

Interviewing Style Assessment (ISA) Self Report



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Interviewing Style Assessment (ISA)

Introduction

The interview is the selection process most often used to make hiring decisions. But all too often, people make hiring mistakes because they adopt a one dimensional questioning style or approach, wrongly trust their intuition, make judgments based on broad feelings of empathy towards the applicant or ask questions that don't help them objectively assess job-related skills and abilities. A primary way in which these mistakes can be avoided is to use a "Situational Interviewing" approach.

Though it requires an investment of time, effort, and money to develop the interviewing skills fully, a well designed situational interviewing approach can help interviewers to more accurately predict an interviewee's potential for success on the job. Situational Interviewing™ is a style-based process by which an interviewee's readiness for particular questions to be put to them is assessed or diagnosed. The interviewer evaluates or diagnoses the interviewee's readiness by considering their knowledge and interest as it is presented in their resume or by what they reveal during the interview conversation.

This interview style assessment aims to help individuals recognize variations experienced at different interviewee readiness "stages" during an interview and to raise our awareness of how to then adjust or "flex" our own interviewing style of approach to become more effective. To do this, the assessment explains each of the four readiness levels that must be diagnosed and then assesses and describes the four styles that can be applied. Once we understand both of these factors (and any personal development needs that we may have), we can then start to hone our skills in matching the right style to the particular readiness level.

We believe that this assessment can be helpful by:

- Raising our awareness of the four interviewing styles that can be used.
- Through assessment, identifying an interviewer's primary, secondary and least used communication styles.
- Presenting a working model that can be used to "flex," or adapt, one's interviewing style through acquiring new techniques and behaviors that can be used to more effectively relate to and communicate with people in interviews;
- Provide a mechanism through which interview style differences can be aired and openly discussed so as to create the most effective approach possible.

Interviewing Style Assessment (ISA)

Developed by the Worldwide Center for Organizational Development Written by Jon Warner

Purpose

This assessment has been developed to evaluate the communication style that you typically adopt when you are talking to people in an interview situation.

The information gathered with the Interviewing Style Assessment provides broad insight into your current style strengths as well as insight into those areas where some development or enhancement of your communication skills is likely to be helpful. The Interviewing Style Assessment does this by asking you to read a range of different interviewing scenarios and then to select the style description that most closely matches how you would typically respond to the situation described.



The Interviewing Style Model

The Interviewing Style Model is based on the Situational Communication® system developed by Jon Warner and Aubrey Warren in 2003. It uses the same labels as the Situational Communication® system for all four of the Interviewing Style quadrants and the same labels for the four interviewee readiness levels.

Like the Situational Communication® system, the Situational Interviewing™ model uses two scales. These are the scales of “Energy” and “Empathy”. This is based on substantial communication research by people such as Carl Rogers, Virginia Satir, David Merrill, Roger Reid, Ralph Kilmann, Ken Thomas and James McKroskey and Virginia Richmond (particularly around the subjects of assertiveness and responsiveness). The Energy scale relates to assertiveness and the Empathy scale to responsiveness). Both the Energy and Empathy scales are broad generic labels that attempt to describe the external observable behavior of an individual, not his or her inner traits or temperament.

Energy Energy is a collective name for a scale that is fundamentally concerned with the visible vocal and physical behavior that an individual brings to a communication. In simple terms this scale runs from high to low.

At the high end of the scale energy levels are likely to be observed as powerful and strong, enthusiastic, faster, louder, vocally active and verbally assertive or possibly even aggressive at times. It is therefore more likely to be an extraverted interviewing style. (In “push” and “pull” terms, “push” communication relates to higher levels of visible energy.)

Empathy At the low end of the scale energy levels are likely to be seen as much more reserved, slower, gentle, understated and quiet, with calmer and limited verbal expression. It is therefore more likely to result in an introverted interviewing style. (In “push” and “pull” terms, “pull” communication relates to lower or more restrained levels of visible energy.)

Empathy is a collective name for a scale that is fundamentally concerned with visible or experiential relational behaviors that an individual brings to a communication. In simple terms this scale runs from high to low.

At the high end of the scale empathy levels are likely to be seen as warm, cheerful, positive, affirming, inquiring, reassuring, caring, amiable, genial and affable. At the high end of the scale the maintenance and development of the relationship is likely to take precedence over the message itself.

At the low end of the scale empathy levels are likely to be seen as cool, calm, relaxed, dispassionate, placid and reserved, even detached. At this end of the scale the maintenance or development of the relationship is likely to be secondary in importance to the communication message.

