



Career Planning & Adult Development

JOURNAL

Volume 32, Number 4

ISSN 0736-1920

Winter 2016-2017

Useful Temperament Tools for Success In Work and Life

Carolyn Kalil, Guest Editor

The Journey: The Narrative Approach

Self-Discovery: Inside-Out Approach To Life and Work

Follow Your Inner Heroes To The Work You Love

**A Didactic Career and Transition Program for Maximum,
Minimum, and Pre-release Level Incarcerated Individuals in
Correctional Education**

**Using Temperament and Interaction Styles with Clients
for Career Development and Job Transition**

**Thank God It's Monday (TGIM); Helping Career Practitioners
Create A More Stable, Enjoyable Work Environment
For Greater Job Satisfaction Using The Character Champions
Framework**

The Psychological Aspects of Customer Service

**Let's Start with the Children: A Developmental Approach
to Career Planning for 9th – 12th Graders**

CAREER PLANNING and ADULT DEVELOPMENT JOURNAL

The Career Planning and Adult

Development Journal (ISSN 0736-1920) is an official publication of the Career Planning and Adult Development Network, a non-profit organization of human resource professionals, career counselors, educators and researchers. Network offices are located at 4965 Sierra Road, San Jose, CA 95132 USA

Telephone (408) 272-3085

Frequency of Publication: The Journal is published up to four times each year.

Change of Address: Send both the old and new addresses at least four weeks before the change is to take effect. Please enclose your network label, when possible.

Back Issues: Back issues of the Journal, when available, are \$7.50 each, plus \$1.50 shipping.

Permission: Excerpts of less than 200 words may be reprinted without prior permission of the publisher, if the *Journal* and the Network are properly credited. Written permission from the publisher must be requested when reproducing more than 200 words of *Journal* material.

Journal Distribution:

The *Journal* is sent free to each active member of the Career Planning & Adult Development Network—up to four issues each year.

Publisher:

Richard L. Knowdell

Career Planning & Adult Development
Network, P.O. Box 611930
San Jose, CA 95161 USA
(408) 828-3858
e-mail: rknowdell@mac.com

Membership & Subscriptions:

Career Planning Network

P.O. Box 611930
San Jose, CA 95161 USA
(408) 828-3858
e-mail: rknowdell@mac.com

Managing Editor

Steven E. Beasley

453 Alberto Way, Suite 257E
Los Gatos, CA 95032 USA
(408) 354-7150
e-mail: stevenbeasley@verizon.net

Guest Editor

Carolyn Kalil

P.O. Box 2804
Malibu, CA 90265 USA
(310) 454-2294
e-mail: Carolyn@InnerHeroes.com

Editorial Board:

Jeanne C. Bleuer

Counseling Outfitters, LLC
Chelsea, MI 48118 USA

Deborah P. Bloch, Professor Emerita

University of San Francisco
San Francisco, CA 94117 USA

Harry Drier, President

Career Education & Training Associates
Columbus, OH 43220 USA

Rich Feller, Professor Emeritus

Colorado State University
Ft. Collins, CO 80524 USA

Carl McDaniels, Professor Emeritus

Counselor Education, Virginia Tech
Blacksburg, VA USA



Useful Temperament Tools for Success In Work and Life

| | |
|---|-----|
| Looking Ahead with the Journal, by Steven E. Beasley, Managing Editor | 4 |
| Introduction to this Issue, by Carolyn Kalil, Guest Editor | 5 |
| Chapter 1: The Journey: The Narrative Approach to Carolyn’s Story, Carolyn Kalil | 7 |
| Chapter 2: Self-Discovery: Inside-Out Approach To Life and Work, Carolyn Kalil | 9 |
| Chapter 3: Follow Your Inner Heroes To The Work You Love, Carolyn Kalil | 20 |
| Chapter 4: A Didactic Career and Transition Program for Maximum, Minimum, and Pre-release Level Incarcerated Individuals in Correctional Education, Sujata Ives | 31 |
| Chapter 5: Using Temperament and Interaction Styles with Clients for Career Development And Job Transition, Carol A. Linden | 47 |
| Chapter 6: The Psychological Aspects to Customer Service, Merle Rhoades | 65 |
| Chapter 7: Thank God It’s Monday (TGIM); Helping Career Practitioners Create A More Stable, Enjoyable Work Environment For Greater Job Satisfaction Using The Character Champions Framework, Diana Ketterman, Cindy Fu, and Tara Holquin | 81 |
| Chapter 8: Let’s Start with the Children: A Developmental Approach to Career Planning for 9th – 12th Graders, Cheryl Kelly | 96 |
| Additional information | |
| Guidelines for Authors of this Journal | 104 |
| How to obtain back issues of the Journal | 106 |
| Membership in the Career Planning and Adult Development Network | 109 |

Chapter 5

USING TEMPERAMENT and INTERACTION STYLES with CLIENTS for CAREER DEVELOPMENT and JOB TRANSITION

by Carol A. Linden

Abstract

In working with job seekers for the past 6 years during the “*great recession*,” this author has learned that by using multiple models, she can help job seekers reflect on their past job fit, plan better for future job fit, and develop the ability to be more successful both in an interview and with relationships in their next job. These models include Temperaments and Berens Interaction Styles. The Interaction Styles model was developed by Linda V. Berens, Ph.D. and is based on communication dynamics identified by David Keirseay in 1985 and related to the 1920’s work of William Marston. Berens’ model integrates beautifully with Psychological Type and Temperaments because she used those models to help refine and clarify the Social Styles model as described by Bolton and Bolton.

The Models

The fundamental reason that I start with two 4-quadrant models (Interaction Styles and Temperaments) is simple—clients can walk out of my office and students can walk out of the classroom that very day and start applying their learning in interactions with others. Sixteen types are too overwhelming to be the starting point for me with students. I move onto that with both individual clients and teams, but everyone first explores these two models. Adult learners can recognize the four patterns in both of these models and learn to apply them quickly. I’ve seen it happen over and over again. In fact, it’s not unusual for adult learners to have profound realizations as they learn the models and apply them to their own lives. A client with ENTJ preferences (In-Charge Theorist) went home and returned on the second day of class to report that at the dinner table that night he had taught Interaction Styles™ to his wife and her parents. All four styles were represented amongst the four of them. I do not recommend that mere mortals go home and start using this learning with in-laws right away, but this In-Charge Theorist was clearly up to the task.

