

INTERPERSONAL
SKILLS
S 232

THESIS by

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**LORD BADEN-POWELL UNIVERSITY OF SCOUTING
GEORGE WILLIAMS OUTDOOR EDUCATION CENTER
WILLIAMS BAY, WISCONSIN**

S232 INTERPERSONAL SKILLS

DESCRIPTION: Scouting is a people intensive program. Learning about different personality types and how to relate to them successfully will be the thrust of this course. Bring home some new people-related skills.

**LEARNING
OBJECTIVES**

As a result of this training experience, each participant should be able to:

- 1) Recognize differences in people's styles of interacting with others.
- 2) Explain how personality/management style influences performance of a Scouting responsibility.
- 3) Recognize the strengths each style brings to a situation.
- 4) Define influence management.
- 5) Explain the role of trust in successful problem solving situations.
- 6) Demonstrate a skill that will help in working with Scouting volunteers.

**MATERIALS
EQUIPMENT**

Flip chart
Marking pens

Display signs
"Problem" cards

HANDOUTS

Copy of learning objectives
Working With People
Personality Styles
Modifying Behavior for Personality Styles

**TEACHING
TECHNIQUES**

Discussion
Flip chart
Buzz groups

LESSON PLAN

I. Introduction

- A. Instructors
- B. Learning Objectives
- C. Brief Overview of the course

Scouting is a people intensive program. In our roles we will meet and work with many different people and in many different situations. Each person has his/her own personality or management style. We are creatures of habit, but we can work with others more effectively by recognizing their management style and making changes in our own behavior that meet their needs and expectations.

II. Personality/Management Styles

- A. In Scouting
 - 1. Ask, "Who are the people that you work with on a regular basis?"

Record answers on the flip-chart. Expected answers would include other commissioners, Scoutmasters, cubmasters, committee members, parents, district committee members, district executives, council committee members.

It is probably safe to say that we will not be working with passive personality/management styles in our dealings with these people. These positions in Scouting are leadership positions that require some management skills.

B. Management Styles Identification

Leaders usually display a tendency toward a particular management style. You will observe traits of all styles in everyone at times. However one style will prove to be the dominate style and will be the style that the individual is most comfortable using. There are four management styles that can be identified in working with volunteers. All four can be effective and produce positive results. These styles are how the individual is viewed by others, not necessarily how they see themselves.

The **analytical style** usually focus on facts and logic, act when payoff is clear, and is careful not to commit too quickly.

The **driver style** takes charge, makes quick decisions, likes challenges, and can focus on results.

The **amiable style** usually coach and counsel, provide support, and communicate trust and confidence.

The **expressive style** usually creates excitement and involvement, and shares ideas, dreams, and enthusiasm.

C. Working With Management Styles

As we work with an individual it will help if we can identify the management style that they are most comfortable with. We can then make them more comfortable if we modify our approach to the situation or problem to match their expectations.

In working with an **analytical** we should try to prepare in advance; stick to business; provide solid, tangible, practical evidence; build credibility by listing pros and cons to any suggestion.

With a **driver** we try to be clear, specific, brief and to the point; ask specific questions; come prepared with all requirements, objectives, and support materials; take issue with the facts, not the person.

An **amiable style** would be most comfortable if we would try to start with a personal comment; find areas of common involvement; move casually, informally; ask "how?" questions to draw out their opinions.

With an **expressive** we should try to talk about people and their goals and opinions they find stimulating; leave time for relating and socializing; plan interactions that supports their dreams and intentions.

- D. Which personality/management style is dominate in you?
Use the handout and what has been discussed to identify the style that best fits how you approach other people. You need to be able to identify your personal style in order to know how to modify your style when dealing with others.

III. Influence Management

A. Definition

In a volunteer organization, there are no "real" bosses. Each position has responsibilities and goals to meet. It is your job to meet these goals but you can't do it by yourself. You need to gain the cooperation of many different people to accomplish your goals. The challenging part about it is that you have no authority to tell

these people "you must do this!" Instead, you have to rely on your ability to influence these people to cooperate with you in achieving your goals. This influence management. It is the ability to get things done through other people over whom you don't have direct authority and achieving results through shared accountability. You will not be able to influence others without establishing trust. We looked at the management styles and how to best relate to each. This ability to relate plus consistency in our performance will establish trust.