Interpreting Your Results from the Interviewing Style Assessment

The Interviewing Style Assessment has been developed to evaluate the communication style that people typically adopt when interviewing other people.

Your Interviewing Style Profile

This shows the style or styles you tend to adopt most frequently when interviewing people. Three very important pieces of information come together to form your Interviewing Style Profile:

1. Your Primary Style:

Most individuals have a favorite, or primary interviewing style. An individual's primary style is one they feel most comfortable with – the one they selected most often.

2. Your Secondary Style:

Secondary, or supporting interviewing styles tend to be the “backup” styles when you are not using your primary style.

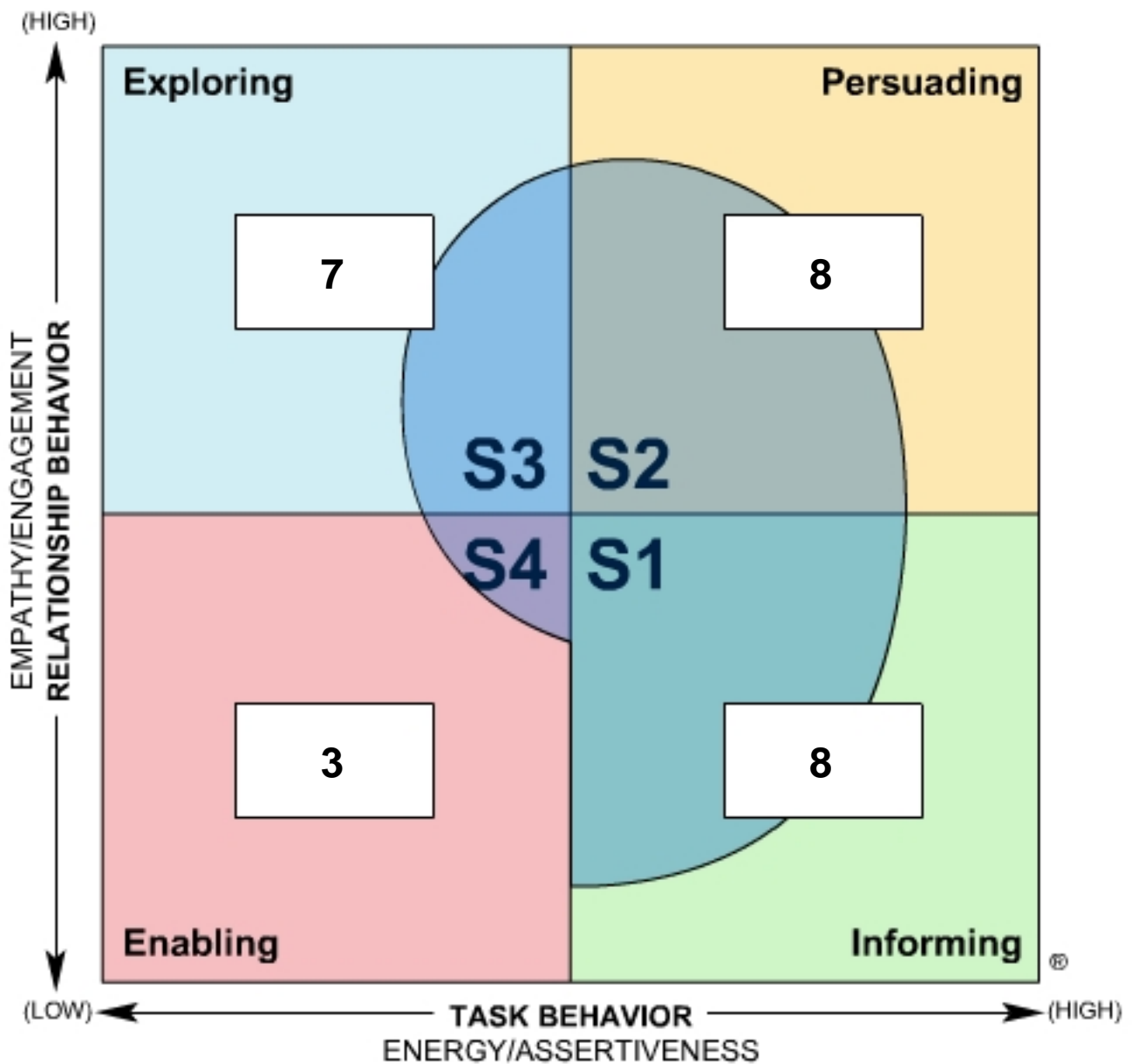
3. Your Style Range:

“Style Range” refers to the degree to which one is able to vary one's behavior when engaged in a communication (in this case, in an interview). Three or more responses in any one quadrant suggest a high degree of flexibility. The greater your style range, the more you are likely to be able to accommodate different needs at various stages of the interview and ‘flex’ your interviewing style or behavior accordingly. However, if your style range is restricted to one or two quadrants, you may find it more difficult to ‘flex’ your behavior as circumstances change within interviews.