These models help adults

- Identify their own core drivers and realize how satisfying them relates to job satisfaction and success.
- Identify the four behavioral styles, which ones they naturally prefer, which ones they might be avoiding, and how they can choose to use different styles consciously to succeed in different aspects of their work.
- Identify concrete ways to flex their behavior to be effective with different types of people in their work environment so that they can succeed and develop in their careers.
- Identify what might have been unfulfilling about a particular job or what might have been a bad

fit in a work environment.

All of this information helps them be more effective and be more conscious of their own career development, whether it's to stay the course or change course for a more fulfilling career or a more rewarding environment.

Temperaments Summary: Table 1 [see Appendix] conveniently summarizes important aspects of each of the four Temperaments, as described by Berens.

What I find most useful about Temperament Theory for career development: Understanding that each Temperament pattern has its own core drivers can help clients understand why they find themselves misunderstood or not trusted, especially clients whose Temperament is not prevalent in their environment. Someone can appear untrustworthy to others only because they are genuinely misunderstood through the different Temperament lenses.

For example, whether you work in the private sector, not-for-profit or government, retail or technology, you are highly likely to have a manager with Stabilizer preferences at some point. Their core needs, talents, and values help them gravitate in large percentages into management; this is particularly true for ISTJ and ESTJ. If you fail to understand a Stabilizer's need for responsibility and stability, preference for concrete information and known facts, natural respect for the past and the rules, tendency to require orderliness, and low tolerance for risk, you are going to have problems advancing your career and potentially keeping your job. You look like a risk to the safety and stability of the organization, so letting you continue to work for them without close supervision may seem irresponsible to them. A manager with Stabilizer preferences is just doing his or her job when you show low tolerance or disrespect for these core values. Improviser playfulness and more casual tone can look naturally suspect to a manager with Stabilizer preferences. Theorists can look like a threat to the stability of the system because they think at the systems level and are more than willing to crack a few eggs to make a better omelet.

Last note on Temperaments' Usefulness

Understanding the four core drivers of the Temperaments helps explain why people seem to be focused on such different things in a situation. Until you understand this, meetings can be puzzling if not practically maddening. Recognizing core Temperament drivers can help make clients more effective in the workplace, whether it's understanding how to satisfy their manager's core drivers or their own. Managers will benefit when working with employees with different temperaments as these employees will have their own needs/preferences that are important to understand in terms of mentoring them and crafting messages that will be clear to them about what is expected.

Note about nomenclature: While I cut my Temperament teeth, so to speak, on David Keirsey's seminal work *Please Understand Me II*, I currently use the nomenclature developed by Linda V. Berens, a researcher who was a student of Keirsey. I use Berens' terms because they are more easily accepted, particularly in a corporate environment.

| Keirsey's Temperament Names | Berens' Temperament Names |
|------------------------------------|----------------------------------|
| Artisan | Improviser |
| Guardian | Stabilizer |
| Rational | Theorist |
| Idealist | Catalyst |

No one in a modern corporation wants to be called a Guardian, an Artisan, or, much less an Idealist. Everyone wants to be considered a “*Rational*.” Using terminology that clients resist does not help them identify their best Temperament fit. Berens developed names that she discovered worked better with her corporate consulting clients. I, too, have found that her nomenclature helps clients find their Temperament fit more easily in the business realm, so I began using it in 2009.

Berens’ Temperament names suggest that all of the Temperaments can contribute value. Stabilizers (Guardians) focus on stabilizing the environment, increasing safety, and reducing risk, all of which are valued in Corporate America. Likewise, Improvisers (Artisans) are seen as valuable in a constantly changing world with fast-moving markets; clearly someone whose tendency is to improvise and change quickly and jump into action when necessary is an asset. No one wants to be labeled “*Idealist*,” but to be called a “*Catalyst*” is welcome. It’s clear that someone who might catalyze a group or an environment could be valued in the business world.

I must admit, I was skeptical that clients who identified with “*Rational*” would welcome the new term “*Theorist*.” But after three classes of adult learners, I stopped polling new classes. The four Theorist Psychological Types (INTJ, INTP, ENTP, and ENTJ) voted unanimously every time for “*Theorist*” over “*Rational*.” Berens chose that name because people identifying with any one of these four types want to know the theoretical foundations of anything they are expected to implement or work with. Because it’s their preference, from my perspective their word is the final one, so I whole-heartedly use the Berens’ Temperament nomenclature.

Interaction Styles

Berens Interaction Styles is best understood in the lineage of behavioral models from the original work of David Merrill’s team on the Social Styles Model, further developed by Bolton and Bolton, and also developed as the DiSC styles. My first experience with Social Styles was Tony Alessandra’s work back in the 70’s and 80’s.

In a nutshell, Berens examined the social styles models and found that they did not map directly to the Temperament Model or to the 16 Psychological Type Model. For an explanation of the history of the Social Styles Models and how Berens developed Interaction Styles, see pages 45-46 in *An Introduction to Interaction Styles 2.0*. After careful examination and experimentation, she discovered that if she teased the Temperament references out of some of the classic Social Styles descriptions, she was able to identify four distinct patterns that mapped not only to Temperaments but also to the 16 Psychological Types. Three complimentary models, each adding its own wisdom and insight, create a powerful toolset for a practitioner for many applications, including career development.

Table 2. The Four Berens Interaction Style Patterns [see Appendix]

Table 2 contains a helpful brief description of each of the four Interaction Style patterns.

