

# **Influencing Style Profile Report**

**Sample Report**

**6/17/2008 2:22:24 PM**

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# INTRODUCTION

We influence others every day of our lives, whether it is intentional or not. Every conversation we have, every interaction with another person, is an influencing opportunity. This could be as simple as asking directions from a stranger in the street, or as complicated as being interviewed for a new job. Sometimes influence is exerted in seconds; in other situations it can be exerted over many hours.

Influencing, like every other skill, can be learned. Many people are intuitively good influencers; they can influence or change the thinking of other people. Changes in thinking can result in a change in behavior, which in turn can change attitudes. Fundamental changes in attitude usually mean that an individual will behave in a new way in the future without needing to be influenced again; in other words, they have influenced themselves to accept this permanent change.

Lessons from history demonstrate quite clearly that the ability to influence others is a key to leadership. Observing famous leaders such as Winston Churchill, Martin Luther King, Gandhi, and more recently Margaret Thatcher or Aung San Suukyi, demonstrates that there are a range of dramatically different and demonstrable influencing styles. But these styles are just as visible in our day-to-day interactions with ordinary people if we look carefully.

For example, in our day-to-day lives we are influenced by the media. Every item we purchase is in some ways the result of an influencing strategy. Influencing, or the ability to impact on the thinking and actions of others, is a big part of our lives.

Influencing is effective when it is collaboratively achieved, without recourse to direct manipulation or authority.

This definition suggests two direct outcomes must occur for influence to be positive:

1. Two or more parties need to collaborate in some way, or share and understand each other.
2. One party should not seek to gain an "upper hand" or exert influence by manipulation or the use of force in any way.

The word "manipulation" is a key one here, as is the word "collaboratively". Influence can be seen to be manipulative, as is the use of force or authority. These are both examples of negative influence that usually only act to make the other person feel slighted or resentful. However, positive influence can be exerted through leadership, inspiration, motivation, and management. This is done by understanding and appreciating peoples' needs and concerns, by clarifying what people are saying, and by building relationships.

## Introduction to the Four Influencing Styles

To reflect the seemingly rapid pace at which we all seem to be living, we have used a clock face to represent the four types of Influencing Styles. This reminds us that, just as the hands of the clock sweep past one number at a time, we may also only have one chance to positively influence that person. Remember the rule of first impressions--you don't get a second chance! The clock face is also a convenient construct, using the sectors of the clock to indicate the primary style of the individual (the darkest quadrant) and the likely secondary style (the 2nd darkest quadrant).

The key to relationship building is communication, and the key to effective communication is the ability to "walk in someone else's shoes"; to display empathy. To demonstrate your ability to empathize with someone you have to respond in a manner which matches the other person's view of the world. As Steven Covey says, you must learn to move out of your own "autobiography".

Responding with empathy will allow you to influence others in a positive manner, and to achieve mutually agreeable outcomes. As the exercise highlights, some people can influence you--they hit the right buttons, they are on the same wavelength, they understand you. On the other hand, others may simply aggravate you, annoy you, or even make you angry.

We are often told that we should treat others as we expect to be treated ourselves. In terms of influencing, this would mean that we would have to assume that every individual likes to be influenced in the same way that we do. This is clearly not true. For example, we personally may like a fast-paced, decisive, and fact-based influencing style. However, while this is comfortable for us, another person might like a slow-paced, conceptual conversation that explores general possibilities and allows time for a decision at some point in the future.

Recognizing these differences in our day-to-day relationships with other people is the key to successfully influencing others. This means that we have to think about:

- Our own style and influence bias
- The likely preferred style and influence bias of others

While our own style should be easily discoverable, the hard task is to identify the preferred style of others.

Understanding the differences of the styles allows us the opportunity to adjust our style to better meet the needs of others, and achieve a better collaborative result. Shorthand labels for identifying styles are often convenient. In the notes that follow, we will use the following labels:

# The Style Model Clock

## Introduction

As with any model or framework which examines aspects of personality, the style clock should be viewed as descriptive and not prescriptive--beware the dangers of stereotyping which can occur when models are used as "catchall" badges which limit rather than broaden our understanding of others.