Interviewing Style Assessment

jon warner's ISA Self Results

Your scores from completing the on-line questionnaire are shown in the four quadrants below.



Adaptability - 26

Interviewing Style Assessment

The Style/Readiness Adaptability Matrix

Graph 2: Determining Your Style Adaptability Score

Style Adaptability is measured on the Graph on the previous page of the Interviewing Style Assessment.

“Style Adaptability” refers to the degree to which an individual is able to vary their style to match the needs and responses of the person with whom they are communicating. Unlike “Style Range,” which shows an individual’s degree of “know-how” with different interviewing or communication styles, Style Adaptability measures “know-when” – a person’s ability to use the appropriate style in the appropriate situation.

In the Style Adaptability Graph, points are given for each alternative action selected in response to the twelve scenarios provided in the assessment. The number of points awarded is determined by how well the alternative action selected matches the situation. Thus, a ‘3’ response indicates the ‘best fit’. A ‘0’ response indicates that an action was selected that has a very low probability of success.

This point system allows your Style Adaptability to be expressed as a score. The possible adaptability score ranges from 0 to 36. Expressing adaptability as a score allows some generalizations to be made based on numerical benchmarks.

Your Style/Adaptability score is 26

30-36
HIGH

Scores in this range indicate a high degree of adaptability. An individual with a score in this range should be able to accurately diagnose different interviewee needs and adjust their own interviewing style accordingly.

24-29

MEDIUM

Scores in this range reflect a moderate degree of adaptability. Individuals with scores in this range generally exhibit a pronounced primary interviewing or communication style with less flexibility into the secondary styles.

0-23
LOW

Those with adaptability scores of 23 or less are likely to require development to improve both their ability to diagnose interviewee needs and to use appropriate interviewing behaviors and alternative or more closely matched styles in different scenarios (or stages) during an interview.

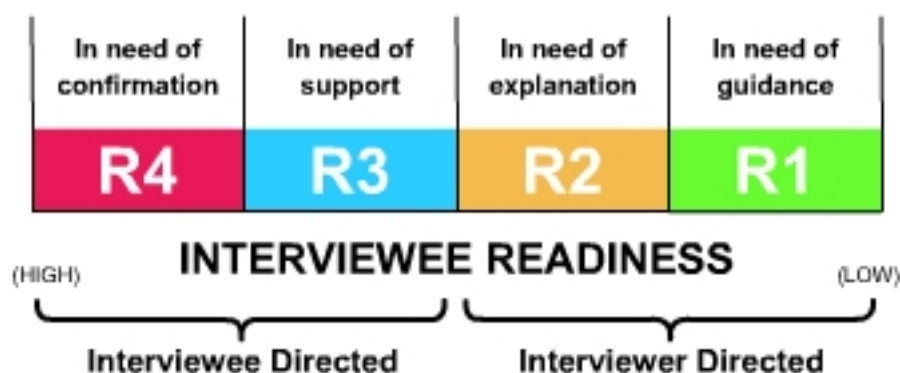
Determining or Assessing Interviewee Readiness

Our success as interviewers depends, at least in part, on the meaning or interpretation that our interviewees (or “receivers”) place on the messages we “send”. To maximize our potential for successful communication, it is therefore imperative that we identify the factors that will influence and affect the interviewee’s ability to understand, interpret and respond to the information that we communicate, or the questions that we ask.

Effective interviewing requires interviewers to:

1. Identify the specific subject, topic or question to be discussed
2. Assess the readiness of the interviewee for this particular topic
3. Select the appropriate communication or interviewing style to meet the needs of the interviewee

In the Situational Interviewing™ model, there are four levels of readiness. These readiness levels are identified in the diagram below:



Readiness within the Situational Interviewing™ model can be determined by assessing two key factors:

1. The level of Knowledge an individual has about the subject to be discussed
2. The level of Interest an individual has in the subject to be discussed

The interviewer’s role is to continually assess the interviewee’s knowledge and interest (each time they engage in conversation) and adjust his or her interviewing style accordingly to match the interviewee’s readiness and thus achieve optimal results.

The style of communication the interviewer adopts within a given exchange – Informing, Persuading, Exploring or Enabling – depends on the interviewer’s assessment of the readiness of the person with whom he or she is communicating.