Why use both Temperament Theory and Interaction Styles? Frankly, I use both because each one contributes something different and essential to improving human self-understanding and effectiveness. Temperament Theory is about the WHY of human behavior. Understanding Temperaments means you understand why that person’s focus is what it is and tells you what needs must be met for them to function well in an environment and to be satisfied with what you are presenting them. If a client’s Temperament needs regularly do not get met, that’s a recipe for disaster or,

at the very least, discontent and ineffectiveness.

The Interaction Styles model, on the other hand, is about the *how* of human behavior. Knowing how someone, including yourself, naturally likes to interact with and seek to influence others is essential to working well with them. **Table 3** shows behavioral clues for each style.

Table 3. Behavioral Clues to each of the Interaction Styles [see Appendix]

With four such distinctly different ways of working with others and moving forward on a project or toward a goal, you can imagine the chaos or at least misunderstanding and frustration that your clients may encounter regularly in their work settings.

Whether you are a front-line employee, a manager, or a development professional, recognizing these styles in yourself, and others, can make a profound difference in what kind of job environment makes you happy and how effective you are with co-workers or managers who have different styles. Any job can contain different aspects that require the client to make use of multiple styles in order to be effective and productive. It is human nature to want to use our preferred style most of the time, but not flexing when a different task calls for it can mean the difference between success and failure in an individual's performance.

Relating the Models

Table 4 [see Appendix] will help you see how the three models relate: Temperaments, Interaction Styles, and the 16 Psychological Types. Each of the 16 Types represents the intersection of a Temperament preference and an Interaction Style preference. Using the three models together provides the client with useful and powerful insights about themselves and differences they experience with others.

Applications Part I: Two Cautionary Tales on Job and Environment Fit

Not being aware of how important job fit is for your career can actually cost you a job. It can also keep you in a job that is unappreciative of what you bring to the table or prevent you from leaving an environment that is stressful and unrewarding.

"Now I see why I was laid off." I was teaching a class at a local community college, when a participant raised his hand and said solemnly, "I now realize why I was laid off." You could have heard a pin drop.

I had been explaining the differences between the In-Charge and Chart-the-Course Interaction Styles. The In-Charge style is an extraverted style, and it's all about keeping things under control and in motion to get results. This style moves fast, decides fast, and deals with details as they arise. This style can express tremendous confidence and almost always leans toward decide and act now, decide something different tomorrow if we need to due to new incoming information. I've heard a frustrated In-Charge board member say, *"Do something. I don't care if you do something wrong, just do something."* If your project appears to be out-of-control or going nowhere, you have just invited an In-Charge manager to move in and take over or give the task to someone else. Control and motion—those are the keys to this style.

The Chart-the-Course style, on the other hand, is an introverted style. This style wants things to be under control too; it just has a completely different way of going about achieving control and

getting results. Think of a project manager or an engineer carefully gathering details, on his own, mapping out a plan, directing others to implement the plan, and checking all along the way to see where things stand and what adjustments need to be made. Often Rule Number One with this style is “No surprises.” Their drive is to anticipate what might go wrong so that they can plan for contingencies and act before things go wrong. This style is all about anticipating.

The man who spoke up in my class was beautifully applying what he had just learned to his recent layoff experience. He recognized his former manager’s behavior as a Chart-the-Course style and saw his own behavior as a classic In-Charge style. He shared,

I now realize my decide-and-move-fast style made me look like a gun-slinger to my new manager. I could never make sense of his move-slow-and-plan-it-all-out process.

I ignored all those requests he made for more details from me.

It just didn’t make sense. I knew what I was doing and had 17 years of success to prove that I did.

Now, he was out of a job. Understanding why was at least a relief.

It doesn’t matter how good your track record is. If management sees you as a risk and a threat to stability and success, you may find yourself out of a job, no matter how unjustified it looks to you. And the person who ousted you will feel completely justified. In fact, it would seem to them that they were doing their duty.

I’ve heard so many times from Boomers in my classes, “Where were you 20 years ago when I needed you?” I learned about Temperament Theory and Myers-Briggs in my 30’s and Interaction Styles in my 40’s. I understand the sentiment, “Where was this stuff 20 years ago when I needed it?”

“I will never do this to myself again.” I regularly teach a 2-day class on Interaction Styles and Temperaments to job seekers at a community college. At the end of the day on Temperaments, I ask if students would be willing to share their “ah-ha” for the day.

One student who was a job seeker after a recent layoff shared that she clearly recognized herself as having Stabilizer (Guardian) preferences. She liked orderliness and tried to develop processes to help things happen in an orderly way.

She recognized during the class that the entire family in whose business she had worked for 17 years had Improviser (Artisan) preferences. They seemed to do things in a “catch-as-catch-can” way. From her perspective, there always seemed to be some kind of emergency, and no planning or system seemed to be in place to help things go more smoothly.

Now she realized that they were all perfectly happy that way. They had always resisted her trying to organize things and put processes in place. They never seemed to understand why she thought more organization was necessary.

She shared,

For family reasons of my own, I stayed in that job, as difficult as it was for me, for 17 years. I now realize that they were never going to appreciate or see the value of the organizational skills that I brought to the table. I will never put myself in that situation again.

Just think about what Temperament and Interaction Styles information can do to help a client

recognize sooner instead of later that they're in a bad fit and will never be appreciated. Think how differently those 17 years could have gone. No one's core skills and contributions should go unappreciated for 17 years.

Applications Part II: Flexing to be Effective with Others

Eight client examples here demonstrate how both Temperament Theory and Interaction Styles helped clients overcome the blind spots of their own preferences and flex their behavior to improve their effectiveness in the workplace. The preferences discussed here include the Temperaments Improviser (Artisan), Stabilizer (Guardian), Theorist (Rational), and Catalyst (Idealist). They also include two clients who learned to flex their behavior for their own Interaction Style preference for the Chart-the-Course and Get-Things-Going styles.

Consciously sharing your reasoning: I was coaching a Marketing Field Support Manager whose preferences were In-Charge Improviser (ESTP in the language of Psychological Type). His natural tendency as an Improviser was to take action. Having an In-Charge style only accentuated the speed with which he jumped into action and took his whole department with him.