## The Model:

Most psychometric or psychological instruments tend to construct simple categories that describe human behavior. The ones that occur most often are categories such as extroversion, creativity, judgment, flexibility, reflection, perception, feeling, etc. Once one or more of these categories are selected and defined in basic terms, a scale is typically created, along which the behavioral extremes can be described. With a carefully constructed questionnaire, a range of output charts or graphs can then be produced to represent a particular person's answers about themselves according to these categories.

Although the above approach has its limitations and shortfalls in terms of completeness, the methodology is now widely adopted and has a reasonable level of credibility as a means to measure relative differences between people. The "Style Clock" uses a similar methodology to construct its model of influencing.

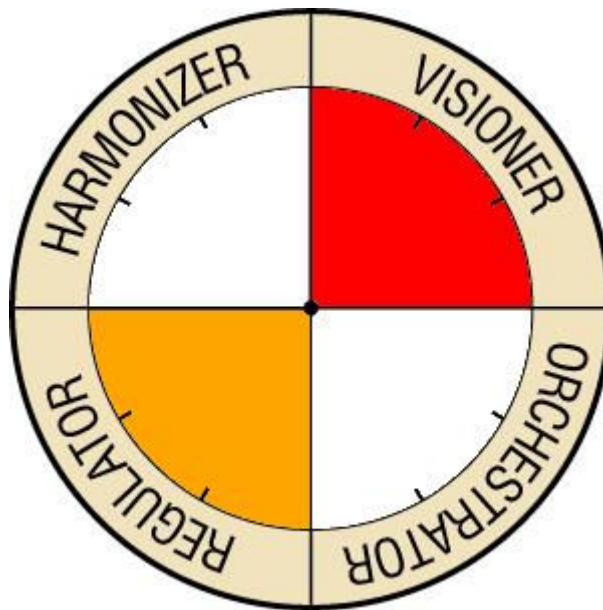
This "Style Clock" is essentially built around two constructs. We have restricted the model to only two scales, because we believe that the way in which people influence one another is substantially achieved by deploying these two behaviors in varying degrees.

The first of these behaviors is how outgoing or active people are. In our model, outgoing and active describes the extent to which people are prepared to push their own views openly at one end of the scale, versus preferring to listen and more passively reflect in most conversations.

The second influence scale is built around how people generate ideas and options. At one end of the scale is freewheeling, creative, and lateral, while at the other end is practical experience and ordered logical ways.

## INFLUENCING GRID PROFILE FOR Sample Report

Your score(s) for the four quadrants of the Influencing Style Grid are as follows:



Your dominant influence style is **Visioner**.

As the above Style Clock indicates, people's preferred influencing styles may fit into more than just one quadrant, and may not be at the extreme ends of the scale. However, the Style Clock does provide a basis upon which we can plot our own preferred influence styles in terms of how we are likely to influence others.

# THE FOUR INFLUENCING STYLES

## Visioner



Score = 27 out of 40

A high score (30 - 40) indicates that this is the style you will most probably use in your interactions with others. As a strong Visioner, your strengths may be seen as the person who brings ideas and energy to the discussion; a drawback would be a tendency to be viewed as a social butterfly, flitting from issue to issue without considering anything in real depth. Under stress, the Visioner will exhibit "prima donna" behaviors and use emotive language, but it will soon blow over.

A low score (20 - 30) indicates that you will use the Visioner approach, but in conjunction with traits from the other styles. Your strengths will still be viewed as the ability to generate ideas and give alternative viewpoints to routine and often mundane issues, but your creative characteristics will be tempered with either your personal beliefs or a practical "nuts and bolts" approach.