It’s useful to note that while the first two readiness levels (“In need of guidance” and “in need of explanation”) are “interviewer directed” (or led by the interviewer given the nature and content of the communication), the other two readiness levels (“In need of support” and “In need of confirmation”) are likely to be “interviewee directed” (or led by the interviewee in terms of what they want or need from the communication exchange).

Let's look more closely at each of the two interview readiness scales – knowledge and interest:

Knowledge

When we analyze an interviewee's knowledge of a topic we may consider influencing factors like:

- **Experience** – past practice
- **Expertise** – current practice
- **Education** – learning (past or current)

It's good to remember that one or more of these factors may still render a person relatively low in knowledge related to a particular subject. For example, if you studied engineering 30 years ago but have not applied or studied it since then, you probably wouldn't have an adequate level of knowledge to engage in a sophisticated, hi-tech engineering discussion.

When we attempt to analyze a person's knowledge, we must be specific about the subject, topic or issue to be discussed to avoid talking down to the interviewee, or talking "over their heads" – either way, we limit our communication effectiveness.

Interest

When we analyze another person's interest in a topic we may consider influencing factors like:

- Engagement with the topic – motivation or need for engaging in discussion, nonverbal and verbal expressions that indicate connection or disconnection
- Enthusiasm or excitement
- Expectations – do they know that they need the information, or do they anticipate a discussion about the topic will be difficult, boring, relevant, stimulating, challenging, confusing, awkward?

A person's readiness level is not necessarily "good" or "bad", it just "is". What is good is identifying that readiness level so that we can more effectively communicate. What is bad or ineffective practice is simply delivering our message without consideration of the interviewee's readiness – their knowledge of the topic and their interest in the particular exchange.

Readiness is particularly important to evaluate because we often approach communication exchanges with our own level of interest and/or knowledge and assume the other party will also reflect that interest and knowledge.

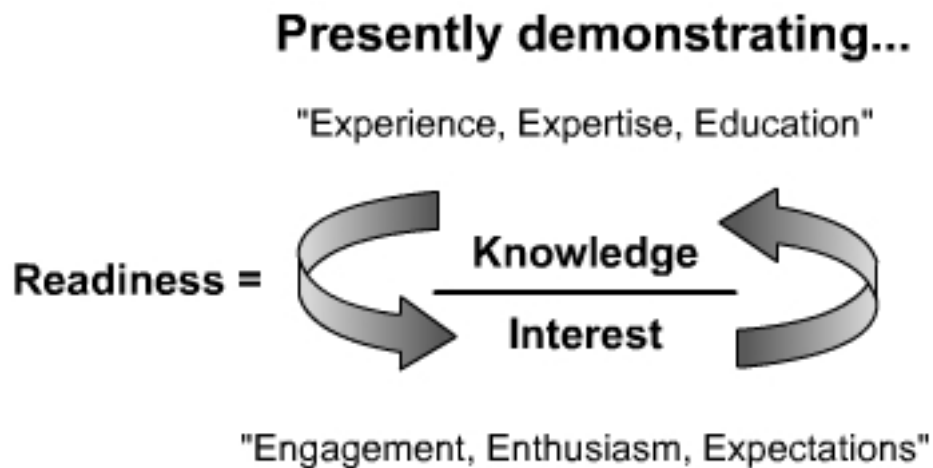
Using the mix of Knowledge and Interest, the Situational Interviewing™ model attaches simple descriptive labels to each of the four levels of readiness:

- **Readiness level 1** (R1 – Low Knowledge and Low Interest) "**In need of Guidance**"
- **Readiness level 2** (R2 – Low Knowledge and High Interest) "**In need of Explanation**"
- **Readiness level 3** (R3 – High Knowledge and Low Interest) "**In need of Support**"
- **Readiness level 4** (R4 – High Knowledge and High Interest) "**In need of Confirmation**"

Each of these levels is intended to describe the relative readiness of an interviewee in any given communication. This process provides a simple framework to help guide the interviewer in adopting the interviewing style that is likely to be most appropriate given the circumstances (or what we usually call the "high probability match" behavior). These two factors of Knowledge and Interest can be seen graphically on the chart overleaf.

Interviewee Readiness Chart

Interviewee readiness can be determined by considering two factors. These are Knowledge and Interest. These factors are related and should be considered both independently and in combination in order to make an accurate diagnosis of readiness.



Readiness should always be determined by considering the communication subject, activity, goal or question, in combination with a general assessment about the interviewee.

