

# BEHAVIOR



# STYLE

## Online Profile

### Leader's Guide



**Creating breakthroughs**

in the way individuals, teams and organizations perform

Published by

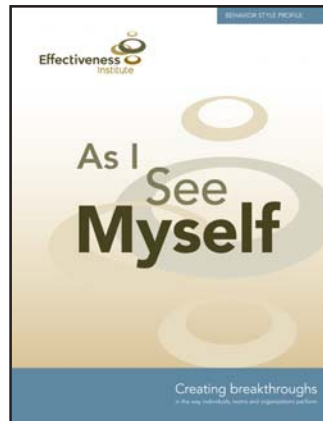
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## LEADER'S GUIDE for...



## Welcome to the Leader's Guide

This Leader's Guide is designed to provide guidelines, suggestions and directions for leading a team/group through the **As I See Myself** profile and the **Behavior Style 360** profile. The first Leader's Guide is for the **As I See Myself** profile. The second is the Leader's Guide for the **As Others See Me** profile. Used together, these guides constitute the Leader's Guide for the **Behavior Style 360 (BS 360)**.

## Objectives of the Behavior Style 360

1. To understand your personal impact on others.
2. To understand why others interact with you the way they do.
3. To facilitate your choices of behavior when interacting with others.

## Overview

The benefit of experiencing the BS 360 is individuals more fully understand how their behavior is perceived by others. The BS 360 creates awareness of, and validates, personal impact. This knowledge significantly increases the chance to create successful relationships and reach goals. Awareness of personal impact drives informed choices regarding appropriate behavior with peers, team members, reporting relationships, customers and clients.

Additionally, as individuals open to opportunities that align with personal strengths, it is natural to counter-balance blindspots that are likely apparent to others but not to self. The BS 360 provides the participant direct feedback to these blindspots. This knowledge is the first step in the choice of flexibility, the choice to purposefully modify behavior to meet the needs of another in accomplishing a task or goal.

There are two levels of discovery in the Behavior Style 360:

- 1<sup>st</sup> – explore self-perception through the **As I See Myself** profile.
- 2<sup>nd</sup> - explore other peoples' perception of us with the **As Others See Me** report.

## Additional Resources Available

- Beauty of Styles DVD
- Behavior Style Quick Reference Guide
- Behavior Style Quick Reference Card

## Helpful Hints for Using the Manual

1. Normal type is instructions to the facilitator.
2. Bold type is verbiage that the facilitator might use.
3. Italics represents actual verbiage in reports.



As I  
See  
**Myself**

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The page numbers referenced refer to pages in the online As I See Myself report.

## ***Behavior Style Online Profile, page 4***

Review page 4.

Emphasize last line in 2<sup>nd</sup> paragraph:

*"The intent of the As I See Myself profile is simply to validate one's pattern of behavior in order to facilitate making the appropriate choices when interacting with others. "*

## ***Understanding Behavior, The Iceberg, page 5***

Let's begin by understanding what we are talking about when we say "behavior."

Personality is represented by the whole iceberg. Part of that is under the waterline and not visible (birth order, heredity, etc.).

Behavior is observable and represented by the part of the iceberg that is above the waterline (do I talk fast or slow, do I use gestures or not, do I modulate my voice or not, etc.). This is the only part of you that others see, and yet, they make decisions about the whole you based upon their observation of your behavior. Therefore, it becomes very important to learn to "rotate the iceberg" to be appropriate in any given situation.

The purpose of this profile is to help you understand the part of you that others see, the part of your iceberg that is above the waterline. That knowledge sets up making appropriate choices with your behavior to create win-win.

## *What is Behavior Style, page 6*

Emphasize definition of Behavior Style (first sentence).

*"Behavior Style is a pattern of behaviors that can be observed in self and in others."*

Read last 2 sentences in first paragraph. It is about the choice to rotate the iceberg.