When I was using a 360-degree feedback instrument with him, the impression surfaced that he just jumped into action without thinking first. I realized it was natural for his preference to give that impression, so we discussed it from that perspective—how it “looked” to others at times. No harm, no foul, no blame—just how it could be perceived by others.

I will never forget his thoughtful response. He paused to think, then looked up at me and said, “I can see why they would say that. But, I do think it through first. I just don't share that with them. I think it through on my own, then walk into the meeting room and tell them what we're going to do. It never occurred to me to say my reasoning out loud.” We discussed how he could flex his behavior, and he agreed to start sharing his reasoning. From the perspective of Psychological Type, it did not even occur to him to share his reasoning because, having ESTP preferences, Introverted Thinking was his preferred judging function. One naturally introverts one's introverted functions. Telling others what actions they were going to take was coming from his Extraverted Sensing function. Once I showed him their misperception and the potential cost to his career, he decided consciously to share the reasoning of his Introverted Thinking judging function.

This kind of misperception can make or break a career. Being able to take action is valued; being perceived as “leaping before you look” can be seen as inviting an irresponsible level of risk, resulting in being passed over for promotion—or worse.

Realizing the impact your behavior is having on others: I was teaching Temperament Theory to a group of Technical Support managers one day when a manager in the class shared an astonishing level of self-awareness and emotional intelligence. I was emphasizing how Stabilizers naturally look for what is wrong in a situation or a new proposal because they're trying to stabilize the situation by preventing anything from going wrong. They can be unfairly perceived as “negative,” “nit-picking,” and “always raining on everybody's parade.”

A thoughtful manager recognized herself in the description and raised her hand to share her own development process.

I was always the one in the meeting who spoke up and saw what was wrong or could go wrong with what they were proposing. One day I noticed that no one was listening to me. They were looking away or using their blackberry; some eye-rolling even happened. I then realized that I had come to be seen as the person who “always had something negative to say” so they discounted my input.

I asked how she handled that. She replied,

I realized I was going to be the “boy who cried wolf” if I didn’t change my behavior. One day I would be able to see something really important that was going to fail, but no one would be listening to me by then. I decided that I had to pick my battles. When something small came up, I just kept quiet. When something really important could go wrong, I spoke up. They started listening to me again.

Think about what this insightful young manager did for her own career with that decision. She became conscious of her impact on others, changed her behavior, and regained the respect of her peers. When I knew her, she was highly respected in the department. She did this herself without the benefit of Temperament Theory, but learning it helped her understand the dynamics of what she’d done and why it had worked. Think of the clients who might salvage their careers by learning something as fundamental as “pick your battles” from Temperament Theory so that they’re not always seen as the “negative Nellie” of the group.

Pointing out *what was done right* can produce as much learning as pointing out *what was done wrong*: I was coaching a very effective sales manager. We had gone through her 360-degree feedback report previously, so she started telling me about what she was doing differently now. For one thing, she was spending more time on the road with her sales reps, as they had requested. She told me what a great job this rep had done when he took her on a customer site visit. Knowing her Temperament preference was Theorist, I asked, *Did you tell him that?*

There was a long silence. She quietly replied,
No.

The Theorist preference is focused on *the future* and on *how to improve the system*. Why on earth would she tell him what he was doing *right* if he was *already doing it right*? It’s just not logical from her perspective. He was doing the right things, so nothing needed improving, nothing needed to be said.

I pointed out that she was making *an assumption* that he *consciously knew* what he was *doing right*. If she wanted to increase the chances that he would repeat his successful behaviors, she needed to point out to him what was right about what he had done.

Don’t assume someone knows how right their behavior is. There can be great learning in *getting conscious* about what you’re doing that is effective. Being conscious about choosing your behaviors greatly increases the chances that you’ll choose those behaviors again.

Note that I did not use the motivation, “He’ll feel appreciated and acknowledged if you praise him for what he did right.” I needed to speak her language as a Theorist. She wants her employee to be competent, so I motivated her to use new behaviors that could increase the chance that his current competent behaviors would continue. I struck a chord with the core drivers of her Theorist Temperament preference, so it worked.

How a Theorist CEO talked himself into saying, “Thank you”: A colleague of mine was a CEO with clear Theorist preferences. I’m sharing his story with you because it demonstrates how effective using a client’s own core drivers can be in motivating them to modify their behaviors to be more successful.

As a Theorist, he seldom used anything resembling what he would consider “feeling language.” His wife, however, was a very thoughtful (and feeling-based) Stabilizer. He noticed how she treated people, how she spoke to them, and how successful her interactions were. He observed

this for years in their marriage. He realized there must be something he could learn from her success. He decided to try to express appreciation since it was so effective when she did it.

One morning, after a late night board meeting, he passed the desk of his Executive Assistant. She had worked very hard and very late to pull everything together to make that meeting a success for him as the CEO. He turned to her and simply said, “Thanks for staying late to help with the meeting. I appreciate it.”

Simple words, not warm and gushing, just plain speak expressing appreciation simply and earnestly, without frills or emotion. In other words, it was a change in behavior for him, but he did not have to “become someone else” to use this behavior. In fact, being the solemn, non-expressive person that he was, this simple, straight-forward talk meant more coming from him than any effusive expression of gratitude could possibly have meant. And it definitely landed.

He smiled and reflected,

I got so much mileage out of the simple act of “saying thank you” that it would actually be illogical not to do it.

Can you hear the Theorist logic that he used *on himself* to flex his natural style and use new behaviors? He made this change himself, all in the name of being more effective; in his language as a Theorist, being more competent. The more you can use the language and core drivers of your client, the more easily and quickly you can help them adopt new behaviors that help them increase their competence and get better results.

How a results-oriented manager learned to get buy-in by flexing his style:

One of my sales manager clients had Chart-the-Course preferences. His natural process was to go off by himself, gather his data, make a decision, then call together his team to tell them “what we’re going to do.”

This was December and he had to roll out a new plan for their January meeting. Knowing his preferences, I asked him,

How do you intend to get input from them before you put the plan together?

Silence.

