

Situational Communication® Style Assessment (SCA) - Self Report



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Situational Communication® Style

Introduction

Communicating is one of the most sophisticated and complicated human activities. It's when we take it for granted that it causes us problems.

Situational Leadership® theory suggests that most people are promoted on the basis of their technical skills, but lose their jobs, are demoted or fail because of difficulties with human relations skills. A core human relations skill is the ability to communicate effectively with others.

Management expert Peter Drucker says that 60% of management problems are caused by communication problems and closer to 80 to 90 % of workplace problems can be attributed to poor communication.

This Situational Communication® Style Assessment aims to help individuals recognize variations experienced at different receiver or listener readiness "stages" during a communication exchange and to raise our awareness of how to then adjust or "flex" our own style of approach to become more effective. In so doing, the assessment explains each of the four readiness levels that must be diagnosed and then assesses and describes the four communication 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 sender style to the particular receiver readiness level.

We believe that this assessment accomplishes:

- Awareness of the four distinct communication styles.
- Through assessment, identification of an individual's primary, secondary and least used communication styles.
- A working model that can be used to "flex," or adapt, one's communication style through acquiring new techniques and behaviors that can be used to more effectively relate to and communicate with people in many different situations
- A mechanism through which communication style differences can be aired and openly discussed so as to create the most effective approach possible.

Situational Communication® Style

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 relating to people.

The information gathered with the Situational Communication® 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 Situational Communication® Assessment does this by asking you to read a range of different communication and influence scenarios and then to select the style description that most closely matches how you would typically respond to the situation described.



The Situational Communication® Style

The Situational Communication® system was developed by Jon Warner and Aubrey Warren.

The Situational Communication® system uses two scales. These are the scales of “Energy” and “Empathy”. These scales are based on an extensive body of communication research conducted by leading theorists, including but not limited to, 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 communication style. (In “push” and “pull” terms, “push” communication relates to higher levels of visible energy.)

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 communication style. (In “push” and “pull” terms, “pull” communication relates to lower or more restrained levels of visible energy.)

Empathy 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 Situational Communication® Style Assessment

The Situational Communication® Style Assessment has been developed to evaluate the communication style that you typically or broadly adopt when you are talking to people.

Your Communication Style Profile

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

1. Your Primary Style:

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

2. Your Secondary Style:

Secondary, or supporting communication styles tend to be your "back-up" styles when you are not using your primary style.

