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MY SELF DISCOVERY

### MY INFORMATION

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MY SELF DISCOVERY

### INTRODUCTION TO CAREER DEVELOPMENT THEORY

Career development can be compared to a road trip…sometimes you start down one road trying to get to your destination and you find there are detours and road closures that force you to take another route. Or, you think you have clear directions and end up lost, driving around aimlessly, and eventually you realize that you can’t get there from here!

### Donald Super Developmental Self-Concept

#### ESTABLISHMENT

25-44

#### EXPLORATION

15-24

0

3

5

4

0

#### GROWTH

2

5

3

Birth-14

7

0

1

5

2

0

#### MAINTENANCE

45-64

5

0

#### DECLINE

5

5

6

65+

0

6

5

LIFE RAINBOW

LIFESTYLE FACTORS

7

5

5

1

0

8

0

Environmental determinants

*Labour market Employment practices*

Personal determinants

*Labour market Employment practices*

4

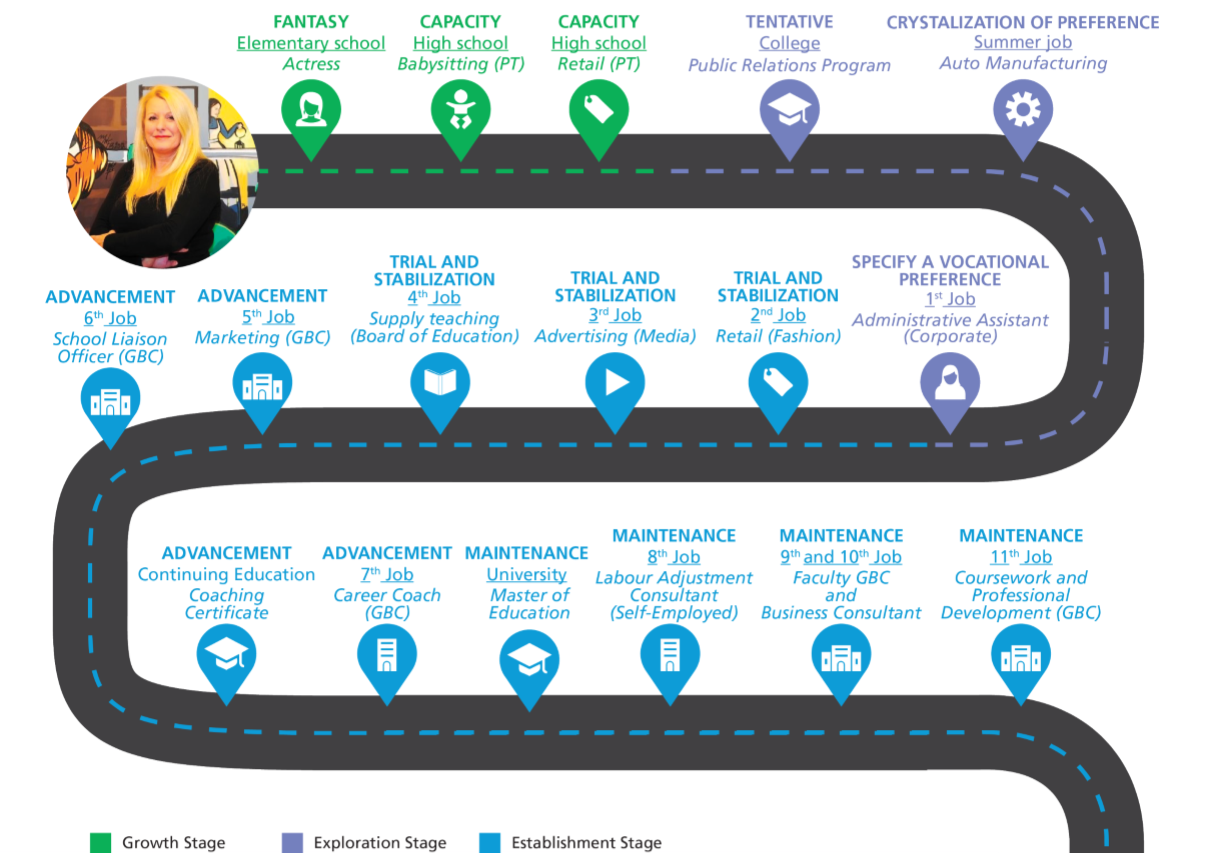
5

Situation determinants

*Historical Socioeconomic*



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| --- | --- | --- | --- | --- |
| CREATE YOUR JOURNEY |  |  | MY SELF DISCOVERY |  |



### MY JOURNEY

#### Reflect back on your own personal journey that led you to the General Arts and Science Program at GBC. Please provide as much detail as possible in answering the following questions

When you were a child (ages 4 to 10) what did you dream of being when you grew up?

When I was a child (ages 4 to 10), my dream was to entertain people. I had no idea specifically what I wanted to be but I knew I love to talk and perform in front of audiences – which was often my poor family. I would make up songs and sing them to my family after dinners. Often, I would have them sit in our living room so that I could read them a story I had written or perform a skit that I had prepared which always had me as the main actress! What I remember is always wanting to capture people’s attention – I wanted to make them laugh – I wanted them to be curious – and most of all, I wanted them to be entertained.

What was it about this particular role that you were drawn to?

I was drawn to entertaining people because I loved to be the centre of attention. If I could capture someone’s attention, engage them, or even perhaps inspire them...I was in my element. I was drawn to drama classes at a very young age and always put up my hand to volunteer for the lead role. Where other children were terrified of standing up in front of audiences, I excelled. The bigger the group, the more comfortable I was.

In your mind, was there anything stopping you from achieving this dream job?

At this age, I cannot say that I had one particular “dream job”. I was always drawn to people who had roles where they could stand up in front of people and make an impression, or change an attitude. My parents really encouraged us to go through life as our authentic selves and focused on our strengths and not our weaknesses. I believe that this helped build my confidence at a very young age and I felt there was nothing that I could not achieve. I was also brought up not to be afraid of failure but rather to embrace it and learn from it.



As you became older (ages 11 thru 14) what were activities that you enjoyed spending time doing (including subjects at school, hobbies and interests)?

When I was in elementary school (ages 11 to 14), I had a lot of energy and was diagnosed as being attention deficit and hyperactive. At this time, ADHD was not something that was understood and it got me into a lot of trouble in school as no teacher wanted me in their class because I was too disruptive. I had a very difficult time focusing on academics and my main focus was on the social element of school – hanging out with my friends. I was also very competitive and played on a lot of school sports leagues including soccer, baseball, tennis and the running club.

What where activities that you disliked doing and often found yourself trying to avoid?

Activities that I found challenging when I was in this age group was sitting still and being quiet. I am a kinesthetic and auditory learner which means that I need to be engaged in activities that enabled me to talk and do. I also really struggled with math. I come from a family of mathematicians and I could never really get the concepts of advanced math (calculus, algebra), nor could I understand why I needed to know this as I would never use it in my life. As a result of this, I became disinterested and decided it was not something I really needed to know.

#### Based on your interests and skills, what types of careers where you drawn to and why?

I feel that at this particular juncture in my life, I really did not know where my interests and skills would lead me. At the time, I did not realize that having really strong social and communication skills would open the door to many different kinds of jobs. In secondary school, my favorite subjects were the ones that came easily to me. I loved theatre arts, music, history, geography, social studies, English, and gym. I was a very mediocre student, as academics were still secondary to my social life – my main priority was still friends and sports. The time I was happiest at school was when I was hanging out with my friends. I viewed classes as just a space to be connected to them and maybe a little learning happened along the way!



Did you have a part-time job? If so, what was it and did it positively or negatively impact your career decisions?

I had numerous part-time jobs when I was in high school including babysitting and retail. I enjoyed babysitting, not because I particularly liked children but because it allowed me a lot of autonomy and I was able to create games that the kids could play. Reflecting back, it was the autonomy and creative that I enjoyed not so much the overseeing of children. My experience in retail made me quickly realize that I really don’t like selling to people. You would stand around for long periods of time trying to encourage anyone who entered the store to buy something – whether they needed it or not. I also did not enjoy the aspect of having to hit monthly sales targets. I realized the pressure of selling was not something I enjoyed even though I was good at it.

