

Interactive Personalities Handbook



An Organizational Communications Model

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Communications
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"In theory, there is no difference between theory and practice. But, in practice, there is. "

Jan L.A. van de Snepscheut

Part One ... The Model

A comprehensive *communications training* package would include at least three basic parts: the mechanics of communications, the message of communications, and the ethics of communications.

- The initial part, the ***mechanics of communications***, would include etiquette advantages/disadvantages of various communications methods, and how these specific communication tools are best used in the organization. This would necessarily include the following tools: telephone, FAX, e-mail, memo, meetings, bulletin boards (physical & electronic), and policy/procedures. Most organizations use all of these tools, but may confuse purpose and effectiveness with convenience or limited awareness.
- The second part of a comprehensive communications training package would include the ***message of communications***, or the purpose, effectiveness, efficiency, and intent of the communications. This is dependent upon the speaking, writing and receptive skills of the various people in the communications chain.
- The third part of a comprehensive communications training package would include the ***ethics of communications***. This most often deals with the balancing of organizational and personal agendas, information as power, accessibility of data, priority of information flow, information screening, policies and exceptions, openness of communications, and security.

This ***Interactive Personality Model*** will touch all three major areas of communications training, but it is primarily part of the second area, the message of communication. This model is designed to assist in increasing the understanding of communications by senders and receivers. More specifically it is designed to enhance:

- awareness of how different people may use the same words but mean very different things
- awareness of personal agendas
- awareness of receptivity to various kinds of communications.

Part Two ... IOP¹ Model Descriptors

The Worker²

“You’re not going to believe this, but our honoree has been with the company for so long, he remembers loyalty.”

Will Teed

These people are the mainstay of the work force. This group comprises the majority of people in the work place. **Workers** like working in groups and may not work well alone, especially for long periods of time. They appreciate a relationship with authority, have a strong need to belong, and need to be shown appreciation. These people do not like changes and will interpret change, as meaning that what they were doing before was not “good.”

These people get a lot of their identity from work and, as a result, they take pride in their work group. They are reliable employees who place a high value in keeping rules and standards³. **Workers** do not give blind obedience to authority. **Workers** appreciate good, fair management practices that make them feel secure and needed.

These people do need supervision. If they run out of obvious work to do, they will not do anything. They are not creative, and even if they know there are other things that should be done, they will not do them unless directed to do these things. This is not the result of being lazy, but it is due to their regard for authority. They believe that it is the responsibility of authority to direct them, and if not given directions, they will interpret this “downtime” as a well-earned break.

Communications with this group of people need to be done in terms of “we” and “us” and should be done in group settings. Signaling out an individual, even if it is to reward the person, could make a **Worker** highly threatened. It could make the person feel like they are being separated from the group, and this is their greatest threat - being removed from their group. It is recommended that if **Worker** individuals are to be recognized they prefer to be recognized with others, and that it be pointed out how their accomplishments benefit the entire group.

Workers often do not adjust well to change, but they will adjust if they feel included in the changes, are given a lot of reassurance, and the reasons for the changes are very logical. At best, however, adjustment to change is a slow process. These people have an extreme need for security, and routine is a primary indicator of security.

¹ IOP – Interactive Organizational Personalities

² “Worker” is this communication model is used as a descriptor of a certain personality type and is not meant as a generic term to include anyone who works for a living.

³ The rules and standards may not be the organization’s rules and standards.

Leaders

“God’s best gift to us is not things, but opportunities.”
Alice W. Rollins

Leaders often make the best managers. Their whole value system is geared toward managing. They are goal oriented and want to control and manipulate. These people typically do not break rules and standards unless they are at odds with the organization. They will, however, look for loopholes and stretch the rules. One reason they respect rules is that they aspire to be the ones making the rules.

Leaders do not care to work in a group unless they can be in charge of the group or some function within the group. These people are competitive and goal oriented. They are not respectful of others, except for how this will get them what they want. If the goals of the work environment and the goals of the individual correspond, these are good people to have in an organization. If the goals of the individual and goals of the work environment are different, **Leaders** can be very destructive. Or, the individual will use the work environment without regard for the needs of the organization.