*"The challenge is to recognize different behaviors and blend with them, not fight with them. The essence of teamwork and a step toward increased productivity is blending the strengths of all team members toward a mutually agreed upon goal."*

## *As I See Myself Behavior Style History*

Information on behavior styles is not new. We can go back six centuries and find the Greek physician Hippocrates taught that there were four temperaments of personality and behavior: Choleric, Sanguine, Phlegmatic and Melancholic.

Significant work has been done in the early 20<sup>th</sup> Century alone in addition to all the intervening years: Carl Jung, 1924 "Psychological Types" and William Marston, 1928, "Emotions of Normal People."

This model recognizes and builds upon this history.

## *The Danger of Labeling, page 7*

Individuals modify their Style to be appropriate in any given situation, so labeling has a limiting effect on both parties.

- If you pre-judge someone and "label" them as a particular Style, in your eyes you limit their ability to flex no matter how well they "rotate their iceberg".
- You limit your own ability to honor someone's actions in the moment and thus minimize your empathy and flexibility skills.

## *The Results of Your "As I See Myself" Profile, page 8*

Predominant styles are those styles with the bars ending on the right hand side of the mid-line.

Do a quick survey. Have participants raise their hands as appropriate:

**Who had the Controller plotting point to the right of the midline?  
Stabilizer? Analyzer? Persuader?**

## *Style Combinations*

Review information on combining Styles to develop patterns.

*"When Behavior Styles are combined, strong tendencies emerge. These tendencies form your Behavior Style pattern."*

Only the bar graphs that are right of the midline are considered. The longest bar graph represents your primary Style."

## *Style Pattern Description, page 9*

**Read your style pattern description on page 9. How accurate do you think it is?** (Ask them to put a percentage of accuracy on it... 70%? 80%? 90%?)

**Talk with one of your tablemates and discuss your pattern.**

- **Is your Style accurate?**
- **Do you think this is true about me?**

## *Behavior Style Quick Reference, page 10*

Optional:

Pass out Quick Reference Guide or Quick Reference Card here.

**Find your primary Behavior Style.**

**Can you think of some personal examples that illustrate your Major Focus? Driving Need? Greatest Strength, etc?** Give an example from your own Style.

**A Blindspot is a weakness you may not know you have. Look at your Primary Style's Blindspot.** Give an example of your own Blindspot.

- **Do you think that this is a Blindspot for you?**
- **Would you be willing to ask a friend or co-worker to give you an example?**
- **Would you be open to hearing their feedback?**

An assignment for outside of session:

Ask someone you trust and/or someone who knows you in a different environment if they experience this blindspot.

Optional:

Give a brief overview of the main characteristics of each Style. Use real life examples as much as possible to help illustrate the characteristics.

## *Summaries of each Behavior Style, pages 11-18*

Pages 11 through 18 give you practical tips on how to best interact with each Style. Find your primary Style and highlight those bullet points that are especially true for you. Highlight the "Suggestions to work most effectively with..." that are most important to you.

**Find a partner that has a different Style from your own and "interview" him/her.** (The most informative combinations will be those with opposite Styles, i.e. Persuader-Analyzer and Controller-Stabilizer).

Explore these questions with your partner:

- Which of the Expectations and Suggestions are the most important to you? (what he/she highlighted)
- Is anything in the description NOT true? Would people who know you really well agree with you? Do you know WHY it is not true?
- What are some specific examples to help me know exactly what to do or say to work best with your Style?

### Optional Activity:

Show **Beauty of Styles** DVD. Ask them to take notes on the Major Focus, Holster Shot, Strengths and Magic for each Style.

Debrief video. Ask for the above for each style. You can make it a fun competition between tables to see how many of the characteristics they were able to isolate.

## *Behavior Style – The Results Dimension, page 19*

There are two dimensions of observable behavior that are useful in identifying Behavior Style. Isolating behaviors on each of these dimensions is key to understanding Style strengths, needs and where energy is focused.

The first dimension is about how an individual achieves results.

- Do you achieve results through a Process?
- Do you achieve results through Expedience?

The highlighted behaviors on page 19 are the behaviors you selected for yourself when completing the online profile.