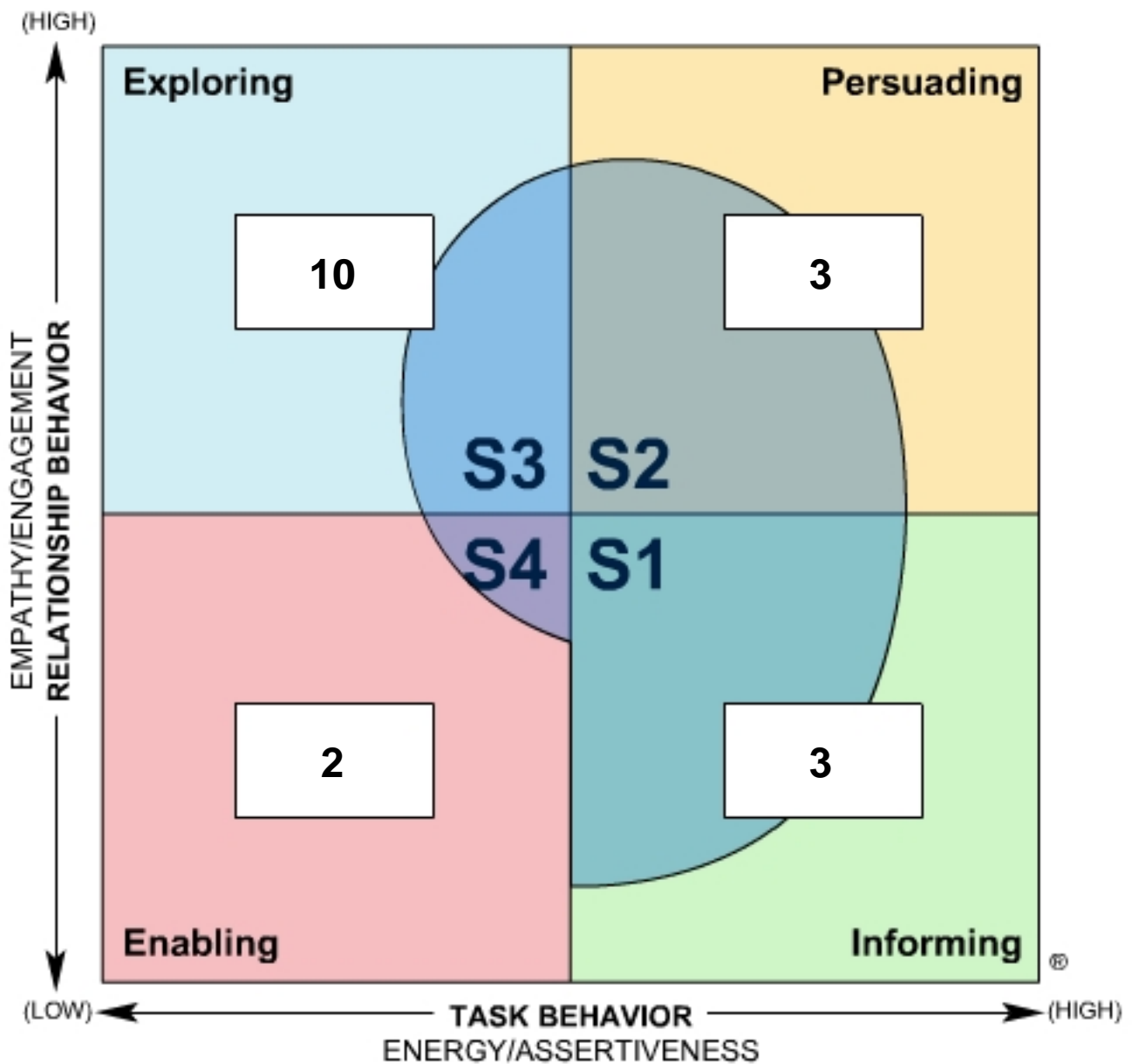
3. Your Style Range:

Style range provides you with a sense of how flexible you are in varying the types of behaviors you engage in when attempting to influence people (and communicate effectively with them). 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 the needs of different listeners or receivers and 'flex' your communication 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 in some conversations that you encounter.

Situational Communication® Style Assessment

jon warner's SCA Self Results

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



Adaptability - 18

Situational Communication® Style Assessment

The Style/Readiness Adaptability Matrix

Determining Your Style Adaptability Score

Style Adaptability is measured on the Graph on the previous page of the Situational Communication® Style Assessment.

Style adaptability is the degree to which an individual is able to vary their style to match the needs of a receiver. Unlike Style Range, which shows an individual's degree of "know-how" of different 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.

The use of a 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 18

30-36
HIGH Scores in this range indicate an individual with a high degree of adaptability. The person accurately diagnoses the needs of different receivers or their needs in different situations and makes the necessary adjustments in terms of style accordingly.

24-29
MEDIUM Scores in this range reflect a moderate degree of adaptability. This score usually indicates a pronounced primary communication style with less flexibility into the secondary styles.

0-23
LOW Adaptability scores less than 23 usually indicate a need for self development to improve both the ability to diagnose listener or receiver needs and to use appropriate communication behaviors and alternative or better matched styles in different conversation scenarios.