These people like challenges and problem solving, and become bored quickly if they are not presented with these. Their drive to solve problems will often result in creating problems to solve if they are not channeled into more constructive behaviors. They also thrive on recognition and rewards. Without a tangible goal, **Leaders** will not perform to outside expectations. Also, the goals of these individuals must be short-term, such as monthly, quarterly, or possibly annual goals.

The benefits of these people in the work force are they are good managers if they have developed the skills to go along with their personality, they are good problem solvers, they are creative, and they get along well with **Workers** (**Leaders** and **Workers** were made for each other). Unfortunately, **Leader** managers tend to surround themselves with **Workers** as their assistant managers which seems to work well, but eventually the **Leader** manager will leave or retire and there is no one adequately prepared to step in as a real manager. Likewise, **Leader** managers tend to distance other **Leaders** within the organization or get rid of them. This relieves them of a constant source of competition and headaches.

The possible hazards of these people in the work force is that they always want more than they have, they can become problem makers, and their first priority is not the welfare of others or even the organization.

Helpers

“Justice will not come to Athens until those who are not injured are as indignant as those who are injured.”

Thucydides

People of this descriptor are often social zealots and “mission oriented”. They are “other directed”. The exception to this is that these people may determine the downfall of someone or a particular group, is their mission. The only person or group they might target would be others who are unfair and uncaring.

Helpers are first cousins to **Workers**. **Helpers** have a strong identity with the group, or organization, and a definite need to be included.

Helpers are “people oriented.” The work environment derives many benefits from these people because they look at the big picture, they are not tied to only one or two specific groups within the organization, and they have a strong sense of social justice or fairness. These people can “warm up” to anyone because they have a strong sense of compassion and empathy. They are willing to make sacrifices for the greater social good and expect others to do the same, but they understand if others do not.

These people make good martyrs, not because they have a need to suffer or play “poor me,”⁴ but because they have a deep belief that eventually others will see the needs of humanity as they do.

Helpers are often extremely ethical. This descriptor often has an extreme dislike for **Leaders**, and view **Leaders** as petty, back biting and narrow. (**Leaders** tend to view **Helpers** as impractical dreamers and not in solid contact with reality.)

Helpers ordinarily make poor managers because they become so people oriented that they tend to lose sight of all the objectives of the organization. They manage by personalities or “people principles” rather than by a balanced array of sound management principles. This often leads to filling positions with incompetent people with potential. These people also tend to shy away from argumentative people in order to avoid conflict (conflict hurts people’s feelings and causes **Helpers** great distress). This causes **Helper** managers to surround themselves with people who agree with them and this could lead to the decay of the organization or at least a narrow scope of directions for the organization.

Also **Helper** managers have a tendency to promise employees things that they do not have the skills to deliver. This will eventually lead to mistrust of the **Helper**. Employees may interpret lack of skills for lack of caring.

⁴ **Helpers** are not above doing this however.

There are some instances where a **Helper** manager may be the ideal person. In situations where a department or area needs more support than direction, this type of manager may be ideal.

Helpers are good problem solvers especially if the problems have to do with people. It is possible that a **Helper** would be good at other types of problem solving, but this typically would not be their strong suit.

Researchers

“There is a principle which is a bar against all information, which is proof against all arguments and which cannot fail to keep a man in everlasting ignorance - that principle is contempt prior to investigation.”

Herbert Spencer

These people are perpetual students. Their interests are universal, and they often appear to be aloof and “in another world.” These people are interested in information and may appear to be interested in people, but this is because other people are a source of information. Ordinarily, these people have a highly developed sense of values, but at the same time are very impersonal. These people are not impressed with titles (theirs or others). It would be typical that they would be much more aware of the rights of another person than the other person.

Typically, **Researchers** have a variety of living experiences, including extreme variances in jobs, relationships, life-styles, and other interests. They are loners and do not identify with any particular group for a great length of time. These people are first cousins to **Leaders** in that they are goal oriented. A big difference is that the goals of **Researchers** are “long-term goals.” These people love problems and have absolutely no tolerance for routine work except as a break to allow them time to think through another task. They get bored quickly.