Visioners must remember the three key rules: listen, listen, and listen. Do not let the enthusiasm for your own ideas block out the views of others. By slowing down your conversation and giving time to the other person to respond, your ability to influence that person will be enhanced. Remember, the difference between being viewed as enthusiastic and an overpowering "airhead" is the fine line the Visioner walks.

Watch your time management--Visioners are not noted for their ability to be on time for meetings and appointments. Don't rush into conversations without getting the feel for the other person or person's style. Try not to use over emotive language--"I have the most brilliant idea which will just knock your socks off!" As with all of the styles you will have to control the "level of volume" for the person you are trying to influence.

## Orchestrator



Score = 20 out of 40

A high score (30 - 40) indicates that this is the style you will most probably use in your interactions with others. As a strong Orchestrator, your strengths may be viewed as the ability to get on with things while others dither around with details. Some people will be attracted by your decisiveness when it comes to making decisions. If used excessively, particularly when you want to get things happening, your style may come across to others as pushy and even domineering, and could get them off your side.

A low score (20 - 30) indicates that you will use the Orchestrator style, but in conjunction with traits from the other styles. At times you may be reflective, particularly when considering new ideas, but when you have decided you will move into action mode. At times you may also pull back from your action orientation and focus on the details of the project you are involved in.

As with other outgoing styles, Orchestrators need to listen actively to others. A criticism of Orchestrators is often that "They hear what you say but don't listen to a word!" Strong Orchestrators may give the impression that they talk at people, not to them. You can balance this by asking others for their comments, or putting your ideas forward as suggestions for discussion and not as a "fait accompli".

Orchestrators can decrease their effectiveness by not listening to, ignoring, or giving lip service to the input of others. When others are talking, give them as much positive eye contact as possible and don't look at your watch (even at an angle!) Try not to interrupt, and don't finish off other people's sentences for them. Before you declare your expectations and charge into action, make sure you have slowed down a little to reflect upon whether you have gathered enough information. This just might help you to avoid a few "brick walls" that didn't need to be knocked down!

## Regulator



Score = 25 out of 40

A high score (30 - 40) indicates that this is the style you will most probably use in your interactions with others. As a strong Regulator, you will be seen as a person who can be relied on to meet deadlines and who will not overlook the details. Many will value your ability not to be distracted easily from the task at hand, and to focus on what is most important. At times those strengths will be viewed by some as being "over fussy" or pedantic, particularly when people are pressuring you for action. Your high standards and need for perfection may frustrate others, as will your lack of enthusiasm for change which is not supported by measurable benefits and detailed plans.

A low score (20 - 30) indicates that you will use the Regulator approach, but in conjunction with other styles. At times you may become focused on getting a task right and making sure all the details are considered properly before moving on. Others may see this as stubborn and even truculent behavior.

When interacting with people who are enthusiastic about ideas or future opportunities, resist the temptation to ask for detailed information about the plans--instead share their enthusiasm. When dealing with people who are anxious to get on with things, try not to appear as the cynic with 1001 questions or as lacking in confidence because you tend to be so careful. Match your need for detail with their need for action.

You may have a strong need for rules and structures--remember, at times there may be issues which transcend these rules--but try not to be inflexible in these situations. Your drive for perfection may spill over into your attitude towards others. Keep in mind that your personal standards may not be everybody's.

## Harmonizer



Score = 23 out of 40

A high score (30 - 40) indicates that this is the style you will most probably use in your interactions with others. As a strong Harmonizer, you will always have time to listen to others (even when you can't spare the time!). You will empathize easily with others and will be viewed as someone to be trusted with personal issues. These strengths may at times be perceived as being too focused on the "soft" issues. Your need for everyone to be comfortable with decisions may frustrate others, while a tendency to take issues personally could also lead to frustration.

A low score (20 - 30) indicates that you will use the Harmonizer approach, but in conjunction with other styles. At times you may move into action only after you feel comfortable with an issue or the direction you have taken. In this mode it will be difficult for others to dissuade you from your path once your mind is made up. At other times you may operate in the world of ideas, engrossing yourself in new information, oblivious to timelines and even solid reasons for doing what you are doing.

