#### so01869_1 Corinthians 12:12-20

The body is a unit, though it is made up of many parts; and, though all its parts are many, they form one body. So it is with Christ. For we were all baptised by one Spirit into one body – whether Jews or Greeks, or slave or free – and we were all given the one Spirit to drink.

Now the body is not made up of one part, but of many. If the foot should say, “Because I am not a hand, I do not belong to the body,” it would not for that reason cease to be part of the body. And, if the ear should say, “Because I am not an eye, I do not belong to the body,” it would not for that reason cease to be part of the body. If the whole body were an eye where would the sense of hearing be? If the whole body were an ear, where would the sense of smell be? But in fact God has arranged the parts in the body, every one of them, just as he wanted them to be. If they were all one part, where would the body be? As it is, there are many parts, but one body.

### Reflection



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The ability to understand and effectively apply emotional information about ourselves and others.

### Leadership Competencies



#### What are Some Key Challenges I find in my ministry Because of Personality Differences?

#### j0311066My Own Objectives in This Session

1. Interpersonal Style derives its information from our visible behaviour patterns.

Personality Includes...

1. These behaviour patterns are unconsciously learned and are generally permanent.

1. Behaviour includes Words, Body Language, and Tone of Voice.

 Words

 Body Language

 Tone of Voice

 \_\_\_\_\_\_\_

 Total 100%

1. The most observable, consistent, and reliable measures of behaviour are the dimensions of Assertiveness and Responsiveness.

The Assertiveness/Dominance scale measures the degree to which a person is perceived as attempting to influence the thinking and actions of others.

### D

### C

### B

### A

### Tell

### Ask

|  |  |
| --- | --- |
| Yielding Unhurried Listens Cautious Deliberate  | Dominant Swift to act Makes statements Takes Risks Quick  |

The Responsiveness/Sociability scale measures the degree to which a person is perceived as expressing feelings when relating with others.

Reserved

Task-focused

Fact-oriented

Formal

Serious

Outgoing

People-focused

Feelings-oriented

Informal

Friendly

### 1

### 2

### 3

### 4

### Controlled

### Emotive

### Outgoing/

### Emotive

### Reserved/

### Controlled

### Analytical

### Yielding/

### Ask

### Dominant/

### Tell

### Driver

### Amiable

### Expressive

### Outgoing/

### Emote

### Reserved/

### Controlled

### Analytical

### Yielding/

### Ask

### Dominant/

### Tell

### Driver

### Amiable

### Expressive

### Control

### Emote

### Tell

### Ask

|  |  |  |
| --- | --- | --- |
| Detail | Evidence  | Efficiency  |
| Process | Criteria | Information |
| Precision | Objectivity | Organisation  |

The Analytical-style person uses a more formal, business-like approach, and tends to appear organised, efficient, detail-oriented and conservative. Information presented in a systematic manner with solutions which respond to established policies or objectives appeal to the Analytical, who tends to value understanding the facts over personal involvement.

|  |  |
| --- | --- |
| Strengths:* Dependability
* Thoroughness
* Distance from personal issues
* Informed, practical decision-making
* Linear, sequential thinking

 Under stress they tend to:* Avoid
 | Responds best to:* Logic/data
* Structured approach
* Factual evidence
* Professionalism
* Details
* Practicality
* Follow-up
* Time for analysis
 |

### Control

### Emote

### Tell

### Ask

|  |  |  |
| --- | --- | --- |
| Results | Clarity | Evidence |
| Control | Focus | Action |
| Options | Goals | Winning |

The Driver-style of person is interested in results. Appearing to be controlling, knowledgeable, forceful, strong-minded and self-confident, the Driver has clear objectives which often seem to create a sense of urgency. This style responds to timely follow-up, attentive listening, evidence and factual support, and solutions that reflect an understanding of the Driver's goals, all of which the Driver values over making time to create personal relationships.

|  |  |
| --- | --- |
| Strengths:* Know what they want
* Forceful
* Act quickly
* Ask for (or create) options
* Balance cost and quality
* Explain needs clearly

 Under stress they tend to:* Become autocratic
 | Responds best to:* Careful listening
* Action
* Result-oriented information
* Efficiency
* Options
* Quick, concrete response
* No defensiveness
* Sparring
 |