### Activity:

Instruct participants to take a minute to read page 19 and note the behaviors they selected on the Results Dimension. Then, check with a partner to see if they agree with the highlighted behaviors.

## *Behavior Style – The Emotions Dimension, page 20*

The second dimension is the Emotions dimension. Everybody has emotions. This is about what you do with them:

- Do you keep them controlled and hidden from the public?
- Do you share them and make them available for others to see?

The highlighted behaviors on page 20 are the behaviors you selected for yourself when completing the online profile.

### Activity:

Instruct participants to take a minute to read page 20 and note where their behaviors lie on the Emotions Dimension. Then, check with a partner to see if he/she agrees with your highlighted behaviors.

## *Combining the Results and Emotions Dimensions, page 21*

The Results and Emotions Dimensions are not related, but when you overlap them, the four Behavior Styles emerge.

- An individual who is emotionally Controlled and Expedience focused is a highly assertive person who keeps their emotions in. This is the Controller style: results-oriented, fast working, task-focused person.
- An individual who is also highly assertive (they feel comfortable coming into your space) but lets his/her emotions out. This is the Persuader style: a people-oriented person that moves fast and has passion about what they are working on.
- There is another style that really cares about people, but they are not highly assertive; they are process-oriented. This is the Stabilizer style: a process-oriented, relationship focused person who honors his/her word and values harmony.
- There is a second style that is process-oriented, but they keep their feelings in. This is the Analyzer style and their focus is quality, accuracy and perfection. They are driven by integrity and value getting things right.

Instruct participants to talk with their tablemates about which Behavior Style they end up in when they combine the dimensions.

## *Your Behavior and How You Give and Get Energy, pages 22-23*

Styles can be differentiated by what energizes them.

- Above midline Styles (Controller and Analyzer) are more energized working on or completing tasks.
- Below midline Styles (Stabilizer and Persuader) are more energized focusing on and giving attention to people.
- Left of midline Styles (Analyzer and Stabilizer) are more energized with implementing ideas/plans.
- Right of midline Styles (Controller and Persuader) are more energized by initiating ideas/plans.

Questions:

- What negative impact might one of these groups have on the other?
- What's an example of how these two groups could combine their areas of strength to reach a mutual goal?

Instruct participants to take a minute read the summary on page 23 as to how each Style gives and receives energy.

## *Your Energy Graph, page 24*

This page is a graphic representation of where an individual gets and gives the most energy. The highlighted boxes show your preferred sources of energy.

If your score on the opposite ends of a dimension are:

- **12-12, 13-11, or 14-10**—*You can use either energy easily. You can slide back and forth on that dimension **WITHOUT** thought or effort.*
- **15-9, 16-8, 17-7, 18-6, or 19-5**—*You have a preferred energy but can use the opposite energy **WITH** conscious thought and effort.*
- **20-4, 21-3, 22-2, 23-1, or 24-0**—*It is very difficult for you to use the opposite energy. It is nearly impossible when under pressure.*

## *Behavior is a Choice, page 25*

Failure to recognize the need to shift your Behavior Style appropriately in any given situation will negatively impact your credibility. It is important to remember behavior is not your personality so changing behavior doesn't mean changing who you are. It means that you are making the choice to situationally, purposefully and temporarily changing to create a win-win.

Any Behavior Style can be marvelously successful when used appropriately... and any Behavior Style can fail miserably if used inappropriately.

This profile was meant to help an individual develop an understanding of all four Behavior Styles and to help him/her understand which Behavior Style to use in a given situation to be effective.

Value the strengths and differences of each of the Styles... and then make the win-win choice.





As  
**Others**  
See Me

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The page numbers referenced refer to pages in the online As Others See Me report.

## ***Introduction, page 4***

The focus now shifts from understanding your own Behavior Style to understanding your impact, understanding how others perceive your Style.

Highlight the last sentence in the first paragraph:

*"People respond to you based upon what they perceive about your behavior, not on what you think they perceive."*

Highlight the last sentence in the last paragraph:

*"If you do not know your impact or how others experience you, you reduce your effectiveness and limit your level of success."*

## ***Intent vs. Impact, page 5***

When there is a discrepancy between what you intend and your actual impact on others, you need to understand what and why... or you are doomed to repeat the situation and cause more frustration in the future.