It would be an error to assume that **Researchers** are always highly intelligent - they just have a different way of seeing things. They do not get locked into a set way of thinking about anything. Others tend to think these people are weird and may comment that these people have a strange sense of humor or odd ways of looking at things, and this is true. Although **Researchers** are extremely creative, others are never sure exactly what has been created. The output of these people often gives the impression of being “multi-layered,” and it is. When given a task, the results will always be somewhat unexpected and include elements that were not asked for. Also, these people have a tendency to volunteer or create projects for themselves.

Researchers are effort oriented but not “immediate result” oriented. They are long term result oriented, but the long-term result may be so far away, no one else can see it. One result of this is that others tend to see **Researchers** as being too philosophically oriented, and not in close contact with the reality of the here and now.

They are typically not very interested in recognition and are strong believers in “Live and Let Live.” They feel no great need to change anyone and cannot comprehend why someone would want to change them. Other people in other value levels usually feel a need to change these people because they appear too different and unreliable. Others cannot figure out where these people are coming from.

Researchers do not work well in groups, although they may not be aware of this. People get frustrated working with them because they have a tendency to go off in several directions at once, and **Researchers** tend to get bored with group discussions, especially if something has been said more than once.

Workers are suspicious of **Researchers** because **Researchers** tend to stay to themselves. **Leaders** distrust these people because they can never figure out what these people want or how to control them. **Helpers** have a love-hate relationship with these people. **Helpers** appreciate the strong ethics, but cringe at their lack of personal interaction with “problems”.

Researchers do not work well in structure because they do not work well with rules. This is not due to their lack of respect, but to being fixated on what they want to accomplish. They make up their own rules as they go along, but their rules are usually within strict ethical standards.

These people usually do not make good managers. They love to change things (this drives everyone else crazy, especially the **Workers**). They tend to be unaware of petty details (90% of management); they have a tendency to get caught up in “special projects” and forget about the rest of the world for hours or days; and they will over estimate the ability of others to solve their own problems.

“There are two kinds of people who never amount to much: those who cannot do what they are told, and those who can do nothing else.”

Cyrus Curtis

Part Three ... Pros and Cons of IOP Descriptors for the organization

“We did not all come over on the same ship, but we are all in the same boat.”

Bernard M. Baruch

Workers

Pros

1. Works well in groups (large or small).
2. Respects fair management and authority figures.
3. Has a strong identity with job.
4. Appreciates and is obedient to rules and regulations.
5. Will adjust to change if given time and logical reasons for the change.
6. Likes being supervised.

Cons

1. Does not work well alone and feels threatened if separated from the group.
2. Needs frequent reinforcement and directives by management.
3. Does not like change and is resistant to change.
4. If unsure of what to do or confused, will stop working.
5. Not creative.
6. Does not respond well to theories.

“There is no future in any job. The future lies in the man who holds the job.”

Dr. George Crane

Leaders

Pros

1. Good managers.
2. Creative problem solvers.
3. Goal oriented (short-term goals).
4. Works well in a group if they are a leader.
5. Works well alone
6. Respects rules and regulations.

Cons

1. Extremely competitive.
2. Must have individual recognition and specific rewards.
3. Will work against management if not included.
4. Not people oriented.
5. Will look for loopholes and stretch rules and regulations.

“People are lonely because they build walls instead of bridges.”

Joseph Fort Newton

Helpers

Pros

1. Highly motivated to help others.
2. Very creative.
3. Compassionate.
4. Empathetic.
5. Self sacrificing and dedicated.
6. Very ethical (according to their standards).
7. Good at resolving conflicts.

Cons

1. Do not relate well to problems other than people problems.
2. Do not work well by themselves.
3. Often conflict with values that are not people oriented.
4. Will over-protect others - enablers.

“Lord, grant that I may always desire more than I can accomplish.”