### Control

### Emote

### Tell

### Ask

|  |  |  |
| --- | --- | --- |
| Involvement | Support | Commitment |
| Acceptability | Co-operation | Relationships |
| Trust | Responsiveness | Reputation |

The Amiable style of person appears to be warm, co-operative, and genuine. Emphasising the ‘personal touch’, this style takes time to establish trusting personal relationships with business associates and tends to work closely with others to obtain and process information, as well as discover solutions. Responding to the recommendations of authorities and trusted acquaintances, Amiables feel that reputation and acceptability are highly important, which causes them to seek consensus and support in decision-making.

|  |  |
| --- | --- |
| Strengths:* Sensitive to others' needs
* Establish loyal, trusting relationships
* Ensure claims are honoured
* Develop consensus
* Ensure acceptability of solutions

 Under stress they tend to:* Acquiesce
 | Responds best to:* Co-operation
* Careful questioning
* Support of personal goals
* Third-party references
* Guarantees
* Shared decision-making
 |

### Control

### Emote

### Tell

### Ask

|  |  |  |
| --- | --- | --- |
| Vision | Big picture | Teamwork |
| Trust | Inspiration | Relationships |
| Openness | Directness | Innovation |

Enthusiasm, adaptability, and fast pace are seen as key characteristics of the Expressive style. The Expressive style person appears to be future-focused, holistic thinking, a motivator of others, direct and open regardless of the situation, preferring to approach problems with a team effort.

|  |  |
| --- | --- |
| Strengths:* Adaptability
* Sociability
* Innovation
* Concern for quality
* Collaboration
* Offer information freely

 Under stress they tend to:* Attack
 | Responds best to:* The ‘big picture’, with subsequent discussion of detail
* Open, trusting relationships
* Help with obtaining internal support for a proposal
* Discussion, especially when others listen and question well
* Room for his/her input on proposals
* Collaboration, teamwork
 |

Place the individuals shown in the video clips in the appropriate quadrants.

### Comedians

#### Ask

#### Emotive

#### Tell

#### Controlled

Stewart Lee

Louie C.K.

Dawn French

Frank Skinner

### Preachers

#### Ask

#### Emotive

#### Tell

#### Controlled

Carrie Headington

Richard Chartres

John Stott

Libby Lane

Assess each dimension (axis) separately, and then plot the results.

#### Reserved (Control)

**Body** – Formal, controlled, closed, careful, limited gestures and eye contact

**Voice** – Unemotional, even, little inflection

**Words** – Formal, language closed-ended, precise, fact-oriented, task-related

#### Yielding (Ask)

**Body** – Low-key, cautious, even, smooth, leans back, eye contact, directive gestures, soft eyes

**Voice** – Slow, frequent pauses, tentative, not intense, little modulation/emphasis

**Words** – Asks questions, indirect, uses caveats, suggests, often non-committal, minimises risks

#### Dominant (Tell)

**Body** – Leans forward, strong eye contact, directive gestures, uses props for emphasis, quick movements and expressions

**Voice** – Certain, fast-paced, often continuous, loud, emphatic

**Words** – Interrupts, makes statements, takes risks, takes control, seeks high profile, decisive, uses abbreviations, slang

#### Outgoing (Emote)

**Body** – Eyes mostly direct, sometimes looks up or away to dream or seek endorsement, free or open, uses gestures, facial expressions

**Voice** – Animated, inflection used for emphasis, emotional

**Words** – Shares feelings, intuitions, seeks collaboration, endorsement

Person Being Profiled: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Circle the number or letter that best represents how you perceive this person on each of these scales. Then total the number of letters and numbers you have circled.