Any discrepancy between intent and impact typically creates negative consequences as people speculate "why you are doing this." The guesses are usually inaccurate which creates confusion and increases frustration. Trust and respect are affected and personal credibility is reduced.

In order to understand your impact, it is important to be in conversation with others.

## *Intent vs. Impact, continued*

Activity:

**Person 1:** Find a partner and share a situation where intent and impact were different.

**Person 2:** Listen to others as they describe their situation. Then, offer suggestions of what he/she might have done different to prevent the fly-by.

- Lower your voice, relax muscles and slow down to reduce impact of negative energy that wants to be combative.
- Raise your voice, tighten muscles, talk faster to reduce impact of no urgency or not caring.
- Pick a better time when there can be focused attention, discussion and clear thinking. "On the fly" doesn't send a good message.
- Together isolate what the individual can do differently in the future to ensure intent and impact are the same when faced with the same or similar situation.

Reverse roles.

## *Your Behavior and How You Give and Get Energy, pages 6-7*

Styles can be differentiated by what energizes them.

- Above midline Styles (Controller and Analyzer) are more energized working on or completing tasks.
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Questions:

- What negative impact might one of these groups have on the other?
- What's an example of how these two groups could combine their areas of strength to reach a mutual goal?

Instruct participants to take a minute read the summary on page 7 as to how each Style gives and receives energy.

## *The Results of Your "As I See Myself" Profile, page 8*

Predominant styles are those styles with the bars ending on the right hand side of the mid-line.

Do a quick survey. Have participants raise their hands as appropriate:

**Who had the Controller plotting point to the right of the midline?  
Stabilizer? Analyzer? Persuader?**

Style Combinations:

Review information on combining Styles to develop patterns.

*"When Behavior Styles are combined, strong tendencies emerge. These tendencies form your Behavior Style pattern.*

*Only the bar graphs that are right of the midline are considered. The longest bar graph represents you primary Style."*

*The Results of Your "As Others See Me" Profiles, starts on page 9*

As you look at the bar graphs on each result page, remember to keep context: in what circumstances does this person usually interact with me?

- In certain types of meetings only?
- Do they sit next to you on a daily basis?
- Do they know you only because you are their account representative?
- Do you supervise them?
- Do they supervise you?
- Are they a member of your family?

The context will affect his/her perception of you. You exhibit certain behaviors in certain situations with certain people... and that is appropriate.

Other things to consider as you look at the As Others See Me results:

- Know that we usually view ourselves as more moderate in our behavior than others experience us.
- The respondent's style affects his/her perception of you. Their style creates their filters through which they view your behaviors. If your filters are different, the impact you think you make likely will be different.

## Your "As Others See Me" Results

Review the paragraph at the top of the page that explains the energy graph self-perception (red line) and the energy graph others' perception compilation (blue line).

*"The following Energy Graph represents a summary of the results from all of the observers you invited to complete the As Others See Me profile. The blue line represents the average of all the responses from the observers. The red line represents how you see yourself. It is a visual comparison of how others and you view your use of energy."*

This page is a graphic representation of where an individual gets and gives the most energy. The highlighted boxes show your preferred sources of energy.

If your score on the opposite ends of a dimension are:

- **12-12, 13-11, or 14-10**—*You can use either energy easily. You can slide back and forth on that dimension **WITHOUT** thought or effort.*
- **15-9, 16-8, 17-7, 18-6, or 19-5**—*You have a preferred energy, but can use the opposite energy **WITH** conscious thought and effort.*
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### *Interpreting your "As Others See Me" Results 1-2*

These next two pages provide a process for participants to follow to have conversations about intent and impact.

- The first page questions are relevant when the respondent's Style assessment of you is different from yours.
- The second page questions are relevant when the respondents' Style assessment of you is the same as yours.
- At the bottom of the second page are questions you can ask trusted colleagues in order to get accurate feedback about your impact.