Interviewing Style Assessment

Understanding the different Interviewer styles and how they can be most effectively matched with particular interviewee needs

The Interviewing Style Assessment suggests that two underpinning scales, or dimensions, exist in all attempts to communicate with, relate to, and influence interviewees. As we described earlier, these scales are the level of empathy or engagement and the level of energy or assertiveness of the interviewer. Consequently, by constructing the grid, there are four broad styles based on the various levels of empathy/engagement and energy/assertiveness that can be used when dealing with people at different stages or parts of the interview and these are shown on the back page of this assessment booklet. These four styles are:

- **Informing Style** (high levels of energy; low levels of empathy)
- **Persuading Style** (high levels of energy; high levels empathy)
- **Exploring Style** (low levels of energy; high levels of empathy)
- **Enabling Style** (low levels of energy; low levels of empathy)

Characteristics of each Interviewing Style:

The Informing Style (Directive communication)

Your Score is 8

The “Informing Style” is often appropriate for use with interviewees at the beginning of the interview discussion (often when job role and responsibilities are being described); this style appears in the bottom right corner of the model.

Informing is characterized by very clear interaction that requires lower levels of energy and engagement on the part of the interviewer. In this quadrant, it should often be the interviewer’s intent to “guide” or “tell” the interviewee some specific information. The communication style in this quadrant is called “directive” because it is very much controlled or directed by the interviewer.

The Persuading Style (Feedback based communication)

Your Score is 8

The “Persuading Style” is often appropriate to use with interviewees in the early part of an interview and when the job role or opportunity needs to be promoted or generally discussed enthusiastically. This style appears in the top right corner of the model.

Persuading is characterized by an interaction and communication style that is very clear and focused, in addition to being highly energetic and engaging. This style is very interactive, typified by give-and-take communication; that is, offering information and asking questions to engage the energy and commitment of the interviewee to help them understand what the organization, the job or the future potential career is all about. Hence, the communication style in this quadrant is called “feedback based” because although the Interviewer controls it, there is an expectation that the interviewee also participates in the exchange.

The Exploring Style (Directive communication)

Your Score is 7

The “Exploring Style” is often the most appropriate style to use for a considerable portion of the interview (perhaps second only to the enabling style). This quadrant is in the top left corner of the model.

Exploring is characterized by interaction/communication that is enthusiastic and supportive of the individual’s contribution and expertise, and less focused on clarifying performance goals or focusing the individual’s attention on achieving specific goals and targets.

In this quadrant, the interviewee(s) is more likely to dominate and control the communication while the interviewer is best left to offer general encouragement, rather than to suggest specific outcomes or actions. Hence, the communication style in this quadrant is called “solution focused” because it is primarily focused on discovering whether there is a good match between what the interviewee has or wants and the organization is looking for. This communication is determined by the interviewee’s responses and is therefore considered to be interviewee led.

The Enabling Style (Enabling communication)

Your Score is 3

The “Enabling Style” should typically be the style used most often by effective interviewers (simply because the interviewer does least talking in this particular style quadrant). This style appears in the bottom left corner of the grid.

Enabling is characterized by interaction/communication that is less focused on being clear and directive, and less requiring of high energy and engagement than other styles.

In this quadrant, the interviewee(s) should dominate and control the communication while the interviewer is best left to listen and mentally evaluate whether the information being presented is helpful and relevant to the person’s capacity to do the job in question. Hence, the communication style in this quadrant is called “enabling” because it seeks to let the interviewee talk, largely by putting job specific scenarios to them and asking the interviewee to describe in detail what they might do (or have previously done) in similar circumstances. Behavioral interviewing, for the most part, falls into the Enabling Style.

This summary of the four Interviewing Styles described below may be useful for quick reference:

High energy/low empathy behavior (Style 1)

Your Score is 8

Referred to as “Informing” because this style is characterized mostly by one-way influence and communication, in which the interviewer usually knows much more than the interviewee. This style most often works most effectively when giving facts or straightforward information to an interviewee. This style is often appropriate at the earliest stages of the interview and typically accounts for no more than 5% of an effective interview.

High empathy/high energy and engagement behavior (Style 2)

Your Score is 8

Referred to as “Persuading” because the interviewer attempts to use two-way communication and relationship based support to get people psychologically to “buy into” the conversation. This style most often works best when the interviewee needs to be enthused or presented with information that is compellingly beneficial or advantageous. This style can be used at any stage of the interview but is likely to be used most often at the early stages. Its use typically does not exceed around 15% of an effective interview

High empathy/low energy behavior (Style 3)

Your Score is 7

Called “Exploring” because the interviewer using this style tends to want the interviewee to clarify information that they have offered and discuss ideas and issues in a two-way or collaborative type of conversation. This style most often works best when the interview is well established and the interviewer wants to get the interviewee to open up or to share information about what they think or feel regarding particular job related scenarios. This style can be used at any stage of the interview but is often used most at the middle and end of an interview. An effective interview may see this style used about 30% of the time.