Remember, your strengths lie in the ability to empathize with others--understanding their feelings. Beware of slipping into sympathy (actually feeling what they feel); this can be self defeating. Try not to extend yourself, but rather get people to help themselves. When you make decisions based on your own values, develop objective criteria to support your decisions. Develop strategies for managing your interactions with others, otherwise there will be no time for that other important person--you!

If you always have a minute for everyone else, there will be times when you are not in the necessary mental framework for helping. At these times, make another time to go through the motions. When discussing issues which become emotional for you, articulate your feelings rather than hiding them. Keep in mind that because you believe something is right does not necessarily work for those who require practical, logical information to support your reasoning.

# INTERPRETING YOUR RESULTS

## IF YOU HAVE 2 PRIMARY STYLES:

If you have two styles that have equally high scores, it is likely that you use each of them with about the same frequency. This indicates that you have flexibility in the way you influence others.

### **Harmonizer and Orchestrator:**

You are someone who places importance on traditional values and, in general terms, perhaps conservative in your views. You bring a logical approach to everything you do and refuse to be rushed into things, particularly when you see it as change for change's sake.

At times you may work independently, displaying an "If you want a job done properly, do it yourself" attitude, but you also value relationships with others, and on issues of personal beliefs will be resolute in their defense.

Others may see you as independent, perhaps even a little aloof, but someone who can be relied upon in matters of principle and firmly agreed to outcomes.

### **Regulator and Harmonizer:**

You are someone who tends to be reserved in the company of others, and who is quite sensitive and sympathetic to other people's needs. You have a high need for orderliness and feel uncomfortable when your routine is broken. You will often do things to keep the peace rather than to face conflict. At times you will become engrossed in the detail of what you are doing, and may not be aware of issues outside your direct field of focus. You generally like to work with others, but prefer quieter roles where you are not the center of attraction.

Others may see you as loyal and dependable--someone who can stick to the task without distraction. Only those close to you will ever get to know the real you.

### **Visioner and Orchestrator:**

You are someone who is results oriented, and who equally enjoys and needs the excitement of new ideas and the recognition that often comes with them. At times you may be focused on results and display some impatience with those that don't have the same drive. On other occasions you may be more inclined to quietly listen and be persuaded by others.

Others may see you as a person who is exciting and fun to be with, a person with considerable drive, and an interest in people's needs and aspirations.

### **Visioner and Regulator:**

You are someone who usually enjoys the world of ideas and concepts, and the excitement of fresh challenges. You also enjoy taking a pragmatic approach in turning broad ideas into real results. At times, you may influence others with your persuasive ideas and "big picture" view, but move quickly into the practicalities of getting things done and completing the necessary details.

Others may see you as a person who turns ideas into reality--practically and quickly. Your drive may, at times, be viewed as lacking in tolerance for those who need more time to think things through, and to spend time organizing themselves properly.

### **Visioner and Harmonizer:**

You are someone who places a high regard on loyalty and personal values. Your creativity and liking for interesting ideas is matched with a caring approach to and interest in people. At times you will be the "voice of

the people" while, at the same time, you may avoid argument and confrontation when conflict arrives.

Others may see you as a warm, honest, and creative person who is more concerned with the needs of others than meeting your own personal needs.

**Orchestrator and Regulator:**

You are someone who brings an organized and well structured approach to almost everything you do. You generally value self discipline in others, and may be less than sympathetic to those who do not exhibit those same traits. At times, your strong focus on producing results while accepting only the highest of standards may appear detached, even "cool" with regard to people's feelings.

Others may see you as someone who does not get flustered under pressure. This means you are also often seen as someone who will deliver results, and will not usually take issues personally.

## WHEN STYLES ARE IN OPPOSITION TO EACH OTHER:

In some instances the two highest scored styles may be in opposition to one another. This situation is likely to create a great deal of tension and personal conflict. For example, Orchestrator and Harmonizer, or Visioner and Regulator.