B. Establishing Trust

There are several skills that will help you establish and maintain the trusting relationship necessary to be an effective influence manager.

1. Hear them. People will not trust you unless they believe that you hear them. And they won't listen to anything you have to say until they trust you. Let them know you are listening to them. You may hear a somewhat emotional reaction to the situation.
 - Give them 100% of your attention.
 - Establish eye contact.
 - Take notes if appropriate.
 - Use "open" body language.
 - Respond to them without interrupting.
 - You can nod and let your interest show in your expressions.
 - Let them know you understand what they are saying to you. The best way to show someone you understand what they say is to restate what they've said in your own words.
 - You want to make sure you that you convey an attitude of respect for their views. That does not mean that you agree with them - it simply means that you've heard what they've said and respect their opinions.
 - Don't argue with them.
2. Depersonalize the situation
You want to make sure that attention is focused on the issues - not on the personalities involved. The problem is "it".

3. Develop a Strategy to Succeed

By helping them develop a plan to succeed you will further establish a trusting environment. Be creative and brainstorm with them.

(Tell the pebble story at this point if time allows. It is a good way to show we need to be creative and look for new ways of looking at situations.)

To develop a plan you will need to help them identify their strengths, develop a plan of attack, implement that plan, and be able to monitor the results.

C. Modify your Style

You have determined your dominate personality/management style. While you have been listening and establishing trust you should also be watching for signs that will help you determine the style of the person with whom you are working.

(Hand out Modifying Towards . . . handout)

Once you have determined the personality/management style you are working with you will need to modify your style in order to work more effectively with them to help them work out a solution to the problem.

(Use the Modifying Towards . . . handout as a basis for discussion on how to change the approach when working one on one with the different personality/management styles.)

IV. Conclusion

As leaders you work with a number of other volunteers in leadership roles. Because you are in a leadership position there are distinct personality or management styles that you will encounter and must work with. We looked at each management style with regard to how that person is perceived by others in performing his Scouting job. We saw how each style can influence the job being done and the strengths associated with that style.

Because we are all volunteers and need to cooperate to obtain goals in Scouting, influence management skills are ones that need to be developed. The first step in using influence management successfully is to establish trust with others. Your ability to establish trust and recognize their management style in order to adjust your own behavior to meet their needs will help you work more effectively.

POSSIBLE SIGNS FOR DISPLAY

OF ALL THE THINGS YOU WEAR, YOUR EXPRESSION IS THE MOST IMPORTANT

YOU CAN'T IMPROVE SOMETHING YOU DON'T UNDERSTAND

THE MOST SUCCESSFUL MAN IS THE MAN WHO HOLDS ONTO THE OLD JUST AS LONG AS IT IS GOOD, AND GRABS THE NEW AS SOON AS IT IS BETTER.

IF YOU DO WHAT YOU'VE ALWAYS DONE, YOU'LL GET WHAT YOU'VE ALWAYS GOT

WORKING WITH PEOPLE

A two-way communication process is essential in the establishment of working relationships. Often, with the helping process, nonverbal communication is equally as important as verbal communication. You will establish positive relationships with people when you show:

1. Respect for the dignity of the person.
2. Trust in the individual.
3. Attitudes of care and concern for people.
4. Readiness to share purpose of visit or conversation.
5. Good listening habits.
6. Good observing techniques.
7. Offers of requested information or help.
8. Requests for needed information or help.
9. Sharing information on a realistic and truthful basis about what can be done, as well as what cannot be done.
10. Assurance of confidentiality when this is possible.
11. Recognition of the strengths of a person.
12. Encouragement for use of those strengths.
13. Recognition of helplessness of a person or situation.
14. Offer of appropriate help when and wherever possible through the enabling process.
15. Permission of dependency.
16. patience.
17. A sense of humor.
18. Ability to take criticism.
19. Ability to laugh at one's self.
20. Capacity for admission of mistakes.
21. Capacity for saying, "I don't know, but I'll try to find out."
22. Recognizing the feelings and attitudes that interfere.
23. Dependability (keeping one's promises).
24. Follow-up visits or telephone calls.
25. Greater concern for needs of person than for own needs in terms of time, convenience, etc.
26. Regard for people's physical and emotional well being.
27. Readiness to let people work out their own plans and do not impose yours.
28. Ability to offer alternatives.
29. Ability to let people set their own controls, not imposing yours.
30. Readiness to give praise whenever appropriate.

