

Personalized Description and Success Strategies

- Strategies for Creating a Positive Relationship



Respondent Name

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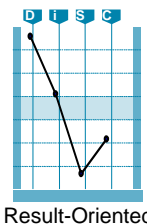
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Strategies for Creating a Positive Relationship

All people are not the same. A strategy that works very effectively with one person may be disastrous with another. Trial and error learning about which strategies are effective with which person can be very costly in both time and emotion. This section provides a starting point for developing strategies based on Respondent's natural behavioral tendencies. By reviewing and discussing the strategies listed for each key behavioral area, you can develop an effective plan for creating a positive relationship with Respondent.



Creating a Positive Climate for Respondent

- Provide choices for activities, letting him make the decision
- Allow him to direct the efforts of others
- Accept his need to compete and win
- Give your undivided attention to his interests
- Direct more attention to getting results than discussing emotions
- Accept his need for variety and change
- Let him set the pace for activities
- Show interest in him by asking personal questions
- Provide opportunities to interact with others in a positive, enthusiastic manner
- Allow time for discussions where he can verbalize thoughts, feelings and ideas
- Accept that he tends not to pay attention to details about tasks
- Assist him by following up on details
- Listen responsively to him
- Accept that he prefers to avoid negative or unpleasant discussions
- Accept that he may desire to interact often and with many different people



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How to Communicate with Respondent

- Respondent tends to prefer direct, to the point communications without a lot of time spent on social chatter
- Be prepared to Listen to his ideas before moving on to other topics
- Tends to practice selective perception, only hearing and/or remembering that with which he agrees
- Consider checking at end of discussion to make sure everything was heard, and stored in memory, by asking him to repeat what he heard
- Respondent tends to prefer informal, open-ended discussions in social environments such as over lunch or dinner
- Respondent desires an opportunity to share experiences, stories and ideas in an enthusiastic, responsive exchange
- He may need to be directed to stay closer to the subject under discussion in order to finish within a reasonable time frame
- He may have difficulty listening to negative information

How to Compliment Respondent

- Use brief, direct factual statements
- Focus on his achievements, and his demonstrated leadership abilities
- Acknowledge his ability to take charge of a difficult situation
- Compliment his ability to take risks, to set precedents
- Recognize the unique or innovative nature of his thoughts, ideas and/or actions
- Acknowledge his ability to get the maximum results with the minimum investment of time and effort
- Use enthusiastic public praise for verbal ability and interpersonal skills
- Compliment him on positive changes in his appearance
- Acknowledge his persistently optimistic attitude in situations that others might find discouraging
- Recognize his skill at involving others in discussions and activities
- Compliment his ability to organize social functions
- Praise his ability to generate enthusiasm in others



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How to Provide Feedback to Respondent

- Focus discussion on obstacles to achieving results and how he can eliminate them
- Discuss desired changes in his behavior in terms of potential impact on results
- Describe current negative consequences from his behavior and request solutions
- Keep feedback factual, neutral and nonjudgemental
- Reduce his defensiveness by focusing solely on actions and consequences
- Disengage from right/wrong debates
- Keep discussion focused on actions, rather than motives or intentions
- Provide opportunity for him to express his feelings after hearing your feedback
- Acknowledge his feelings and direct the discussion to facts and results
- Resist his attempts at side-stepping the discussion, re-directing his attention to the facts
- Use open-ended questions (who, what, where, when, how) to keep the discussion focused
- Discuss specific action plans for change rather than general statements about changes in attitude
- Continue to validate his worth as a person separate from the desired changes in his behavior
- Counter emotional escalations by focusing on specific actions and behaviors
- Have him restate your feedback in his own words to ensure accurate listening
- Close the discussion with a specific statement of what actions he is going to take as a result of your feedback

How to deal with Respondent in Conflict

- Respondent may tend to take a direct, aggressive approach, resulting in an "I win, you lose" outcome
- Acknowledge his logic or reasoning by saying "I can see your point" or "I can see the logic in your thinking"
- After acknowledging his thinking, calmly restate your point
- Disengage from right/wrong debates by acknowledging the differences between the two of you, without judgement
- Accept that the only workable, win/win solution may be to agree to disagree



Strategies for Creating a Positive Relationship

How to deal with Respondent in Conflict (Continued)

- Counter blaming statements by refocusing on the issue and what corrective action is going to be taken
- Resist any impulse to retaliate with blaming, attacking or sarcastic comments
- Reduce your defensiveness when attacked and acknowledge any error on your part
- Use open-ended questions (how, what, where, when, who) to define the real issues in the situation
- Ask him what it is that he really wants as an outcome
- Call a time-out if emotions escalate to high levels of aggression or hostility, scheduling a time to continue the discussion
- Conclude the discussion with a summary of what each person has committed to do to resolve the conflict
- Respondent tends to avoid open, direct conflict
- Acknowledge his discomfort in dealing with conflict by saying "I understand this may be uncomfortable for you"
- State the issue factually, without judgement about him as a person
- Allow him to verbalize his feelings
- Respond to his feelings by saying "I understand you are angry (sad, mad, glad, scared)"
- Acknowledge his feelings if he becomes blaming or personally attacking by saying "I understand you are upset", and re-direct the discussion to the issue
- Limit sidetracking in the discussion by acknowledging other issues that may need to be discussed at another time, and immediately move back to the current issue
- State repeatedly that this conflict is about a specific issue not about him personally, as Respondent tends to fear loss of approval
- Affirm his value to you and state the problem by saying, "I like you, and I'm upset with your behavior"
- Counter his attempts to minimize the problem by focusing on his actions and consequences to him and others
- Counter his attempts to placate you without solving the problem, by requiring a commitment from him for specific actions
- Direct the discussion to specific facts and actions rather than talking in generalities or emotional expressions
- Close the discussion with a clear statement of what is going to happen by when, and affirm the value of the discussion in maintaining a positive relationship with him



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How to deal with Respondent's Problem-solving Style

- Respondent tends to take a practical, results-oriented approach, preferring simple, easy-to-implement, immediate solutions
- He may need to be directed toward considering the long term consequences of the decision
- He may need coaching in handling complex problems due to his natural tendency to over-simplify in a rush for immediate results
- Respondent tends to avoid handling complex, detailed problems requiring follow-up
- He may need to be coached through a logical problem-solving process instead of relying on a "gut-feeling"
- Respondent may have difficulty acknowledging that a problem exists due to his optimistic perception
- He may need to have the actual or potential consequences of the problem clearly stated

How to Deal with Respondent's Decision-making Style

- Respondent tends to be a quick decision-maker
- He may need to be encouraged to take enough time to gather sufficient information and consider possible consequences before making decisions
- Point out the benefits of taking more time in terms of improved results
- Respondent may tend to avoid making decisions involving negative consequences and/or interpersonal conflict
- Discuss how making a decision will reduce negative outcomes in the long term
- Describe how his indecisiveness frustrates others and makes him look bad
- Respondent tends to make emotion-based decisions, sometimes impulsively, based on a "gut-feeling"
- He may need assistance developing a more logical, fact-based approach to decisions