### IF YOUR RESULTS ARE THE SAME ON ALL FOUR STYLES:

If your scores on all four styles are within three points of each other you are able to use the strengths of each of the four styles. People who have a fairly even balance over the four styles should generally find it easier to switch to an influencing style that is needed or appropriate at the time. However, your impact as an influencer may be diffused because you have no natural preference for using one type of influencing style. Others may find it hard to read and understand you because you do not demonstrate one dominant style.

If your scores are similar on all four influencing styles you may:

- Have used a "5" rating on most items
- Not have seriously considered the effect you have on others when your behavior is inconsistent or unpredictable
- Not have answered carefully or candidly

# The Nature of Influencing

Now that you have some detailed information about your own personal influencing style, we now need to look at the general theory about influencing.

Many people never consciously consider the subject of influence at all. Whether we are particularly social or not, people are fundamentally social beings. This basically means that we are likely to have risen to the top of the animal chain because of our capacity to not only think, but to communicate and build relationships with one another. These relationships may be as simple as friendship or marriage, or as complex as a society or work organization holding thousands of people together to pursue a common set of goals or aspirations. Ultimately, the glue in this building of relationships is influence.

If influence is essentially about the way in which people try to shape each others' behavior, the process has to be concerned with two key factors:

1. The inner driving needs or wants of people
2. The inner fears or concerns of people

The first of these factors is "aspirational", or linked to what we want for ourselves and those that we favor in terms of goals and objectives. People will, therefore, seek to exert positive influence to achieve their goals or easily accept the influence of others where this is consistent with these goals.

The second of these factors is "protective", or linked to what we seek to avoid or minimize for ourselves and those that we favor. People will, therefore, seek to exert negative influence to avoid an outcome they do not want or to resist the influence of others where it is likely to lead to those unwanted outcomes.

# Types of Influencing Styles

## -- AGGRESSIVE DRIVING STYLE:

This behavioral style likes to use fast pace and force to achieve outcomes. As such, the individual will often be comfortable in bargaining to achieve success without needing to reflect or think quietly, and may deploy subtle or not so subtle bribing techniques e.g.:

**"I don't think you really have a choice--of course, your colleagues will be grateful if you decide to agree to my plan."**

## -- PASSIVE PULLING STYLE:

This behavioral style likes to use a slower and quieter approach to achieve an outcome. Non-coercive tactics such as seeking to motivate, enthuse, and involve the other person will be paramount, as will the use of careful listening techniques e.g.:

**"From what you are saying, I would be even more convinced that we could achieve really exciting results if we tried this approach."**

## -- ANALYTICAL OR TASK STYLE:

This behavioral style likes to use evidence, experience, and facts and figures to achieve a logical outcome. As such, the individual is interested in building an understanding of the other person and achieving some degree of personal and emotional empathy as a priority e.g.:

**"You have raised some important practical points that I have already assessed. On balance, the evidence overwhelmingly suggests that this is the best way to go. Can I show you why?"**

## -- EMOTIONAL OR PEOPLE STYLE:

This behavioral style likes to put relationships before anything else (including the task, the goal, facts, ideas, etc.). As such, the individual is keen to build an understanding of the other person and achieve some degree of personal and emotional empathy as a priority e.g.:

**"I know you would feel as upset as I would if we excluded the group just to achieve a short term result. Could we get the other's input to make sure that everybody is involved in making this decision?"**

# The "Push" and "Pull" Styles of Influencing

## THE PUSH STYLES OF INFLUENCING:

If we have successfully analyzed types of influence power and style, and appreciate that influence is exerted in different ways, a key task is to learn which styles of influence can be used and in what way. We can now fill these styles in to a grid matrix. These can be broadly viewed as "Push" and "Pull" styles of influence.

