier research in that he used a strictly empirical approach. That is, he based his research on observations that could either be verified or disproved by experiment. In initial studies, he used an adjective checklist that included a variety of social behaviors. He subjected the list to repeated field tests, rigorous statistical analysis, and successive refinements in methodology.

Based on careful observations of what he saw people actually saying and doing, Dr. Merrill eventually identified three independent categories of behavior in the workplace. The first category, Assertiveness, was based on whether a person tended to ask questions or make statements in conversations (e.g., "Are you free for lunch?" versus "Let's go to lunch!"). The second category, Responsiveness, was based on whether a person tends to display or subdue his or her emotions (e.g., becoming louder with more hand and facial gestures when tense versus becoming quieter with fewer movements). The third category, Versatility, was based on whether an individual made observable attempts to moderate his or her behavior to provide a more comfortable, less tense environment for the person with whom he or she was interacting. From these three categories Merrill, and co-researcher Roger H. Reid, created the SOCIAL STYLE Model.

To this day TRACOM continues to use rigorous psychometric techniques and statistical analysis to ensure the reliability and validity of the SOCIAL STYLE Model and the SOCIAL STYLE and Versatility measurement instruments (questionnaires and profiles).



Session Materials

SESSION MATERIALS

The following pages will review all of the materials that are available for delivering this session. By understanding these materials you will learn how they are used in the session and will then have the ability to select the most appropriate timed agenda and supplemental exercises to create either a two-hour or four-hour session.

Specifically, we will cover the following items:

- Self-Perception Questionnaires
- IPEV Concepts Guide
- Resource CD (PowerPoint slides, participant handouts, marketing materials)
- Optional exercise materials available for purchase
- Additional facilitator preparation materials

TWO-HOUR VERSION AND FOUR-HOUR VERSION

This facilitator guide was designed to provide you quite a bit of flexibility in delivering this session. You will find that we have provided a suggested outline and timing for both a two-hour basic session and a four-hour expanded session.

Two-Hour Session

The two-hour session is designed to provide an introduction to SOCIAL STYLE and Versatility. The session will teach participants about the fundamental concepts of behavior versus personality, will provide insight into the four SOCIAL STYLEs, and demonstrate the impact that their SOCIAL STYLE behavior has on others through the concept of Versatility.

Four-Hour Session

The four-hour session will expand the participants' understanding of the concepts in the two-hour version through the use of several hands-on experiential exercises that you may choose from. There is also significant additional content that is added to the session regarding the application of SOCIAL STYLE and Versatility concepts back on the job.

Suggested Session Timing

TIMING FOR THE TWO-HOUR SESSION

SEGMENT TIME	ACTIVITY	ACCUMULATIVE TIME
Section I: Introduction, Overview, and Self-Perception Questionnaires		
0:10	Introduction, Objectives, and Overview	0:10
0:10	The SOCIAL STYLE and Versatility Self-Perception Questionnaires	0:20
Section II: SOCIAL STYLE Fundamentals		
0:05	Behavior vs. Personality	0:25
0:05	Observable Say and Do Behaviors	0:30
0:10	Dimensions of Behavior, Assertiveness, Responsiveness	0:40
0:05	The Four SOCIAL STYLE Positions	0:45
0:05	Your SOCIAL STYLE Position	0:50
0:20	Exercise: Learn More About Your SOCIAL STYLE Position	1:10
0:05	SOCIAL STYLE Summary	1:15
Section III: Improving Your Effectiveness & Versatility		
0:05	Improving Your Effectiveness with Others	1:20
Section IV: Versatility		
0:05	The Four Sources of Versatility	1:25
0:10	Your Versatility Score	1:35
0:05	Versatility Components	1:40
0:10	Session Summary, Next Steps, and Key Learning	1:50

Remember: you can add or delete optional exercises to meet the needs of your participants.



TIMING FOR THE FOUR-HOUR SESSION

SEGMENT TIME	ACTIVITY	ACCUMULATIVE TIME
Section I: Introduction, Overview, and Self-Perception Questionnaires		
0:10	Introduction, Objectives, and Overview	0:10
0:10	The SOCIAL STYLE and Versatility Self-Perception Questionnaires	0:20
Section II: SOCIAL STYLE Fundamentals		
0:05	Behavior vs. Personality	0:25
0:05	Observable Say and Do Behaviors	0:30
0:10	Dimensions of Behavior, Assertiveness, Responsiveness	0:40
0:05	The Four SOCIAL STYLE Positions	0:45
0:05	Your SOCIAL STYLE Position	0:50
0:20	Exercise: Learn More About Your SOCIAL STYLE Position	1:10
0:10	Recommended Exercise: Identifying the Facilitator's Style	1:20
0:10	Recommended Exercise: Style Observation Rules	1:30
0:05	SOCIAL STYLE Summary	1:35
0:30	Optional Exercise: Style Forum	2:05
0:15	Break	2:20
0:40	Recommended Exercise: Developing Actions Toward Others Using the IPEV Applications Guide	3:00
Section III: Improving Your Effectiveness & Versatility		
0:05	Improving Your Effectiveness with Others	3:05
Section IV: Versatility		
0:05	The Four Sources of Versatility	3:10
0:10	Your Versatility Score	3:20
0:05	Versatility Components	3:25
0:20	Recommended Exercise: Self-Assessment of Your Image, Presentation, Competence, and Feedback	3:45
0:10	Session Summary, Next Steps and Key Learning	3:55
Alternate Exercises		
0:20	Strategies for Doing Something for Others	
0:25	Do Unto Others—Accepts/Rejects Card	
0:30	Developing Actions Toward Others Using the Style Dial	

Remember: you can add or delete optional exercises to meet the needs of your participants.