I was just going to do the planning myself, then roll it out.

What he needed was commitment and buy-in. Chart-the-Course behaviors do not necessarily generate commitment and buy-in. They can produce clarity about expectations, but they do not automatically generate any buy-in.

On the other hand, the core driver of the Get-Things-Going style is to get people to “*want to*.” I knew he needed the benefit of those behaviors.

I asked how his roll-out had gone last January, and he admitted, “Not very well.” I thought he might be open, therefore, to flexing his behavior.

I explained that asking adults for their input is a win from at least two perspectives. First, it’s a compliment to them as adults and professionals to be asked. They’ll feel respected. That generates good will, and, to use Covey’s language, it puts credit into his “emotional bank account” with them. Second, if they see something of themselves in the plan, they will feel more invested and be more likely to follow through with it instead of falling back into old behaviors.

He thought about that, then said a bit tensely,

Well, all right, but if what they suggest isn’t logical or practical, I won’t accept it.

I assured him I did not expect him to accept anything “illogical or impractical.” “Logical and practical” were part of the “gifts that he brought to the table.” I did not expect him to violate

those. Just tell them, “I’ll be gathering input from all of you. Please share suggestions you have for how we can be more successful in our plan this year.”

At the end of January, I asked how it gone. He replied, “Better than ever. They seemed more onboard and, unlike last year, I sensed no resistance in the room.”

That’s what Get-Things-Going behaviors are all about—getting people bought in and cooperative instead of resistant. That’s how Get-Things-Going behaviors produce success; they achieve buy-in. You don’t have to have this preference to learn from and use these behaviors with success. You do have to use Get-Things-Going behaviors with sincerity and respect.

I was able to get his buy-in because I was presenting the case that adopting this new behavior would help him increase the likelihood of cooperation and success. A Chart-the-Course preference is all about plotting a course and achieving success.

How a very enthusiastic manager learned to give her staff the time they needed to make a change: As a young Get-Things-Going style manager, I really enjoyed leading cross-functional teams of people from multiple departments and skill sets, as well as leading a department of 8 to 10 writers. My “turn on a dime” nature was very useful in the IT environment because change came swift and mercilessly, and only the flexible survived. On a personal level, it served me extremely well, but what serves you personally may not serve you in a group situation. I needed to recognize that my core strength was not shared by everyone, so I needed to adapt my behavior to help others be successful when things changed.

As an example, in our team meetings, writers would bring up problems they’d run into during the course of the week. We would discuss how the problem was solved and ask if anyone else had run into the same problem. I wanted everyone to benefit from each other’s learning instead of all working individually on the same problems, which would waste company resources and frustrate all of them in the process.

One week someone had come up with an especially useful solution, so I exclaimed, “That sounds like a great solution. Let’s change our process and all do it this way.” I looked around the room into what appeared to be a wall of deer-in-the-headlights expressions. Proposing a sudden change, easy for me, was clearly not working for them.

I learned, instead, to take a behind-the-scenes approach. I would say, “That sounds like a promising solution to a problem many of us may be running into. Would anyone like to volunteer to investigate this during the week and report back to the group about the feasibility of this change?”

The response was completely different. Usually multiple writers offered to work together to investigate the potential new solution. The next week, they reported on it, and the team usually unanimously voted to adopt the change.

Get-Things-Going is a very useful style, but I needed to adapt to others’ needs when I was proposing a change that affected everyone. I learned, the hard way, that I could give an entire team whiplash. I also learned I could flex into Behind-the-Scenes behavior and make the change much easier on everyone.

How a Get-Things-Going trainer used Chart-the-Course behaviors to succeed in the classroom: I’ve trained managers and teams for 15 years. I have a very flexible, emergent Get-Things-Going style. In a training room, however, the students “don’t know what they don’t know.” They can’t see the path I have in mind, so they can’t see the logic of it or make sense of it. I, therefore, need to *show them the path ahead* and from time to time remind them *where we are*.

To help students who think in a more linear way than I do, I need to flex into Chart-the-Course behaviors. I lay out for them up front what the structure of the day looks like with the agenda. The agenda is like the project plan, and my saying where we are from time to time is like a project manager helping the team see where they are in the plan and how they're doing as they head toward the goal. Think of "where we are now" as the red dot on the diagram of a large building or at a park that orients someone with the accompanying words "*You Are Here.*"

I'm helping them see the map that is in my head, so they don't feel like "we're all over the place" or wonder where we are going. This classic Chart-the-Course action is a great balance to my Get-Things-Going energy.

Flexing the In-Charge style to help a leader succeed: In-Charge energy is very fast-paced and can feel somewhat forceful to people who prefer other styles. There's no blame here. It's not that anyone is doing anything "wrong." This energy can feel very welcomed when people are enjoying the confidence and positive energy of a leader. That same energy can feel "in your face" or somewhat overwhelming in a one-on-one situation or when the person with the In-Charge preference is displeased with them or the current situation.

One way to help clients with an In-Charge style is to advise them to ask for what they need from others ahead of time. Instead of being arduously dragged through a tedious list of details, they could ask for the "executive summary" first. Then, they can ask questions if more details are needed. This action alone can tremendously help communication between someone with In-Charge energy and all the other styles. They should always ask for this ahead of time—waiting until the person is trying to communicate with them is likely to create a "disconnect" for the other person.

You can help a client with In-Charge energy by pointing out that they can increase their effectiveness by exercising their patience for the two introverted styles (Chart-the-Course and Behind-the-Scenes), which can be slower by nature because they're processing so much internally. Take a breath, slow down, trust that there is value there; it will just come out more slowly from the introverted styles.

Do not rush the Chart-the-Course employee or co-worker who is monitoring a lot of details. You are not helping them be successful. Likewise, do not rush someone with a Behind-the-Scenes preference. They have an organic process that has to "gel" before they have an answer for you. Rushing them causes all processing to stop; it does not get you an answer faster.

The Get-Things-Going style is as fast-paced as the In-Charge style, but prefers less directive language. Just softening the tone of voice and showing tolerance for the kind of activities that get others onboard will help bridge the gap between someone with an In-Charge style and others with a Get-Things-Going style.