First let's look at the Push styles:

### SELLING:

Selling style influence involves literally selling the goal or outcome by describing it in the most positive and glowing terms. This can be done ethically by describing real benefits and advantages, or unethically by distorting the information about the goal to achieve a result on any terms. The selling style needs a strong sense of trust, and runs the constant risk of the other party feeling manipulated.

### COERCIVE:

Coercive style influence implies making threats, suggesting potential punishment, or offering bribes and incentives to adopt a particular behavior or course of action. Coercion naturally entails the power of one party over the other and, therefore, can only be used in short term circumstances if resentment and distrust is to be avoided.

### ASSERTIVE:

Assertive style influence implies simple repetition of ideas or goals accompanied by supportive non-verbal expressions. It also entails some limited acceptance of the other party's viewpoint. An assertive style can create willing compliance rather than commitment.

### RATIONAL/LOGICAL:

Rational/logical influence entails reasoned argument explained in step-by-step, non-emotional language. This Push style is best deployed when time is available, and where conflict of interest issues are not being dealt with. It should be remembered that logical analysis is not a primary preference for the majority of people. All of the above styles are Push styles because they are typically exerted proactively--that is, they are usually presented without invitation by the other party, with the aim of seizing the conversation initiative.

## THE PULL STYLES OF INFLUENCING:

Unlike Push styles of influence, Pull styles seek to draw out the issues at a slower, gentler pace and to deploy a style that calmly suggests that a goal or outcome is in the best interests of both parties. Let's look at each of these in turn:

### EXPERT:

Expert style influence implies providing some special or expert information to the other party. The other party must see the information as relevant in order to learn from it and, therefore, be influenced. Because expert status is based on a claim to superior knowledge, high credibility must be present.

### EDUCATIVE:

Like expert style, educative style influence also implies the provision of information, but in this case it is likely to be information on what might be unknown to the other party, rather than presented as superior knowledge. "Did you know that?" type of information is presented as part of the influence case. In using this style the information needs to be relevant and reliable.

**EMOTIVE:**

An emotive influence style is people or relationship centered. This style seeks to primarily appeal to the other parties' feeling or values. This style can often work on feelings of guilt by pointing out that a contrary opinion may be causing some concern or constraint from the other party. The emotive style is often most expressive through body language rather than words.

**INVOLVEMENT:**

Involvement influence style creates a shared identity, or a "common feeling". This usually means steering the conversation towards creating common goals and commonly accepted solutions. This style entails considerable listening and paraphrasing, and utilizes positive and encouraging language as much as possible. All or several of the Push and Pull styles can be exerted or deployed in one conversation. However, individuals generally feel that only one or two styles are most successful for them or suit their temperament the most. As such, these one or two styles are likely to dominate.

## YOUR INDIVIDUAL SCORE

Once you have reviewed your individual score, and read some of the general information about the subject of influencing others carefully and accurately, you should be in a position to:

1. Review the balance of styles that you draw upon when you engage in communication (at the moment).
2. Compare styles with the effective influence profile (diamond shape).
3. Determine whether you should look to adjust your style, or to practice making more use of styles other than your current primary style to achieve better future results.

There are no right or wrong answers in influencing. This is partly because every situation is highly individualistic. As such, every person needs to try to use the style that is both comfortable for them, and is likely to work in the particular situation. After all, influencing someone that you may have known for a long time as a friend is likely to be quite different than the sort of influencing style you might need when you want to stand up to someone who has been rude to you in a shop.

In the final analysis, the essential value in any measurement instrument is in the extent to which it provides a useful indicator of your personal way of operating. This should, ideally, be helpful in a way that individuals can reflect upon and judge whether any adjustments or changes are necessary or desirable.