Michaelangelo

Researchers

Pros

1. Creative and original.
2. Broad base of information and interests.
3. Works well on their own.
4. High initiative.
5. Typically uncritical of others.
6. Often ethical.
7. Goal oriented - long-term goals.

Cons

1. Often unaware of others.
2. Do not work well in groups - they may not be aware of this but others are.
3. Will not leave anything as it is.
4. Often appear “out of touch” or “in their own world”.
5. May be so “long-term goal” oriented they are unaware of immediate problems.
6. Subject to sudden changes in interests.

Part Four ... Communication Methods

Worker

“It is the greatest of all mistakes to do nothing because you can only do a little. Do what you can.”

Sydney Smith

Verbal:

- . Tell them WHAT is to be done and how important it is to be done well.
- . Compliment them often and do this in a group setting.
- . Use the words “we” and “us” frequently.
- . If a change is going to occur, tell them how important they are for the change to be effective, how their fine performance has made the change possible, and provide frequent reassurance that the change is good.
- . Give logical explanations for any changes and be willing to answer questions about the change.
- . Talk often about work “benefits.”

Non Verbal:

- . Authority figure needs to be present in the work place.
- . Smile, shake hands, hug, etc., whatever is culturally acceptable to let them know they are your friends.
- . Put up charts and signs in the work place that show the quality of work or the amount of work that has been done. Put a lot of names on these charts or signs. (Do not single out one person.)
- . Any changes that are made must be put in writing and posted.
- . Authority figure must have some of the trappings of office, but not so much that the person is too distant from the group.

Leader

“Life is problems. Living is solving problems.”

Raymond E. Feist

Verbal:

- . Tell them WHY something is to be done. Let them figure out the WHAT - it is important that this individual be challenged.
- . Let them know how they will benefit from working in the organization.
- . Give public recognition when they do well.
- . Be very clear as to what the rules are.
- . Be very clear in defining objectives.
- . Address problems directly - do not let problems slide.

Nonverbal (Leader):

- . Eye contact.
- . Show no fear.
- . Give name recognition to this person (sign on door, mention in memos, etc.).
- . Include in meetings and conferences.
- . Never ignore this person - this will divert their attention from working with you to working against you.

Helper

“What lies behind us and what lies in front of us are tiny matters compared to what lies within us.”

Ralph Waldo Emerson

Verbal:

- . Ask how they are doing or how they feel.
- . Talk to them about people problems (motivation, benefits, etc.).
- . Share a problem with this person.
- . Talk to them about people in their lives (family, friends, etc.).
- . Let them know that others need them.

Nonverbal:

- . Smile and be sincere.
- . Give them all of your attention.
- . Provide opportunities for one-on-one communications.
- . Put them in charge of projects that are group oriented or a least let them be involved in the planning.
- . If an employee is having a problem, refer the employee to this person.

Researchers

“The mind grows by what it feeds on.”

Josuah G. Holland

Verbal:

- . Share information or problems with this person.
- . Ask for opinions.
- . Ask if there is another way of doing things.
- . Don't limit conversation to only the immediate needs.
- . Talk about planning and details.

Nonverbal:

- . Have an open-door policy with this person.

- . Don't panic or show a great deal of concern when they go off on a tangent.
- . Allow freedom of movement and thought.
- . Overlook oddities of behavior.

Part Five ... Interactions – Conflict and Compatibility

Workers -

Relate well with other *Workers*.
 Relate well with *Leaders* who are fair and understand them.
 Relate well with *Helpers*, but are suspicious of some of the radical changes they propose.
 Uncomfortable with *Researchers* because they cannot understand what motivates these people.

Leaders -

Relate well with *Workers* if *Leader* is in authority, but do not have much respect if the *Leader* is not in authority.
 Conflict with other *Leaders* because of the constant competition.
 Conflict with *Helpers* because of their “bleeding heart” attitudes.
 Conflict with *Researchers* because these people do not openly agree with them (*Researchers* see everything differently) and *Leaders* often think *Researchers* are other *Leaders*.