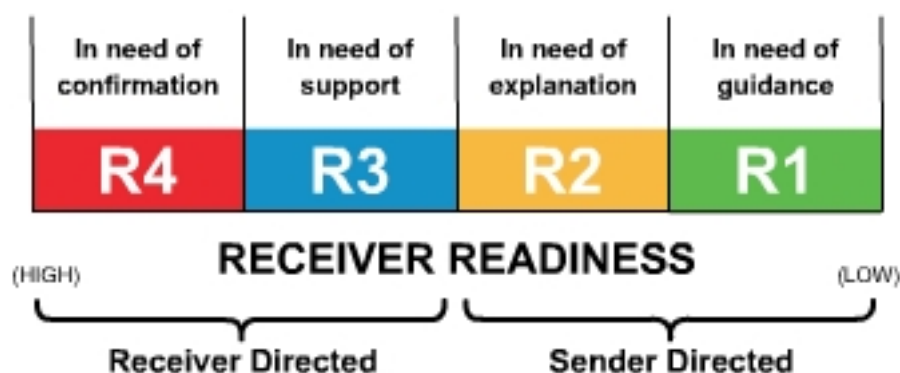
Determining or Assessing Receiver Readiness

Our success as effective communicators depends, to a large extent, on the meaning or interpretation that our 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 listener or receiver’s ability to understand, interpret and respond to the information that we communicate, or the questions that we ask.

Effective communication exchanges require that we:

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

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



Readiness within the Situational Communication® 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 Communicator’s role is to assess the receiver’s knowledge and interest (each time they initiate a particular discussion) and adjust his or her communication style accordingly in order to achieve the best results.

The style of communication we adopt for a given exchange – Informing, Persuading, Exploring or Enabling – depends upon our assessment of the readiness of the person we are communicating with.

It’s useful to note that while the first two readiness levels (“In need of guidance” and “in need of explanation”) are “sender directed” (or led by the sender 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 “receiver directed” (or led by the receiver in terms of what they want or need from the communication).

Let's look at each of the two receiver readiness scales:

Knowledge

When we analyze a listener or receiver'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 communication. 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 really have to be specific about the subject, topic or issue to be discussed. We want to avoid talking down to the person, or talking "over his or her head" – in either case, we risk limiting 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". When we correctly identify the readiness level of others, we are able to more effectively communicate by considering the other party's knowledge of and interest in the topic at hand. Conversely, when we simply deliver a message without consideration of the receiver's readiness we miss out on the opportunity to pitch our message appropriately and risk engaging in ineffective, or faulty communication.

Readiness is particularly important to evaluate because we often approach communication exchanges from an egocentric perspective; that is, we mistakenly assume that the other party shares our own levels of interest and knowledge when, in fact, our listeners may vary considerably in knowledge of and interest in the topic at hand.

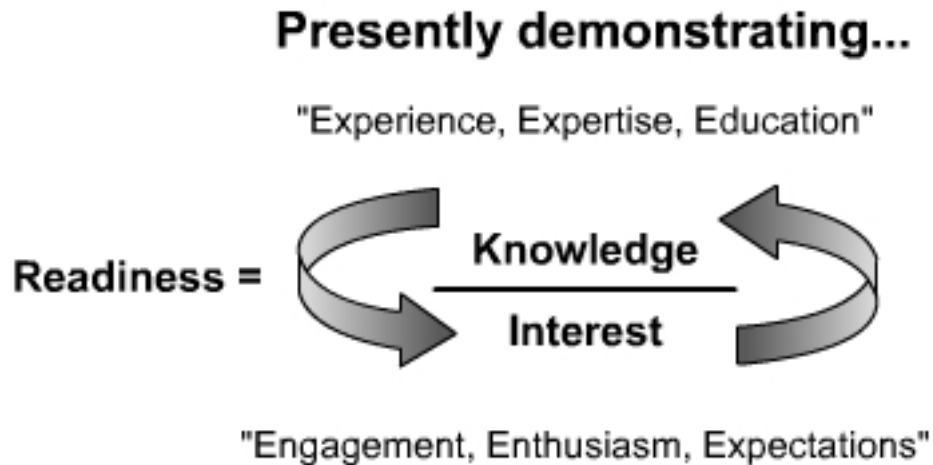
Using the mix of Knowledge and Interest, the Situational Communication® model attaches simple descriptive labels to each of the four levels of readiness:

- **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 a receiver in any given communication. This process provides a simple framework to help guide the message sender in adopting the communication style that is likely to be most appropriate in 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.

Receiver Readiness Chart

Receiver 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 receiver.