Finally, an In-Charge client needs trusted advisors and needs to be willing to listen to them. Their natural impulse is to decide and move quickly; decide again tomorrow if necessary. But some decisions are irrevocable. A balanced client with an In-Charge preference knows when to check their own bias toward taking action quickly.

Read about George Washington's military career. Had he not allowed his trusted advisors to rein him in when he wanted to decide quickly and charge into the fray, the United States of America might not be here today. His generals saved him from engaging in action several times when their rag-tag army would have most certainly been defeated by the better-armed and better-trained British soldiers who vastly outnumbered them. He was a wise In-Charge man and leader.

He allowed others to protect him from his own blind spot—and he succeeded.

Applications Part III: Flexing to Be Effective in Your Own Work

While we all have access to all four of the Interaction Styles, we tend to have a preference. In our careers, we usually have to learn how to flex and use one or two of the other styles to perform different tasks in our own jobs. Before I was aware of Interaction Styles, I did what everyone does to some extent—I just kept trying to do my own style, only “do it more.” That doesn’t work at all, of course, if our preferred style isn’t the right style for that task in the first place. I’d like to share three examples from my own work life where consciously switching to a different style made me more effective in a specific job and, eventually, in my career progression.

When others need more guidance: I have a vivid memory of a very painful job experience from nine years ago. In the midst of it, I learned about Interaction Styles and it turned my performance around 180 degrees. It quite possibly saved my job.

I was trying to become certified in a small group facilitation process where the participants in a leadership development program tried to apply what they’d learned. I was failing miserably—not to understand the material, but to facilitate the group learning.

While being supervised, I was facilitating and the session was not going well. To make things even worse, the expert assigned to supervise me my first time out was the expert, the PhD who had created the theory and the entire program. He said to me afterward, *"Your analysis was excellent. You caught some things I didn't catch. But you did not deliver that value in the room. And I can't explain why."*

I couldn’t explain it either. My job was at stake and even the expert in the room, literally, could not discern why I had been so ineffective.

After returning from a training course in Interaction Styles, I went back into those small group facilitations, and I nailed it. I simply needed to switch to a Chart-the-Course style so that I could help my students get more value out of their learning by providing the structure and direction that they needed from me.

They “didn’t know what they didn’t know,” so they needed more structure and guidance from me, not my usual Get-Things-Going style that invited their input and got their buy-in. They were already “bought in.” What they needed was for me to “chart a course” for them and provide them with more direction. Switching to Chart-the-Course behaviors saved the day, and I got my first hands-on, personal experience of how powerful switching to the right style for the right task could be.

When a struggling group needs intervention: Typical of someone with a Get-Things-Going style, I tend to be so informing in my communication, as opposed to directing, that I struggle to take on the more directive In-Charge behaviors. In leadership roles, I tend to blend the Get-Things-Going and Chart-the-Course styles. That seems to be a good combination for me. But In-Charge is so hard for me that, so far, I find that I only turn to In-Charge behaviors when a meeting is going so off-course that I just can’t stand it anymore.

I experience switching to it in a truly visceral way. I stiffen my spine, lean forward in my chair, set my jaw, deepen my voice slightly, and speak with a consciously confident tone of voice. I then say something like, “Excuse me, but I’m thinking we’re somewhat off course here. It seems to me that we did not finish the first project discussion and that we have to agree on the parameters before we can move to setting dates. I suggest we finish the parameters discussion, then see where we are before we move on to setting dates. Will this work for everyone?” Usually par-

ticipants are so relieved that someone is reeling things in that everyone agrees and we get back on track. I can imagine this sounds like a rather small version of In-Charge behaviors, which it is frankly. Consider, however, what a stretch it is for me to switch to a style that is so inherently uncomfortable. Perhaps you can appreciate and understand that switching to some styles will be harder for your clients than others. And your clients are probably avoiding their least favorite styles. I certainly do.

Once you understand how much energy it may take to use a different style, you can understand the importance of job fit with preferred style. As a colleague of mine often says, "*It takes a lot of energy not to be who you really are.*"

Helping clients find a job fit that lets them work in the styles they're most comfortable with most of the day can mean the difference between a successful experience, a draining experience, or even the experience of failure on the job.

When others need to be the focus: Part of my work is one-on-one coaching for managers and leaders. I need you to get a picture in your head of my natural way of being so that you can understand how much I need to flex to be helpful as a coach. I am a blatantly obvious Extravert by preference, and I can be a whirling dervish of ENFP preferences. I'm a professional speaker and I can get and keep people's attention, for hours if necessary.

Now imagine sitting one-on-one with me while you're trying to discuss a difficult situation that you're dealing with. Imagine all that energy, right in your face. My intense version of the Get-Things-Going style is not what you need in a sensitive discussion where you may need to be vulnerable. Behind-the-Scene behaviors are what you need from me then. I need to be quiet and thoughtful. I need to listen far more than I talk and to listen profoundly. I need to be able to make it obvious that you have my full attention. I need to break my silence only to ask a question that helps you move forward or helps you shift your perspective so that you are empowered to move forward.

Switching to Behind-the-Scenes behavior in a coaching session is actually a touching and meaningful experience for me. I cannot live there because I'm suppressing way too much energy to sustain it, but I can go there when I need to so I can be helpful to a client—or a friend, for that matter. If I insisted on maintaining my Get-Things-Going energy in a coaching session, however, I would not be very effective or helpful to a client. Helping your clients understand when to shift styles can help them be successful with the different kinds of tasks that a job may entail.

How Counselors can help: As a coach or counselor, one way you can help your clients is to help them flex their style to be more effective not only with other people but also more effective in different tasks that call for different behaviors. Being able to flex when necessary can be the difference between success and failure in the course of a career or when changing careers. Helping a client recognize when a job or environment is not a good fit and what that is costing them may be one of your most important contributions when counseling. The mark you make on a client's life could be truly profound.