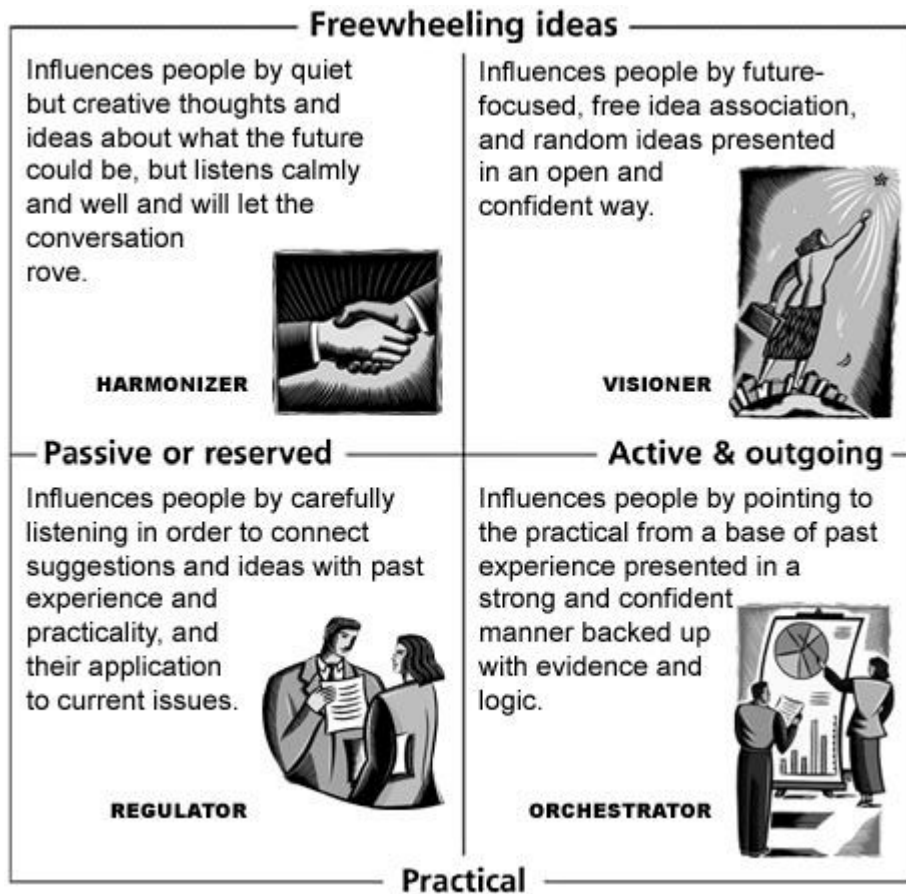
By completing this profile, your scores should provide a useful basis for such a review to take place. To extend this further, you may want to ask two or three of your colleagues to complete the profile. Averaging their scores and plotting them on the grid can create an interesting comparison between your own perceived personal style and the style that others perceive you to practice.

Whatever your scores, and whether they are yours alone or enhanced by the views of others, you may want to develop your skills in styles other than the one in which you are already strongest (your primary style). Consequently, on the next page you will find a number of broad suggestions that you might like to think about in each category. The final pages provide some summary information about each of the four influencing styles and their general characteristics.





# DEVELOPING YOUR INFLUENCING SKILLS

ORCHESTRATOR	VISIONER
<p><b>Positive ways to use this style:</b></p> <ol style="list-style-type: none"> <li>1. Make your points more directly in a louder, more confident voice.</li> <li>2. State your rights strongly to others.</li> </ol>	<p><b>Positive ways to use this style:</b></p> <ol style="list-style-type: none"> <li>1. Develop your attentive listening skills.</li> <li>2. Find ways to empathize with the other person or persons; "put yourself in their shoes".</li> <li>3. Confidently, clearly, and firmly state your own needs and expectations to others.</li> <li>4. Aim to be flexible, adapt your position to protect your own rights, and avoid infringing on the rights of others.</li> <li>5. Look for opportunities to find approaches that represent a good outcome for both parties.</li> </ol>
REGULATOR	HARMONIZER
<p><b>Positive ways to use this style:</b></p> <ol style="list-style-type: none"> <li>1. Aim to quietly look for the underlying reasons or motivations for the points made by the others as they talk.</li> <li>2. Learn to watch and interpret body language more often.</li> <li>3. Use constructive silence to help you to reflect more often in conversations.</li> </ol>	<p><b>Positive ways to use this style:</b></p> <ol style="list-style-type: none"> <li>1. Try to play the role of calm and friendly offerer of ideas and suggestions.</li> <li>2. Bring people into conversations through small talk more often.</li> <li>3. Find out more about other people's needs and aspirations, and focus on those that match your own.</li> <li>4. Look to explain your points carefully and in a gentle and assured way.</li> </ol>