When thinking about your first post-secondary program, (ages 18 to 21) What were some of the influencing factors that contributed to your decision?

When I was thinking about post-secondary programs, I was rather limited to my choices. I did not have the grades to get into university and because I had dropped all science and math courses, it was challenging to find a suitable college program. Who would have thought that you need science to get into a psychology program! In my final year of high school, the pressure was on because I had no idea of what I wanted to do. In addition to this, my parents had basically read me the riot act – if I did not take school seriously this time around…they would not support me and I would have to get a job. This terrified me! I choose a 2-year diploma in public relations because it was one of the few programs I could get into at Durham College and the course description from the calendar sounded somewhat interesting. What I discovered in my first year of college was that the course description is often very different from the course itself. I had a co-op in my 3rd semester and this really nailed the fact that I had no desire to work in public relations.

Have you taken other post-secondary courses before coming to GBC? If so, what was your reasoning for changing your educational / career direction?

I graduated from college and still had no idea what I wanted to do with my life. Furthering my education sounded like the best option because I was very comfortable hiding in the education system and had no desire to go to work. As my marks were still too low to get into university, I applied as a mature student and was accepted by Trent University in the Bachelor of Arts program. After completing my 3-year BA in Political Science (exactly, what do you do with a political science degree!), I started applying for different types of jobs. Based on the fact that my degree was very general in nature, most of the jobs that I qualified for were in the service sector. For the next three years, I moved around a lot, testing out different types of careers including office administration and retail. I finally ended up, getting a position in the Marketing Department at GBC and a new and exciting chapter in my life began

### STRENGTHSFINDER 2.0

### Introduction to StrengthsFinder 2.0

Interesting Fact…

“Like your fingerprint, the sequence of your themes is unique to you. The odds that someone has the same 5 Signature Themes in the same order as you are 1 in 33,000,000”

-The Gallup Strengths Center

### What is a Strength?

“Your strengths begin with talents that naturally exist inside you. A talent is a naturally recurring pattern of thought, feeling, or behavior that can be productively applied. A talent helps you to do something well not just once; they help you to do it well over and over again. Because talents are naturally recurring patterns, they are “automatic,” almost like breathing. According to Clifton, practice does not make perfect. To develop a strength in any activity requires certain natural talents.

There is a general misconception that strengths are activities that we are good at. In the video series “Trombone Player Wanted,” Buckingham defines a strength as an activity that makes you feel energized and strong. He states that we can be very good at certain activi-ties but if the activity depletes us of energy, it is not a strength regardless of how good we are at it.

### Clues to Our Talents

1. *Yearning:* What activities are you naturally drawn to?

2. *Rapid Learning:* What kind of activities do you seem to pick up and learn quickly?

3. *Timelessness:* In what activities did the time seem to “fly by” quickly for you?

4. *Glimpse of Excellence:* During what activities have you had moments of excellence and you think “How did I do that?”

5. *Satisfaction:* What activities energize you, either while doing them or immediately after you finished them, and you think “When can I do that again?”

[Gallup, Clifton Strengths, https://www.strengthsquest.com/192602/five-clues-talent.aspx](http://www.strengthsquest.com/192602/five-clues-talent.aspx)

### Strengths Formula

|  |  |  |  |
| --- | --- | --- | --- |
| Naturally recurring patterns of thought, feeling, or behaviour that can be productively applied | What you know, either factually or through awareness gained by experience | The capacity to perform the fundamental steps of an activity | The ability to provide consistent, near-perfect performance in a specific activity |

To achieve our personal best, we must not only understand our talents but must work to continuously develop them and look for opportunities where we can apply them in our academic, work and personal life.

When we are playing to our strengths and doing what we love or are passionate about, work no longer feels like work. Work becomes an extension of who we are. This is why it is important to know, understand and value your talents. Unfortunately, the research that Gallup conducted showed that less that two out of ten people are in jobs that play to their strengths.

### Why Focus on Strengths?

Use of strengths at work is connected to: Greater work satisfaction

Engagement (73% vs. 9%)

Greater productivity Lower turnover rate

Increased levels of trust, compassion and hope within teams Increased well-being, decreased symptoms of depression and anxiety

### Strengths Exercises

List Your Top Five Strengths

Strength #1 Activator   
Strength #2 Woo   
Strength #3 Communication  
Strength #4 Achiever   
Strength #5 Maximizer

StrengthsFinder Reflection

What was your first reaction to the top 5 Signature Themes on your Clifton StrenghtsFinder Report? Did you feel that the report accurately described who you are?

When I first read my Clifton Strengths Report, I could definitely relate to all 5 strengths. I am a very direct and task focused individual that likes to take a lead in moving things forward. As an “**activator**”, I can sometimes be viewed as a dominating and forceful individual when really my goal is to move things along quickly to meet deadlines. I am also very strong at influencing people to achieve their best. When I first saw the term “**woo**” which stands for “winning others over” – I hated this label. I really enjoy people but it is not important to me to “win them over”. However, as I read through the description, it was totally me. I live in the moment and have a natural love for meeting and hearing people’s stories. I find it very easy to engage in conversations with strangers and find that people are drawn to my personality. I also naturally gravitate towards people that appear to be uneasy or uncomfortable in a group setting. I like to make sure that people feeling included, valued and appreciated. I am a very energetic and enthusiastic individual that is able to find the unique talents that people possess. My “**communication**” strength comes out in my love for storytelling. I excel in being able to share relevant stories that evoke strong responses from my audience. As a teacher, I see my role as an entertainer and the genre I specialize in is education. My goal as an educator is not to “dump content” but to engage and excite my students about the learning process. I love using the power of words and voice to convey messages and stories. When standing in front of an audience, I become completely energized and my goal is to entice the group into wanting to know more about a specific subject. As an “**achiever**”, there is nothing that I feel I cannot do. I am a natural problem solver that views challenges as just a new opportunity to approach something in a different way. When I am working on a specific project, I become complete absorbed in the task and will not be distracted until the job is done. It is important that I love what I do, because when I am absorbed in a task, it does not feel like work but rather an extension of who I am. My “**maximizer**” strength speaks to the wonderful feeling I experience when I have successfully accomplished my tasks. It also helps me to focus on my strengths and to seek out opportunities that enable me to play to my strengths. I do not spend a lot of time dwelling on my weaknesses (and never have!) as this does not serve me well – I would rather focus my energy on my strong points and work around the weak areas. Maximizers are strong at identifying strengths in others and excel at helping them to find opportunities where they can utilize their natural abilities. As a maximizer, I am able to develop high performing teams based on this strength.



What new discovery have you made about yourself? What Signature Theme do you feel fits you best? Why?

The discovery I have made about myself going through the strengths identification process is that I can honestly say that I am in a career that taps into 95% of my top 5 strengths. When I broke down my role as a faculty member and Coordinator of Student Success Initiatives at GBC, I realized that I utilize all of my strengths on a daily basis. This is why I am flourishing in my life and career.

There is no particular strengths theme that suits me best. When I reflect on my top 5, they are all very important to the roles I play in my daily life.

Which of your Signature Themes hold the talents you use most frequently? Where do you use them?

I find that strengths can be situational - based on the situation, I will tap into different strengths at different times. When I am creating content for a lecture, I move into my activator, communication and achiever strengths. When I am facilitating a class or meeting, my, woo, communication and achiever strengths are in the forefront. In my role as Student Success Coordinator, I lead a 25 person work team. This requires me to utilize all of my strengths as you have to develop and implement programming (activator), achieve work targets (achiever), communicate effectively with stakeholder groups (communication), network your services throughout the college (woo) and build a high functioning team that works well together and delivers (maximizer).

Strengths Action Plan

Continue to build on my networking skills within and outside of the college. Also, work on my LinkedIn profile to broadcast my skills to a larger demographic population.

I will always need to be in roles that enable me to meet and be in contact with a broad range of people. I will continue to seek out opportunities where I am meeting new people and exploring opportunities to collaborate and work together.

I utilize this strength in my role at the college through various channels. I am always seeking opportunities that enable me to meet new people and find out more about their role at the college. As a result of this, I am often asked to sit on college-wide committees and invited to present at divisional meetings and various functions at GBC.