Summary

Whether in a stressful job situation, in a job transition, or in an exploratory period trying to figure out what other kind of work might be more rewarding, clients can be overwhelmed. Bringing tools like Temperaments and Interaction Styles (as well as Psychological type and the MBTI® instrument) to the table can bring welcome clarity and make them more flexible and successful in a job, with a job search, or even in a career change. You can help them move forward with more confidence, grace, and awareness of their own gifts. You can also help them create a more rewarding future for themselves.

Resources

Berens, Linda V., Ph.D., *Understanding Yourself and Others, An Introduction to Interaction Styles 2.0*, Radiance House: West Hollywood CA, 2008

I ask my clients to purchase this book for every student. It contains pragmatic, clear-to-follow advice on how to flex your behavior in an interaction so that you can be effective with very different types of people. Even my community college students usually leave the class and purchase this book (which I lend them in class) because it's so obviously useful. The table (on page 38) that describes the seven stages of an interaction for each style is worth the cost of the book.

Berens, Linda V., Ph.D., *Interaction Essentials: 3 Proven Strategies to Remove Communication Barriers*, Radiance House: West Hollywood CA, 2011

I would recommend all practitioners purchase this book. Whether you're working with clients on their own professional development or helping clients who've been laid off or had a "bad end" to a job, understanding Interaction Styles can really help you give clients insights on how they could flex to avoid future difficulties and establish themselves more solidly and successfully in their new job situation.

Berens, Linda V., Ph.D., *Understanding Yourself and Others, An Introduction to the Four Temperaments*, Radiance House: West Hollywood CA, 2010

In addition to the modernized names for each Temperament, which work very well in business settings in particular, Berens helps connect for the reader how the talents that are related to each Temperament serve to help satisfy the core drivers of each temperament.

Berens, Linda V., Ph.D. and Dario Nardi, Ph.D., *The 16 Personality Types, Descriptions for Self-Discovery*, Radiance House: West Hollywood, CA, 1999

This is the best method I have found for helping clients to validate their type preferences. (Once they've validated their Temperament preferences, you're faced with four choices. And if they've validated their Interaction Style, that intersection is their four-letter type preference nine times out of ten.) I've had a 54-year-old male engineer read the first paragraph for ENTJ and look up at me with tears in his eyes and say, "I feel like someone has looked inside me." To feel fully seen and understood for who you are can be a profoundly moving experience for clients. Just as with Psychological Type, Temperaments and Interaction Styles are invaluable models that can be used to help a client feel seen and understood, perhaps for the first time.

Berens, L. V. (2013) "*The leading edge of psychological type.*" Retrieved February 22, 2016, from Linda Berens Institute website: <http://lindaberens.com/the-leading-edge-of-psychological-type>.

Delunas, Eve, Ph.D., *Survival Games Personalities Play*, Carmel CA: Sunink Publications, 1992.

Delunas is writing for therapists, but I received tremendous value from this book. (I've read the book and heard her speak.) I highly recommend it to practitioners because it will help you identify more quickly ways you might help a client. There are distinct patterns that can be observed when Temperament needs are not met. Delunas provides clues to clients' behaviors and ways to help clients return to their "Temperament core" so that they can come from their strengths again.

Dunning, Donna. *What's Your Type of Career? Find Your Perfect Career by Using Your Personality Type*, Nicholas Brealey America, Second Edition, 2010.

Dunning uses the Psychological Type Model, the MBTI instrument, and the 8-function model, not Temperament Theory or the Interaction Styles™ Model. That said, this book is incredibly useful for helping counselors help clients do the sometimes scary discovery work of “what do I want to do.”

Linden, Carol A. *The Job Seekers Guide for Extraverts and Introverts*, Fontlife Publications, North Carolina, 2014.

I wrote this small book out of my six years of experience volunteering weekly to facilitate job seeker groups. This book helps job seekers get up and running quickly on a productive job search and contains advice for Boomers, Gen Xers, and Millennials alike. It focuses particularly how extraverts and introverts bring different needs to interviewing, networking, and surviving a job transition with grace and dignity.

Keirse, David, Ph.D. *Please Understand Me II*, Prometheus Nemesis Book Co, May 1998
Keirse’s book not only widely popularized Temperaments but also the 16 Types model as developed by Isabel Briggs Myers and known commonly as Myers-Briggs. Keirse saw that Temperament Theory and the 16 Psychological Types were complimentary models.

Montgomery, Stephen, *A Modern Guide to the Four Temperaments*, Del Mar, CA: Archer Publications, 2002. This small book is a quick way to access common characteristics of each of the four Temperaments. It is both concise and insightful.

Table 1 is reproduced from Berens, L. V. (2013) “The leading edge of psychological type.” Retrieved February 22, 2016, from Linda Berens Institute website: <http://lindaberens.com/the-leading-edge-of-psychological-type>

Table 2 is reproduced from Berens, L. V. (2013) “*The leading edge of psychological type.*” Retrieved February 22, 2016, from Linda Berens Institute website: <http://lindaberens.com/the-leading-edge-of-psychological-type>.

Table 4 is reproduced from Berens, L. V. (2013) “*The leading edge of psychological type.*” Retrieved February 22, 2016, from Linda Berens Institute website: <http://lindaberens.com/the-leading-edge-of-psychological-type>

About the author



Carol A. Linden is a speaker, author, corporate trainer, and adjunct faculty member at Wake Technical College. She has published several articles in the *Bulletin of Psychological Type* and authored *The Job Seekers Guide for Extraverts and Introverts*. She is currently working on *The Work Place Guide for Extraverts and Introverts*. She is an MBTI Master Practitioner, a member of NSA, a Certified Professional Co-Active Coach (CPCC), and Editor of the *Bulletin of Psychological Type*. She is very grateful to the giants in the field of Psychological Type with whom she has had the privilege to study, including, Linda V. Berens, Ph.D., Henry (Dick) Thompson Ph.D., and John Beebe, M.D. Connect with her in *LinkedIn*. You can take her classes on *Teachable.com* and you may reach her at info@effectivewithpeople.com. You can download free tip sheets for your job-seeking clients from her website: www.effectivewithpeople.com