Helpers -

Relate well with *Workers*.
 Conflict with *Leaders* because of the *Leader's* “small” scope of awareness and their uncaring attitude toward others.
 Confused by *Researchers* - admire the broad scope of the *Researchers'* awareness but disappointed in the direction of their efforts.
 Relates well with other *Helpers*.

Researchers -

Relate well with *Workers* (as far as *Researcher* is concerned).
 Relate well with *Leaders* unless they start to feel manipulated.
 Relate well with *Helpers* but often avoid them because of their one-sided viewpoint.
 Relate well with other *Researchers*.

Internal Conflict -

The conflicts and compatibility's between these descriptors are obviously present between various people with these various values. Another source of conflict and compatibility is between these values within the individual person. Since each person has all of these values and two or three of these values to a measurable extent, there is always the potential for personal interior conflict.

“The greatest obstacle to discovery is not ignorance – it is the illusion
of knowledge.”

Daniel J. Boorstin

Part Six Descriptors in the Work Force

Management/Supervisory Professions

In terms of *planning* and *organizing* the **Worker** descriptor might not be adequate for these skills. Basically **Workers** do not like change. These people may pick up on “change” as a buzz word and use this in their vocabulary, but any changes that they would incorporate into their management style will only be cosmetic at best. There will be little creativity in their orientation.

The **Worker** could be adequate in the area of controlling (supervisory management). This would be true if the organization's policies and procedures are clear cut and the work these people are in charge of is routine. A benefit to these people in supervisory management is that they would promote the team concept of “one big happy family”. They would be just one of the group. They would not be problem solvers because they believe that problem solving is what policies and procedures are for.

The **Helper** would bring creativity to the task of management as well as a strong social conscience, an employee and customer orientation, and strong sense of team spirit. A limitation of this value level in the management field is their view of the scope of problems and objectives. Their view will typically not extend beyond the people they manage or serve. The mechanics, especially the physical part of management is ordinarily their weak areas.

Helpers have a difficult time grasping the concept of “Principles over Personalities”. In fact, they often believe that people's personalities are the principles. This is indicated by the number of exceptions that are made to

policies to accommodate selected employees or customers, reluctance to establish set procedures, presence of crisis orientation to management, and selection of employees because of their potential rather than their skills.

If there is a problem within the organization, it would be predictable that the first words out of the mouth of a **Helper** would be, "We need more training." They seem not to grasp that some people know what to do, but just won't do it. **Helpers** seem to have a difficult time identifying accountability and supervision as a means of problem solving.

Other factors related to the management practices typical of a **Helper** would include: wanting the term "Team" to mean that everybody works well and in harmony at all times, rating the importance of organizational problems on their emotional impact on selected individuals rather than on the effect of the problem to the organization's mission, and a tendency to believe that anyone under their management who disagrees with them is disloyal and suspect of not caring as much as they do.

There is definitely a place for **Helpers** in management. In departments that the primary concern is staying focused on providing service and where people need consistent motivational input, the **Helper** could be an ideal manager. Also in areas that are almost totally "people" oriented, this value level has a place.

Researchers could excel in management areas that require planning and organizing, but in the control area of management these may not be the best people. These people could provide the maximum level of creativity due to the various sources of input they can provide. A problem is they may become so "creative" no one else has a clue about what the **Researcher** is talking about.

The main drawback to the **Researcher** manager is their lack of involvement with the people they manage. The **Researcher** often does not work well in groups, but may be unaware of this. The lack of personal involvement between this person, and the people they supervise, may be perceived by the people as a lack of caring. Also, one thing that is guaranteed from a **Researcher** manager is that they will often change things. They are always looking for a better way of doing things. This tends to drive the other Descriptor types crazy.

The **Leader** as stated earlier in this program is usually the best manager. They are psychologically oriented to plan, organize and control. They are creative problem solvers, attune to others, and objective oriented. They are self directed, and the objectives of the organization will not take precedence over their own objectives, but if they identify with the organization, they can provide positive and real leadership.