**VISUAL #5**

5 MIN

Dimensions of Behavior

EXPLAIN ASSERTIVENESS

ASK participants to turn to page 5 of the IPEV Concepts Guide.

SAY now let's walk through the SOCIAL STYLE Model because it sets the stage for our discussion about improving your interpersonal effectiveness.

There are three parts to the SOCIAL STYLE Model. The first is the Assertiveness scale and it refers to whether a person tends to ask or tell in their interactions with others. Those who tend to be 'more telling' fall on the right half of the scale. Those who tend to be 'more asking' fall on the left half of the scale.

In this context, Assertiveness is not related to the way the term is commonly used in Assertiveness training classes (where 'assertiveness' refers to being forceful). Rather, Assertiveness simply means whether a person tends to ask more or tell more in his or her interactions with others.

EXERCISE

Do You Ask or Tell?

1. **ASK** participants to go toward either the left side or right side of the room to indicate whether they see themselves as "more asking" (left) or "more telling" (right).
2. **ASK** participants to introduce themselves to people around them and to share examples of what they feel makes them more asking or more telling.
3. **ASK** participants to validate their self-assessment based on whether they asked questions or made statements during their discussions. (Ask Assertive individuals will tend to ask more questions; Tell Assertive individuals will tend to make more statements).
4. **ASK** if anyone feels as though they might have gone to the wrong place.

Leader Tip: Emphasize that Assertiveness is not "all or nothing". Rather, a person exhibits a pattern of behavior that tends to cluster somewhere along the Assertiveness Scale.

5 MIN

Next Steps and Key Learning

As participants take their knowledge of Style back into the workplace, suggest that they do the following:

- **SHARE** their Style with their colleagues and ask them for additional insights into how they can interact together more effectively.
- [If you distributed the Skills Guide cards](#), suggest that participants keep their cards handy to help them properly identify the Style of others.

REMINDE them that the most objective way to properly identify a colleague's Style position is by first looking for behavior along each of the two behavioral dimensions of the SOCIAL STYLE Model—Assertiveness and Responsiveness.

- **SUGGEST** to participants that once they feel confident in their assessment of a colleague's Style, they should take steps to adjust their Style by following the suggestions on the Do Unto Others – Accepts/Rejects Guide card (if used in this session). Remind participants that others view even small accommodations positively.
- [If you distributed the IPEV Applications Guide or the Style Dial](#) as a part of this session, suggest that participants keep these handy.

POINT OUT to participants that they can use the information in the guide to help make their interactions with others more productive by following the guidelines for “Knowing Yourself, Controlling Yourself, Knowing Others, and Doing Something for Others.”

- Finally, **UNDERSCORE** that being able to predict the probable future Style behavior of their colleagues is a powerful tool for interpersonal success. Participants now have valuable information to use in developing themselves into more effective and productive individuals.

Congratulate and thank participants!

Optional Exercises – Four-Hour Version

You can draw upon the following exercises to enhance your Self-Perception session to best meet the needs of your participants. See the first section of this guide for suggested outlines for conducting a two-hour (basic) or four-hour (expanded) version of the Self-Perception session. Note that some of these exercises require additional materials not included with the IPEV Admin Kit.

The table below shows the optional exercises and their suggested running times:

OPTIONAL EXERCISES	DESCRIPTION	RUNNING TIME
Identifying the Facilitator's Style	Skill practice in identifying SOCIAL STYLE	10 Min
Style Observation Rules	Discussion of rules for observing behavior to determine another person's Style	10 Min
Style Forum	Style forum to discuss strengths and weaknesses of each Style	30 Min
Developing Actions Toward Others Using the <i>Improving Personal Effectiveness with Versatility Applications Guide</i>	Skill Practice in applying Style concepts using the <i>Improving Personal Effectiveness with Versatility Applications Guide</i>	40 Min
Developing Actions Toward Others Using the <i>Style Dial</i>	Skill Practice in applying Style concepts using the <i>Style Dial</i>	30 Min
Strategies for Doing Something for Others	Additional information on using ABCs of Style	20 Min
Do Unto Others—Accepts/Rejects Card	Skill practice in using Accepts/Rejects Guide Card	25 Min
Self-Assessment of Your Image, Presentation, Competence, and Feedback	Develop personal action list for improving Versatility	20 Min

2. Ask participants to read about the Style of the person they are thinking of by turning to the appropriate page in their Improving Personal Effectiveness with Versatility Applications Guide. (5 Min)
 - a. Driving Style: Pages 5-6
 - b. Expressive Style: Pages 7-8
 - c. Amiable Style: Pages 9-10
 - d. Analytical Style: Pages 11-13
(write page numbers on the flip chart)
3. Answer any questions that participants might have about the information in the guide. Use the flip chart as necessary.
4. Based on what they have read in the IPEV Concepts Guide, ask participants to develop a list of specific actions that they can take to improve their relationship with this person in each of the ABC areas: Actions toward others, Best use of time, and Customary approach to decision-making.
5. After 5 to 10 minutes, ask participants to share their action items with members of their group and to discuss and fine-tune them based on the input and feedback they receive.
6. Suggest that when participants return to work, they carry out the items on their lists.

IPEV Applications Guide - Order # IPEV3000