This strength is beneficial because it enables me to easily approach and talk to people. As a result of this, I am well known and have been able to develop very positive working relationships across the college.

**Woo:**  
Love the challenge of meeting new people and winning them over. They derive satisfaction from breaking the ice and making connections with another person.

I will continue to network with colleagues across the college to find new opportunities to collaborate on new project initiatives.

I find that I continuously need to be challenged by developing new programs and am always seeking out opportunities at the college do to this. This year, I have designed and implemented eight new programs across various divisions in the college.

I utilize this strength in my role at the college by continuously developing new programs and services for Peerconnect, creating new curriculum, and designing workshops and training programs for Career Services.

This strength is beneficial because it makes me very strong in developing and rolling out new projects and programs in a timely manner

**Activator:**  
Can make things happen by turning thoughts into action

DESCRIPTION OF MY STRENGTH

WHY IS THIS STRENGTH BENEFICIAL? WHAT DOES IT

ENABLE ME TO DO?

WHERE DO I CURRENTLY UTILIZE THIS STRENGTH?

HOW CAN I APPLY WHAT ACTIONS CAN I THIS STRENGTH TAKE TO FURTHER

IN MY ACADEMIC DEVELOP THIS OR CAREER CHOICE? STRENGTH?





I believe that at this stage in my career, the action that I can take further develop this skill is mindfulness and reflection. I have been an educator / trainer for more than 30 years and it is important to step back and reflect on your communication style and how you can continuously adapt and improve what you are currently doing – especially when dealing with diverse groups of learners.

I will always seek out opportunities where I am able to facilitate. I love standing in front of groups whether it is in a classroom or corporate training environment. I also enjoy using my communication strength to gain a better understanding of people so that I can effectively guide and coach them.

I current utilize this strength in all aspects of my work from lecturing, coaching students and staff, facilitating meetings and effectively leading my workplace team.

This strength helps me to be able to clearly articulate my ideas to very diverse groups. I am able to engage people and often excite and persuade them to my way of thinking. Language through verbal and written forms is very powerful medium for influencing and getting my ideas accepted by others.

**Communication:**  
Generally find it easy to put their thoughts into words. They are good conversationalists and presenters.

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Whatever role I choose to take on in the future, it will have to provide me with a high level of autonomy and a wide range of diversity in the types of tasks I am doing. As an achiever, I have a tendency to get bored rather quickly. I love the challenge of taking on new projects and the hard work it takes to roll them out. However, once the project is moving… I am already looking for my next challenge. Variety and continuous change is very important to an achiever.

I currently utilize this strength in all aspects of my work and personal life. I love to delve into complex projects and find myself so focused that nothing can distract me. When developing curriculum, I will spend hours researching and developing new material. At work, I am often involved in managing multiple roles simultaneously which keeps me busy and challenged to produce quality work.

This strength helps me to be productive and to get things done. I am not afraid of being insanely busy – actually, I thrive in this type of environment. The busier I am, the more I get accomplished and the more I accomplish the better I feel! I also have a reputation with my management group of being the go to person if something needs to happen. As a result of this, they will often come to me when a project needs to be developed and rolled out quickly.

**Achiever:**  
Great deal of stamina and work hard. They take great satisfaction in being productive.

The actions that I take to further develop this strength is to constantly be putting new ideas forward to management so that I have the opportunity to develop new programming.

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**Maximizer:**  
Focus on strengths as a way to stimulate personal and group excellence. They seek to transform something strong into something superb.

This strength is incredibly beneficial because it helps me to focus on what I am good at. I spend the majority of my time looking for opportunities that will let me play to my natural talents. Because I am acutely aware of my strengths, I am very focused and clear about what I want to do and therefore can give my very best to every project that I take on.

I currently utilize this strength in my coordination and teaching role. I am drawn to activities that energize me including curriculum development, facilitating learning, and inspiring my students, staff and colleague to understand their strengths and to explore opportunities where they can be playing to their strengths.

I will always seek out activities in my professional and personal life that enable me to play to my strengths. I pay very close attention to what energizes me and what depletes me. My next career transition will be retirement and I am currently exploring opportunities that will allow me to continue to play to my strengths within part-time and volunteer work.

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Keep focusing on what I love to do and explore more opportunities where my strengths can be utilized in all aspects of my life. It is important to me that I am flourishing in whatever I do.

DESCRIPTION OF MY STRENGTH

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### CROSS-CULTURAL INTELLIGENCE

### Why is Cross-Cultural Intelligence Important?

“The concept of cross-cultural intelligence grew in a response to globalization. Today, basi- cally all firms regardless of size, have the capability to be global. As well, the diversity of the employees of every organization has never been greater. Tomorrow’s employee, even more than today will have to learn to compete, and work in a global world.” (Thomas & Inkson, 2004)

As Ontario’s cultural diversity continues to grow, employers are seeking culturally agile professionals who are able to successfully adapt and effectively manage workplace challeng- es that arise from cross-cultural differences within both internal and external stakeholder groups. Cultural agility has been identified as key skill for the 21st Century and those who can effectively articulate and demonstrate this skill in their resume or during the interview process will have a competitive advantage in the job market.

### What is Culture?

Culture is often compared to the iceberg analogy – like an iceberg, only ten percent of culture is visible to the eye and remaining ninety percent is below the surface and invisible. As a result of this, often the depth of our understanding of different cultures remains at a surface or very superficial level. To truly understand culture, we must dive below the surface and begin to explore the invisible aspects such as values and beliefs towards time, gender roles, leaderships, power distance, communication styles, tolerance to change, importance of work, individualism, and collectivism.

Everyone has “culture” or a cultural background that often guides our thoughts, feelings, words, and behaviors. At an unconscious level, our cultural beliefs directly impact every communication and interaction that we have with other people. Hence, the reason it is so important to begin understanding ourselves and how we engage with cultures that are very different from our own.

As individuals, we all have groups that we belong to or identify with. Culture is the groups' shared common understanding of various norms, values, beliefs and traditions. Often when hear the word culture, we relate it to a specific nationality or ethnic group. However, there are many cultural groups that people belong to including: age, sexuality, class, physical ability, interests, occupations, gender, religion and language.

### What are Cultural Dimensions?

Geert Hofstede was a Dutch social psychologist and former IBM employee. Hofstede carried out research amongst 100,000 employees working around the world for IBM attempting to categorize cultures of different nationalities working at IBM.“

It is important to remember, that Hofstede’s cultural scales transcend beyond nationality and are found at a corporate and individual level – individual personality will always supersede, as our own values can be very different from that of our family, community and country.

In his book, “Cultural Intelligence: A Guide to Working with People from Other Cultures,” Brooks Peterson, has developed a cultural framework based on following five cultural scales:

###### Hierarchy vs Equality

A style that is based on “**hierarchy**” means people prefer: to take direction from those above; have strong limitations about appropriate behavior for certain roles; respect and not challenge the opinions of those who are in power because of their status and their position; enforce regulations and guidelines; and expect men and women to behave differently and to be treated differently

A style based on “**equality**” means people prefer: to be self directed; have flexibility in the roles they play in the company or on a team; have the freedom to challenge the opinion of those in power; make exceptions, be flexible, and maybe bend the rules; and treat men and women in basically the same way.

###### Direct vs Indirect Communication Style

A ”**direct**” communication style means people prefer to: be more direct in speaking and be less concerned about how something is said; openly confront issues and difficulties; communicate concerns straight-forwardly; engage in conflict when necessary; express views or opinions in a frank manner; and say things clearly, not leaving much open to interpretation.

An “**indirect**” communication style means people prefer to: focus not on what is being said but how it is being said; discreetly avoid difficult or contentious issues; express concerns tactfully; avoid conflict if at all possible; express views or opinions diplomatically; and count on the listener to interpret the meaning.



###### Individual vs Group

An “**individual**” style means people prefer to: take individual initiative; use personal guidelines in personal situations; focus on themselves; judge people based on individual traits; make decisions individually; put individuals before the team; be nonconformists when necessary; move in and out of groups as needed or desired.