# Behavioral Dimensions for the Influence Style Clock



## Influencing Types Summary

INFLUENCING STYLE TYPE	MAJOR CHARACTERISTICS	INFLUENCING BEHAVIOR
<p style="text-align: center;">Harmonizer</p> 	<ol style="list-style-type: none"> <li>1. Helpful, tolerant</li> <li>2. Open and flexible</li> <li>3. A quiet collector of information</li> <li>4. Warm towards people</li> <li>5. Likes to be imaginative and creative</li> <li>6. Likes researching/finding out</li> </ol>	<ul style="list-style-type: none"> <li>• Not overly assertive</li> <li>• Tends not to be time sensitive]</li> <li>• Tends to interpret what they hear personally</li> <li>• May see some deadlines as unimportant</li> <li>• Likes to bring people together</li> </ul>
<p style="text-align: center;">Visioner</p> 	<ol style="list-style-type: none"> <li>1. Developer and investigator of ideas</li> <li>2. Seller and promoter</li> <li>3. Likes varied tasks</li> <li>4. Quickly bored</li> <li>5. Outgoing and future-focused</li> <li>6. Likes to experiment</li> </ol>	<ul style="list-style-type: none"> <li>• Has high creative energy</li> <li>• Likes to be resourceful</li> <li>• Effective in a range of communication styles</li> <li>• Independently minded</li> <li>• Likes to come up with good ideas</li> </ul>
<p style="text-align: center;">Orchestrator</p> 	<ol style="list-style-type: none"> <li>1. Quick decision maker</li> <li>2. Likes to organize and arrange</li> <li>3. Results oriented</li> <li>4. Analytically minded</li> <li>5. Practical and down to earth</li> <li>6. Likes planning ahead</li> </ol>	<ul style="list-style-type: none"> <li>• Often exerts pressure</li> <li>• Likes to make things happen</li> <li>• May overlook the feelings of others</li> <li>• Can be very time conscious</li> <li>• Likes to achieve the task</li> </ul>
<p style="text-align: center;">Regulator</p> 	<ol style="list-style-type: none"> <li>1. Good eye for detail</li> <li>2. Strong on control and standards</li> <li>3. Conservative</li> <li>4. Strongly purposeful</li> <li>5. Likes to complete things fully</li> <li>6. Delivery-focused</li> </ol>	<ul style="list-style-type: none"> <li>• Tends to be quiet and reflective</li> <li>• Can be meticulous</li> <li>• Concentrates well</li> <li>• Prefers order and system</li> <li>• Likes to follow through</li> </ul>

## Develop My Personal Plan □

1. My main influencing style is: \_\_\_\_\_

2. My strengths show up in the following ways at work (i.e. contribute to effectiveness in my current position or achieving my career goals):

\_\_\_\_\_

\_\_\_\_\_

3. My strengths show up in the following ways in non-work situations (i.e. are important to achieving my personal goals):

\_\_\_\_\_

\_\_\_\_\_

4. Building on your influencing skills:

The skills I want to use more:	My Action Plan (activities on the job, reading, seminars):	Others I will need to involve:	Completion Date:
Skill: Objective:			
Skill: Objective:			

5. Broadening my repertoire of influencing skills:

The skills I want to use more:	My Action Plan (activities on the job, reading, seminars):	Others I will need to involve:	Completion Date:
Skill: Objective:			
Skill: Objective:			

6. The steps I need to take to implement my plan:

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