APPENDIX

Table 1: Temperaments and Core Motivators

Table 2: The Four Berens Interaction Style Patterns

Table 3: Behavioral Clues to Each of the Interaction Styles

Table 4: Relating Temperaments to Interaction Styles to Psychological Types

Table 1: Temperaments and Core Motivators

| | Improviser™ (aka Artisan) | Stabilizer™ (aka Guardian) | Theorist™ (aka Rational) | Catalyst™ (aka Idealist) |
|-------------------------|--|---|--|--|
| Core Needs | <ul style="list-style-type: none"> • Freedom to act on needs of the moment • Have impact | <ul style="list-style-type: none"> • Membership; belonging; a place to contribute • Responsibility | <ul style="list-style-type: none"> • Knowledge and Competence • Mastery | <ul style="list-style-type: none"> • Deep meaning and significance • Unique identity |
| Some Core Values | <ul style="list-style-type: none"> • Variety • Skillful Performance | <ul style="list-style-type: none"> • Security • Continuity | <ul style="list-style-type: none"> • Progress • Logical Consistency | <ul style="list-style-type: none"> • Authenticity • Empathic relationships |
| Talent | <ul style="list-style-type: none"> • Tactics • Performance | <ul style="list-style-type: none"> • Logistics • Protecting | <ul style="list-style-type: none"> • Strategy • Design | <ul style="list-style-type: none"> • Diplomacy • Advocacy |
| Stressors | <ul style="list-style-type: none"> • Constraint • Boredom • Lack of impact | <ul style="list-style-type: none"> • Irresponsibility • Instability • Inability to make a contribution | <ul style="list-style-type: none"> • Powerlessness • Incompetence • Lack of knowledge | <ul style="list-style-type: none"> • Insincerity and betrayal • Loss of meaning • Lack of integrity |
| Stress Response | <ul style="list-style-type: none"> • Strikes back • Becomes reckless | <ul style="list-style-type: none"> • Complains • Becomes sick, tired, sorry, worried | <ul style="list-style-type: none"> • Obsesses • Becomes mindless | <ul style="list-style-type: none"> • Disassociates • Becomes phony and fake |
| Type Code | _S_P | _S_J | _NT_ | _NF_ |

Table 2: The Four Berens Interaction Style Patterns
 Table 2 contains a helpful brief description of each of the four Interaction Style patterns.

| | In-Charge™ | Chart-the-Course™ | Get-Things-Going™ | Behind-the-Scenes™ |
|------------------------|--|--|--|---|
| Core Drive | Urgent need to accomplish in a timely manner | Pressing need to anticipate and have points of reference | Urgent need to involve others and be involved | Pressing need to integrate consider many sources |
| Aim | Get an achievable result | Get a desired result | Get an embraced result | Get the best result possible |
| Core Belief | It's worth the risk to go ahead and act or decide. | It's worth the effort and time to think ahead to reach the goal. | It's worth the energy to involve everyone and get them to want to. | It's worth the time to integrate and reconcile many inputs. |
| Some Talents | <ul style="list-style-type: none"> • Supervise • Mobilize resources • Mentor • Execute actions | <ul style="list-style-type: none"> • Devise a plan • Illuminate • Give guidance • Monitor progress | <ul style="list-style-type: none"> • Facilitate • Make preparations • Share insights • Explore options | <ul style="list-style-type: none"> • Support others • Define specifications • Clarify values and issues • Produce |
| Energy | <ul style="list-style-type: none"> • Determined • Push against | <ul style="list-style-type: none"> • Focused • Move away from | <ul style="list-style-type: none"> • Engaging • Move toward | <ul style="list-style-type: none"> • Calmly Open • Move with |
| Stressors | <ul style="list-style-type: none"> • Feel out of control • Nothing being accomplished | <ul style="list-style-type: none"> • Not knowing what is likely to happen • Don't see progress | <ul style="list-style-type: none"> • Not being a part of what is going on • Feeling disliked or not accepted | <ul style="list-style-type: none"> • Not enough input or credit • Pressed to decide to quickly |
| Stress Response | <ul style="list-style-type: none"> • Fight • Push against | <ul style="list-style-type: none"> • Flight • Move away from | <ul style="list-style-type: none"> • Flurry • Move toward | <ul style="list-style-type: none"> • Freeze • Move with |
| Type Codes | ESTP, ESTJ, ENTJ, ENFJ | ISTP, ISTJ, INTJ, INFJ | ESFP, ESFJ, ENTP, ENFP | ISFP, ISFJ, INTP, INFP |

Table 3. Behavioral Clues to each of the Interaction Styles[13][14]

| Interaction Style | Behavioral Clues to the Styles |
|--------------------------|--|
| In-Charge | Wants to charge ahead and decide quickly; make a new decision tomorrow if necessary. |
| Chart-the-Course | Wants to collect data, chart a course of action and carefully monitor and adjust that course to get a result |
| Get-Things-Going | Wants to get everyone connected and get them to “want to” when starting a project |
| Behind-the-Scenes | Wants to follow a more organic process of carefully collecting information from multiple sources until the decision “gels” enabling them to move forward |

Table 4: Relating Temperaments to Interaction Styles to Psychological Types

| Catalyst Motivator Pattern | | Stabilizer Motivator Pattern | |
|-----------------------------------|----------------------------------|-------------------------------------|----------------------------------|
| Chart-the-Course INFJ | Behind-the-Scenes INFP | Chart-the-Course ISTJ | Behind-the-Scenes ISFJ |
| In-Charge ENFJ | Get-Things-Going ENFP | In-Charge ESTJ | Get-Things-Going ESFJ |
| Theorist Pattern | | Improviser Motivator Pattern | |
| Chart-the-Course INTJ | Behind-the-Scenes INTP | Chart-the-Course ISTP | Behind-the-Scenes ISFP |
| In-Charge ENTJ | Get-Things-Going ENTP | In-Charge ESTP | Get-Things-Going ESFP |