A ”**group**” style means people who prefer to: act cooperatively and establish group goals; standardized guidelines; make loyalty to friends a high priority; determine their identify to group affiliation; make decisions as a group; put the team or group before the individual; conform to social norms; and keep group memberships for life

###### Task vs Relationship

A “**task**” style means people prefer to: define people based on what they do; move straight to business – relationships come later; keep most relationships with co-workers impersonal; sacrifice leisure time and time with family in favor of work; get to know co-workers and colleagues quickly but usually superficially; use largely impersonal selection criteria in hiring; and allow work to overlap with personal time.

A “**relationship**” style means people prefer to: define people based on who they are; establish comfortable relationships and a sense of mutual trust before getting down to business; have personal relationships with co-workers; sacrifice work in favor of leisure time and time with family; get to know co-workers and colleagues slowly and in depth; use largely personal selection criteria when hiring; and, not allow work to impinge on personal life.

###### Risk vs Caution

A “**risk**” style means people prefer to: make decisions quickly with little information; focus on present and future; be less cautious – in a “ready, fire, aim” way; change quickly without fear of risks; try new and innovative ways of doing things; use new methods for solving problems; have fewer rules, regulations, guidelines, and directions; be comfortable changing plans at the last minute.

A “**caution**” style means people prefer to: collect a considerable amount of information before making a decision; focus on the past; be more cautious – in a “ready, aim, aim, fire” way; change slowly and avoid risks; want more rules, regulations, guidelines, and directions; refer to past precedents of what works and what doesn’t; stick to proven methods for solving problems; and not change plans at the last minute.

5 Basic Cultural Scales - Adapted from Geert Hofstede & Brooks Peterson

**1 2 3 4 5 6 7 8 9 10**

###### Hierarchy

**Direct Communication**

**Individual**

**Task**

**Risk**

**Equality**

**Indirect Communication**

**Group**

**Relationship**

**Caution**

Cultural Intelligence Exercises

Take a moment to reflect on what specific cultural group (s) that you identify with or belong to. When you think about what you share in common with this group, is it part of the visible or invisible culture (see Cultural Iceberg)?

The cultural groups that I identify the most with are age, profession, and interests. My parent’s heritage is a mix of Scottish, English, French, Ukrainian and Russian. With such a mix, we never really identified with one particular nationality or ethnic background. I have always strongly identified with my profession as an educator – to the point, where my New Year’s celebration is September when the school year begins. Many of my closest friends are fellow educators that share a common passion for education and learning. At this point in my life, I am beginning to identify more with my age as I get closer to retirement. I relate more to friends and colleagues that are in the same age group and pondering the same question “what do I want to be when I grow up?” We are entering the next stage or journey of our life which is moving away from full-time employment. From a physical perspective, I am also starting to identify a lot more with age, because of the limitation that you begin to experience as your body gets older. I am simply not able to do the same things I could do when I was thirty! I also spend more time these days focusing on my interests outside of work and connecting with people that have similar interests including mindfulness and wellbeing, tennis, cooking, travel and grand-parenting.

I would say that many of the cultural groups that I identify with would be both visible and invisible. I am drawn to the field of education because of my value and principles (invisible) regarding the importance learning and have education accessible to all. I believe that knowledge is power and we must develop strong critical thinkers that will make good choices for humankind and the planet. As a strong, independent woman, I believe it is important that women are seen as leaders and strong role models (invisible). As a middle (or slightly past) aged woman, I am motivated by my values which include the importance of relationships / family, integrity, honesty and authenticity (invisible). On the visible side, the way I dress is relevant to my profession and age. Our workplace culture is more informal and casual, which is reflective of my personal style. When I think about myself as a 56-year old woman, visibly, I identify with other women in this age group because I look like them and have begun experiencing the same ailments. Finally, the interest groups that I identify with share visible and invisible cultural characteristics. As cook, you can visible see and taste the types of foods that I prepare but below the surface (invisible) is my value to explore and try new things. As a tennis player, you can quickly identify that I play tennis because of my outfit and equipment but below this is the value of competition, technique and precision. As a yogi and meditator, I carry a yoga mat and wear yoga clothing but again below this is the value and belief around mindfulness and wellbeing.



As you read through each of the five cross-cultural scales, identify and explain what scales you most identify with based on your values? Why this is important to you and how others would observe this through your attitude and behaviors?

**Based on Peterson’s 5 Cultural Scales, my preferred style is:**

**Equality:** I value working in an environment that enables people to grow to their greatest potential regardless of what position they hold. I want to be able to speak candidly to my managers and be able to provide input into the decision making process. I prefer a more informal environment where people dress casually and speak to each other on a first name basis.

**Direct Communication:** I am all about getting the job done and as a result of this my communication style can be quite direct. I value efficiency and will often say few words to get my point across and appreciate when people can be clear and concise in their communication with me. I want to get to the point quickly so that we can stay focused and meet deadlines. Outside of work, my style can flex based on who I am with.

**Individual:** I value teamwork but if I had my preference I would be to accomplish things on my own. Part of this is about control – I know my work ethic and what I am capable of and find it difficult to rely on other people’s work. I also find that I can produce more when I am in charge of the work schedule. Once I have completed by task, I then like to run it by people to get their input and will adjust accordingly.

**Task:** My motto is “just do it!” When I am at work or home, I become completely focused on the tasks that I am doing and do not like disruptions. I will sometimes get so lost in the task that I can go for days without really connecting with people. I enjoy relationships but work will often come before social. If the work is completed…then I am all about socializing!

Risk: I am not the type of person who requires a lot of information to make a decision. I often move quickly and rely a lot on my intuition or “gut” feeling about things. I don’t need to be 100% certain before I make a decision – as a matter of fact, sometimes 30% is all the certainty that I need to move forward. I am extremely comfortable in taking calculated risks – if it doesn’t work out… you can always go back and correct or modify. Some of the greatest inventions have been mistakes!



Provide an example of a situation where you have experienced “tension” interacting with someone due to cultural differences. Using the S.A.R method (situation/action/result) provide a detailed description of the situation (S), what actions (A) you took to resolve the situation and what were the results (R).

A situation where I experienced tension while interacting with a person from a different culture happened in one of my team meetings. As I mentioned, my communication style is direct and the individual that I experienced the tension with was an indirect style. I was giving my team some feedback on performance issues and noticed that the person completely shutdown and would not make eye contact with me or contribute in the meeting – they became very disengaged. After the meeting, I approached the individual to find out what was wrong and was very surprised by their response. They felt, that I had been rude, critical and disrespectful of the teams’ work and were deflated. I had no idea that this is the way I had come across to some members of the team. My intention was simply to address the business at hand and in my mind there was nothing personal about it. I took this feedback very seriously and set up a meeting with the team to gain a better understanding of how people were feeling. As a result of this, my approach became very different. I started my meeting focusing first on what the team was doing well and expressing gratitude. I also changed the way I framed information so that it did not come across as a criticism but rather an invitation to how we could make improvements together. By doing this, it completely changed the dynamic of my group meetings which improved morale, productivity and quality.



### EMOTIONAL INTELLIGENCE

**Fact:** IQ is fixed and tends to peak when a person is about 17. EQ is not fixed and rises steadily through your life.

### What is the difference between IQ and EQ?

For years, studies have been done trying to determine the key factors that lead to life success

– our ability to achieve personal and professional goals. In the past, much emphasis was focused on cognitive intelligence (IQ) as a main indicator for success – if you performed well in school there was a strong probability that you would perform well in your personal and professional life. Cognitive Intelligence (IQ) is “a measure of an individual’s intellectual, analytical, logical, and rational abilities. As such, it’s concerned with verbal, spatial, visual, and mathematical skills” (Stein, & Book, 2011, p. 13).

In the late 1980’s, Dr. Reuven Bar-On began exploring the impact that emotional wellbeing had on life success. If IQ was a key indicator for success, then why were some highly intelligent people successful in their lives while others were not? Bar-On believed that IQ was simply not enough to predict success and that there was another major factor that had to be considered - emotional intelligence “a set of emotional and social skills that influence the way we: perceive and express ourselves; develop and maintain social relationships; cope with challenges; and use emotional information in an effective and meaningful

way.” (Multi-Health Systems, 2011).

Although IQ is important, it is not enough in itself. It does not matter how brilliant you are - if you are not able to cope, adapt and get along with others, your chances of professional success, personal happiness and well-being are minimized.