go along take charge cold warm

D C B A 1 2 3 4

quiet talkative calm excitable

D C B A 1 2 3 4

supportive challenging reserved animated

D C B A 1 2 3 4

compliant dominant task-oriented people-oriented

D C B A 1 2 3 4

asks questions makes statements eyes serious eyes friendly

D C B A 1 2 3 4

co-operative competitive talks business shares feelings

D C B A 1 2 3 4

conflict-averse comfortable with conflict reserved outgoing

D C B A 1 2 3 4

deliberative decisive uses facts uses opinions

D C B A 1 2 3 4

accepting confronting controls emotions shows emotions

D C B A 1 2 3 4

tentative certain non-responsive responsive

D C B A 1 2 3 4

cautious takes risks closed open

D C B A 1 2 3 4

\_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_

Estimated Interpersonal Style: \_\_\_ - \_\_\_ (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Driver | Amiable | Expressive | Analytical |
| Description |
| Basic Need | Win | Avoid Conflict | Be Admired | Be Right |
| Use of Time | Immediate | Present | Future | Historical |
| Decision-Making | Quick,Goal-Oriented | Cautious,People-Oriented | Fast,Intuitive | Unhurried, Thoughtful |
| Questions | What | Why | Who | How |
| Speciality | Control | Support | Social | Systematic |
| Strength | Decisive | Listening | Enthusiastic | Thorough |
| Weakness | Insensitive toOthers | Not Taking a Stand | Too Impulsive | Poor Improviser |
| Back-up Style | Autocratic | Acquiesce | Attack | Avoid |
| Wants | Control | Approval | Recognition | Respect |
| **PRESCRIPTION** |
| Let Them Save | Time | Relationships | Effort | Integrity |
| Make Effort to Be | Efficient | Co-operative | Interesting | Accurate |
| Emphasise Your | Options and Probabilities | Assurances and Guarantees | Testimonies and Incentives | Evidence and Service |
| Follow-Up With | Results | Support | Attention | Service |
| Orientation | Results and Closure | Teamwork and Harmony | Vision and Ideas | Principle and Thinking |
| To Motivate | Focus on Goals | Take a Vote | Give the Spotlight | Change the Policy |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   | D | C | B | A |   |
|  1 |  AnalyticalAnalytical(D-1)  |  DrivingAnalytical(C-1) |  AnalyticalDriver(B-1) |  DrivingDriver(A-1) | 1 |
|  2 |  AmiableAnalytical(D-2)  |  ExpressiveAnalytical(C-2) |  AmiableDriver(B-2) |  ExpressiveDriver(A-2) | 2 |
|  3 |  AnalyticalAmiable(D-3)  |  DrivingAmiable(C-3) |  AnalyticalExpressive(B-3) |  DrivingExpressive(A-3) | 3 |
| 4 |  AmiableAmiable(D-4)  |  ExpressiveAmiable(C-4) |  AmiableExpressive(B-4) |  ExpressiveExpressive(A-4) | 4 |
|   | D | C | B | A |   |

### The Degree of Relationship Tension Perceived by Others in Dealing with You

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |
|  |      |   |   |   |  |
| Creating Some Discomfort – May Cause Defensiveness |  |  | Adapting Behaviour to Moderate Tension and Remove Defensiveness |
|  | **Influenced by circumstances****Better to be toward the right****Able to change with effort** |  |

### The Degree of Structure that People Perceive that you Apply to your Work

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |
|  |      |   |   |   |  |
| Exhibiting Low Orderliness – May Cause Some to Feel Frustrated or Under-Valued |  |  | Exhibiting High Orderliness – Will Probably Create Comfort, but Could Be Excessive for Some |
|  | **Influenced by circumstances****Better to be toward the right****Able to change with effort** |  |

Meeting the expectations of others often requires modifying your own behaviour. This may mean moving into the other person's arena of expectations, and practising Versatility. You may have to move out of your own comfort zone temporarily, but with practice and success with your constructive actions, versatility will become a habitual, more comfortable, part of your behavioural repertoire.

#### If you are socially reserved (Analytical or Driver), and you are adapting to someone who is socially outgoing (Amiable or Expressive)

* Say what you feel
* Make personal remarks/pay compliments
* Devote more time to relationships
* Engage in small talk
* Use more open body language

#### If you are socially outgoing (Amiable or Expressive), and you are adapting to someone who is socially reserved (Analytical or Driver)

* Stick to facts/business
* Restrain your enthusiasm
* Make decisions based on logic and solid evidence
* Refrain from referencing your feelings, intuition
* Maintain serious demeanour

#### If you are socially yielding (Amiable or Analytical), and you are adapting to someone who is socially dominant (Driver or Expressive)

* Volunteer information
* Quicken your pace and get to the point
* Be willing to disagree
* Act on your convictions
* Initiate conversation

#### If you are socially dominant (Driver or Expressive), and you are adapting to someone who is socially yielding (Analytical or Amiable)

* Listen without interruptions
* Ask for others' opinions
* Slow down/Adapt to time needs of others
* Allow others to take the lead
* Demonstrate openness to alternate perspectives

Divide into your style groups and answer the following questions.

