






# It's not what you do; it's the way that you do it.....

## (Communication Styles)

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|  <p><b>Purpose</b></p>         | <p>As we are all aware, Communication is a high-profile subject in NHSBT, given the fact that it is one of our six core behaviours. All staff surveys identify communication as a priority improvement area.</p> <p>As an organisation we are making progress, we should all take time to reflect on our communication practice and consider any challenges we might be having in the way we communicate with our colleagues.</p> <p>Therefore, everyone in the team should appreciate that the way they communicate can have many positives, but also many negatives.</p> <p>If they are not aware of the clashes that different communication styles may cause, then they are not in a position to apply a fix as and when it may be required.</p> |
|  <p><b>Application</b></p>     | <p>In this specific application, it will help the team and manager to understand a little about communication styles, as based on the work of Charles Handy in his book Understanding Teams from 1986.</p> <p>It will also help to determine the default communication styles each person employs in the workplace.</p>  |
|  <p><b>What happens?</b></p> | <p>The manager leads a development session using the resources provided</p> <p>The central activity is the completion of a communication styles questionnaire. Once completed, the manager should lead a discussion around the results and work with the individual / team devise an action plan with the team to determine improvements to be made and how they should be implemented.</p>  |
|  <p><b>Resources</b></p>     | <p><b>Overall time required: Up to 90 minutes.</b></p> <ul style="list-style-type: none"> <li>• 5 minutes for introduction and initial briefing</li> <li>• 30 minutes for delivering the learning</li> <li>• 25 minutes to complete the questionnaire and allow time for discussion in relation to the results</li> <li>• Up to 30 minutes to devise the action plan</li> </ul> <p><b>Materials and resources</b></p> <ul style="list-style-type: none"> <li>• Slides (see below)</li> <li>• Flipchart Stand</li> <li>• Marker Pens</li> <li>• Questionnaires (See below), Pens or Pencils for Participants</li> </ul>   |
|                              | <p><b>THE SESSION</b></p> <p>Run the session using the following notes and resources</p> <p><b>Communication Styles</b></p>  |

**How do I do it?**

Communication challenges might not necessarily come from what you are trying to communicate. They might be from how you communicate and how your style might differ from those of other people.

People are not always difficult, but they are always different.

The following model describes three types of personality, each of which employs quite different styles and encourages you to consider your preferred style and compare it with that of others, helping you to increase your range and flexibility when working interpersonally.

The three styles are:

**The 'Tough Battler', the 'Friendly Helper' and the 'Logical Thinker'**

**(SLIDE 1)**

Each of us uses our own combination of the three personalities in our communication style. The model enables us to plot ourselves and others in relation to interpersonal style and provides a way of understanding and managing differences in style. Interestingly, it requires no special psychometric training.

So, let's look at each of the styles in isolation

**(SLIDE 2)**

**The 'Tough Battler'** is driven, energetic and committed. They are assertive, like using power and are concerned with winning and doing it 'their way'. Tough Battlers get satisfaction from the fight and competition. Typically, they Influence through behaviours such as: giving orders, offering challenge, threatening, asserting, and repetition.

**(SLIDE 3)**

**The 'Friendly Helper'** is welcoming and open. They co-operate by includes others. They appeal to emotions and are very trusting. Friendly Helpers get satisfaction from responsive and sociable relationships. Typically, they Influence through behaviours such as: appeasing, appealing to pity, trading favours, making friends, and lateral appeal.


**(SLIDE 4)**



**The 'Logical Thinker'** is calm, logical, thoughtful and organised. They appeal to common sense and are concerned with facts and information. They get satisfaction from good, clear, logical arguments.

Typically, Logical Thinkers, Influence through behaviours such as: appealing to logic, presenting 'facts', swamping with detail, quoting rules and regulations, and using the hierarchy.