### Emotional Intelligence Model

Dr. Reuven Bar-On, originally developed a model that captured emotional intelligence which was later was revised by Multi-Health System. The model is divided into 5 composite scales and 15 sub-scales.

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### Definitions of the EQ-i 2.0 Composite and Sub-Scales

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### The Self-Perception Realm

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Refers to the “inner self.”

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It determines how in touch with your feelings you are, how good you feel about yourself and about what you are doing in life. Success

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in this area means that you are aware of your feelings, feel strong, and have confidence in pursuing your goals.

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**Emotional Self-Awareness –** the ability to recognize how you’re feeling and why you’re feeling that way, and the impact your emotions have on the thoughts and actions of yourself and others;

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Based on the original BarOn EQ-I authored by Reuven Bar-On, copyright 1997.

**Self-Regard -** the ability to recognize your strengths and weaknesses and to feel good about yourself despite your weaknesses; and

**Self-Actualization -** the ability to persistently try to improve yourself and pursue meaningful goals that lead to a richer life (Stein & Book, 2011, Chapters 3, 4 & 5).



###### Self-Perception Exercises:

Write down a situation or event that has occurred in the last few months that triggered a strong positive or negative emotional response.

Recently, I had a strong emotional response to a family member who felt that I had treated them unfairly.

How did you know you were having an emotional response? What happened to you at a physical, emotional or behavioral level?

In this heightened emotional state, I began experiencing fatigue, as well as, back and headaches. I quickly became angry, impatient and frustrated at this person and wanted to lash out at them.

What were the emotions or feelings that were triggered?

The feelings that were triggered by this experience were hurt and anger. I was hurt that the person did not appreciate all the support I had given to them and angry that instead of being appreciative they were critical and judgmental.

What were the circumstances in the situation that directly contributed to these emotions?

The circumstances that negatively contributed to this strong emotion was that I was hearing it through another party which often can complicate the issue.

Who was involved in the situation and did their behavior positively or negatively impact your emotional state? What was the impact of your behavior on them?

Instead of directly talking with the person, I was negatively influenced by the opinions of other family members. Instead of trying to understand and resolve the situation, I went into a defensive state. The family member I was experiencing the tension with, in turn, became defensive and communication completely shutdown between us.

Which of your top 5 strengths could you call upon to effectively work through this situation?

As communication is one of my top 5 strengths, I should have used this to constructively approach the situation to find a positive resolution to our differences. This is the funny thing about the power of emotions – when you are in a heighten state of emotion, logic and communication are often the first things to go.

What skill area (s) do you feel you need to further develop that would contribute to a more positive outcome? What are some possible strategies or actions that could assist with your development in this skill area?

Under the Self-Perception composite scale, I could have spent more time on developing my emotional self-awareness. Perhaps, taking more time to reflect on my feelings and to gain a greater understanding as to why I was having this reaction. I also could have spent more time crafting a response that would take into consideration the needs and concerns of both sides.

###### 

###### The Self-Expression Realm

Concerns itself with the way we express our emotions and how we come across to others. It includes our ability to state our thoughts, feelings, and beliefs to others in a positive and constructive way. Our ability to act independently by taking initiative and following through also reflects our self expression.

* **Emotional Expression** - the ability to express your feelings both in words and non- verbally;
* **Assertiveness** - the ability to clearly express your thoughts and beliefs, stand your ground, and defend your position in a constructive way; and
* **Independence** - the ability to be self-directed and self-controlled, to stand on your own two feet (Stein & Book, 2011, Chapters 6, 7, 8)

###### Self-Expression Exercises

Reflecting back on the situation you described that caused a strong emotional response, answer the following questions:

If you were to look into a mirror how would you describe your verbal (words, tone) and non- verbal communication (facial expression, eye contact, body posture, etc.)?

In this situation, I would describe my verbal and non-verbal communication as angry, defensive and closed minded. My language was very accusatory and judgmental. I found myself raising my voice and speaking very fast at my family members. I was more concerned with getting point across than hearing their perspectives. My face looked angry and my body was rigid and I was ready for the fight!

Do you feel that you were able to assert your needs in a constructive way? If yes, what was your approach that helped you to achieve this outcome? If not, what would you do differently?

I certainly was able to get my point across but it was in an aggressive versus assertive manner. If I could erase the situation and start over again, I would talk less and listen more to gain a greater understanding of the other’s person’s feelings and concerns. Instead of judging, I would try to be more open and objective and put my personal feelings aside.

Did you feel you were able to authentically express your needs / wants from this situation or did you hold back out of concern for the negative response you might receive from the other person(s)?

I do not have a problem authentically expressing my concerns and needs. However, because I am a direct communicator and am very comfortable stating what I am feeling, I can often shut people down who have a less direct and less assertive style. I can also come across as self-serving and putting my needs before the needs of others because I am quick to assert myself.

###### The Interpersonal Realm

Refers to “people skills” – those who function well in this area tend to be responsible and dependable. They understand, interact with, and relate well to others in a variety of situations. They inspire trust, and they function well as part of a team.

* **Interpersonal Relationships** - refers to the ability to forge and maintain relationships that are mutually beneficial and marked by give-and-take and a sense of trust and compassion;
* **Empathy** - is the ability to recognize, understand, and appreciate what others may be feeling and thinking. It is the ability to view the world through another person’s eyes; and
* **Social Responsibility** - is the ability to be a cooperative and contributing member of our social group and to society at large (Stein & Book, 2011, Chapters, 9, 10, 11).

###### Interpersonal Exercises

Reflecting back on the situation you described that caused a strong emotional response, answer the following questions:

Did you take the time to actively listen without judgment or bias to the other person’s perspective or point of view? If so, did anything change as a result of achieving greater understanding? If not, how could you approach the situation differently to gain this perspective?

In the heat of the moment, I was only thinking about my own needs. I did the “leap of abstraction” where I took a little bit of information and made a whole lot of assumptions which just fed my negative emotional state. Normally, I would just fire off an email letting the person know how their behavior had negatively impacted me. However, this time I held back and let myself process my feelings before reaching out. Once I had done, this, I began to think about how they were feeling and what their views might be. As a result of this reflective pause, I wanted to understand their perspective and find a common ground where we could begin seeking solutions together.



Do you feel you were able to constructively approach the situation while maintaining a positive relationship with the individual (s) involved? If so, how did you achieve this? If not, how could you have approached this differently to achieve a more positive outcome?

As I learn more about myself, I understand the need for quiet reflection before action. When the incident initially happened, I was not in a constructive mindset. My instinct was to lash out and tell the person exactly what I was thinking of them which would have been detrimental to our relationship – it is important to remember you can never take back what has been said! By demonstrating impulse control, I was able to pause and think things through. Once I had got over the initial negative emotional response, I was able to approach the situation in a positive and constructive manner that was solution focused rather than defensive. As a result of this, the outcome was very positive for both parties.

###### The Decision-Making Realm

Involves your ability to use your emotions in the best way to help you solve problems and make optimal choices. Success in this area means that you can grasp problems, devise effective solutions, deal realistically with situations, and manage impulses that may disrupt effective decision making.

* **Impulse Control** - the ability to resist or delay a temptation to act rashly;
* **Reality Testing** – the ability to see things as they actually are, rather than the way you wish or fear they might be; and
* **Problem Solving** – the ability to find solutions to problems where emotions are involved using the right emotion at an optimum value (Stein & Book, 2011, Chapters 12, 13, 14).

###### Decision-Making Exercises

Reflecting back on the situation you described that caused a strong emotional response, answer the following questions:



How would you describe your initial reaction to the situation – would your personal style be to blurt out how you are feeling without holding back or to spend time listening and asking questions? Would you be quick to take action to defend your position or would you pause until you felt you had more information and better understanding of the situation?

When I am in a heightened emotional state, my backup behavior is to quickly react and to lash out and sometimes verbally attack. Impulse control is something that I have struggled with all my life. I will often have an overwhelming desire to act quickly in need to defend my position. By doing this, I miss out on key information that could have completely changed my response. I sometimes get clouded by my own emotions which can negatively impact my judgment and create a bias for how I see things – my lens can become incredibly narrow.

Were you able to accurately assess the situation by putting your emotions aside and focusing on the facts or did you find that your own feelings and beliefs made it challenging to be objective?