Leaders thrive on reaching objectives, recognition, and controlling. People that work for **Leaders** are judged in terms of performance and there is little or no

emotional involvement. A skilled **Leader** will do whatever it takes to get the job done, and in some professions these people may relate to others in a similar manner to **Helpers** in that they appear to be very people oriented. This is just an effective way to get others to do what the **Leader** believes needs to be done.

One problem with **Leader** managers is that they often do not work well with other **Leaders**. When **Leaders** have to work together, things get very competitive, with the primary objective of each being to get rid of the other or beat the other. After a **Leader** stays in managerial/supervisory role for a length of time there tends to be very few if any other **Leaders** in the area the person manages.

Service/Helping Professions

These professions often attract the “*other*” oriented Descriptor types. **Workers** can do well if the services are well defined and there is little room for exceptions or innovative actions to be taken.

Helpers are built for these types of professions, especially if they are educated and trained to the tasks. The advantage to the **Helpers** is their ability to apply principles to the needs of the people they are serving. This often requires creativity. Also, these people will be able to provide not only the “letter of the law” but the “spirit of the law” in terms of the service that is being provided. If there is a problem it will probably be that **Helpers** are always demanding that the service provider organization do more for the people they serve.

Leaders and **Researchers** may be attracted to these professions for a variety of reasons, but are typically more interested in their own skills in providing the service than the service.

Technical, Sales, Financial, and Research Professions

These professions often attract the **Leader** and **Researcher**, although **Helpers** may do well in some aspects of sales. **Leader** and **Researcher** descriptors feel at home working with “things” as they do with people (maybe even more so) and “things” may include: numbers, PCs, Forms, Formats, Designs, etc. Another helpful characteristic of these two value levels is their comfort in working by themselves for long periods of time on a project. . An advantage of **Leaders** in these fields is their objective orientation to the tasks and their drive to succeed and get recognition.

Researchers are often drawn to the technical, research, and sometimes education fields. The appeal is the constant change, discoveries, and when working with others is required, it is for the sake of the information (not necessarily the others).

Workers and **Helpers** will be drawn to these fields due to particular talents and because of the impact of these fields on others. It is important for these people to be able to work in a group.

Part Seven: Considerations About This Model

“Never mistake knowledge for wisdom. One helps you make a living; the other helps you make a life.”

Sandra Carey

A. *Intelligence:*

To some that are first exposed to this model, an assumption is made that the intelligence of a person might dictate the value level of the person. For example: a **Researcher** is more intelligent than a **Worker**. This would not necessarily be true. Although creativity may be a sign of intelligence, it is more a function of personality. There are people of high and low intelligence at all levels of this model.

An assumption that would have more credence, but would not be universally true, would be that more educated people tend to have values, such as **Researcher**, **Leader**, and **Helper**. This is true due to the fact that more educated people are exposed to more information and a greater variety of philosophies about what is important in life. Again, it is a mistake to equate education with intelligence. Education is the type and amount of information a person has been exposed to; intelligence is how well a person uses information.

B. *Descriptor Changes:*

“In nature there are neither rewards or punishments - there are consequences.”

Robert G. Ingersoll

For many people, their descriptors (according to this model) change. A person might enter the work force with a primary **Leader** descriptor and after several years of fighting the system, the person might move in the direction of becoming primarily a **Worker**. The person's experience might show that the “system” doesn't need as much change as they thought and that competition has its down side. The person might also discover that there tends to be more security in the **Worker** rather than the **Leader** descriptor orientation. The tendency is for most people with many years' experience in the work place to shift to the more secure, **Worker** descriptor. Most people eventually notice that in battle those people who

wave banners and charge into the lead are usually the first ones to get shot. This tends to tarnish a person's perception of the thrill of leadership.

Descriptors in "Team" Approach to Management:

"People seem not to see that their opinion of the world is also a confession of character."

Ralph Waldo Emerson

It is interesting that with so many organizations employing a "Team" approach to management in recent years, how this dynamic is occurring. Is the primary purpose of the "Team" to produce one big happy family (**Worker** and **Helper** orientations) or to produce growth and changes (**Leader** and **Researcher** descriptor orientations)?