**(SLIDE 5)**

**Differences in style**

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|  | <p>A key difference is that the Tough Battler and the Friendly Helper are based on emotion, whereas the Logical Thinker is as one might guess, thinking based.</p> <p>But how might the styles see each other?</p> <p><b>(SLIDE 6)</b></p> <p>The Tough Battler sees the Friendly Helper as weak, a pushover.</p> <p><b>(SLIDE 7)</b></p> <p>The Friendly Helper sees the Tough Battler as scary, a bully.</p> <p><b>(SLIDE 8)</b></p> <p>The Logical Thinker sees the Friendly Helper as woolly and a bit soft.</p> <p><b>(SLIDE 9)</b></p> <p>The Logical Thinker sees the Tough Battler as illogical.</p> <p><b>(SLIDE 10)</b></p> <p>The Friendly Helper sees the Logical Thinker as cold and distant.</p> <p><b>(SLIDE 11)</b></p> <p>The Tough Battler sees the Logical Thinker as dull and boring.</p> <p><b>Key questions for you to consider:</b></p> <ol style="list-style-type: none"> <li>1. What do you see as your own "natural" style of communicating - the one that you prefer to employ?</li> <li>2. What is the "natural" style of the person you are trying to communicate with?</li> <li>3. Do the two styles match (logical thinker against logical thinker) or clash (logical thinker against tough battler)?</li> <li>4. If they clash, how should you adjust your style to be more effective in influencing that person?</li> </ol> <p><b>Questionnaire</b></p> <p>Attendees should now complete the styles questionnaire and read the accompanying 'positives and negatives' descriptors. The results should then be discussed in group. This discussion should be closely managed to avoid it becoming a forum for argument</p> <p><b>Action Plan</b></p> <p>The manager should now formulate the action plan based on suggestions from within the group (or with the individual, in the case of one to one work)</p> |
|  <p><b>Note</b></p> | <p>Identifying communication styles can provide those 'eureka!' moments for teams and help to overcome the differences in styles through the implementation of an agreed action plan.</p>  |

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|   | <p>This is a simple model with the advantage that in many cases you should be able to "spot" quite quickly the preferred style of someone else, and then adjust your own style to suit, where required.</p>  |
|  <p><b>When?</b></p> | <ul style="list-style-type: none"> <li>• When a new manager takes over an established team</li> <li>• When putting a project team together</li> <li>• When differences in communication styles have been identified in established teams (or with individuals who may need 1-2-1 support)</li> </ul> |
|  <p><b>When?</b></p> | <ul style="list-style-type: none"> <li>• To help teams focus on behaviours. As part of the PDPR cycle. Managers and staff can check in and see how things are progressing in relation to the actions signed up to</li> </ul>   |

# What Type of Communicator are You?

## Skills Questionnaire – Communication Styles

### Instructions

Read each statement and think about your communication style. Circle the score which best typifies your reaction.

|    | 2 = strongly agree  | 1 = tend to agree | 0 = disagree |   |
|----|---|-------------------|--------------|---|
| 1  | I do not hesitate to point out others' mistakes   | 2                 | 1            | 0 |
| 2  | I hand over important tasks to others despite the risk of my being personally criticised if they are not done | 2                 | 1            | 0 |
| 3  | I put forward well thought through ideas and plans  | 2                 | 1            | 0 |
| 4  | I am not afraid to praise or criticise another's performance  | 2                 | 1            | 0 |
| 5  | I am willing to be influenced in my thinking by others  | 2                 | 1            | 0 |
| 6  | I put together a good logical argument to persuade others   | 2                 | 1            | 0 |
| 7  | I define standards which I think others ought to meet   | 2                 | 1            | 0 |
| 8  | I encourage people to generate their own solutions to problems  | 2                 | 1            | 0 |
| 9  | When opposed I am able to construct a good counter argument   | 2                 | 1            | 0 |
| 10 | I pass on praise and criticism which others have made about another's work to motivate them to achieve        | 2                 | 1            | 0 |
| 11 | I value, and am receptive to, the ideas and suggestions of others   | 2                 | 1            | 0 |
| 12 | I provide detailed plans as to how the job should be done   | 2                 | 1            | 0 |
| 13 | I tend to make snap judgements about what others say or do  | 2                 | 1            | 0 |
| 14 | I am willing to admit my own mistakes or errors   | 2                 | 1            | 0 |
| 15 | I suggest sound alternatives to the proposals which others have made  | 2                 | 1            | 0 |
| 16 | People know when I approve or disapprove of what they have said or done                                       | 2                 | 1            | 0 |
| 17 | I listen and try to use the ideas of others   | 2                 | 1            | 0 |
| 18 | It is usual for me to persist with proven ideas, suggestions and proposals                                    | 2                 | 1            | 0 |
| 19 | I foster a competitive spirit to get what I want from people  | 2                 | 1            | 0 |
| 20 | I put as much effort into developing the ideas of others as I do my own                                       | 2                 | 1            | 0 |
| 21 | I anticipate objections to my viewpoint and am ready with reasoned counter argument                           | 2                 | 1            | 0 |
| 22 | I make it clear what I am willing to give in return from what others do                                       | 2                 | 1            | 0 |
| 23 | I am quite open about my hopes and fears, my aspirations and my difficulties in achieving them                | 2                 | 1            | 0 |
| 24 | I draw attention to inconsistencies and flaws in the logic of others' ideas                                   | 2                 | 1            | 0 |