Understanding the different communication® styles and how they can be most effectively matched with particular receiver needs

The Situational Communication® Style Assessment suggests that two underpinning scales, or dimensions, exist in all attempts to communicate with, relate to, and influence receivers. As we described earlier, these scales are the level of empathy or engagement and the level of energy or assertiveness of the communicator. 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 a communication exchange 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 Communication Style:

The Informing Style (Directive communication)

Your Score is 3

The Informing Style, sitting as it does at the bottom right of the model, is in the High Task and Low Relationship quadrant. In this quadrant, the communication aim or goal is to tell or inform the other party about the problem, issue or subject.

In this quadrant, the knowledge is likely to reside mainly with the communication initiator or sender (rather than the receiver) and the main requirement is to transmit the message as clearly as possible. The communication tends to be mainly one way or dominated by the sender. This is why this style is called "Directive communication"

The Persuading Style (Feedback based communication)

Your Score is 3

The Persuading Style is much more of a two-way communication. However, the sender is usually the dominant party. Sitting as it does at the top right of the model, the persuading Style is in the High Task and High Relationship Quadrant.

In this quadrant the communication aim or goal is to offer information in a more enthusiastic way, and to persuade the receiver through fuller explanations. This allows some room for the sender and receiver to clarify with each other that the message(s) has been understood and that there is commitment to follow up action (if this is necessary). This is why this style is called "Feedback based communication"

The Exploring Style (Directive communication)

Your Score is 10

The “Exploring Style”, sitting as it does at the top left of the model, is in the High Relationship and Low Task quadrant. In this quadrant, the communication aim or goal is for questions to be asked and answered in the discussion.

Although either the sender or receiver may initiate the questions, in this quadrant, the receiver is likely to dominate and control the communication and the sender is left to steer the discussion and offer general encouragement, rather than to suggest specific outcomes or actions.

In this quadrant, the receiver(s) is more likely to dominate and control the communication while the message sender 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”

The Enabling Style (Enabling communication)

Your Score is 2

The Enabling Style, sitting as it does at the bottom left of the model, is in the Low Task and Low Relationship quadrant. But remember, just as it is in the Situational Leadership® model, “Low” does not mean “No”.

In this quadrant, the communication aim or goal is to enable a greater depth of understanding where it is requested by the receiver, In other words, the communication style of the communication initiator or sender is likely to be passive and patient and responsive to the receivers questions or queries.

In this quadrant, the receiver(s) should dominate and control the communication while the message sender is best left to listen and offer support and encouragement in a gentle fashion. Hence, the communication style in this quadrant is called “enabling” because it seeks to let the other party in the conversation talk.

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

High energy/low empathy behavior (Style 1)

Your Score is 3

Referred to as “Informing” because this style is characterized mostly by one-way influence and communication, in which the message sender usually knows much more than the receiver. This style most often works most effectively when giving facts or straightforward information to a receiver.

High empathy/high energy behavior (Style 2)

Your Score is 3

Referred to as “Persuading” because the message sender 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 receiver needs to be enthused or presented with information that is compellingly beneficial or advantageous.

High empathy/low energy behavior (Style 3)

Your Score is 10

Called “Exploring” because the sender using this style tends to want the receiver 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 in a longer conversation and the sender wants to get the receiver to open up or to share information about what they think or feel.

Low energy/low empathy behavior (Style 4)

Your Score is 2

Labeled “Enabling” because the style involves letting the receiver offer information with only limited or steering type responses from the message sender. This is most often seen in situations where a sender asks open questions of the listener and asks them to describe how they would respond (and elaborate in detail as much as necessary).

Use the Situational Communication® Style Model to Improve Communication

"It is so important to listen primarily with our eyes and heart and secondarily with our ears. We must seek to understand the intent of the communication without

AUTHOR, STEPHEN COVEY

A successful conversation is one in which there is a close, if not exact match between the message that is sent and the one that is received. To a large extent, an effective conversation depends upon a range of specific actions the communicator takes to ensure successful transfer of the intended message from sender to receiver. These actions include such steps as careful preparation for the conversation itself, word choice and language usage, selection of the right communication channel, as well as a flexible communication process in which the speaker gleans the information needed to make a wise judgment about how to engage the listener and affect the desired result from the communication exchange.