If the expectations of the organization is for the "Team" to provide harmony, **Worker** and **Helper** value orientations is the goal. This could make for a pleasant work place for many employees, but possibly not provide for enough change or growth.

If the expectations of the organization are for the "Team" to provide growth and peak efficiency, then changes will occur and typically changes do not occur without conflict. The "Team" concept approach by organizations were originally promoted to provide growth through allowing input from all levels of the organization and to break down the rigidity of traditional management structures, where the only important communications are from the top to the bottom. **Worker** oriented concepts of "Team" will appreciate this rigid structure and there will be a dynamic occurring called "regression toward the mean." This dynamic will dictate that the "Team" will spend as much effort holding back progressive or change oriented members as promoting growth in the less talented members of the "Team."

One aspect of the "Team" approach that is often ignored in training, for using this model to deliver what it was designed to deliver, is "Conflict Resolution". It needs to be communicated to the "Team" members that if they are working as a "Team," that conflict cannot be avoided, and it is a sign of growth if the conflict triggers resolution.

Descriptor Orientation and Skills:

"We don't know who we are until we see what we can do."

Martha Grimes

It was mentioned earlier in this presentation that **Leaders** make the best managers. This does not mean that a **Leader** will necessarily be a good manager. It means that this person has a “built in” management orientation - to do what it takes to reach an objective. For a person to be a good manager would actually require the knowledge of management skills in addition to being a Manipulator. Likewise, not all people who are **Helpers** will have adequate “people skills” or knowledge of social/cultural dynamics to be effective helpers within an organization.

Another aspect of skills and value orientations is that a person of any value level may lack the maturity to see “outside” him/herself to develop an awareness of an organization’s needs, and this is possible at all value levels.

Variations within personalities:

“If you do not express your own original ideas, if you do not listen to your own being, you have betrayed yourself.”

Rollo May

Although the majority of this text discusses these descriptors (*Worker, Leader, Helper & Researcher*) as separate and independent personality states, this is not entirely accurate. Many statements, such as, *Workers react in this way ...*, *Researchers behave in this manner ...*, etc. are examples to define the terminology, but do not provide a completely accurate picture of a person; even a person who is very strong in a particular descriptor.

Each person has each of these descriptors as part of his/her personality. Usually some are more dominant than others, but the others still exist and exert influence from time to time, even if they are very weak parts of the person’s personality. It would be erroneous to assume that a strong **Leader** type personality does not feel real compassion or caring for others or to assume that a **Helper** type personality does not sometimes feel the need to “take over”, or this person cannot deal with or handle physical/financial matters. Within every *Leader* is some **Helper**, and in every **Helper** there is some **Leader**.

Different circumstances, stress, and confusion can “call to the front” a person’s most recessive descriptors.

Part Eight ... Summary of Descriptor Definitions

Although certain Descriptors may seem to have more potential for an organization than other values, all are needed in large organizations.

Workers are the backbone of most organizations because they are reliable and tend to be organizationally oriented. They appreciate group effort and do not like conflict.

Leaders are managers and are creative problem solvers - two critical tasks for any organization. Too many **Leaders**, however, could produce chaos because the competition would become so paramount that the needs of the organization would be ignored due to the constant threat to each **Leader's** needs.

Helpers are creative people who can curb the "people as resources" orientation of the **Leaders**. **Helpers** can provide employees with high levels of motivation, security, and a sense of belonging to the organization. **Helpers** may be good managers in departments that have highly functional, creative people.

Researchers can provide a constant source of resource material for the organization and can be constructive "critics" of plans and designs. These people can also provide input into research, development and training for the organization.

Part Nine ... Perception of Ethics and Values

"You don't see things as they are, we see them as we are."

Anais Nin

Because of the unique views or perceptions of each of these descriptors, how each person values the organization or situations that affect the organization will vary. The **Worker** will perceive "right and wrong" most often based upon feelings of security, but be strongly influenced by the messages from their real⁵ leadership. For people strong in the **Worker** descriptor, feelings of insecurity will provoke questions about the character, morality or ethics of the organization or more likely, the organizational managers, especially managers in the upper levels of the organization, the managers that have little or no interactions with these **Workers**.