THE STONE OR PEBBLE STORY

Many years ago when a person who owed money could be thrown into jail, a merchant in London had the misfortune to owe a huge sum to a money-lender. The money-lender, who was old and ugly, fancied the merchant's beautiful teenage daughter. He proposed a bargain. He said he would cancel the merchant's debt if he could have the girl instead.

Both the merchant and his daughter were horrified at his proposal. So the cunning money-lender proposed that they let providence decide the matter. He told them that he would put a black pebble and a white pebble into an empty money-bag and then the girl would have to pick out one of the pebbles. If she chose the black pebble she would become his wife and her father's debt would be canceled. If she chose the white pebble she would stay with her father and the debt would be canceled. But if she refused to pick out a pebble her father would be thrown into jail and she would starve.

Reluctantly the merchant agreed. They were standing on a pebble strewn path in the merchant's garden as they talked and the money-lender stooped down to pick up the two pebbles. As he picked up the pebbles, the girl, sharp-eyed with fright, noticed that he picked up two black pebbles and put them into the money-bag. He then asked the girl to pick out the pebble that was to decide her fate and that of her father.

Imagine that you are standing on that path in the merchant's garden. What would you have done if you had been the girl? If you had had to advise her, what would you have advised her to do?

(Accept responses, reminding them of the consequences. Even if she shows the money-lender to be a cheat, her father's debt wouldn't be canceled.)

The girl in the pebble story put her hand into the money-bag and drew out a pebble. Without looking at it she fumbled and let it fall to the path where it was immediately lost among all the others.

"Oh, how clumsy of me," she said, "but never mind. If you look into the bag you will be able to tell which pebble I took by the color of the one that is left."

Since the remaining pebble is of course black, it must be assumed that she has taken the white pebble since the money-lender dare not admit his dishonesty.

AMIABLE STYLE

Amiables are often seen as quiet, unassuming, and supportive. They're seen as warm, friendly listeners who seem easy to get along with, as people who enjoy personal contact and shared responsibility.

They tend to pursue goals by first establishing strong personal ties. They may be perceived as avoiding risks or fast decisions unless they have strong support or data to back them up.

They seem to like time to build relationships and to seek support and feedback from others before they make decisions. They often seem cooperative in their interactions with others.

Amiables are often described as:

- Seem to accept others, placing a high priority on getting along
- Appear quiet, cooperative, and supportive
- Seem easy to get to know and work with
- Tend to minimize interpersonal conflict whenever possible

These tendencies are often seen as strengths:

- May give advice or counsel; may help others and provide positive strokes for other people's work and accomplishments
- May have a deep sense of loyalty and dedication to those in their work and peer groups
- Seem able to communicate a great deal of trust and confidence in other people
- Tend to make people feel comfortable about themselves

ANALYTICAL STYLE

Analyticals are often perceived as deliberate, constrained, and logical, and as listeners who follow procedures, carefully weigh all alternatives, and remain steadfast in purpose. They're seen as disciplined, independent, and unassertive, and as people who are likely to let others take the social initiative. They're seen as conservative, businesslike, and persistent in their relationships with others.

They tend to pursue their goals only after they've eliminated much of the risk and compiled plenty of data to support a project's purpose, practicality, and policy, which sometimes gives them a clear picture of the trees, but not necessarily of the forest.

Analyticals are often described as:

- Seem technically oriented, often seeking structure, certainty, and evidence before making decisions
- Appear quiet and unassuming; may show little emotion when dealing with others
- May take little social initiative with others; may remain guarded until a strong relationship has been developed
- May push to extend existing ideas and procedures before going on to something new

These tendencies are often seen as strengths:

- Seem able to approach problems on the basis of facts and logic and to create solid solutions
- Tend to make the most practical decision by being thorough and open to ideas
- Like to discover new ways of solving old problems
- Often productively competent in working out a problem and in getting a job done right

DRIVER STYLE

Drivers are often perceived as being business like and results-oriented and as people who like to take initiative. They're seen as liking to challenge new ideas and respond quickly. They seldom hesitate to correct, to amend, to modify, or to confront others; they're seen as straightforward, quick to act, and decisive.