Instruct participants to read through both pages and highlight areas that are relevant to their situation. Write down any questions they may have to discuss in whole group.

Optional:

An important part of understanding impact is to have an open conversation with someone you trust. If the goal is for people to progress in their careers, this conversation step is important.

Instruct participants to pick people they trust and feel comfortable with and whose relationship is important to them. Use the questions on the bottom of the second page to search out feedback.

**Note:** Many people will feel uncomfortable with this activity, so it is important to help them think it through. Brainstorm ideas about how to approach people to ask for their time and feedback.

### *Interpreting Your "As Others See Me" Results – 3*

After gathering input from colleagues, come up with two or three goals around what behaviors you can alter in order to create a more positive impact.

## *Perceptions of Each Style*

These pages list perceptions of each Style by each Style.

The next 4 pages contain brief descriptions of each Style as viewed by each of the Styles. The first part of the narrative describes their strengths. The second part of the narrative describes the negative impact if strengths are over-used.

This information is intended to show that the same strength can be either a positive or a negative. It depends upon the perception of appropriateness – and it is not your perception only. The perception of the other person is key.

Once again, it's best to get real feedback from your colleagues. Check with them to see if their perception of you matches your perception of you.

## *Style Flexibility*

The importance of flexibility cannot be overstressed. It is essential in order to be considered credible, have positive influence and healthy relationships.

The definition of flexibility is in the first paragraph:

*"...flexibility refers to the ability and willingness to recognize and meet another individual's Behavior Style needs as well as satisfy your personal Style needs. Being flexible means to situationally, purposefully and temporarily modify your behavior on one or both dimensions of behavior to accommodate the needs of another individual and create a win-win."*

There are two important parts to that definition:

1. Willing and able – need to want to be flexible and need to have the skills.
2. Situationally, purposefully, temporarily modify – this is not a change of who you are. It is a change of what you do in the moment to be appropriate.

While flexibility is important, one must maintain balance. Flexibility is a temporary change performed because the situation warrants it. Too much flexibility or too little flexibility will cost you credibility:

- If you constantly flex your Style, you will be considered inauthentic and manipulative.
- If you fail to flex your Style, you will be experienced as rigid and uncompromising.

## *Increasing Flexibility*

**Why should a person flex? It is a good question. The answer is threefold:**  
Refer participants to last sentence of first paragraph:

*"It is out of respect for:*

- *The other Behavior Style*
- *The value of the relationship*
- *The importance of the project or task."*

Instruct participants to take a minute to skim the rest of the page. To focus the reading, ask the following question:

**Are those last 5 bullet points true for you?**

## *Becoming More Flexible*

**Note:** It helps to refer back to the Results and Emotions Dimensions here. You may want to draw them on a board or flipchart.

**This page shows helpful tips for flexing your Style. Let's go over how to read this page so it is easy to use.**

**Top half of page – left column:**

**If I am a Stabilizer or a Persuader, this shows how to flex to work with above midline Styles. To focus on increasing above midline behaviors (Controlled behaviors), do more of these things.** (Reference the Emotions Dimension to show "flexing up" on the dimension.)

**Top half of page – right column:**

**If I am an Analyzer or Controller, this shows how to flex to work with below midline Styles. To focus on increasing below midline behaviors (Responsive behaviors), do more of these things.** (Reference the Emotions Dimension to show "flexing down" on the dimension.)

## *Becoming More Flexible, continued*

Bottom half of page – left column:

If I am a Controller or Persuader, this shows how to flex to work with left of midline Styles. To focus on increasing left of midline behaviors (Process behaviors), do more of these things. (Reference the Results Dimension to show “flexing left” on the dimension.)

Bottom half of page – right column:

If I am an Analyzer or Stabilizer, this shows how to flex to work with right of midline Styles. To focus on increasing right of midline behaviors (Expedience behaviors), do more of these things. (Reference the Results Dimension to show “flexing right” on the dimension.)

Application Activity:

Find one of the columns that “speaks” to your primary Style and highlight two things you could do to gain more credibility and increase trust with a different Style.