While all these steps represent excellent foundational issues, we contend however that the best communication is based on an appreciation of three critical elements:

1. An effective diagnosis of the readiness of the receiver to be able to respond to a particular conversational subject or question
2. Appreciation of four different communication styles that can be adopted for any communication.
3. Effort focused on ensuring that the communication style chosen is appropriately matched with receiver readiness during each interaction

As we have already outlined, all four of the communication styles described (Informing, Persuading, Exploring and Enabling) are likely to be used on several occasions throughout a single conversation. However, these styles are likely to be used in different proportions, depending on the nature of the communication itself.

The four communication styles and proper usage of each are shown on the subsequent pages.

The Informing Style - Your Score is 3

*(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 communicator 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 message sender is therefore likely to be dominant, with the need to listen restricted mainly to checking that the receiver has heard the message and has little or no confusion or doubt about the meaning or implications of what has been said.

1. Readiness cues for this style

Typically because their knowledge and interest in the topic is low at Readiness Level 1, listeners or receivers often request specific information or demonstrate in their demeanor that they would benefit from a lead being taken by the communicator.

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 sender-led. The message sender will therefore usually do most of the talking. This style is most effectively delivered in a clear, concise and confident manner by the communicator, allowing the receiver the opportunity to respond or ask for clarification about anything that they do not understand before moving on.

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

Communication when using this style is mainly demonstrated by the message sender making short statements of fact or giving the receiver information about the subject. When a communicator uses questions, these are typically “closed” ones requiring only “yes” or “no” answers from the receiver.

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

- *“There is a fire in the building – please go to the parking lot immediately”*
- *“The goal is to move 100 units in the next 3 months. We’ll achieve this by calling 25 customers a day”*
- *“Let me outline how the system works in a step-by-step way – feel free to stop me and ask questions at any time”*

The Persuading Style - Your Score is 3

(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 message sender is concerned, but also involves the receiver actively contributing to the conversation. When using the Persuading Style, the communicator needs to listen attentively to the receiver's feedback or responses and then 'shape' his or her next message or question to engage the active interest of the receiver so that the receiver is likely not only to understand the communication, but to feel motivated to respond openly, actively and enthusiastically.

1. Readiness cues for this style

Typically, because the receiver's knowledge of the topic is low but his or her interest is high at Readiness Level 2, receivers will often show high levels of attentiveness and even enthusiasm. However, they still need the sender 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 sender led. However, unlike the informing quadrant the receiver responds more fully and/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 questions and statements to elicit information and elaboration from the receiver.

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

Communication when using this style is mainly shown by a message sender asking mostly open-ended questions, or seeking clarification from the receiver in some way.

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

- *"I thought the data in the report you put together was really good – could you add in more diagrams to make it more visually appealing?"*
- *"Let me explain how you could get a much better outcome next time"*
- *"I thought you made some great contributions in that meeting – can I share some of the ideas that occurred to me when you were talking?"*

The Exploring Style - Your Score is 10

*(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 communicator is likely to be highly responsive to the receiver's needs. In other words, either directly or indirectly, the receiver may need information to be added to his or her existing understanding about a subject, and it is the communicator's job to suggest comments or ideas or thoughts that may be useful. This can be accomplished by the sender asking quite detailed or incisive questions that challenge the receiver to explain what he or she might think or do given the circumstances. This style involves some talking by the message sender in offering the scenarios or questions but is more likely to be receiver oriented (given that the receiver is encouraged to do most of the talking).

1. Readiness cues for this style

Typically, because knowledge of the topic under discussion is high but interest or motivation is likely to be low at Readiness Level 3 (or individuals may be unsure in some way), receivers will be looking to share their thoughts with someone who can clarify the topic for them and offer broad support for their ideas.

- 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 personal activities or interests
- Demonstrating a degree of calm aloofness at times

2. Delivery characteristics of this style

The style in this quadrant is low energy and high empathy and is generally receiver led, in as much as the receiver is keen to show his or her expertise but without necessarily knowing how to do so (affecting their confidence to some degree). This style is therefore most effectively delivered by the message sender asking open questions, which allows both parties to explore the topic area as much as necessary until the receiver wants to move on.