In terms of the **Worker's** ethical practices, this is very strongly influenced by group consensus. For this reason, leadership can play an important part in shaping perceptions or values. Over time, a set of behaviors that at one point was considered "wrong" may eventually be the standard of acceptable behavior, or acceptable behaviors will become unacceptable.

⁵ real leadership is not always the organization's management. It may be a union, other forces within the organization, community influences, etc.

In effective organizations this is anticipated and there is an ongoing plan of influence through leadership to promote managers, staff and customer values that are congruent to the organization's mission and methods of operation. Having sound organizational mechanics (traditional management logic) is not enough.

For **Leaders**, concepts of "right and wrong" are perceived in terms of fair competition, productivity, and individual opportunities. A strong **Leader** will judge the correctness of an organization through perceptions of paths for advancement and recognition. If this person is "left out" it will be the mission of this person to compete with or undermine the organization or prove the ineffectiveness or inefficiency of those in management who are the "problems". The rules of this person are adjustable to the circumstances. This person has a basic belief in rules (actually these are very important in competition), but if the organization's rules for advancement are too nebulous or restrictive, a **Leader** will continue to adjust their personal set of rules to accomplish their goals. This person will often do whatever it takes.

When **Leaders** are in management roles they will reevaluate the rules to curb the ambitions of other **Leaders**. It is typical that a **Leader** will do what it takes to get rid of other **Leaders** and will be very careful to fill in with **Workers** or any other descriptor but **Leaders**.

Helpers will view "right and wrong" in terms of how circumstances help people, both employees and customers. **Helpers** tend to get caught up in Situational Ethics. This descriptor is willing to make allowances for differences and allow exceptions, more than the other descriptors. **Helpers** are also, more "right and wrong" oriented than the other descriptors except possibly the **Researchers**. Almost all **Helper** behaviors are weighed against some set of morale principles. It is interesting to observe **Helpers** who often have liberal attitudes, but conservative behaviors.

Researchers sense of value is probably the most basic and less "situational ethic" oriented than the other descriptors. What confuses others about this personality type is that often these people are not big on rules, policies, or procedures. **Researchers** may function like their personal set of ethics and focus at the time, is more important than some "unproductive" policy or poorly thought out procedure. Often what saves a **Researcher** from getting into trouble in an organizational setting is that they often work alone; what they work on is not of interest to a lot of people; or others do not want to get involved in a long explanation of what the **Researcher** is working on at the time. Also, what helps the **Researcher** is that what they are working on is typically very beneficial to the organization.

Part Ten ... The Interactive Organizational Personalities Inventory

“The real art of conversation is not only to say the right thing in the right place, but to leave unsaid the wrong thing at the tempting moment.”

Dorothy Nevell

One of the criticisms of the “type” approaches to personality studies is that this approach is too simplistic. No one matches a type exactly. Each person is a combination of several type descriptors, various educational exposures, unique experiences and motivations. To take the results of this instrument and generalize that this is exactly yours or anyone else’s personality could be a rather shallow use of this instrument.

The results of the ***Interactive Organizational Personalities Inventory*** have been designed by the author to provide feedback to an individual or organization as to probabilities of communication patterns, problems, and/or solutions. The data provided by this instrument if used correctly is part of a larger package of information that includes: productivity results, individual experience, organizational structure, individual education/training, organizational success measures, and communication links.

Individuals and organizations are dynamic and to expect a person to be pegged by the results of a 10-minute inventory is unrealistic. This instrument measures personality types. It does not measure skills, education, experience or environmental factors. Even in terms of personality, this instrument is focused on organizational relationships and does not measure factors, such as: extroversion/introversion, feeling/thinking, optimist/pessimist, etc.

It is recommended that this instrument be used by individuals for gaining insight into personal communication patterns (both positive and negative), individual and group expectations, and also to gain insight into consistent conflict or misunderstanding patterns with or of other people.

For organizations the information from this instrument would be used to help determine the most effective methods to structure communication links within and outside the super structure.