|    |  |   |   |   |
|----|--|---|---|---|
| 25 | I use rewards and recognition to make other people do what I want                        | 2 | 1 | 0 |
| 26 | I go out of my way to show understanding of the needs and wants of others                | 2 | 1 | 0 |
| 27 | I present my ideas in a clear, logical way   | 2 | 1 | 0 |
| 28 | I judge people by what they do rather than what they say                                 | 2 | 1 | 0 |
| 29 | I help others to express themselves  | 2 | 1 | 0 |
| 30 | When others disagree with my ideas I find another way to persuade them that I am correct | 2 | 1 | 0 |

## W TO SCORE

**Transfer the score that you have given to each statement:**

|    |                      |    |                      |    |                      |
|----|----------------------|----|----------------------|----|----------------------|
| 1  | <input type="text"/> | 2  | <input type="text"/> | 3  | <input type="text"/> |
| 4  | <input type="text"/> | 5  | <input type="text"/> | 6  | <input type="text"/> |
| 7  | <input type="text"/> | 8  | <input type="text"/> | 9  | <input type="text"/> |
| 10 | <input type="text"/> | 11 | <input type="text"/> | 12 | <input type="text"/> |
| 13 | <input type="text"/> | 14 | <input type="text"/> | 15 | <input type="text"/> |
| 16 | <input type="text"/> | 17 | <input type="text"/> | 18 | <input type="text"/> |
| 19 | <input type="text"/> | 20 | <input type="text"/> | 21 | <input type="text"/> |
| 22 | <input type="text"/> | 23 | <input type="text"/> | 24 | <input type="text"/> |
| 25 | <input type="text"/> | 26 | <input type="text"/> | 27 | <input type="text"/> |
| 28 | <input type="text"/> | 29 | <input type="text"/> | 30 | <input type="text"/> |

**TOTAL B**

**TOTAL H**

**TOTAL T**



| <b>Battler</b>  |   |
|---|---|
| <b>Strengths</b>  | <b>Risks</b>  |
| Self-confident<br>Enterprising<br>Ambitious<br>Organising<br>Persuasive<br>Quick to act<br>Imaginative<br>Competitive<br>Proud<br>Risk-taking | Arrogant<br>Opportunistic<br>Controlling<br>Pressuring<br>Dictatorial<br>Rash<br>Dreamer<br>Combative<br>Conceited<br>Gambler |

| <b>Helper</b>   |  |
|---|--|
| <b>Strengths</b>  | <b>Risks</b>   |
| Trusting<br>Optimistic<br>Loyal<br>Idealistic<br>Helpful<br>Modest<br>Devoted | Gullible<br>Impractical<br>Slavish<br>Wishful<br>Self-denying<br>Self-effacing<br>Self-sacrificing |

| <b>Thinker</b>  |   |
|---|---|
| <b>Strengths</b>  | <b>Risks</b>  |
| Cautious<br>Practical<br>Economical<br>Reserved<br>Methodical<br>Analytical<br>Orderly<br>Fair<br>Persevering<br>Conserving<br>Thorough | Suspicious<br>Unimaginative<br>Stingy<br>Cold<br>Rigid<br>Nit-picking<br>Compulsive<br>Unfeeling<br>Stubborn<br>Possessive<br>Obsessive |