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:

- *"I think you should be able to draw pretty much entirely on your past experience on the last few projects to handle this one well"*
- *"Is there anything you need me to say and/or do?"*
- *"Can you tell me more about your ideas on what we could do in the future, as I think you are definitely on the right track here?"*

The Enabling Style - Your Score is 2

(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 highly dependent upon the receiver's needs as they express these (which may only be confirmatory of what they already know).

In this quadrant, the receiver 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 message sender's role is therefore highly responsive and very listening oriented (acting to gently encourage and support the receiver). Like the Exploring Style quadrant this may involve posing very open-ended, general scenarios or situations and letting the receiver 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, receivers will appear both confident and adept in terms of their past experience (as well as reasonably enthusiastic and self motivated in relation to the topic in question).

Specific behavior cues may be:

- Quiet attentiveness
- Full, fluent and fast responses to questions put to them
- Easily calling on examples 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 receiver led. This style is therefore most effectively delivered by the communicator very quietly providing very gentle confirmatory steering (mainly through open questions) to the receiver, and then letting them talk more or respond on their own terms. As the diagram on the back page of this assessment indicates, the sender actually does very little talking in this quadrant (but is clearly doing a lot of listening).

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

Communication when using this style is mainly shown by a message sender offering a few scenarios to a receiver and then letting the receiver respond in any way that he or she sees fit.

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

- *“So, from what you have said, your coaching sessions seem to be making a big difference?”*
- *“What additional information might regional analysis of the figures give you?”*
- *“You seem to be suggesting that you have thought through pretty much all of the steps that you need to take to get a good result...”*

Situational Communication® Style Assessment.

Summary

This assessment has suggested that there are four receiver readiness levels when looking to communicate with someone effectively. These are “In Need of Guidance”, “In Need of Explanation”, “In Need of Support” and finally “In Need of Confirmation”.

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

The four receiver readiness levels (“In Need of Guidance”, “In Need of Explanation”, “In Need of Support” and “In Need of Confirmation”) are determined by considering a receiver’s relative levels of Knowledge and Interest (as a continuum from Low Knowledge and Interest to High Knowledge and Interest).

The four communication styles (Informing, Enabling, Persuading, and Exploring) arise from intersecting two dimensions – the level of empathy or engagement required by a receiver, and the level of energy or assertiveness that is needed at a particular phase or stage of a conversation.

In this assessment, we have given individuals a wide range of information about their communication style and how they might increase their flexibility. This includes a communicator’s:

- 1. Primary and secondary communication style**
- 2. Style range** (or ability to “flex” their behavior when required to do so)
- 3. Style adaptability** (or how well you can accommodate the needs of different receivers in different communications situations)

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

Personal Action Planning Sheet

Name : jon warner

Date : 12/10/2007 7:16:51 AM

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

My Style Adaptability Score is : 18(Low)

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:

Situational Communication® Style

Author Details

Dr. Jon Warner, CEO of the Worldwide Center for Organizational Development in Los Angeles, California, has 25 years experience with a number of major multi-national companies in the United Kingdom, Europe, the United States of America and Australia. This experience has included time as a senior staff manager in human resources and a number of line roles with responsibility for large groups of people. During the last 10 years Jon has been involved in broad ranging organizational consultancy and the pursuit of best practice leadership. This consulting has taken him into a number a major organizations such as General Motors, Mobil Oil, the National Bank, Duke Energy, BTR, Qantas, HSBC, United Energy, Air Products and Chemicals and Dow Corning. Jon Warner is also a widely published author having written or co-written over 40 books and 20 assessment instruments.

References

The following books may prove to be useful for those people to want to read more about building their communication skills and style flexibility.

1. Crystal Clear Communication: Skills for Understanding and Being Understood. Kris Cole, 2001
2. Communication Styles. Wilson Learning Corporation, 1995
3. How To Win Friends And Influence People. Dale Carnegie
4. Figuring Out People. L. Michael, Ph.D. Hall, et al, 2002