As I learn more about emotional intelligence and work on developing specific skill areas, I have been able to delay my response (impulse control) by taking time to breath and reflect on what is happening and why I am having a negative reaction. When I calmly think things through and try to understand the other person’s perspective, I find that often there is no bad intention only different perspectives that need to be further explored.

Did you find yourself open to listening and trying to establish a result / resolution that work for both parties involved? If so, what action did you take to achieve this? If not, how would you approach this differently to achieve positive outcomes?

After I calmed down and was able to put my emotions aside and look at things objectively, I invited my family member for a coffee so that we could communicate “live”. I find that texting and emails are a very bad way to communicate when there is tension because you cannot read the other person’s body language which makes up 93% of communication. What your write and how the receiver interprets those words can be like speaking two different languages. We did meet for coffee and my goal was to actively listen and to seek understanding. It is quite amazing the different results that you will achieve when your approach is solution focused instead of defensive! We were able to have a meaningful conversation and we walked away feeling very connected.

###### The Stress Management Realm

Refers to your ability to be flexible, tolerate stress and be optimistic. Success in this area means that you are able to remain calm and focused, change direction or beliefs when presented with new evidence, demonstrate resilience, maintain a positive attitude, and constructively withstand adverse events and conflicting emotions without caving in.

* **Flexibility** – the ability to adapt emotions, thoughts, feelings and behaviors to changing, unfamiliar, unpredictable, dynamic and challenging circumstances
* **Stress Tolerance** – the ability to remain calm and focused, to constructively withstand adverse events and conflicting emotions without caving in; and
* **Optimism** – the ability to maintain a realistically positive attitude, particularly in the face of adversity (Stein & Book, 2011, Chapters 15, 16, 17).

###### Stress Management Exercises

Reflecting back on the situation you described that caused a strong emotional response, answer the following questions:

At any point during this situation where you able to stop and adjust / modify your feelings, thoughts, or behavior that positively impacted the situation? If so, describe what you did; if not, what could you have done differently?

Once you move out of defensive mode and are open to hearing and understanding, anything is possible! Defensiveness is a normal human reaction. The question we have to consider is “how important is the relationship to me?”. If the relationship is important then we must analyze our feelings and modify our behavior to achieve positive outcomes. By stopping and reflecting on my feelings and then honestly asking myself, “is my need to defend my position worth hurting my relationship?” The answer was no. I spent a great deal of time thinking about my approach and ultimately, I wanted to understand and resolve. I actively listened to them and asked questions for greater clarification. In the end, our “wants” were similar in nature and it was easy for us to move forward with both parties being mutually satisfied with the outcome.

Think about your own response to stress – do you get worked up and use strong language and tone to get your point across? Do you remain calm even when others are getting emotionally heightened? Or do you just collapse within yourself and shutdown from the conversation?

When they talk about people’s emotional response to stress – fight, flight or freeze – I am definitely a fighter. My body become rigid as it prepares for the fight and I am capable of verbally attacking the perceived opponent. Over the years, I have worked very hard at controlling my impulse to immediately react as I have found that it never pays off to respond when you are in a negative emotional state.



Would you describe yourself as an optimistic person who is focused on finding solutions to problems or do you have a tendency to be more pessimistic and find yourself focusing more on the problem?

I would consider myself a very optimistic person. I see the cup as half full versus half empty. I see opportunities in challenges and believe there are always solutions. I also believe in the internal locus of control – that we do have control over our outcome. One of my favorite quotes is by Jack Canfield “you cannot always control the things that happen to you in life – what you can control is your reaction which controls your outcomes.”

### 

CAREER VALUES

### Why Focus on Career Values?

It is important to consider why we are drawn to certain types of careers, as well, as why we are disinterested in others. After graduation, many students enter the workforce and experience varying degrees of “career disillusionment” – they find themselves moving from one employer to the next in search of the perfect job.

Understanding our career values is a critical step in the career planning process. Our values help us to define what is purposeful, meaningful, and important in our lives – they help to guide our choices when looking at potential careers or employers that we wish to work for. Often when we experience job dissatisfaction, it is a result of value misalignment. For example, lets say that your top two career values are autonomy and achievement. However, you are working for a large bureaucratic organization where change is extremely slow and handled with caution. In addition to this, you report directly to a “micro” manager who enjoys overseeing everything you do and is insistent that your work does not deviate from your job description – which is very limited! How long do you think it will be before you begin looking for another job or show up to work each day with grudging compliance?

### Career Value Framework

Taking time to explore and identify our core values is one of the most important investments that you will make. Finding the right career is not something that happens by accident or that we miraculously fall into – it is intentional and focused. A helpful framework for thinking about career values was developed Nova (www.novaworks.org). “In their Values Driven Work assessment exercise, career values are clustered in four domains: Intrinsic Values, Work Environment Values, Work Content Values, and Work Relationship Values.

Intrinsic Values: What motivates me to truly love my work day after day? Among a list of these values are Achievement, Giving to Community, Status, Independence, and Power.

Work Environment Values: What working conditions provide an optimum environment in which can do my best work? Work Environment Values include Learning, Benefits, Fast-Paced, Comfortable Income, Structure and many more.

Work Content Values: What makes my work activities most satisfying and engaging to me? Among the 18 values in this area are values such as Problem Solving, Organizing, Public Contact, Detailed, and Creative.

Work Relationship Values: What characteristics of interaction with others in my workplace are the most important to me? Work Relationship Values include Open Communication, Diversity, Leadership, Teamwork, Competition, and Trust.”



Career Value Exercises

Describe in detail what your dream career would look like (your role, responsibilities, location, benefits, pay, workplace environment, etc.).

My dream career would be to travel around the world teaching and training within educational and corporate environments. I love traveling to countries that are significantly different in culture from North America and experiencing their values, traditions and belief systems. As an educator, there is much personal growth and development when you are teaching in a system that is very different from your own. It forces you to move out of your comfort zone and adapt your style to meet the needs of the learners.

Based on the description you provided of your dream career, go through the career values inventory below and begin to identify related values.

After you have identified these values, rank your top five based on their level of importance.

### Career Value Inventory

What is important to you?

Review the examples of work values below and rate their importance:

Very Important: You must have this in your work Important: This would be nice to have

Neutral: Undecided – no strong feeling one way or the other Not Important: This is something you could easily go without

**Achievement:** Results oriented; using your strongest skills; feeling a sense of accomplishment

Not  
Important

Very Important

Important Neutral

**Advancement:** Move forward in your career and have opportunities to grow

Not  
Important

Very Important

Important Neutral

**Adventure/Excitement:** Risk taking, lots of activity, and thrill seeking through action

Not  
Important

Very Important

Important Neutral

**Aesthetics:** Appreciation for the beauty of things, people, art, nature, and surroundings

Not  
Important

Very Important

Important Neutral

**Altruism / Help Society:** Contribute to the greater good

Very Important

Important Neutral

**Balance:** The ability to pursue interests and fulfill commitments outside of work

Not  
Important

Very Important

Important Neutral

**Benefits:** Additional work compensation such as vacation, insurance, sick benefits, etc.

Not  
Important

Very Important

Important Neutral

**Collaboration:** Provide support / service to others to find common ground and achieve shared growth

Not  
Important

Very Important

Important Neutral

**Competition:** Opportunities to test your skills or match your performance against others

Not  
Important

Very Important

Important Neutral

**Consistency:** Consistent duties that are dependable and do not change over time

Not  
Important

Very Important

Important Neutral

**Contact:** Frequent contact with colleagues, clients, students, patients, customers

Not  
Important

Very Important

Important Neutral

**Creativity:** Express new ideas, programs, systems, etc.



Neutral

Important

Not Important

Very Important



**Expertise:** Be known as someone with special knowledge, skill, and ability in a specific area

Not Important

Very Important

Important Neutral

**Fun:** A playful, light hearted work environment where humor is appreciated

Not Important

Very Important

Important Neutral

**Fast Paced:** Quick pace of activity with quick outcomes

Not Important

Very Important

Important Neutral

**Harmony:** A calm, harmonious environment with minimal conflict

Not Important

Very Important

Important Neutral

**Help Others:** Assist others in direct ways, either in groups or individually

Not Important

Very Important

Important Neutral

**Independence:** Work without constant supervision; the ability to make decisions without consult

Not Important

Very Important

Important Neutral

**Influence Others:** Have significant impact on others to change attitudes and opinions



Not Important

Neutral

Important

Very Important

**Kinesthetic:** Use your hands and body

Very Important

Important

Neutral

Not Important



**Knowledge/Learning:** Gather new information and ideas

Not Important

Very Important

Important Neutral

**Leadership:** Inspire, motivate, or direct others

Not Important

Very Important

Important Neutral

**Location:** Live somewhere conducive to your lifestyle and priorities

Not Important

Very Important

Important Neutral

**Make Decisions:** Power to decide course of action / policies

Not Important

Very Important

Important Neutral

**Mental Challenges:** Perform tasks requiring mental effort in order to be done successfully

Not Important

Very Important

Important Neutral

**Money:** Significant financial benefit / making a lot of money

Not Important

Very Important

Important Neutral

**Personal Growth:** Opportunities to grow as a person

Not Important

Very Important

Important Neutral

**Physical Challenge:** Physical demands you find rewarding

Neutral

Important

Not Important

Very Important

**Spiritual Fulfillment:** Consistency with your ideals, beliefs, and / or morals

Not Important

Very Important

Important Neutral

**Security:** Stable work environment and financial stability

Not Important

Very Important

Important Neutral

**Status / Prestige:** Respect from others given nature and level of your work

Not Important

Very Important

Important Neutral

**Support:** Advocacy, resources, training, and guidance from management

Not Important

Very Important

Important Neutral

**Technology:** Use of computers, electronic equipment, and technical software

Not Important

Very Important

Important Neutral

**Time Freedom:** Management of your own schedule / workload

Not Important

Very Important

Important Neutral

**Travel:** Opportunity to travel



Very Important

Not Important

Important

Neutral

**Variety:** Frequent changes in your work tasks

Neutral

Important

Not Important

Very Important



**Work Alone:** Do projects individually; little contact with others

Not Important

Very Important

Important Neutral

**Work Conditions:** Comfortable work environment, dress code, additional amenities

Not Important

Very Important

Important Neutral

**Work Under Pressure:** Time pressure is significant and quality is critically received

Not Important

Very Important

Important Neutral

Now rank your top five based on their level of importance.

My top career values would be:

* **Creativity**: Express new ideas, programs and services
* **Autonomy**: Work without constraints of supervision; the ability to make decisions without consult
* **Influencing others**: Having significant impact on others to change attitudes and opinions
* **Leadership**: Inspire, motivate or direct others
* **Personal growth**: Opportunities to grow as a person



### SOCIAL STYLES

Impact of Styles on Communication & Interpersonal Skills

A critical component of developing effective communication and interpersonal skills is understanding our personal style and the styles of others whom we are interacting with. Often communication or relationship breakdowns happen as a result of style differences. Each one of us has a unique style that directly impacts the way we understand and perceive the world around us. You have probably heard the saying “perception is reality”, and every person’s perception is different! The act of simply “being” with others can be interesting and

challenging at the same time – the way we see ourselves isn’t always the way others see us and vice-versa.

Imagine the difference in the quality of our relationships, if we actually took the time to observe and understand social styles – beginning with ourselves and then focusing on the behaviors of others. At a sub-conscious level, we are often drawn to people with similar styles because it is familiar and comfortable. In order to build strong communication and interpersonal skills, we must step out of our comfort zone and seek to understand styles that

are different – especially the ones that make us feel uncomfortable or even defensive at times.

The key to building and maintaining quality relationships rests on our ability to make others feel comfortable or at ease. You can use your knowledge of social styles to adapt your behavior and enhance the ways you communicate with others. Communication is been defined as “the transfer of information” – sounds relatively simple, yet there is nothing simple about it. Albert Mehrabian, a professor from the University of California determined that “effectiveness of communication is based on three factors:

*7 percent of the effectiveness of communication is based on the words that we use. 38 percent of the effectiveness is based on the way we say the words we choose.*

*55 percent of effectiveness is based on on nonverbal cues, such as facial expression.”*

### SOCIAL STYLES

Over the years, there has been a vast amount of research done on communication and personal styles.

According to Wilson Learning Group, social styles are based on observable behaviors that can be grouped into four general social styles: Analyticals, Drivers, Expressives and Amiables. In order to identify your own social style, complete the following questionnaire.



### DESCRIPTION OF SOCIAL STYLES

(Wilson Learning, 2004, 2011, Chapters 13 to 16)

|  |  |  |
| --- | --- | --- |
|  | Analyticals | Drivers |
| **Social Style** | Detail-oriented. Deliberate.  Well-organized. Listens to and studies information carefully before weighing all alternatives.  Lets others take the social initiative. Prefers an efficient, businesslike approach. Prefers information presented in a systematic manner.  Conservative and practical in business decisions. Technically oriented. Relies on structural approach and factual evidence | Businesslike. Results-oriented. Likely to take charge and take initiative Likes challenges. Makes quick decisions.Direct and to the point. Strong opinions and convictions.  Hard-working. Efficient Confident and competent.Productively coordinates the work of others. Likely to challenge new ideas. Quick to respond. Inclined to correct, modify or add to other’s ideas.Straightforward. Responsible. Makes things happen. |
| **Observable Behaviors** | Reserved. Few gestures. Proper speech. Formal posture and appearance. Listens well.  Deliberate rate of speech. | Serious. Formal posture. Restrained gestures. Rapid speech. Direct.  Voice inflection varies little, usually to emphasize a point. |
| **Work Style** | Fairly independent.  Follows structured approaches. | Independent |
| **Attitude about Time** | Take time to deal with matters objectively and logically.  Move with deliberation. | Use it efficiently to get desired results |
| **Attitude about Others** | Relationships take time to develop, and someone else will probably make the initial effort to make a new contact. | Relationships are important but secondary until a task is defined and competency to deal with it is established. |
| **Strenghts** | Excellent problem solvers who create and find solutions because they rely on facts and logic | Provide clear expectations and produce results efficiently and effectively. |
| **Weakness** | Can be overly critical and picky. They can belabor information gathering to the point of being indecisive | Can be pushy, controlling and don’t always listen to or value the opinions of others |
| **Behavior Under Stress** | Avoids directly confronting the issue at hand | Autocratic – not taking into account other’s wishes or opinions |



|  |  |  |
| --- | --- | --- |
|  | Amiables | Expressives |
| **Social Style** | Quiet. Unassuming. Supportive. Warm. Friendly listeners. Easy to get along with. Enjoys personal contact. Shares responsibility. Concerned about collaboration, providing support, reaching agreement.  Requires extensive data for decision-making. Prefers to have consensus before moving ahead. Often focuses on personal ties before goals. | Energetic. Inspiring. Emotional.  Fast paced. Comfortable taking social initiative. Engages freely in friendly conversation before tackling tasks.  Futuristic. Talkative. Intuitive. Willingly shares ideas, insights, dreams and visions. Risk-taker. Competitive. Spirited. Creative. Enthusiastic. Likes an audience. Ambitious. |
| **Observable Behaviors** | Warm, friendly and open. Relaxed posture. Slow speech. Pleasant and soft voice.  Open and eager facial expressions. | Energetic and enthusiastic. Gestures that are open and wide. Voice that is loud and varied.  Fast-paced and lively. |
| **Work Style** |  | With others |
| **Attitude about Time** | Take time to establish relationships and to make steady progress through a slow, sure pace. | Move fast but spend time energizing others, sharing visions, dreams  and ideas. |
| **Attitude about Others** | People are the most important asset in any project and collaborating with others is the best way to  get things done. |  |
| **Strenghts** | They have natural skills for coaching, counselling and helping others.  They provide support and positive strokes for other people’s work and accomplishments. They are loyal and dedicated to those they work with. | Create excitement and involvement. They share vision and ideas.  They motivate and inspire others and make people feel good about themselves. |
| **Weakness** | They can appear to be overly sensitive and emotional. They can emphasize relationships to the point it may be perceived as interfering with tasks or deadlines. | They can be overly excitable and impulsive. They can sometimes overlook facts and be overly dependent on feelings and intuition.  They can lose track of important details |
| **Behavior Under Stress** | Verbally attacks | Accepts reluctantly without protest |



### Social Styles Questionnaire

Now that you know about the Social Styles let us find out which best describes you. Consider each of the following questions separately and circle the one letter (a, b, c, or d) that corresponds to the description that best fits you. If you have trouble selection only one answer, ask yourself which response, at school, would be the most natural or likely for you to make.

After scoring your responses, you will notice you are not just one style, and neither is anyone else so you have to adjust your communication accordingly. It is important not to label someone because we are all different and complex so no one fits into a box. This tool, as with others tools, is meant to be a guide and to give you ideas but the best learning is through trial, error, reflection and trying again.

### Self-Evaluation Questionnaire

There are no right answers to these questions, so base you response on how you are today, not how you think you should be or would like to be in the future.

When talking to a peer…

1. I maintain eye contact the whole time
2. I alternate between looking at the person and looking down
3. I look around the room a good deal of the time
4. I try to maintain eye contact but look away from time to time

If I have an important decision to make…

1. It think it through completely before deciding
2. I go with my gut instincts
3. I consider the impact it will have on other people before deciding
4. I run it by someone whose opinion I respect before deciding

My work area mostly has…

1. Family photos and sentimental items displayed
2. Inspirational posters, awards, and art displayed
3. Graphs and charts displayed
4. Calendars and project outlines displayed

If I am having conflict with a peer…

1. I try to help the situation along by focusing on the positive
2. I stay calm and try to understand the cause of the conflict
3. I try to avoid discussing the issue causing the conflict
4. I confront it right away so that it can get resolved as soon as possible



When I talk on the phone…

1. I keep the conversation focused on the purpose of the call
2. I spend a few minutes chatting before getting down to business
3. I am in no hurry to get off the phone and don’t mind chatting about personal things, the weather and so on
4. I try to keep the conversation as brief as possible

If a peer or a co-worker is upset…

1. I ask if I can do anything to help
2. I leave him/her alone because I don’t want to intrude on his/her privacy
3. I try to cheer him/her up to see the bright side
4. I feel uncomfortable and I hope he/she gets over it soon

When I attend meeting at school…

1. I sit back and think about what is being said before offering my opinion
2. I put all my cards on the table so my opinion is well known
3. I express my opinion enthusiastically, but listen to other’s ideas as well
4. I try to support the ideas of the other people in the meeting

When I make a presentation in front of a group…

1. I am entertaining and often humorous
2. I am clear and concise
3. I speak relatively quietely
4. I am direct, specific, and sometimes loud

When a peer is explaining a problem to me...

1. I try to understand and empathize with how she is feeling
2. I look for the specific facts pertaining to the situation
3. I listen carefully for the main issue so that I can find a solution
4. I use my body language and tone of voice to show him/her that I understand

When I attend class or presentations…

1. I get bored if the person moves too slowly
2. I try to be supportive of the speaker, knowing how hard the job is
3. I want it to be entertaining as well as informative
4. I look for the logic behind what the speaker is saying



When I want to get my point across to my peers…

1. I listen to their point of view first and then express my ideas gently
2. I strongly state my opinion so that they know where I stand
3. I try to persuade them without being too forceful
4. I explain the thinking and logic behind what I am saying

When I am late for a meeting or appointment…

1. I don’t panic but call ahead to say that I will be a few minutes late
2. I feel bad about keeping the other person waiting
3. I get very upset and rush to get there as soon as possible
4. I apologize profusely once I arrive

I set goals and objectives at school…

1. I think I can realistically attain
2. I feel are challenging and would be exciting to achieve
3. I need to achieve as part of a bigger objective
4. Will make me feel good when I achieve them

When explaining a problem to a peer whom I need help from…

1. I explain the problem in as much detail as possible
2. I sometimes exaggerate to make my point
3. I try to explain how the problem makes me feel
4. I explain how I would like the problem to be solved

When I am behind on a project and feel pressure to get it done…

1. I make a list of everything I need to do, in what order, by when
2. I block out everything else and focus 100 percent on the work I need to do
3. I become anxious and have a hard time focusing on my work
4. I set a date to get the project done by and go for it

When I feel verbally attacked by someone…

1. I tell her to stop it
2. I feel hurt but usually don’t say anything about it to her/him
3. I ignore her/him anger and try to focus on the facts of the situation
4. I let her know in strong terms that I don’t like her behaviour



### Scoring the Questionnaire

Once you have finished the questionnaire, review the following scoring sheet. You will be scoring yourself on the four specific social styles.

Transfer your answers from the questionnaire to the scoring sheet and then count up the number of times you circled each style. Enter these scores at the bottom of the scoring sheet. The style where you scored the most points is your primary working style.

|  |  |  |  |
| --- | --- | --- | --- |
| **1** |  | **7** | **13** |
| 1. Driver 2. Amiable 3. Analytical 4. Expressive | a.  b.  c.  d. | Analytical Driver Expressive Amiable | 1. Analytical 2. Expressive 3. Driver 4. Amiable |
| **2** |  | **8** | **14** |
| 1. Analytical 2. Driver 3. Amiable 4. Expressive | a.  b.  c.  d. | Expressive Analytical Amiable Driver | 1. Analytical 2. Expressive 3. Amiable 4. Driver |
| **3** |  | **9** | **15** |
| 1. Amiable 2. Expressive 3. Analytical 4. Driver | a.  b.  c.  d. | Amiable Analytical Driver Expressive | 1. Analytical 2. Driver 3. Amiable 4. Expressive |
| **4** |  | **10** | **16** |
| 1. Expressive 2. Amiable 3. Analytical 4. Driver | a.  b.  c.  d. | Driver Amiable Expressive Analytical | 1. Driver 2. Amiable 3. Analytical 4. Expressive |
| **5** |  | **11** |  |
| 1. Driver 2. Expressive 3. Amiable 4. Analytical | a.  b.  c.  d. | Amiable Driver Expressive Analytical |
| **6** |  | **12** |  |
| 1. Amiable 2. Analytical 3. Expressive 4. Driver | a.  b.  c.  d. | Analytical Amiable Driver Expressive |

Total Driver Score Total Amiable Score

Total Analytical Score Total Expressive Score

*The four terms (Driver, Expressive, Amiable, and Analytical) were originally coined by Dr. David Merrill, founder of Tracom Consulting Group. If you are interested in reading more about the research done by Dr. Merrill and his associates, read Personal Styles and Effective Performance: Make your Style Work for You by Dr. David Merrill and Roger Reid (Radnor, PA.: Chilton, 1981).*



### Social Styles Exercises

Based on the results of the Social Styles Questionnaire, provide a detailed example

of when your social style has benefited you (SAR: situation/action/result) in your work, academic or personal life.

My Expressive Social Style has benefited me greatly in my career. In is one thing to come up with new ideas and it is another thing to be able to sell it to the powers that be. I am able to influence decision making by getting people excited and involved in my ideas. An example of this was rebranding the PAL Centres to Peerconnect. I had a vision of what I wanted to see and had to convince senior management of the benefits of going in this new direction. In my presentation, I had to create energy and enthusiasm about what the future of peer-to-peer programming could be and that GBC would be a leader in developing innovative programming that was not being offered at other post-secondary institutions. In the end, my proposal was approved and we had funds to rollout the program.

Describe a situation where you experienced tension or unease working with a style that was different from your own. With your new knowledge of social styles, how would you approach the same situation today to achieve better results?

In meetings, an Expressive Style can easily dominate the conversation because we are loud, energetic and love to talk! In one particular meeting, I was going on about an idea and someone tried to interject into the conversation and I cut them off. The individual mumbled under her breath “it would be nice if other people could speak!” I just about died with embarrassment. I had no idea that people saw me as dominating when my intention was quite different. I apologized to my colleague after the meeting and realized that our strengths can have a “shadow” side if we are not using them appropriately. This is why reading a group’s body language is so important. I went to the next meeting with the intention to watch and listen more. I observed that my colleagues were a combination of analytical and amiable styles. To create positive tension with the two styles, I began speaking less and when I did speak I was concise and to the point. I began to ask others what they were feeling and encouraging them to put their ideas forward. I found that my new approach made me more effective in the meetings because it forced me to slow down and really listen to others. I also found that when I did speak, people were now really listening to me instead of silently shutting down and thinking “here she goes again!”