Low energy/low empathy behavior (Style 4)

Your Score is 8

Labeled “Enabling” because the style involves letting the interviewee offer information with only limited or steering type responses from the interviewer. This is most often seen in situation based interviewing techniques when the interviewer describes job related scenarios and asks the interviewee to describe how they would respond (and elaborate in detail as much as necessary). This style can be used at any stage of the interview but is often used most at the middle and end of an interview, where it can become dominant. An effective interview may see this style used about 50% of the time.

Using the Interviewing Style Model to improve our effectiveness

"You give me the right people and I don't care what organization you give me. Good things will happen. Give me the wrong people, and it doesn't matter what

FORMER US GENERAL COLIN POWELL

A successful interview should determine if there is a match between the individual and the job. Furthermore, a good interview process allows you to understand an interviewee's behavior, values, motivations, and qualifications and the extent to which (in combination) these indicate that the applicant is likely to make a good contribution in the role in question. To some extent, an effective interview will depend on a range of steps that an interviewer needs to take. These include careful preinterview screening methods, sound job or role competency determination, good preparation for the interview itself, and a flexible interview structure or process in which you can glean the as much information as is needed to make a wise decision on overall applicant suitability.

While all these steps represent excellent foundational issues, we contend however that the best interviews are based on an appreciation of three things:

1. An effective diagnosis of the readiness of the applicant to be able to respond to a particular interview subject or question
2. An appreciation of four different interviewing styles that can be adopted during any given interview
3. Effort focused on ensuring that the interviewing style we choose to use is appropriately matched with interviewee readiness during each interaction in an interview

As we have already outlined, all four of the interviewing styles that we have described (Informing, Persuading, Exploring and Enabling) are likely to be used on several occasions in a single interview. However, they are likely to be used in different proportions as follows:

The Informing style is most likely to be used as the beginning of an interview to detail the job role or responsibilities, or at the end of the interview to indicate details such as a salary package or to outline policy and/or procedure relating to the role. This style is typically used for about 5% of the entire interview or for about 3-4 minutes in a one-hour interview conversation.

The Persuading style is most likely to be used at early stages of the interview to enthuse about or promote the more positive aspects about the organisation or the job in question. It therefore seeks to help the applicant to feel that the job is worthwhile and challenging. This style is typically used for about 15% of the entire interview or for about 10 minutes in a one-hour interview conversation. This style can also be used towards the end of an interview to persuade them that this job is attractive to accept.

The Exploring style is most likely to be used when the interview is fully underway or into the “meat” of the interview information exchange. It is therefore often used to clarify or explore answers that the interview has offered or gather more information based on what has been suggested by the interviewee. This style is typically used for about 30% of the entire interview or for about 18-20 minutes in a onehour interview conversation.

The Enabling style is also most likely to be used when an interview is fully underway but often sees an interviewer putting job related scenarios or situations to the applicant and asking them to respond in terms of how they would behave (or have previously behaved) or in terms of what action they may take (with gentle encouragement to expand where necessary). This style is typically used for about 50% of the entire interview or for about 30 minutes in a one-hour interview conversation. The four interviewing styles and how to use each one are shown on the subsequent pages.

The Informing Style - Your Score is 8

*High levels of energy; low levels of empathy
Matched with Readiness Level 1
Low Knowledge and Low Interest – in need of guidance*

In the Informing quadrant, the information or question to be delivered is likely to be specific and well known to the interviewer and generally needs to be relayed in a clear and concise manner. As the model on the back page of this assessment shows, talking by the interviewer is therefore likely to be dominant, with the need to listen restricted mainly to checking that the interviewee has heard the message and has little or no confusion or doubt about the meaning or implications or any questions.

1. Readiness cues for this style

Typically because their knowledge and interest in the topic is low at Readiness Level 1, interviewees will often request specific information or demonstrate in their demeanor that they would benefit from a lead being taken by the Interviewer. Specific behavior cues may be:

- Specifically requesting factual data
- Showing little understanding of the topic
- Remaining quiet
- Looking lost or confused

2. Delivery characteristics of this style

The style in this quadrant is high in energy but low in empathy and is very much interviewer-led. The interviewer will therefore usually do most of the talking. This style is most effectively delivered in a clear, concise and confident manner by the interviewer, allowing the interviewee the opportunity to respond or clarify anything that they do not understand before moving on. As an interview should ideally allow an interviewee to do most of the talking, this style should be used minimally and not for more than a few minutes out of an entire interview.