They feel most comfortable pursuing their goals when they are in charge and taking the initiative. They are often seen as responding well to situations in which they can map out plans and have others carry them out. They seem to make things happen, take risks, and view problems or tasks as just another challenge.

Drivers are often described as:

- Often dominant and strong-willed
- Like to initiate, control, and serve as own motivator
- Appear efficient, hardworking, and results-oriented
- Often direct and to the point when dealing with others

These tendencies are seen as strengths:

- Seem able to take charge
- Like challenges and may even prefer to deal with things that are difficult to master
- May prefer to direct and coordinate the work of others
- Seen as taking responsibility and making things happen

EXPRESSIVE STYLE

Expressives are often perceived as aggressive, inspiring, and emotional. They're seen as people who feel comfortable taking the social initiative, spending time engaging in friendly conversation before moving on to the task at hand, and relying on feelings to help make decisions. They are seen as easily excitable and ready to share insights and dreams.

Expressives are often described as:

- Often excitable, fun-loving, and talkative
- Seem to like an audience; applause or recognition may be a cherished reward
- Seem to be risk-taker, competitive, and spirited
- Often futuristic, creative, and inspirational

Others see these tendencies as strengths:

- Seem able to excite and motivate others
- Tend to be enthusiastic and ambitious
- May easily share dreams and ideas
- May stimulate creative exchange of ideas

MODIFYING TOWARD AMIABLES

Try to:

- ⇒ Start with a personal comment. Break the ice.
- ⇒ Show sincere interest in them as people; find areas of common involvement; be candid and open.
- ⇒ Patiently draw out personal goals and work with them to help achieve these goals; listen; be responsive.
- ⇒ Present your case softly, nonthreateningly.
- ⇒ Ask "how?" questions to draw out their opinions.
- ⇒ Watch carefully for possible areas of early disagreement.
- ⇒ If you disagree, look for hurt feeling, personal reasons.
- ⇒ Move casually, informally.
- ⇒ Define clearly, individual contributions.
- ⇒ Provide guarantees that their decision will minimize risks; give assurances that provide them with benefits.

Avoid:

- ⇒ Rushing headlong into business or the agenda.
- ⇒ Sticking coldly to business.
- ⇒ Forcing them to respond quickly to your objectives; avoid saying "Here's how I see it."
- ⇒ Being domineering or demanding; avoid threatening with position power.
- ⇒ Debating about facts and figures.
- ⇒ Manipulating or bullying them into agreeing because they probably won't fight back.
- ⇒ Patronizing or demeaning them by using subtlety or abusiveness.
- ⇒ Being abrupt and rapid.
- ⇒ Being vague; avoid offering options and probabilities.
- ⇒ Offering assurances and guarantees you can't fulfill, or leaving them without backup support.

MODIFYING TOWARD ANALYTICALS

Try to:

- ⇒ Prepare your “case” in advance.
- ⇒ Stick to business.
- ⇒ Support their principles; use a thoughtful approach; build your credibility by listing pros and cons to any suggestion you make.
- ⇒ Make an organized contribution to their efforts; present specifics and do what you say you can do.
- ⇒ Draw up a scheduled approach to implementing action with a step-by-step timetable; assure them of no surprises.
- ⇒ If you agree, follow through.
- ⇒ If you disagree, make an organized presentation of your position.
- ⇒ Give them time to verify reliability of your actions; be accurate and realistic.
- ⇒ Provide solid, tangible, practical evidence.
- ⇒ When appropriate, give them time to be thorough.

⇒ **Avoid:**

- ⇒ Being disorganized or messy.
- ⇒ Pushing too hard to build personal relations.
- ⇒ Rushing the decision-making process.
- ⇒ Being vague about what's expected; avoid failing to follow through.
- ⇒ Leaving things to chance or luck.
- ⇒ Providing special personal incentives.
- ⇒ Threatening, cajoling, coaxing, or whimpering.
- ⇒ Using testimonies of others or unreliable sources.
- ⇒ Using someone else's opinion as evidence.
- ⇒ Using gimmicks or clever, quick manipulations.
- ⇒ Pushing too hard or being unrealistic with deadlines.