1. List eight to ten characteristics that are key to your Style.

1. List five to seven ways that you might modify your style when making a presentation to someone in the opposite quadrant (i.e. diagonal) to you.

1. Design the front of a T-shirt that reflects your style.

Based on what you now know about your own style, what general guidelines will you keep in mind in order to better gain the endorsement of others?

### GAPS – ‘There’s Something Missing Here.’



(See pages 24-27, left column)

### IRRITANTS – ‘That’s Really Starting to Bug Me.’

 

(See pages 24-27, right column)

|  |  |
| --- | --- |
| Plan actions to be seen as ... | Avoid being seen as ... |
| Concise, to the pointBusiness-like, results-orientedSpecific when asking questionsArmed with alternatives and choicesPrepared with facts about the probabilitiesSupportive of their conclusionsReady to stress resultsOrganised, professional, in control | Vague and time-wastingPersonal and casualPretentious or irrelevantConclusive or arbitrary when recommendingCareless with facts and forecastsDirective or forcefulPersonalising the decisionWhinging, making excuses, apologising |

|  |  |
| --- | --- |
| Plan actions to be seen as ... | Avoid being seen as ... |
| Supportive of their ideas and conceptsStimulating, thought-provokingWilling to discuss their successesProviding ideas to put their plans into actionSeeking their opinions and ideas about peopleContributing ideas to a planOffering special, immediate incentives to take a riskWilling to socialise, taking time to know them personallyWanting to understand their vision | Arbitrary and directiveUnyielding, too structuredToo rigid about plans, existing proceduresLeaving decisions up in the airWasting time on formalities and protocolEmphasising concepts too muchBeing too logical or dogmaticPatronising or superiorSticking too tightly to a formal agenda |

|  |  |
| --- | --- |
| Plan actions to be seen as ... | Avoid being seen as ... |
| Candid, open, patient Personally interested in themResponsive to their ideasSupportive of teamwork and harmonyHaving a well-defined idea, but willing to negotiateSupporting win-win relationshipsReady to provide plans that minimise riskWilling to commit your personal time and involvement | Impatient; don't force the agendaAloof, too business-likeArbitrary, overly aggressiveLimiting participation in the planPushing for a quick, intuition-based decisionPressing for an arbitrary decisionMaking promises that can't be keptManipulative or bullying |

|  |  |
| --- | --- |
| Plan actions to be seen as ... | Avoid being seen as ... |
| Well prepared; have an agendaDirect, orderly, but patientOriented toward specificsDoing what you will say you will doWilling to draw up a schedule with action stepsAmenable to verifying the planHaving evidence; ready to follow-upSupportive of their principles, logic, thought processes, and thoroughness | Loosely organised, unstructuredInformal, too casualToo general about planVague about what is expected of each partyLeaving loose ends; not geared toward follow-throughToo reliant on othersUnrealistic with deadlinesThreatening, emotional, impulsive |

#### Person: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

####

#### Plotting Our Styles and Basic Shifting

Use the Style Recognition Guide on page 14 – and possibly the Style Recognition Score Sheet on pages 15-17 – to work out the Interpersonal Style of the above person. Write his/her initials in the estimated sub-quadrant. Write the word ‘Me’ in your own sub-quadrant. Draw arrows – one for each dimension – to designate the movement that is needed for you to show versatility.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **D** | **C** | **B** | **A** |  |  |
| **1** |  |  |  |  |  | **Adjust Assertiveness**   |
| **2** |  |  |  |  |  |
| **3** |  |  |  |  |  | **Adjust Responsiveness**   |
| **4** |  |  |  |  |  |

#### Adjusting for Gaps and Irritants

|  |  |
| --- | --- |
| **Gaps** – What this person would prefer but I might not naturally do. *Increase*… | **Irritants** – What this person might like me to skip but I might naturally do. *Decrease*… |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

#### Specific Actions to Take – three Things I Can Do

#### Success Mindset

(Coach yourself: articulate attitudes that will support your strategy.)

* Empathy for the other person.

* Confidence and motivation for you.

### j0425926New Perspectives

### New Challenges

### What I will Need to Make It Happen