3. Examples of questions/statements made when using this style

Communication when using this style is mainly demonstrated by an interviewer making short statements of fact or giving the interviewee information about the job, the salary or benefits, the organization etc. When an interviewer uses questions, these are typically “closed” ones requiring only “yes” or “no” answers from the interviewee.

The following are just a few example statements/questions that could be used in this style quadrant:

- *“Did you travel far to get here?”*
- *“Let me outline the key goals of this job role...”*
- *“So, you have had plenty of spreadsheet building experience it seems?”*
- *“The salary package is very competitive and the particular benefits are...”*
- *“What minimum starting salary are you looking for?”*

The Persuading Style - Your Score is 8

High levels of energy; high levels of empathy

Matched with Readiness Level 2

Low Knowledge and High Interest – in need of explanation

In the Persuading quadrant, the information or message to be delivered is likely to be more complex than in the Informing quadrant and require more depth of explanation. The Persuading style therefore has a strong talking element as far as the interviewer is concerned, but also expects the interviewee to make a much greater contribution to the conversation. This means that the interviewer needs to listen more attentively to the interviewee's feedback or responses and then 'shape' their next message or question to be as interesting as possible (helping the interviewee to understand it and feel motivated to respond openly and enthusiastically).

1. Readiness cues for this style

Typically, because their knowledge of the topic to be discussed is low but their interest is high at Readiness Level 2, interviewees will often show high levels of attentiveness and even enthusiasm. However, they will still need the interviewer to provide quite a lot of detail and to explain things or ask quite detailed questions wherever necessary. Specific behavior cues may be:

- Being alert and attentive
- Showing high levels of enthusiasm
- Asking questions (and even interrupting sometimes)
- Being eager to get more information

2. Delivery characteristics of this style

The style in this quadrant is high energy and high empathy, and is therefore still interviewer led. However, unlike the informing quadrant the interviewee responds more fully or makes a greater contribution to the discussion. This style is most effectively delivered in a warm and friendly way but with a high use of probing questions and statements to elicit information and elaboration from the interviewee. Once again, as an interview should ideally allow an interviewee to do most of the talking, this style can be used more than the informing style but mainly to discuss specific subject areas, such as clarifying past job responsibilities or to share information about future career potential, for example.

3. Examples of questions/statements made when using this style

Communication when using this style is mainly shown by an interviewer asking mainly open questions of the interviewee, or seeking clarification in some way.

The following are just a few example statements/questions that could be used:

- *"Have you traveled much in your previous work?"*
- *"How do you feel a commission-only salary structure?"*
- *"What attracts you to this field or industry?"*
- *"What kind of relationship do you like to have with your boss?"*
- *"When comparing one company offer to another, what factors will be important to you besides salary because we have a very flexible benefits package?"*

The Exploring Style - Your Score is 7

Low levels of energy; high levels of empathy

Matched with Readiness Level 3

High Knowledge and Low Interest – in need of support

In the Exploring quadrant, the information or message to be delivered by the interviewer is likely to be highly responsive to the interviewee's needs. In other words, either directly or indirectly, the interviewee may need information to be added to his or her existing understanding about a subject, and it is the interviewer's job to suggest comments or ideas or thoughts that may be useful. This can be done by asking quite detailed or incisive questions which challenge the interviewee to indicate what they may think or do in the circumstances (and in so doing indicate how effective they are likely to be in a "live" job role situation). This style involves some talking by the interviewer in offering the scenarios or questions but is more likely to be interviewee oriented (given that they are being encouraged to do most of the talking).

1. Readiness cues for this style

Typically, because their knowledge in the topic to be discussed is high but their interest is like to be low at Readiness Level 3 (or they may be unsure that they can actually do this job), interviewees will be looking to demonstrate that their experience, education and expertise is useful (but without readily knowing how relevant or suitable it may be to the job in question). Specific behavior cues may be:

- Giving lots of incidental information about their experience or knowledge
- Occasionally seeking to change the subject to more comfortable ground
- Describing knowledge or expertise in hobbies or activities outside the work environment
- Demonstrating a degree of calm aloofness

2. Delivery characteristics of this style

The style in this quadrant is low energy and high empathy and is generally interviewee led, in as much as they are keen to show their expertise but without necessarily knowing how to do so (affecting their confidence to some degree). This style is therefore most effectively delivered by the interviewer asking open questions, which allow both parties to explore the topic area, and letting the interviewee demonstrate their knowledge when thinking about how they would tackle the subject in question (in the context of the job).