MODIFYING TOWARD DRIVERS

Try to:

- ⇒ Be clear, specific, brief and to the point.
- ⇒ Approach them in a straightforward, direct way; stick to business.
- ⇒ Come prepared with all requirements, objectives, and support materials in a well-organized package.
- ⇒ Present facts logically; plan your presentation efficiently.
- ⇒ Ask specific questions.
- ⇒ Provide alternatives and choices for them to make their own decisions.
- ⇒ Provide facts and figures about probability of success or effectiveness of options.
- ⇒ If you disagree, take issue with the facts, not the person.
- ⇒ If you agree, support results, not the person.
- ⇒ Motivate and persuade by referring to objectives and results.
- ⇒ After talking business, depart graciously.

Avoid:

- ⇒ Rambling on, or wasting their time.
- ⇒ Being giddy, casual, informal or loud.
- ⇒ Forgetting or losing things; avoid confusing or distracting their minds from business.
- ⇒ Leaving loopholes or cloudy issues.
- ⇒ Asking rhetorical questions, or irrelevant ones.
- ⇒ Arriving with a ready-made decision and making it for them.
- ⇒ Wildly speculating or offering assurances where there is a risk in meeting them.
- ⇒ If you disagree, avoid letting it reflect on them personally.
- ⇒ If you agree, avoid reinforcing with "I'm with you."
- ⇒ Doing an "epilogue" bit after finishing business.

MODIFYING TOWARD EXPRESSIVES

Try to:

- ⇒ Plan interaction that supports their dreams and intentions.
- ⇒ Leave time for relating and socializing.
- ⇒ Talk about people and their goals; opinions they find stimulating.
- ⇒ Provide few details and suggest ways to achieve their goals.
- ⇒ Ask for their opinions/ideas regarding people.
- ⇒ Provide ideas for implementing action.
- ⇒ Take enough time to discuss their stimulating and feasible ideas.
- ⇒ Provide testimonials from people they see as important.
- ⇒ Offer special, immediate and personal incentives.
- ⇒ Support the person and his/her ideas.

Avoid:

- ⇒ Legislating or addressing the logic, feasibility or practical implementation of their ideas.
- ⇒ Being curt, cold, or reserved.
- ⇒ Presenting facts and figures, alternatives, abstractions.
- ⇒ Leaving decisions hanging in the air.
- ⇒ Wasting time by trying to be impersonal or judgmental.
- ⇒ "Dreaming" with them or you'll lose time.
- ⇒ Kidding around too much or "sticking to the agenda" too much.
- ⇒ Talking down to them.
- ⇒ Being dogmatic.
- ⇒ Supporting just the facts.

Lord Baden-Powell University of Scouting
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S232 Interpersonal Skills

Scouting is a people intensive program. Learning about different personality types and how to relate to them successfully will be the thrust of this course. Bring home some new people-related skills.

The research and original work for this session was done by Maurita Dettmer for her Doctoral thesis for Lord Baden-Powell University of Scouting in 1992. Maurita is a volunteer in Potawatomi Area Council in Wisconsin.

S232 Interpersonal Skills

Learning Objectives

As a result of this training experience each participant should be able to:

1. Recognize differences in people's styles of interacting with others.
2. Explain how personality/management style influences performance of a Scout volunteer.
3. Recognize the strengths each style brings to a situation.
4. Define influence management.
5. Explain the role of trust in successful problem solving situations.
6. Demonstrate a skill that will help in working with Scouting volunteers.

II. Personality/Management Styles In Scouting

Management Styles / Identification In volunteer program

View

Types

Amiable
Analytical
Driver
Expressive

Management Styles/Working With
Helpful to identify
Approach

III. Influence Management

Defined

Establishing Trust

Listening

Depersonalize situations

Develop strategy to succeed

Practical Demonstration

IV. Conclusions

FIVE STEPS TO SUCCESS

Learn to Lead

Examine Expectations

Act Like You Care

Respect Volunteers as Equals

Never Stifle Personal Growth

WHICH PERSONALITY TYPE ARE YOU?

Which type is most like you? _____

Which is your next strongest style? _____

Which is least like you? _____

For fun, see if you can list other Scouters with their primary style.

NAME	MOST LIKELY STYLE
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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