3. Examples of statements made when using this style

Communication when using this style is mainly shown by an interviewer asking general questions which invite an interviewee to expand or enlarge on previous responses or offer information that they have not had an opportunity to present up to this point in the interview.

The following are just a few example statements/questions that could be used:

- *"What techniques did you use in resolving the conflict situation you described earlier?"*
- *"What do you think your overall strengths and weaknesses are?"*
- *"What do you think would be most challenging in managing a very experienced team in this job?"*
- *"How would your skills outside the office help you in doing this job well?"*
- *"Give me an example of a high pressure project you tackled recently"*

The Enabling Style - Your Score is 3

Low levels of energy; low levels of empathy

Matched with Readiness Level 4

High Knowledge and High Interest – in need of confirmation

In the Enabling quadrant, the information or message to be delivered is likely to be very much dependent upon the interviewee's needs as they express these (which may only be a confirmation of what they already know).

In this quadrant, the interviewee is likely to already be highly knowledgeable and confident about a communication subject and only needs to demonstrate his or her knowledge in practical or everyday situations. The interviewer's role is therefore highly responsive and very listening-oriented (acting to gently encourage and support the interviewee). Like the Exploring Style quadrant this may involve posing very open job-related scenarios or situations and letting the interviewee respond mainly without interruption (while carefully watching and assessing what they say).

1. Readiness cues for this style

Typically, because their knowledge and interest in the topic to be discussed is high at Readiness Level 4, interviewees will appear both confident and adept in terms of their past experience (leaving the interviewer to determine whether this will also apply to the current job role). Specific behavior cues may be:

- Quiet attentiveness
- Full, fluent and fast responses to questions put to them
- Easily calling on example and analogies to communicate
- Demonstrating broad knowledge and awareness about the subject

2. Delivery characteristics of this style

The style in this quadrant is low energy and low empathy and is very much interviewee led. This style is therefore most effectively delivered by the interviewer very quietly providing specific job-specific goals, projects or challenges to the interviewee, and then letting them talk about how they would apply their abilities to get a good result. As the diagram on the back page of this assessment indicates, the interviewer actually does very little talking in this quadrant (but is clearly doing a lot of listening). This style is therefore likely to dominate in most effective interviews.

3. Examples of questions/statements made when using this style

Communication when using this style is mainly shown by an interviewer offering very job-specific scenarios to an interviewee and then letting them "tell their story". The following are just a few example statements/questions that could be used:

- *"Describe a particular work commitment you met, even though it may have been difficult to do so"*
- *"Tell me about a time when you dealt with someone who was very troubled, or under a great deal of pressure."*
- *"Give me an example of a goal you set for yourself recently. Discuss how you go about striking a balance between making goals aggressive, yet attainable"*
- *"Tell me about a time when, you have to admit, you dropped the ball because you ran out of time. What was the result?"*
- *"Give me an example of a time when you took a risk and hired an individual who eventually disappointed you. What did you learn?"*

Presentation Style Assessment.

Summary

This assessment has suggested that there are four audience readiness levels. These are “In Need of Guidance”, “In Need of Explanation”, “In Need of Support” and finally “In Need of Confirmation”.

Equally, there are four presentation styles that can be adopted. These are Informing, Persuading, Exploring and Enabling.

The four audience readiness levels are determined by looking at their relative levels of Knowledge and Interest (as a continuum from Low Knowledge and Interest to High Knowledge and Interest).

The four presentation styles arise from intersecting two dimensions – the level of empathy or engagement required by an audience, and the level of energy or assertiveness that is needed in a particular presentation, or at a specific phase or stage of a presentation.

This assessment has supplied a wide range of information about your presentation style and how you might increase your flexibility. This includes your:

- 1. Primary and secondary presentation style**
- 2. Style range** (or ability to “flex” your behavior when required to do so)
- 3. Style adaptability** (or how well you can accommodate the needs of different interviewees or the needs of one interviewee at different stages of the interview)

Having gained this insight, you may wish to complete the template (Personal Action Plan), to help you improve your Interviewing Style flexibility in the future. This means using all four styles when it is appropriate to do so and becoming more conscious of Interviewee readiness levels when seeking to communicate with them.

Personal Action Planning Sheet

Name : jon warner

Date : 12/10/2007 7:01:50 AM

The Communication / relational style(s) I use most : **Informing**

My Style Adaptability Score is : **26(Medium)**

The Style(s) I need to use more is / are :

The changes I need to make to my style and / or adaptability include:

The resources (e.g written materials,people,experiences) I will access to make these changes are :

The timeline (short and long-term) I have set for myself to make these changes is :

To keep me honest, I will share this plan and ask for frequent feedback from:
