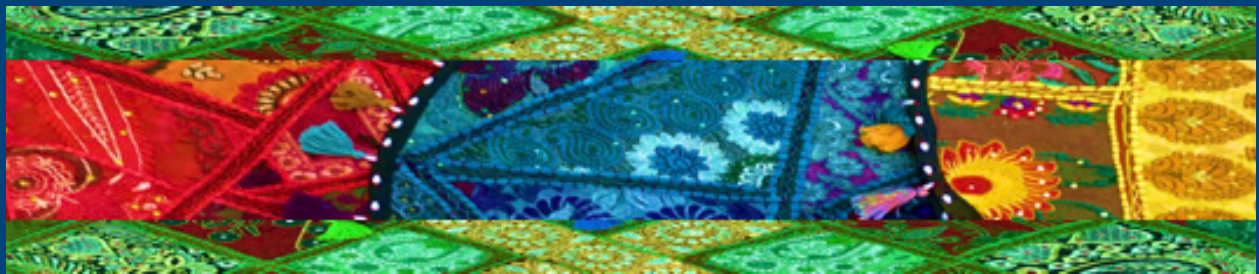


Working the **BIRKMAN METHOD**

Using insights from the
Birkman Method Assessment to improve
your understanding of self and others



WORKBOOK FOR CLIENTS OF
ROBIN DENISE JOHNSON, Ph.D.
1st EDITION, 2020



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ROBIN DENISE JOHNSON, Ph.D.
Birkman Certified Master Professional
1st EDITION, 2020



The Birkman Method: Pre-work

- Completed the Questionnaire
- Read your Report

Your report gave you background information about the Birkman Method, the millions of managers globally who've taken it, and it's strong psychometric properties.

I'll be focusing in our sessions on you *"Using insights from the Birkman Method Assessment to improve your understanding of self and others"*

If you are using this workbook, I am assuming you have already completed the Birkman Method questionnaire with me, or with another certified Birkman professional. Throughout this workbook, we will be using information from your Birkman Signature Report, your Advanced Summary with Birkman scales and your scores, and other reports I provide to my clients.

I will not repeat information in this workbook that is available in your Birkman Booklet – the reports sent to you from Birkman International after you completed the questionnaire. This workbook provides supplemental material that will help you work with your Birkman Method results so that you use those insights to improve your understanding of yourself and how you relate to other people. Happy Learning!

Working the BIRKMAN METHOD

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First three questions questions...

1. Have you read your personal Birkman Report at least once? If not, please do that before continuing with this workbook.
2. Do you agree with at least 75% of the information about you provided in your report? (If not, please let your Birkman consultant – me – know.)
3. What surprised you most about your results?



Objectives

Have you work the Birkman information so you can use three key insights from your data:

1. Motivation matters

- Interests High and Low
- Needs

2. Intensity matters

- Potential behavioral and expectation bias
- You get stressed
- You stress others

3. Perspective matters

- Gaps (your usual behaviors v. your needs)
- Blind spots (bandwidth compression)
- YouNique (you v. them)

Some people say the first time they grapple with their Birkman reports, it feels like sucking water through a firehose. There's a LOT of information, all about you, in your reports. That's no surprise. This report is trying to capture the unique, wonderful, and complex aspects of your personal reality. My intent is to help you focus in on what might be most helpful to you. So the first part of this workbook hones in on three basic ideas:

- Motivation
- Intensity
- Perspective

Objectives Page cont.

Motivation is important because it gives us insight into Why we do what we do. In the Birkman method you get helpful information about what motivates you (and what demotivates you) from your Interest themes and Component Needs scores.

Intensity matters because some things are more important to us than others. Intensity also signals where we may have behavioral and expectation bias. Plus, a major benefit to the Birkman method is that it gives you a language to talk about what you want and need – and posits that not getting your needs/wants causes you stress. You may also stress others out when you overuse a strength. So in that part of this workbook we'll look at the insights Birkman provides from intensity for those reasons.

Perspective matters. It has been said that we see what's behind our eyes, rather than what's in front of them. The Birkman Method uses measured gaps in *what we do* compared to *what we want* to gain some insight into our perspectives. And because this instrument has been used with millions of people globally, and asks questions about behavior in a social context, you also get to compare how you see yourself to how you see them to how they see you to how they seem themselves. You'll be gaining insight into the multiple, diverse perspectives we enact daily in our relationships.

For this workbook, I've added more information to help you articulate your Component Narratives and work your Birkman Map.

These are the topics I cover in my introductions to the Birkman Method. If and as we continue with the Birkman Method there are even more insights we will glean. For now, this is plenty for us to start Working the Birkman.



Birkman Method Dynamics

1.no such thing as **Normal** behavior

2.no **logical connection** between the way we **act** and the way we **need** to be treated

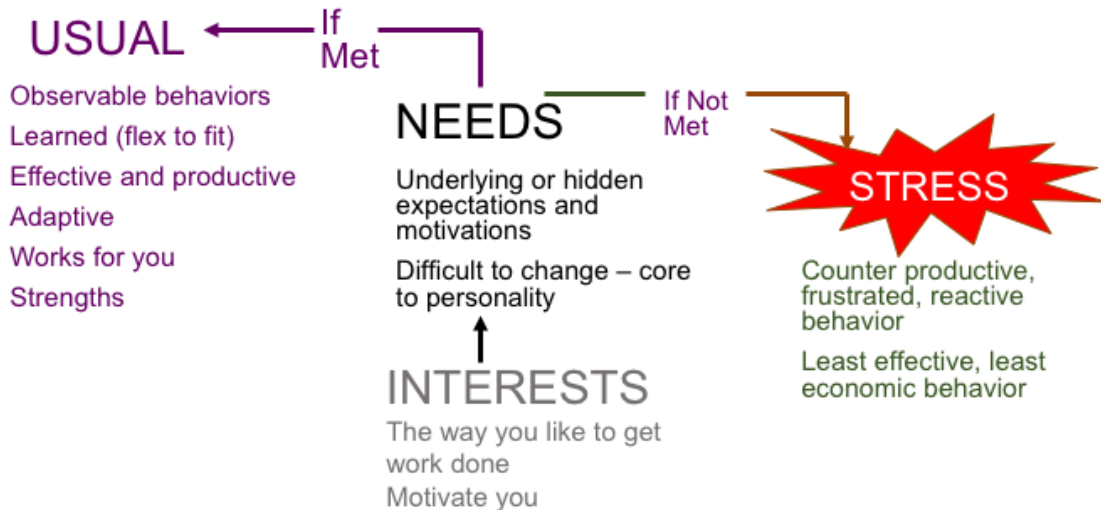
There are two important things to keep in mind when you use the Birkman Method:

1. There's no such thing as Normal behavior. In live courses we say often "Normal is a setting on a washing machine." The Birkman method is so powerful for me as a Diversity-Equity-Inclusion-Positive-Psychologist because it is designed for psychologically healthy, fully functioning adults. Many other psychological instruments either overtly try to figure out what's wrong with you, or have an implicit bias towards figuring out what's wrong with you. The Birkman is amazingly accurate in describing aspects of personality and perspective, without trying to pigeon hole you into a box called 'normal'. Sometimes people I work with will ask me variations on the question "am I normal?" or "what's the best profile?" etc. I do my best to avoid those questions and stay inclusive and respectful of your uniqueness – providing compassionate clarity about what Birkman data say, and leaving you room to decide what and when aspects of your personality are working for you, or not.
2. What we do and what we want can be completely different. We often expect behavior and need consistency from ourselves and others. In practice human beings adapt to social norms and to the expectations of those they care about. They don't give up their needs, they just get them met elsewhere.



Birkman Method Dynamics

1. no such thing as **Normal** behavior;
2. **no logical connection** between the way we **act** and the way we **need** to be treated



Birkman's underlying theory is that we are born or have our Interests and Needs set quite early in life. Our interests motivate us to get things done in a particular way. Our needs, tied to our feelings, also motivate us to relate in ways that will help be ourselves. Needs are internal, core to personality, and unlikely to change without a major psychological event. When are needs are met, we are happy – and we are willing and able to relate to others in our world in effective ways. These are our Usual behaviors – we learned to engage in behaviors that are effective and help us succeed in our lives. If our needs are not met, engage in counterproductive behaviors because of our frustration. These behaviors have the intent of helping us get our needs met, but often fall short of that intent. Unfortunately, stress behaviors, like strength behaviors, are externalized. When we act out our frustrations others notice and typically we receive feedback that the behavior is unacceptable. To get out of this vicious cycle when we have a frustrated need, we want to feed the need or engage in an activity that gives us energy – something from our motivating interests.

The Birkman Method



Needs/Expectations

- When needs are met, we are engaged, fulfilled and productive
- Unmet needs can trigger us -> stress behaviors
- Needs vary widely between people

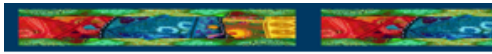
Remember!

There is no logical connection between what we do and what we need

Benefits of articulating and understanding Needs-Expectations

- By understanding your needs, you can recharge, stay motivated, and avoid stress behaviors
- By understanding others needs, you can support, improve morale, increase productivity, and communicate better

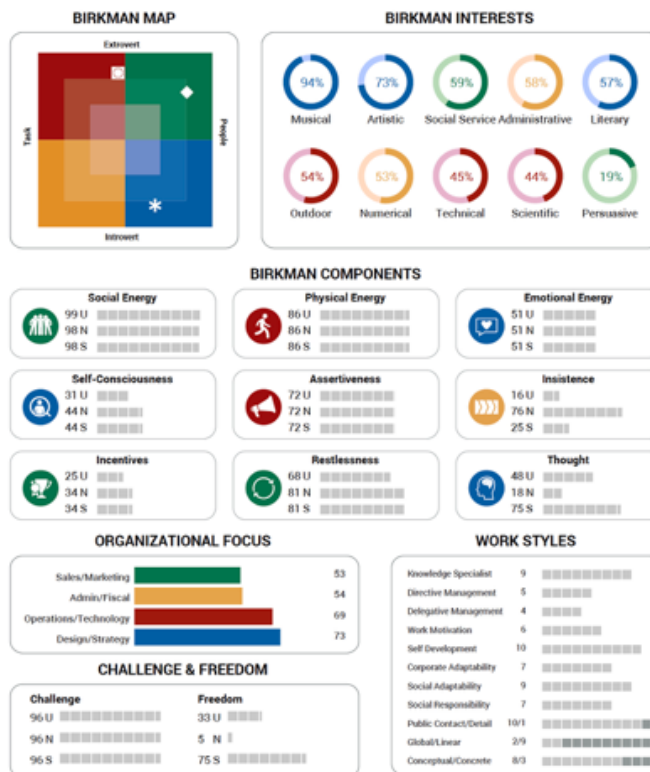
The Birkman Method, the only psychological instrument validated by the US National Science Foundation, is also the only instrument of its kind to put language to relational needs. For many of us we do not know a need is there until it has not been met, our frustration rises, and we act out. Birkman reports help us articulate what our needs are, and gives descriptive (some say predictive) information about what our stress behaviors associated with that need might be. This is VERY VALUABLE! People find it so helpful to talk about and negotiate to get their needs met before they're upset. And it is possible to have those conversations respectfully – adult to adult – without whining. When you understand and can articulate your needs, you also know how to recharge, stay motivated, and avoid stress causing situations. Moreover, if you lead others, you're able to be more supportive, respectful, and effective with them.



Advanced Summary

ADVANCED SUMMARY

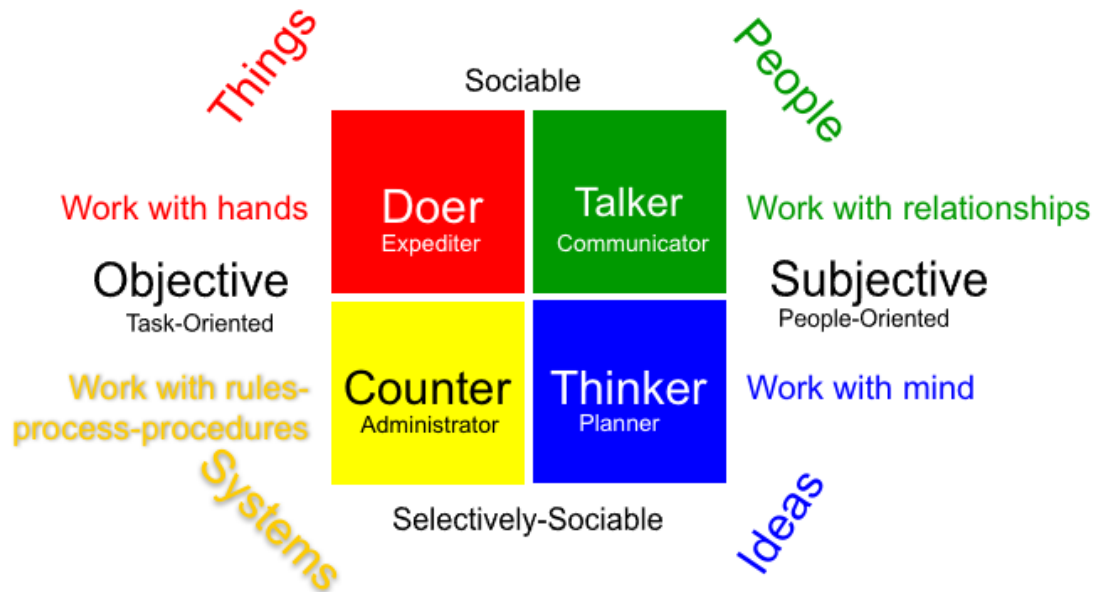
A Birkman Certified Professional should review these results with you



As we go on this journey through your Birkman results, I'll ask you to always have a copy of your Advanced Summary available. If you have only the Signature Summary, no worries. You will have much of the information I discuss in the first part of this workbook. The Signature Summary has the Component Usual and Need scales and scores. You will be able to find your stress scores inside your Signature Summary report on the Usual-Needs-Stress pages for each component. You also have your Interest Scales and Scores and your Birkman Map. That's plenty to start.



All Birkman Information is color-coded



People learn in different ways. Birkman reports report your information in a range of formats: numeric scales, text, graphs, and icons. Birkman information is consistently color-coded, and I use that color coding as much as I can throughout this workbook. (These colors do not map with other personality profiles that may use the same primary colors but the meanings differ.) I've tried to use purple when I'm not connecting to a specific Birkman-related color.



Birkman Method Takeaways



This word cloud summarizes takeaways I've collected over time from the thousands of people I've taught about the Birkman Method. Stress Management is by far one of the biggest benefits managers say they get from this tool. And stress management is about articulating your needs and taking responsibility for getting those needs met. People I work with are also helped when they gain information about their blind spots and bias because then they can take action so those do not derail their careers. It is my hope that you will enjoy this journey into the Birkman Method. So let's start with those Motivating Interests!

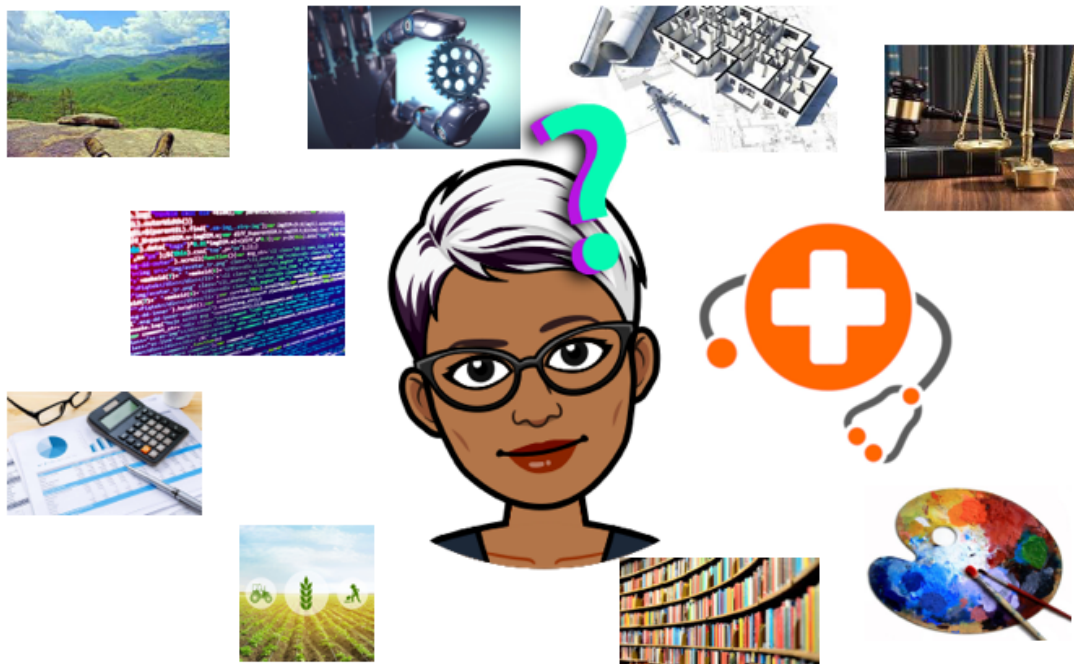


BIRKMAN INTERESTS





BIRKMAN INTERESTS



When you did the Birkman questionnaire you were asked to choose between various occupations. A lot of people think this is to help you decide what your career should be. But that's not quite right. The job titles are simple because they're easy for people to distinguish between them – if money, talent, and opportunities were equal. It's easier for people to choose whether they're more interested in being a farmer or a librarian. Birkman's questions are designed to come up with interest **themes** that attract you – based on research that long term satisfaction in a life and career come from doing things that give you energy – that motivate you intrinsically. Your answers to these Birkman questions also signal which thematic activities drain your energy. By your pattern of answers - consistently choosing certain kinds of occupations and consistently avoiding certain types of occupations – Birkman calculated your interest theme scores.



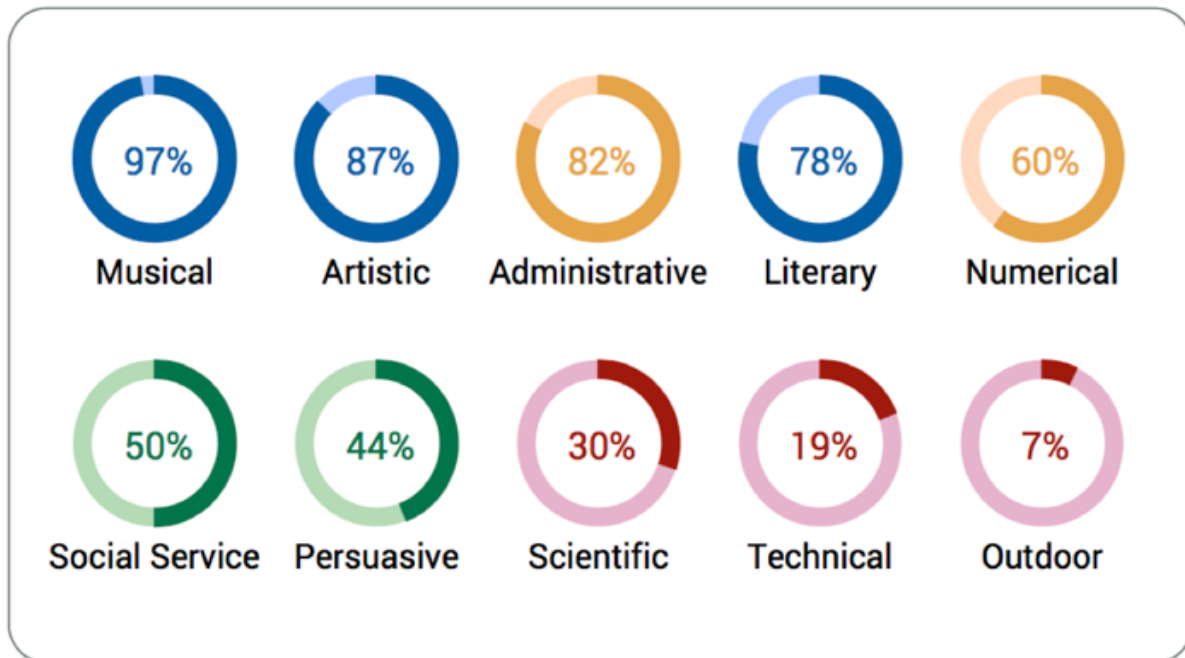
Interests Matter for Career Satisfaction



The motivating interest themes can be helpful for career management. Some of the happiest people on the planet choose to play for pay. So, doing what you love, and earning a living (if you need to), is helpful. Motivating interests engage the heart – and some career coaches believe, and a number of studies assert, that doing what you love is the most important predictor of career satisfaction in a life time. If for any number of reasons you are not engaging your motivating interests in your work, you might choose motivating interest activities as your hobby. Many people have spent their working lives doing something they were not passionate about, and wait until retirement to truly engage their motivating interests and develop the associated skills.



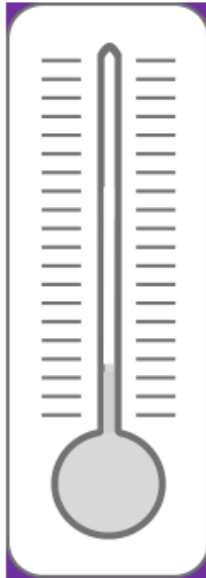
BIRKMAN INTERESTS



The Interests section of your Birkman report compares your interest in broad areas of activity with the level of interest most other people have. There are ten scores, and each score is a percentile number - from 1% to 99%. The number tells you how many people out of 100 have less interest than you do in that area. For example, if the number beside “Administrative” is 82%, 82% of the population is less interested in processes, order, and consistency than you are. Conversely, you are more interested in bringing order and consistency through administrative functions than 82 out of 100 people. You can say that you’re strongly interested in that area.



Scores in the low-intense zone



Percentiles in the low-intense zone, from 1%-20%, may indicate an aversion to something related to that energy theme.

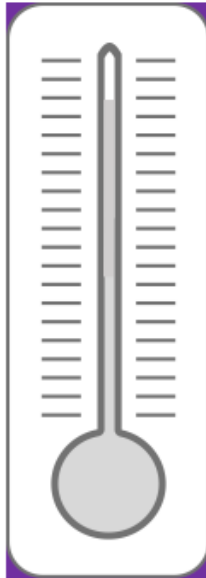
We recommend you avoid activities that might trigger an aversion (even if your friends and family try to convince you to do it)

As you 'work your Birkman' you will focus more on the very high and very low percentile scores. In Birkman lingo we call these extremes the intense zones. We want you to pay particular attention to scores in your intense zones.

Intense low scores are percentiles from 1%--20% - and may be an aversion to something. This shows a lack of interest in that area compared to most of the population. You don't like to be involved in these types of activities, and in fact you may be uncomfortable when this kind of activity continues for very long. People who have scores in the single digits often report how much they hate doing activities associated with that theme. They have an intense need to NOT be responsible for tasks and activities associated with that theme.



Scores in the high-intense zone



Percentiles in the high-intense zone, from 80%-99%, typically means activities related to this theme provide you with energy.

We recommend you include these activities in your life.

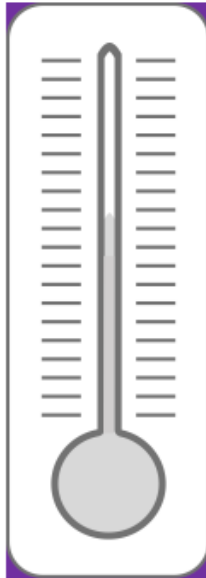
Intense high scores are percentiles from 80%-99%.

This shows an intense interest in that theme. Any score over 80 represents a passion related to that interest. If the score is over 90, it may feel more like a need, not just a passion - like you need to be involved in this activity. This means you may be unhappy and feel unfulfilled without at least some of this activity in your life. When we see this we suggest you keep activities from this theme in your work life (if you can and if you have developed associated skills); and you add specific activities you enjoy from this theme to your hobbies, volunteer, and social activities.

If you have no scores above 80, you might find it difficult to hone in on what you enjoy most because there are many things that appeal to you.



Scores in the mid-range



Percentiles in the mid-range, from 21%-79%, indicates more, less, or average interest in that theme. You may use activities from these themes for balancing activities in your life.

Indicates more, less, or average interest in that area compared to most people. 50% is the “average” interest, meaning that half the people have more interest and half have less interest than you do in that area. You are neither strongly interested nor uninterested.

Interestingly, there are many people with all of their scores in the mid-range who seem to thrive in large corporations. As generalists, with varied interests, they find a wide range of things to do throughout their corporate careers. And they seem able to at least tolerate a wide range of assignments, even if they are not passionate about any particular one.



Remember!

There are no perfect numbers

The score doesn't tell the whole story

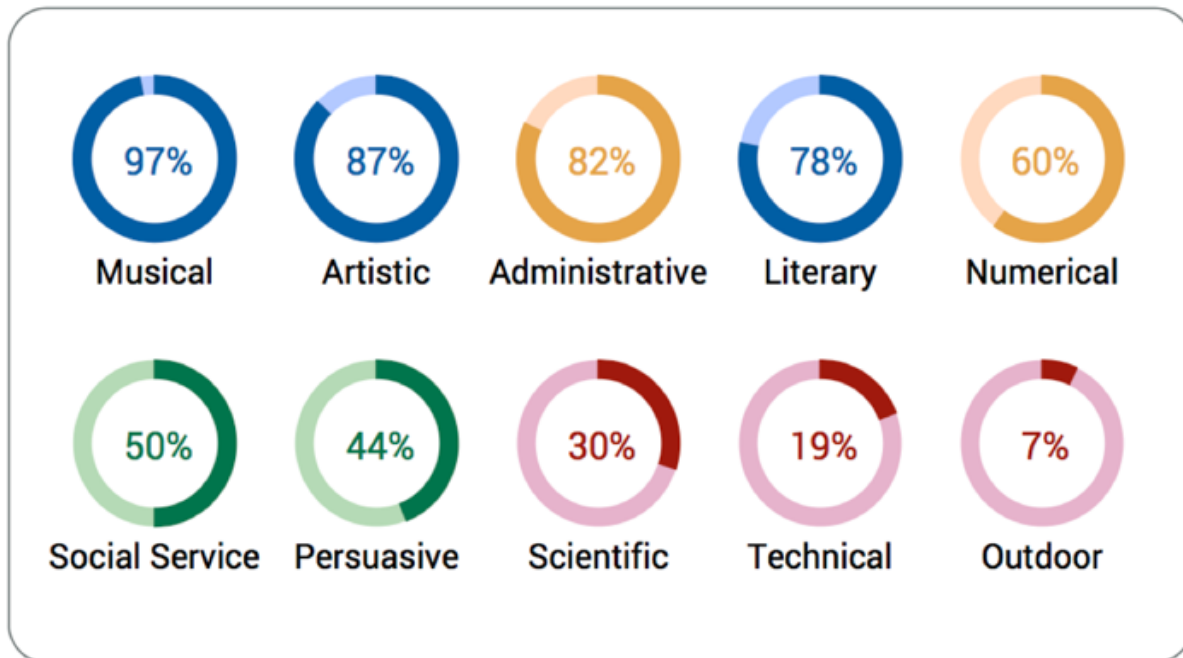
Interpret themes broadly

Interest \neq Skill

Keep in mind that there are no perfect numbers . . . just different numbers. A 20% is no worse, or better, than an 80% – it just indicates a level of interest in an area. Also keep in mind that a single area and number don't tell the whole story. You need to look at all the Birkman Interests to see how they balance and reinforce each other. For example, a Technical percentile of 90% plus an Artistic percentile of 80% might indicate you would enjoy architecture – architecture includes both design and aesthetics. An Artistic 90% and an Outdoor 80% might mean you would rather be outside doing landscape design. It helps to look at the areas and numbers together to see if a theme emerges. Also, you should interpret these Interests broadly. A high Artistic percentile may not mean that you are interested in art museums, or being an artist. A high Artistic score does indicate a need in your life to honor your aesthetic sense. Finally, remember that interests do not necessarily relate to talent, skill, or aptitude. Birkman does not measure skill or aptitude. Because of this, your occupation will not necessarily match your highest Interest scores. This is okay, as long as you realize that a score over 80 points to an energy producing area to pay attention to in your life. You can generate and harvest that energy vocationally, through your job, or through your hobbies/activities you do at home. Whether job vs. home, one is not better than the other.



BIRKMAN INTERESTS



Pull out your Birkman Summary. In my ideal world, you would learn about all 10 themes. However, I know some of you will want to focus first on your scores. So, focus on the themes where your scores are 80 or higher. You will be most motivated using those energies. Then learn about the themes where your scores are 20 or lower. You will be demotivated, irritated, and stressed when you spend too much time dealing with those energies. Low interest scores actually are as, if not more, predictive of motivating energy than the high scores. You'll definitely be happier if you avoid or reduce activities where you have a low score.

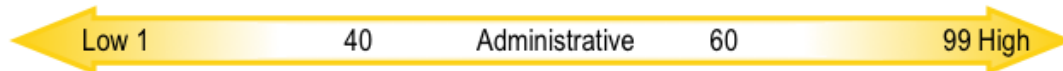
As in all the Birkman materials, the intense scores also provide cautionary insight into where you may have an unconscious bias. As you go through the 10 themes, stay mindful of when you may over value approaches that interest you, and undervalue approaches that are the opposite of your preferences – with the intense zones being where that is most likely to happen.



ADMINISTRATIVE

Organizing and designing systems to maintain order/consistency

Systems, order, reliability; routine activities in which process is consistent and predictable; importance placed on control systems; accounting, investing, analyzing.



FLEXIBILITY

Flexible work environment
Support with reports and routines
No paperwork
Tasks that don't need to be repeated

ORDER

Tasks that produce predictable results
Orderly, predictable work environment
Structure and order
Working from a plan & follow through
Maintaining security and control
Project management

Administrative:

Organizing and designing systems to maintain order/consistency

People with a high score for Administrative typically have an affinity for an orderly, structured approach to things with a preference for (establishing) routines or processes that provide consistency.

Keywords include: Systems, order, reliability; routine activities in which process is consistent and predictable; importance placed on control systems; accounting, investing, analyzing.

High scorers enjoy creating and maintaining the routines and systems that bring order to their environments – home and work. They like...

- Tasks that produce predictable results and controls
- An orderly, predictable work environment
- Structure and order
- Working from a plan – with follow through and accountability
- Maintaining security and control
- Project management

Methods for expression may include scheduling activities and resources, filing, systematizing materials, keeping close control over resources, and producing order in the surrounding environment.

Occupations include financial manager, office worker, security and control systems manager, management accounting, project management and court reporter.

They think routine is important and expect others to follow procedures. They notice when things are out of place. And they tend to be disciplined time managers.

If you have high administrative interest scores, it may be second nature for you to organize content and create a detailed agenda. That detail might overwhelm others – and the structure might feel stifling. Watch for cues from others so that you let them know you can be flexible – that the plan is still a plan, and not set in stone. Looking more flexible, especially when proposing an idea, goes a long way towards enhancing other people's receptiveness to your ideas for structuring and organizing things.

People with low Administration Interest scores typically respond in the moment as needed, almost intuitively – and don't care for details, routine, or bureaucracy. They like...

- A flexible work environment
- Support with reports and routines
- No paperwork
- Tasks that don't need to be repeated

People with very low Administration scores may experience people with high scores as bureaucratic.



ADMINISTRATIVE

Organizing and designing systems to maintain order/consistency

Systems, order, reliability; routine activities in which process is consistent and predictable; importance placed on control systems; accounting, investing, analyzing.



FLEXIBILITY

Flexible work environment
Support with reports and routines
No paperwork
Tasks that don't need to be repeated

ORDER

Tasks that produce predictable results
Orderly, predictable work environment
Structure and order
Working from a plan & follow through
Maintaining security and control
Project management

It's not unusual to have no, or very few senior managers with high scores in this interest area, in part because of the organizational and cultural bias against what many perceive to be low-level work. However, all successful organizations and institutions need systems and processes to deliver high-quality products and services consistently.

Planning, a competency I've seen many managers develop who have high interest in this theme, is highly correlated with both organizational and professional success – but is in short support as a competency among managers. As a career management strategy, developing that competency, combined with your strong interest, and a documented track record of impact using that competency is a good strategic career move.

Working the Birkman: Interests Reflection

Name of Interest theme _____

Circle if this is a **high**, **moderate**, or **low** score for you.

If this is high, when and where are doing what you love to do?

What specific activities under this theme do you love doing?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

If this is low, am I doing too much of things that drain me? Maybe because I think I should? YES NO

How can I use these insights to be more productive, to improve/grow, and be happier?



ARTISTIC

Visual Impact / Influenced by aesthetics, the form, and appearance of things

Visual impact of things - traditional expressions, but also can be subtle, such as how a person dresses; creation, arts appreciation, aesthetics, design



FUNCTION

Focus on functional aspects
Simple or plain presentations
Content not form
Underplay image

FORM

Aesthetically pleasing work environment
Creative use of visuals
Pictures to describe complexity
Opportunities for artistic expression

Artistic:

Visual Impact / Influenced by aesthetics, the form, and appearance of things

People with high scores for Artistic Interest are concerned with visual impact, usually combined with a strong aesthetic sense. It is an interest in things that are visually pleasing.

High scores in Artistic Interest can be artistic in the traditional sense, but this can also be subtle, such as how someone dresses; general creativity, arts appreciation, or aesthetics in general. They might walk into a room and notice the shapes, colors, placement, and composition of things – and whether that is appealing. If the interest is developed into a skill, they may be able to take complex concepts and represent them visually so that they are easily explained and understood. They like...

- Aesthetically pleasing work environments
- Creative use of visuals
- Pictures to describe complexity
- Opportunities for artistic expression

Methods for expression may include sculpture, painting, interior design, art appreciation, how you-and others dress, and crafts. Occupations may include graphic arts, landscape design, photography, architecture, fashionista, and florist. This interest carries with it a liking for strategic or creative thinking. A keyword is 'design' – work that requires the assembly of elements into a pleasing form would also be energizing for people with high artistic interests.

If your Artistic score is 80 or higher, and you are forced to work in an ugly environment, you may find yourself demotivated. Do what you can to brighten up the space – flowers, artwork, color, or orient yourself towards a view if you have one. Make at least some part of the space aesthetically pleasing to you – and focus in on that space with a few breaths every hour. Also, watch out for graphics overkill – edited, crisp, focused content has the widest impact. Watch out for bias! High scorers may (unconsciously) dismiss people, proposals, or communications that appear, to them, poorly presented.

People with low Artistic Interest scores may say “Hey, if it works, that’s good. Who cares what it looks like.” They...

- Focus on functional aspects – and may not be aware of the impact of the visuals
- Prefer simple, practical, plain presentations
- Focus on content, more than form
- Underplay image
- May under estimate the value of custom, fashion, and design

Working the Birkman: Interests Reflection

Name of Interest theme _____

Circle if this is a **high**, **moderate**, or **low** score for you.

If this is high, when and where are doing what you love to do?

What specific activities under this theme do you love doing?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

If this is low, am I doing too much of things that drain me? Maybe because I think I should? YES NO

How can I use these insights to be more productive, to improve/grow, and be happier?



LITERARY

Extensive use of the written word to gain/convey meaning

Language and communication, specifically in its written form - affinity for how words and phrases are crafted; appreciation for language; meaning making using words



SOUND BITES / BULLET POINTS

Short written communication
Read only what is urgent or necessary
Simple sound bite messages
Limit reading to personal interests

PARAGRAPHS / NARRATIVES

Compose thoughts in writing
Gather information through reading
Communicate in writing
Master other languages

Literary:

Extensive use of the written word to gain/convey meaning

People with high score in Literary tend to have an affinity for language and its use in the printed word, along with appreciation for the abstract feelings and ideas conveyed through words. People with high scores like to...

- Compose their thoughts through writing
- Communicate important messages through e-mail (or memos)
- Gather information through reading
- Read for pleasure (always have something to read – even backs of cereal boxes)
- Digest written information before making decisions
- Communicate in writing
- Use sophisticated language skills, and may master other languages – and spend time choose the right words to convey subtle and nuanced meaning.

Methods for expression may include reading in all forms (pamphlets, novels, professional publications, and magazines), concern with different literary styles, interest in writers and their histories, writing or a desire to write, and interest in foreign languages. Occupations may include writers, editors and literary agents.

If your Literary score is 80 or higher, and you communicate through writing, you might get annoyed (stressed) when people don't respond to your written communications. Some people simply don't respond to email or texts. Some don't read them as carefully as you write them. It's not necessarily commentary on you or what you wrote. Writing may not be the best way to communicate with them. Consider using your writing / notes to organize your thoughts – and then give them a call. Or send a few key bullet points – or a one page exec summary – and provide details as backup if they ask for it.

If you're stressed from other parts of your life, you might de-stress by reading a good book, magazine or blog. You might also de-stress by writing, blogging, journaling or editing.

Your high interest may become a bias that discounts or dismisses people and messages that are poorly written, with grammatical errors, or too many typos.

Low Literary scores are fine with abbreviated and succinct written information (one-page, bullets please). They like...

- Short written communications
- Reading only what is urgent or necessary
- Simple sound bite messages
- Limiting their reading to personal interests (and may put off reading long, detailed memos / emails)
- To communicate through interaction, verbally

High = story tellers who speak in paragraphs; low = sound bites and bullet points

Working the Birkman: Interests Reflection

Name of Interest theme _____

Circle if this is a **high**, **moderate**, or **low** score for you.

If this is high, when and where are doing what you love to do?

What specific activities under this theme do you love doing?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

If this is low, am I doing too much of things that drain me? Maybe because I think I should? YES NO

How can I use these insights to be more productive, to improve/grow, and be happier?



MECHANICAL / TECHNICAL

Drive to know how things work

Interest in how things are put together - building things with your hands that you can see, hold and touch; hands on work with technology & machinery



LET OTHERS DO IT

Simple "how to" instructions
Technical support from others
Not having to work with your hands
Others to operate equipment

HANDS ON

Knowing how things work
Hands-on tasks
Systems involving equipment
Technical operations
Designing and operating devices
Finishing – product, goal, score

Technical/Mechanical:

Drive to know how things work

An affinity for applying principles of technology into the design, building or maintenance of devices requiring the operation of several interrelated parts with separate functions.

People with high scores in Technical/Mechanical usually learn by doing --- and have an interest in building things with their hands that they can see and touch. They report enjoying taking things apart, and (sometimes) putting them back together. They're energized by...

- Knowing how things work
- Hands-on tasks
- Systems involving equipment
- Technical operations
- Designing and operating devices
- Seeing a finished product (making the goal, getting the score, etc.)

Methods for expression may include programming, engineering, computer/machine design, home repair, machine maintenance, carpentry, woodwork, mechanical operations, gadgetry, and construction activities. Occupations may also include construction, energy development, transportation-material moving, plumbing, and crafts.

People with Technical/Mechanical scores below 20 may be reluctant to do hands on things. Low scorers like ...

- Simple "how to" instructions
- Technical support from others (letting someone else fix broken things)
- Not having to work with your hands
- Others to operate equipment

In general, they're not that concerned with HOW things work, just that they do. If you need to address the 'how' type questions in a presentation, partner with someone with hands on experience to help you shape your message.



MECHANICAL / TECHNICAL

Drive to know how things work

Interest in how things are put together - building things with your hands that you can see, hold and touch; hands on work with technology & machinery



LET OTHERS DO IT

Simple "how to" instructions
Technical support from others
Not having to work with your hands
Others to operate equipment

HANDS ON

Knowing how things work
Hands-on tasks
Systems involving equipment
Technical operations
Designing and operating devices
Finishing – product, goal, score

Another way to think of this theme is to pay attention to how much you enjoy working with things. If you really enjoy working with things, you may also appreciate manual dexterity and well-crafted products and tools. Perhaps you value precision—in thought and action. Do you like tangible, visible output? Working well with things often requires concentration, patience, pragmatism, and physical coordination—and as a person who enjoys working with things, you are likely to value similar qualities in your coworkers, leaders, and organizations. You like to be able to speak directly, to get to the point, to limit the small talk and unnecessary chit-chat at work, to focus on the task (not on relationships), to learn from past experience so you don't repeat mistakes in the present, and to follow precise and predictable procedures to achieve high-quality output consistently.

If you tend to avoid presentations and social situations, brainstorming, or social niceties—getting better at those, or at least appreciating how they are helpful/functional in the workplace, might be opportunities for your personal and professional development.

Working the Birkman: Interests Reflection

Name of Interest theme _____

Circle if this is a **high**, **moderate**, or **low** score for you.

If this is high, when and where are doing what you love to do?

What specific activities under this theme do you love doing?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

If this is low, am I doing too much of things that drain me? Maybe because I think I should? YES NO

How can I use these insights to be more productive, to improve/grow, and be happier?



MUSICAL

Auditory expression / harmony / pleasing acoustics / noise control

Sensitivity to sound and an appreciation of harmony; playing, singing, listening to music



SOUND IS BACKGROUND

Downplay auditory sensitivity
Limited musical exposure
Tolerance of noise
Music = background noise; no problem

TUNE IN TO HARMONY/DISCORD

Control over noise level
A harmonious environment
Opportunities for musical expression
Sensitivity to tone
Appreciation of musical talent

Musical:

Auditory Expressions / preference for harmony, pleasing acoustics and control over noise.

While many people assume high musical scores mean you should be some kind of musician, what I've heard in working with people with high musical scores over the years, is that they can tune into harmony and disharmony in situations. It could also be associated with a sensitivity to sound and an affinity for the art of arranging sound in time through the elements of rhythm, melody, and harmony – i.e. musicality – but often isn't.

They notice tone of voice, background noise, loud conversations, a noisy ventilation system, outside traffic, or the energy 'buzz' in an environment. If the sounds coming in are not pleasing, they get annoyed, tune out, get distracted, lose focus or cannot concentrate. So, they like...

- Control over noise level – having an office with a door they can close helps a lot
- Relaxing with music they choose and enjoy; playing or listening
- Tuning in to speech patterns, voice tone, pitch and pace – and interpreting those
- A wide variety of music types
- A harmonious environment
- Opportunities for musical expression
- Musical talent

Methods for expression may include playing a musical instrument, listening to varied forms of music; writing music, singing, dancing, and watching musical performances. Occupations include singers, musicians, counselors and song writers. It might also include people who work on the phone who must cue into voice tone to serve or sell – such as therapists and counselors.

If your Musical score is over 80, and you cannot control the noise level in your workspace, to avoid a loss in your productivity, negotiate for quiet times, isolate yourself somewhere away from the noisy part of your home or office, or try earplugs to reduce the distracting noise. Others may not notice, as much as you do, how hard it is to listen to competing conversations in a noisy environment. You can let them know, and then turn and do your best to focus on one person or thing.

You may de-stress and recharge by listening to or performing music, peace and quiet.

For people with low Musical scores, sounds, including music, are not as important. They're the ones who came up with the open office concept and cubicles – probably. They ...

- Downplay auditory sensitivity
- Don't mind limited musical exposure
- Tolerate noise
- May not be as sensitive to tone or speech patterns

High Musical often cannot tolerate music while working – it's distracting. For low Musical that's just background noise – no problem.

Working the Birkman: Interests Reflection

Name of Interest theme _____

Circle if this is a **high**, **moderate**, or **low** score for you.

If this is high, when and where are doing what you love to do?

What specific activities under this theme do you love doing?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

If this is low, am I doing too much of things that drain me? Maybe because I think I should? YES NO

How can I use these insights to be more productive, to improve/grow, and be happier?



NUMERICAL

Evaluating data and facts

Working with numbers & data- attraction to maintaining records and tracking progress against a numerical benchmark - handling money, numerical modeling, budgeting.



GUESTIMATES OK

Financial summaries
Support from analysts and accountants
Estimates and approximations
Non-exacting tasks

CLARITY AND PRECISION

Data analysis
Financial accounting
Statistical problem solving
Monitoring metrics
Focus on / use facts, logic

Numerical:

Evaluating data and facts

A preference for the clarity and precision of numbers (and prefer precise-clear communications), and an affinity for activities requiring quantitative or mathematical abilities, i.e., the use of numbers.

People with high scores in Numerical are likely to be attracted to maintaining records and tracking progress against a numerical benchmark - handling money, numerical modeling, budgeting. They enjoy using numbers and data to draw quantifiable conclusions. They enjoy ...

- Data analysis
- Playing with the numbers
- Financial accounting
- Statistical problem solving
- Monitoring metrics
- Reviewing records and reports thoroughly
- Using data and analysis to reach conclusions
- Focusing on facts and logic

Methods for expression may include statistical theory, bookkeeping, systems approach, any measurement technique, logic and forms of logic expression, and novel approaches to measurement. Occupations might include cashiers, accountants, mathematicians, numerical modelers, budget analysts, administrative office workers, and any jobs working with computers. Folks who develop this interest into skills are often highly valued in organizations because effective management accounting and control systems can make or break an organization.

To recharge, if you have high Numerical interests, you might have fun playing with numbers and data...maybe tracking sports stats, or being a club treasurer, or playing the stock market?

People with low numerical interest scores tend to rely more on instinct and experience. They may have quantitative and analytical skills, but they prefer

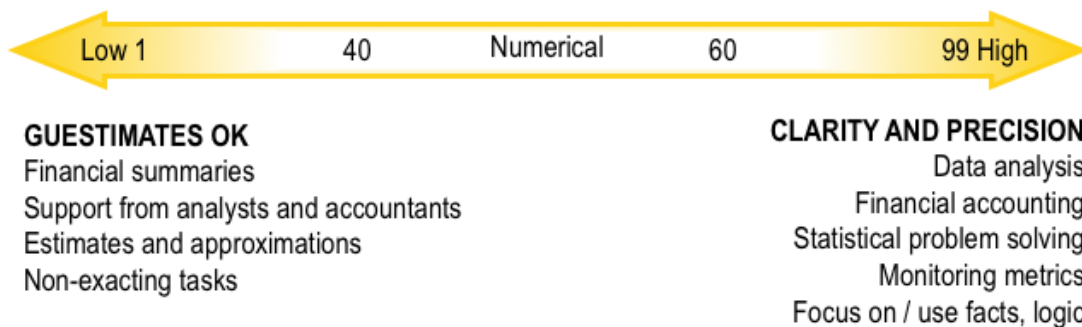
- Financial summaries
- Support from analysts and accountants
- Estimates and approximations
- Non-exacting tasks
- Going straight to the bottom line

High = Clarity and precision; low = guestimates OK



NUMERICAL Evaluating data and facts

Working with numbers & data- attraction to maintaining records and tracking progress against a numerical benchmark - handling money, numerical modeling, budgeting.



Theme: Numbers/Data

You may really have a knack for, and enjoyment of, working with numbers and data; loving the elegance, clarity, precision, order, reliability, and beauty of numbers (especially when compared to the messier interactions and ambiguity you encounter when dealing with people). The qualities you enjoy about numbers are probably metaphorically descriptive of the qualities you appreciate in your organization and its leaders. You may speak in a clear, quiet, precise, sequential manner in order to be accurate, efficient, and precise. Numbers and data coordinate, and you enjoy coordinating your efforts with other team members, using a structured approach in the service of clear goals. You probably prefer a more predictable, planned approach to change—if change is necessary at all. If you had your druthers, you'd work in an information--oriented, task-focused organization. Your attention to detail is legendary. Yet sometimes you could pay more attention to the big picture, be open to exploration of new and different ways of doing things, get more comfortable with ambiguity and relational messiness, and recognize that other styles can also make an important contribution to overall organizational effectiveness. As you learn to develop those skills and appreciate stylistic diversity, you may find that your career success is greater.

Working the Birkman: Interests Reflection

Name of Interest theme _____

Circle if this is a **high**, **moderate**, or **low** score for you.

If this is high, when and where are doing what you love to do?

What specific activities under this theme do you love doing?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

If this is low, am I doing too much of things that drain me? Maybe because I think I should? YES NO

How can I use these insights to be more productive, to improve/grow, and be happier?



OUTDOOR

Energized by time outdoors in nature, outdoor activities, or sports

Mood and energy level influenced by whether or not he/she has contact with the outside; work in an outdoor environment



BE INDOORS

Comfortable office environment
Intellectual work
Urban locations, controlled environment
Indoor activities

BE IN, OR SEE OUTDOORS

Freedom from confines of offices
Projects with physical movement
Indoor/Outdoor work environment
Exposure to natural elements

Outdoor:

Energized by time outdoors in nature

An affinity for activities that are conducted in the outdoors or natural environment.

People with high outdoor interest scores report that their mood and energy levels are directly influenced by being outdoors. If they can't be outdoors, then at least they want to see the outdoors. They like ...

- Activities and opportunities to be outdoors
- Freedom from confines of offices (or an office with a window)
- Being able to get up and move around
- To go out for lunch / breaks
- Projects with physical movement
- Indoor/Outdoor work environment
- Exposure to natural elements

Methods for expression may include sailing, forestry, skiing, camping, driving or touring, swimming, hunting, building things outdoors, and observing and interacting with nature. Occupations might include carpenter, farmer, veterinarian, sports, forest ranger, and field engineer.

With an outdoor percentile 20 or less, you might feel more comfortable indoors.

Working and being outdoors may stress or demotivate you. They like ...

- Indoor activities (especially if the weather is bad)
- Urban-controlled environment
- Comfortable office environment
- Intellectual work
- Urban locations

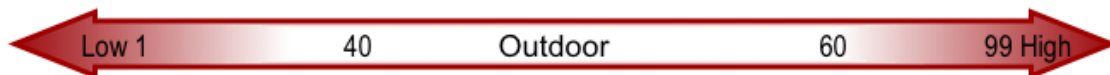
Actually, most people like being outdoors when the weather is nice. However, when it's not, and there were plans to do something outside, you'll be happier if you change your plans and stay indoors. If you let others pressure or guilt trip you into going, chances are you'll be miserable.



OUTDOOR

Energized by time outdoors in nature, outdoor activities, or sports

Mood and energy level influenced by whether or not he/she has contact with the outside; work in an outdoor environment



BE INDOORS

Comfortable office environment
Intellectual work
Urban locations, controlled environment
Indoor activities

BE IN, OR SEE OUTDOORS

Freedom from confines of offices
Projects with physical movement
Indoor/Outdoor work environment
Exposure to natural elements

Theme: Nature

If you love nature, you probably also believe that nature teaches many lessons, and not just about survival. Nature teaches us about its cycles—nurture, growth, harvest, death, regrowth—whether plants or animals. You may be willing and able to understand the cycles and seasons of change, both metaphorically and literally. If your outdoors interests run toward growing things, then you are likely willing to plant and watch—an ability to give things time to come to fruition. You also know that the roots create the fruits and have a sense of how we reap what we sow. If you love being with and nurturing animals, you have a sense of the instinctive, pragmatic, and impersonal ways of the world. You know that sometimes it's not about you—and thoughts and feelings are nice, but things still have to be done, in season, on time. Your style is likely to be down-to-earth, with a preference for communicating more through your actions than your ideas. If you're interested in outdoor sports, you may find that you also enjoy physicality and action in general, a clear beginning and end to tasks, goal-directed behavior, and focused, energetic activity.



OUTDOOR

Energized by time outdoors in nature, outdoor activities, or sports

Mood and energy level influenced by whether or not he/she has contact with the outside; work in an outdoor environment

ARTISTIC

Visual Impact / Influenced by aesthetics, the form, and appearance of things

Visual impact of things - traditional expressions, but also can be subtle, such as how a person dresses; creation, arts appreciation, aesthetics, design

When I get to outdoors many people will say “I love the outdoors! Sunshine, blue skies, a margarita or the beach ... heavenly”. In Birkman sessions we call that high Artistic. It’s the picture of the outdoors people who say that are talking about – not the actual nitty gritty, wanna-be-there-no-matter-what-the-weather version of outdoors. People with high outdoors scores often report loving the variety of weather, hiking in all conditions, exploring and enjoying the range of fauna and flora.

I was consulting with a CEO who wanted to do a retreat for her top team and she had a very high outdoors interest score. All the other members of her team had outdoors scores below 40 – some in the single digits. Her team had lots of high artistic scores. Her idea was a ropes course in the mountains near the Pacific coast. When I saw the team’s scores, I tactfully suggested they retreat at the beach with an optional outdoor gym, and a great view of the ocean. Lunch could also be outdoors – assuming good weather. She agreed recognizing that what she intended as a motivating outing would be stressful, rather than rewarding for her team.

Leadership Lesson Working the Birkman:

To reward, think about what motivates them, what demotivates them, and be creative about keeping you all in a motivate-tolerate zone.

Working the Birkman: Interests Reflection

Name of Interest theme _____

Circle if this is a **high**, **moderate**, or **low** score for you.

If this is high, when and where are doing what you love to do?

What specific activities under this theme do you love doing?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

If this is low, am I doing too much of things that drain me? Maybe because I think I should? YES NO

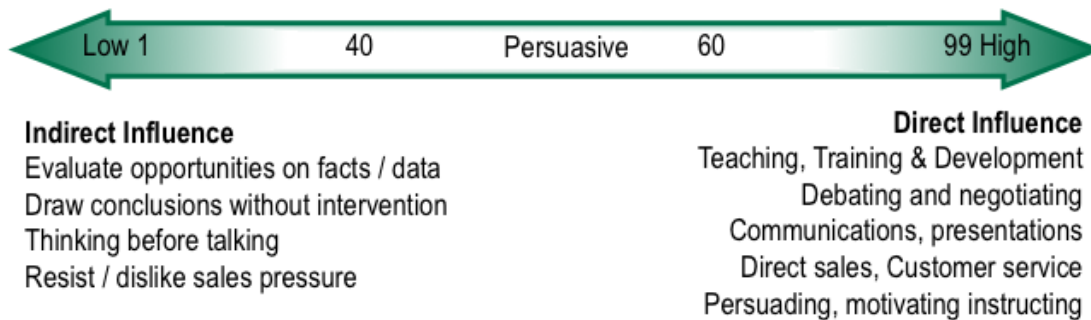
How can I use these insights to be more productive, to improve/grow, and be happier?



PERSUASIVE

Influence others through debate and discussion

Communicating through speech - an interest in swaying someone over to your point of view through the use of verbal communication; motivating, selling, debating, promoting an idea, product, or service



Persuasive:

Influence others through debate and discussion

Communicating verbally to influence or sway someone to a point of view, or to buy-try a product, service, or idea. High persuasive interest scores tend to think verbal interaction can motivate other people to accept their ideas, actions, or opinions. People with these high scores like to talk, think out loud, persuade through reason, and troubleshoot verbally. They actually enjoy others selling to them. They like ...

- Selling or influencing
- Teaching, training and development
- Debating and negotiating
- Communications, presentations
- Direct Sales, customer service
- Persuading, motivating, and instructing

Methods of expression may include selling, teaching, debate, and psychological counseling. Occupations include sales, public relations, politics, mediation, law, psychology, theater, ministry and politics.

People with high scores often enjoy talking things through before making a decision. It is important to realize that they may not yet have made a decision – so don't assume just because the person is talking about it, that they are committed to it. Sometimes they are arguing because they enjoy the debate and want to think out loud.

Low persuasive scores can also be good at selling and persuading, but tend to use a more indirect approach. They like ...

- Persuading using objective considerations
- Drawing their own conclusions, and are skeptical / resistant to sales pitches
- Evaluating opportunities based on facts and data
- Thinking through things before talking / deciding

High persuasion scorers want to be sold and expect people to convince or persuade them verbally to do something. Low scorers see a strong, persuasive sales pitch as potentially hiding something – and therefore may be dissuaded rather than persuaded by a hard pitch. Low scorers may underestimate the importance of verbal persuasion and influence and conversely high scorers may not know when to stop pitching.

In addition to a strong dislike of direct sales pressure, low scorers may get impatient with whining and talking for talking sake. They look for, and often see the substance behind the rhetoric and verbiage. If you have low scores you may find that avoiding interactions with people who are trying to influence you is a way to keep your stress down (or even re-charge if there's been a lot of that in your environment).

I have a very low score, and wish I'd known this sooner. For me - or you if you have a low score - going to a time share presentation for a free 'vacation' – adds stress to the vacation, rather than relaxation.

Working the Birkman: Interests Reflection

Name of Interest theme _____

Circle if this is a **high**, **moderate**, or **low** score for you.

If this is high, when and where are doing what you love to do?

What specific activities under this theme do you love doing?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

If this is low, am I doing too much of things that drain me? Maybe because I think I should? YES NO

How can I use these insights to be more productive, to improve/grow, and be happier?



SCIENTIFIC

Why things are the way they are

An interest in why things are the way they are - this focuses on people's curiosity and interest in discovering what is going on behind the scenes.



Act!

Quick action
Implementation
Clear-cut problem solving
Focus on what, not "why?"

Why?

Ask questions
Complex problem solving
Analysis and research
Intellectual investigation

Scientific:**Why things are the way they are**

People with high scientific interest scores are curious about why things are the way they are, usually combined with wanting to discover what's going on behind the scenes. People with high scientific interest will often ask a lot of questions and gather a lot of information before making a decision. They like to solve complex problems that require data gathering, research, and analysis. Frequently they report they were 'why' children – always asking why? Why is the sky blue? Why does this happen? Why are there pictures on that (TV) box? Etc. They ...

- Need to understand why, before they support an idea or action
- Are curiouser and curiouser
- Enjoy complex problem solving
- Like analysis and research
- Have fun with intellectual investigation

Methods of expression may include chemistry, physics, medicine, biology, anthropology, astronomy, botany, zoology, and geographic enterprises. Occupations might include diagnostician, all types of scientists, lab worker, weather forecaster, dentist, and occupations in medical and technical areas.

With a high score here, you may re-charge your energy by engaging in the exchange of intellectually complex ideas – exploring why things are the way they are. Activities that expose you to new ideas and complex issues that require a degree of problem-solving, thinking, and learning probably energize you.

If you lead a team of people with high scientific scores, the purpose of your first meeting will be to answer the 'why' questions – why are we doing this? Why is it important or meaningful for our organization? Why should we prioritize this project over other things? etc. Until those questions are answered, they are not likely to fully commit their energy to the project or task. Just telling them 'because Sr. Management says so!' won't work. The why-questions are not necessarily challenging the conclusion, or your authority. They just want to understand, and can then, often, they'll engage fully.

People with low scientific scores tend to prefer action without needing a thorough explanation, and can get impatient with all the 'why' questions in meetings. They like ...

- Quick action
- Implementation
- Accepting things at face value
- Acting even if there's incomplete information
- Clear-cut problem solving



SCIENTIFIC **Why things are the way they are**

An interest in why things are the way they are - this focuses on people's curiosity and interest in discovering what is going on behind the scenes.



Act!

Quick action
Implementation
Clear-cut problem solving
Focus on what, not "why?"

Why?

Ask questions
Complex problem solving
Analysis and research
Intellectual investigation

Theme: Research

Perhaps you are very interested in research, investigation, and analysis of information in order to discover the secrets of the universe, or life, or a product. You value knowledge— learning, sharing, using information that helps you develop ideas, drawing logical conclusions, using resources more wisely, being seen as an expert, or coming up with new theories. You enjoy the respect of your intellectual peers, explaining complex ideas, and making an intellectual contribution. Freedom means having time to explore your intellectual pursuits without being bothered by matters you consider trivial (matters unrelated to the ideas you are investigating at that time). The social niceties may not appeal much to you, nor political activities at work, nor talking to people who don't seem quite as intelligent as you are. However, organizations are made up of all kinds of people. Be willing and able to simplify complex ideas to make them accessible and useful in your company, to understand the dynamics of politics and power at work, and to involve others in projects of value to you and your organization. Developing these skills will counterbalance your strong interest and will serve you well as you grow in your career.

Working the Birkman: Interests Reflection

Name of Interest theme _____

Circle if this is a **high**, **moderate**, or **low** score for you.

If this is high, when and where are doing what you love to do?

What specific activities under this theme do you love doing?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

If this is low, am I doing too much of things that drain me? Maybe because I think I should? YES NO

How can I use these insights to be more productive, to improve/grow, and be happier?



SOCIAL SERVICE **Personally and directly helping others**

Concern for the welfare of other people and how to help them succeed;
helping, advocating for people



INDIRECT / HELP THEM HELP THEMSELVES

Less interpersonal interaction
Independence and autonomy
Self-sufficiency in others
Pragmatic relationships

DIRECT SERVICE

Helping people
Teaching or counseling
Close, personal contact w/ others
Volunteering, community service
Understanding thoughts & feelings

Social Service:

Personally, and directly, helping others.

Concern for the welfare of other people and an interest in helping them succeed.

People with high social service interest scores usually want to directly assist others in obtaining their goals of growth, development or physical capability. They're interested in helping others, not just their personal family and friends, by meeting others' emotional and physical needs – without expectations. It's an altruistic energy. They enjoy creating a climate where people are nurtured and developed. They are motivated and energized by ...

- Helping people
- Teaching or counseling
- Close, personal contact w/ others
- Volunteering, community service
- Giving time and attention to others
- Understanding thoughts & feelings

Methods of expression may include social work, religious activities, civic groups, youth services, non-profit management and volunteer work. Occupations include teacher, coach, community service, social work, therapist, and minister.

Low Social Service scorers are usually more interested in supplying resources for people to help themselves, or fixing the causes of the problems. They ...

- Avoid getting entangled in others' crises
- Prefer to be detached from interpersonal dynamics
- Prefer less interpersonal interaction
- Enjoy their independence and autonomy – and encourage that in others
- Expect others to be(come) self-sufficient
- Lean towards pragmatic relationships

Both high and low can have concern for well-being of others. The difference is in direct vs. indirect service – give them what they need now, or fix the systems to reduce the needs so people can provide for themselves. Those with a low score may help others, but not because they're motivated by a personal sense of satisfaction by doing so, but rather because they believe by sharing their expertise, or support, they can help things run smoothly. When highs and lows disagree, it is often about direct help now, vs. fixing the cause – or prioritizing (individual) people over systems/profit.

Working the Birkman: Interests Reflection

Name of Interest theme _____

Circle if this is a **high**, **moderate**, or **low** score for you.

If this is high, when and where are doing what you love to do?

What specific activities under this theme do you love doing?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

If this is low, am I doing too much of things that drain me? Maybe because I think I should? YES NO

How can I use these insights to be more productive, to improve/grow, and be happier?



BIRKMAN INTEREST THEMES

- **SCIENTIFIC:** Why? (what - practical? not why?)
- **TECHNICAL/MECHANICAL:** Hands on ("simple how-to")
- **OUTDOOR:** Exposure to nature / cycles (indoor-urban-controlled?)

LEARN BY DOING

- **ARTISTIC:** Aesthetics/Form (function)
- **MUSICAL:** Tune into harmony-disharmony (noise)
- **LITERARY:** Meaning making through words (sound bites/bullet points)

ANTI-AUTHORITARIAN CREATIVES

- **NUMERICAL:** Clarity and precision (guesstimates)
- **ADMINISTRATIVE:** Consistency and order (flexibility)


SACRED RAGE FOR ORDER

- **SOCIAL SERVICE:** Give 'em fish (teach 'em to fish)
- **PERSUASIVE:** Direct influence (no sales pressure)

WE CAN MAKE IT BETTER

The Birkman Interest Themes can be organized by color and a meta-theme.



* Based on the color, location of my asterisk, I enjoy... 

Scientific, Technical, Outdoor
LEARN BY DOING!

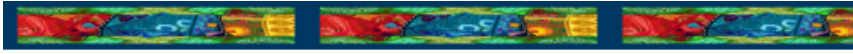
Persuasive, Service
WE CAN MAKE IT BETTER

<p>Achieving a definite goal, completing a project, getting involved, seeing a finished product, solving practical problems, working through people, organizing</p>	<p>Getting people to 'buy in', motivating others, involving people, focusing on benefits, working with people, selling, promoting a product or idea, persuading, counseling, teaching, talking</p>
<p>Implementing/improving a system, monitoring progress, measuring achievement, quantifying results, analyzing, scheduling, working out the details, working with numbers</p>	<p>Planning, working with the big picture, thinking of new approaches, innovating, working with ideas, dealing with abstraction</p>

Numerical, Administrative
SACRED RAGE FOR ORDER

Literary, Artistic, Musical
ANTI-AUTHORITARIAN CREATIVES

The Birkman Map uses the color system to provide a kind of visual summary of your motivating interests. For more details on that, please go to the Birkman Map chapter of this workbook. Meanwhile, look at the location of the asterisk on your Birkman report. Based on where that asterisk is, read the text above associated with that color in the grid. If there are some keywords that resonate for you, add those to your "My Birkman at a Glance" worksheet.



My Birkman at a Glance

Hello, my name is _____



COLUMN 1: I ENJOY

I enjoy: (list at least 3 themes and specifics from your top interests)

Add keywords from the Birkman Color Map.

I avoid / am demotivated by: (list interest themes below 20)

I Enjoy:

Dancing
Choreography
Innovating
Creativity
Music
Reading
Learning
Tech/Mech
Outdoors

We will continue building your “Birkman at a Glance” when we go into the next chapter examining your Birkman component scales and scores.



Effective Teamwork Takes All Types



Remember – you’re focusing on *your* interests right now. But you live and work with people whose motivating energy comes from different sources than yours. On a team, for instance, we can use all four energies. Perhaps the person with a lot of blue energy comes up with a new idea. Someone with an asterisk in the red zone, might like taking that idea and seeing if it could become a tangible, viable product. Someone with an asterisk in yellow could be energized by seeing if they could deliver that product with high quality, consistency, and profitability. And the team member with the green asterisk might be energized, and get you all energized, by how it could make all your lives better.



Interests Takeaways

- Interests motivate (and signal what demotivates)
- What motivates you might not motivate others
- If it's 80 or higher, do it somewhere in your life
- Use your specific motivating interests to de-stress
- Interest is not skill – go for the satisfaction sweet spot by developing skills associated with your top interests

Your Takeaways?

BIRKMAN INTERESTS

Look at your Birkman Summary page.

List all the scores that are 80 or over in the chart below. (If you don't have any, select your top 2 highest).

After watching the videos or reading the texts for all of your high scores. fill in the chart below.

TOP INTEREST THEME 80 or higher / top 2	Key points	Specific activities I enjoy	Bias potential?

How have you seen these high interest scores operating in your life?

List all the scores that are 20 or lower in the chart below. (If you don't have any, don't list any).

After watching the videos/reading the text for all of your low scores, fill the chart below.

LOW INTEREST THEME 20 or lower	Key points from video	Specific activities I dislike	Bias potential?

How have you seen these low interest scores operating in your life?

BIRKMAN INTERESTS

Use the information provided in the videos, this workbook, and in your Birkman report to complete this.

Based on the themes I noticed about my interests, I enjoy (work) that _____

One way to move out of stress would be to engage a motivating interest. For me this might be _____

I intend to stay in my energizing zone by... (using your interests productively? staying out - getting out of stress? managing yourself?)

USING BIRKMAN INTERESTS STRATEGICALLY

Thinking back to the motivating interest themes, and thinking about what motivates you to what motivates others, what specific insights do you have for motivating others?

How might you organize work so that your direct reports-team members are staying engaged and in their energizing zone?

Look at your interests over the 80th percentile. List them below. Add specifics and associated skills you have for those interests. Then note your skill level (Hi, Med, Lo) for each theme.

<i>Interests over 80th %ile</i>	<i>Specifics and Associated Skills</i>	<i>Skill level</i>

List some projects where you're motivated to use or develop skills associated with your interests.

Career by Design Tip: Your best work skills are a combination of high interest and high skill.

Do mostly that so people see you at your best.

When asked what you should improve, choose to develop skills where your interest is high (but your skills not yet where you want them to be.)



Birkman Components





Birkman Components



Birkman has nine relational component scales. These components measure different things and have strong statistical validity.

The scores, percentiles that range from 1-99, are intense on both ends of the scale, and situational as you approach the middle of the scale. So a score of 1 is as intense as a score of 99. The meaning of those scores are opposite however. A 1 in Assertiveness is intensely low key; and a 99 in Assertiveness is intensely forceful.

You have three scores for every scale –
your Usual Behavior score,
your Need score, and
your Stress score.



Advanced Summary

ADVANCED SUMMARY

A Birkman Certified Professional should review these results with you



The first number for each component is your USUAL behavior score.

The second number is your NEEDS score.

The third number is your STRESS score.

Often the Need and Stress scores will be exactly the same.

Sometimes the Usual and Need scores are exactly the same.



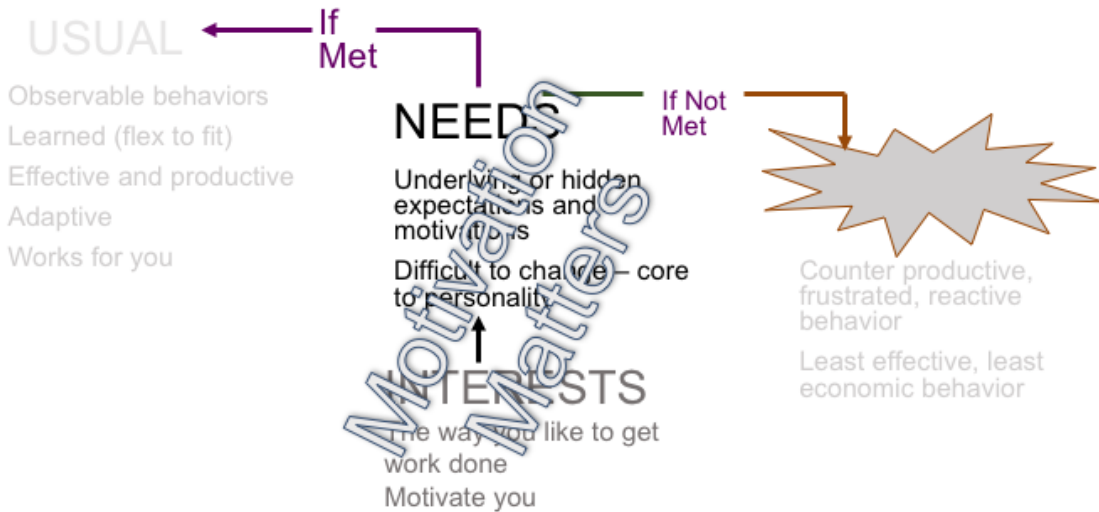
BIRKMAN NEEDS/EXPECTATIONS





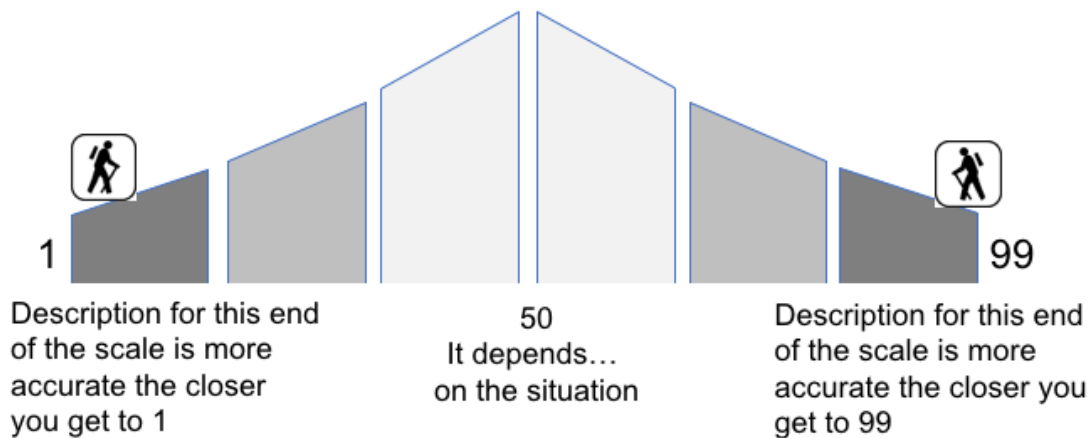
Birkman Method Dynamics

1. no such thing as **Normal** behavior;
2. **no logical connection** between the way we **act** and the way we **need** to be treated



Following our outline to focus on motivation first, let's look at Birkman components, and more specifically at Needs.

Birkman Component Scores



The descriptive accuracy of the behavior or need is most accurate at the intense range. So a description of Usual behavior is very accurate at 1 AND 99. The description of a Need score is also very accurate at both the 1 and the 99. Descriptive accuracy decreases and gets more situational as you approach the middle of a scale. Descriptive accuracy and intensity go together. So we will say a behavior or need is Intense when the score for that behavior / need is close to 1 or 99.

We use the mountain as a metaphor for thinking about Birkman scores within a scale. When you're on one side of the mountain, it isn't easy to see to the other side – whether that's internal (usual strength vs. need gap), or projected (interactions with other people who are on the other side of the mountain from you). Similarly, when your usual behavior is described by a score of 1 on a scale, you may find it difficult to understand usual behavior that is coming from the 99-side of a behavioral scale. If your Usual behavior is at one side of the mountain, but your need score is on the other side of the mountain, you're likely to be using a lot of energy to climb over that mountain – and sometimes that energy may create confusion when you feel you are not doing what you really want. More on that later when we get into the Usual-Need gaps.



BIRKMAN COMPONENTS



NEEDS

- Feelings
- Expectations
- Ideal environment
- Internal strength – radar
- Change little in life

The Needs scales and scores in your Birkman report are one of the most valuable sources of insight.

- Needs are what we crave from our environment and in our relationships with the people around us
- When needs are met, we are engaged, fulfilled and productive
- Needs vary widely between people
- Needs cannot be observed simply from behavior

Many people do not like the word need. If you prefer, use the word “Expectation” instead. I do.

Continuing the “Birkman at a Glance” activity we started with Interests, let’s start filling in information for column 2: My Needs/Expectations.

As you read through the descriptions of the Need scores for each of the components, pay particular attention to when your Need score is in the Intense zones - under 20, or over 80. Write down the component, your score, and key words for that need-score for that component. If a score is in the mid-zone, do not write about it at this time.

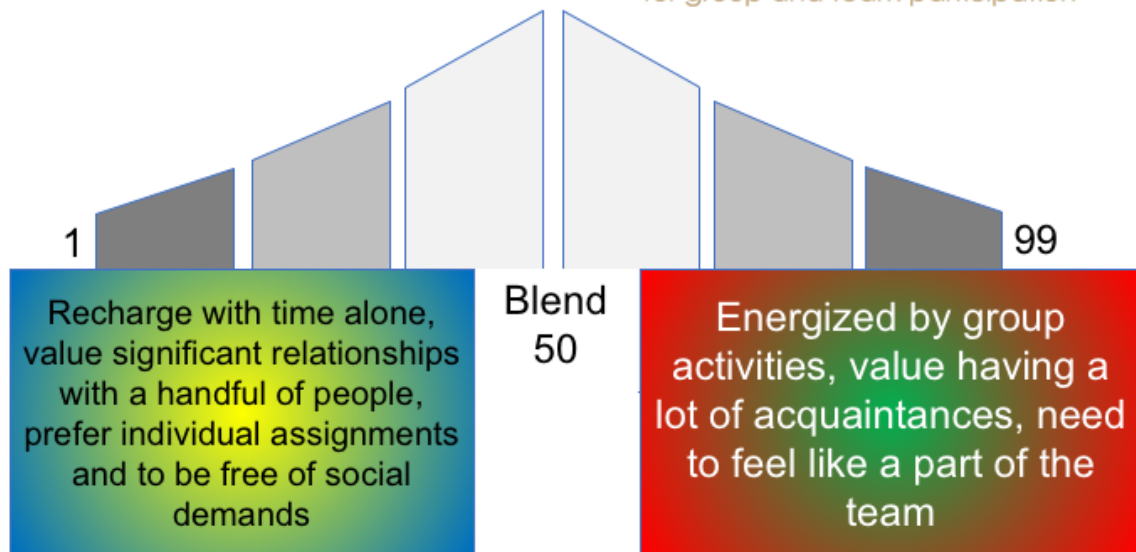


NEEDS/EXPECTATIONS



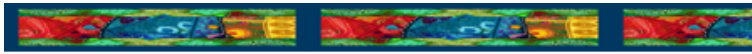
SOCIAL ENERGY

Sociability, approachability, and preference for group and team participation



The Social Energy component describes whether you are energized by group activities or time alone. It includes the degree to which you want to be talkative, enjoy people in groups, enjoy social laughter (even at your expense), comfort in talking to strangers, parties & group activities, and approachability.

This component also provides insight into how you manage social interactions with your team and others at work – even though work is generally not a social event. On the 1 end of the scale, you expect/need recharge or one-on-one time with people. On the 99 end of the scale you need/expect to socialize and feel like you are a part of the team.

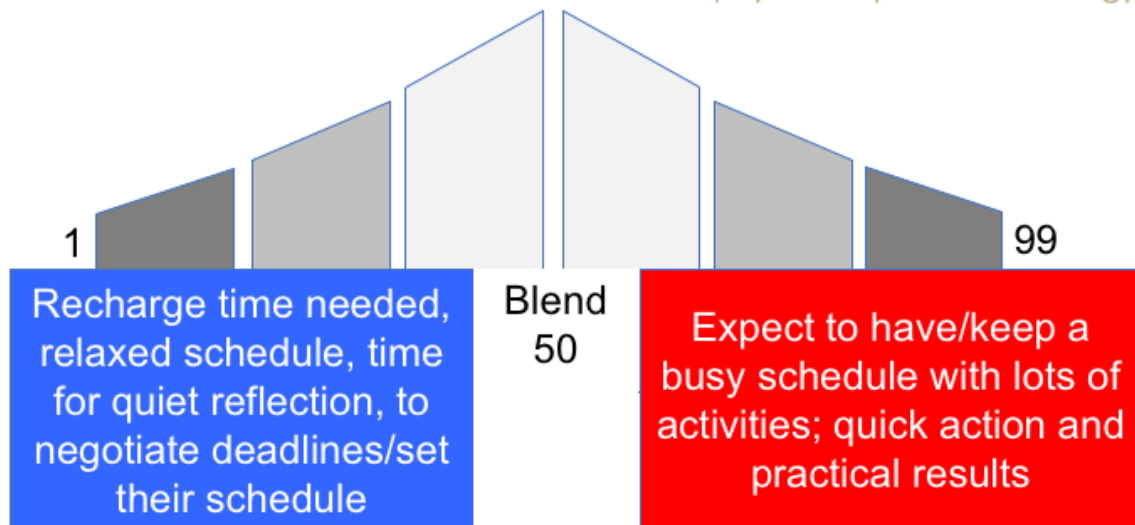


NEEDS/EXPECTATIONS



PHYSICAL ENERGY

Preferred pace for action and physical expression of energy



When working with people with low physical energy need scores, you will get more commitment from them, and they may feel more competent when they can work at their own pace.

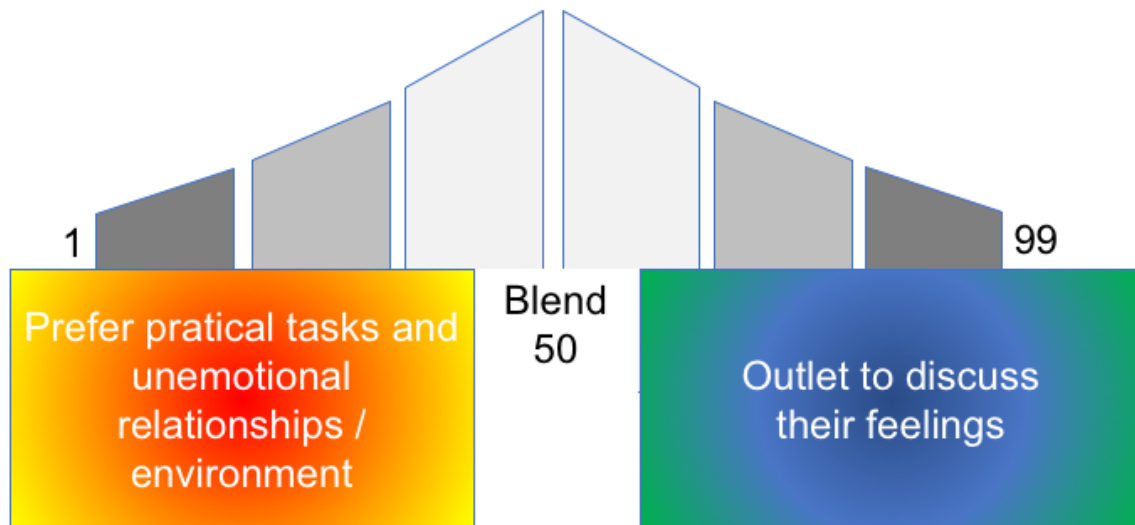


NEEDS/EXPECTATIONS



EMOTIONAL ENERGY

Openness and comfort with expressing emotion



Primarily deals with the *importance* and *expression* of emotion

- How you connect with others relationally
- How you allow feelings to influence thoughts & behaviors
- How you manage your emotional interactions at work

Emotional Energy is the degree to which you are comfortable with expressing emotions and involving feelings, especially feelings of sadness or depression.

With a low social energy need score, you may expect people to demonstrate care by helping you out, giving you resources, answers, solutions, or a 2nd opinion. People with high Need Emotional Energy scores value it when you remember their Significant Other's name, listen to them (they need to be heard), and let them vent. They want to believe someone cares about them and their problems.

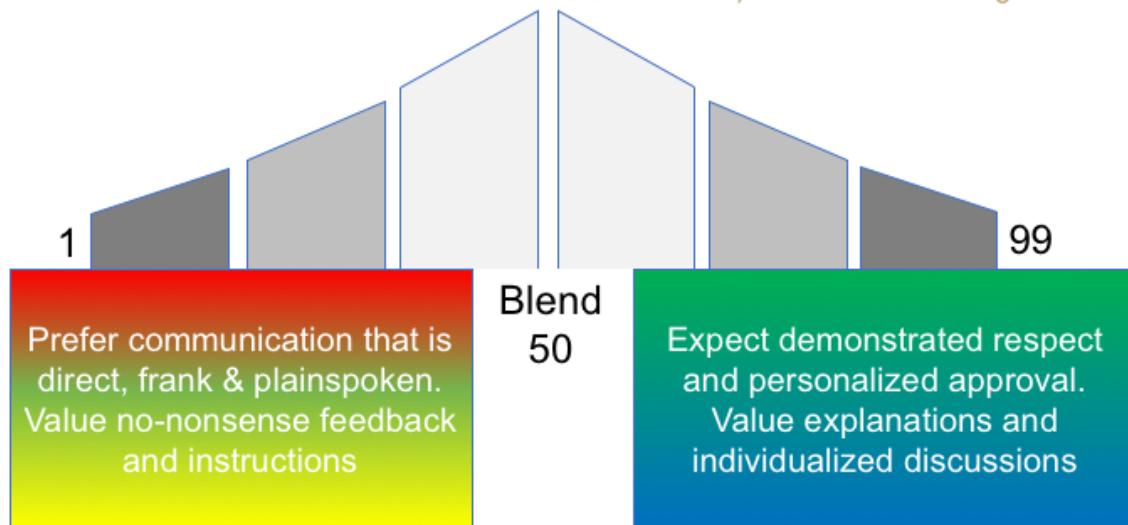


NEEDS/EXPECTATIONS



SELF-CONSCIOUSNESS

Use of sensitivity when communicating with others

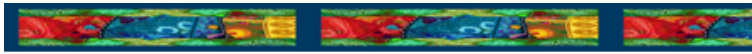


Deals primarily with issues of approval and respect. It

- Impacts your communication preference
- How you give and receive feedback
- How you discuss tough or sensitive business issues
- Cultural comfort zone and conflict communication style

The construct addresses issues such as shyness, ease of saying 'no', praising/being praised, correcting/being corrected by others, getting your feelings hurt, embarrassing/being embarrassed, dealing with approval-related topics and individualized respect.

RESPECT is a key value globally, but people experience respect differently. A person with a low self-consciousness need score experiences being respected when you are transparent, honest, and clear with them. A person with a high need score expects you to be tactful and diplomatic to demonstrate respect.

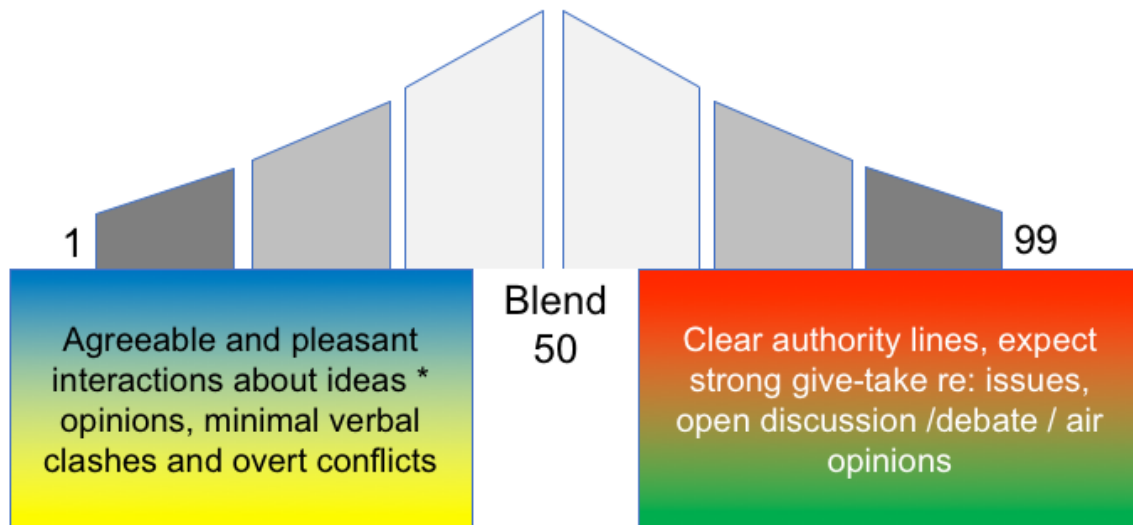


NEEDS/EXPECTATIONS



ASSERTIVENESS

Tendency to speak up and express opinions openly and forcefully

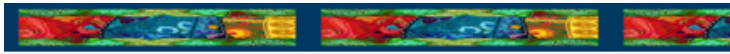


This component is about “verbalness”, or the propensity to speak up and/or argue.

High Need Assertiveness scores expect to influence or persuade others in verbal exchanges. A high score is about verbal dominance – the degree to which you want to express opinions openly and forcefully.

A low Need Assertiveness score expects agreeable and pleasant discussions about issues with minimal conflict or verbal clashes.

Note: If someone has both Low Usual Assertiveness and Low Need Assertiveness scores, and you have a high score, you may find it frustrating if they only express their opinions when they're desperate. If you have that combination – Low Usual / Low Need - be careful because many people will see your silence as tacit agreement in group situations. This could get you in trouble in situations where you don't agree with what's been said or done.

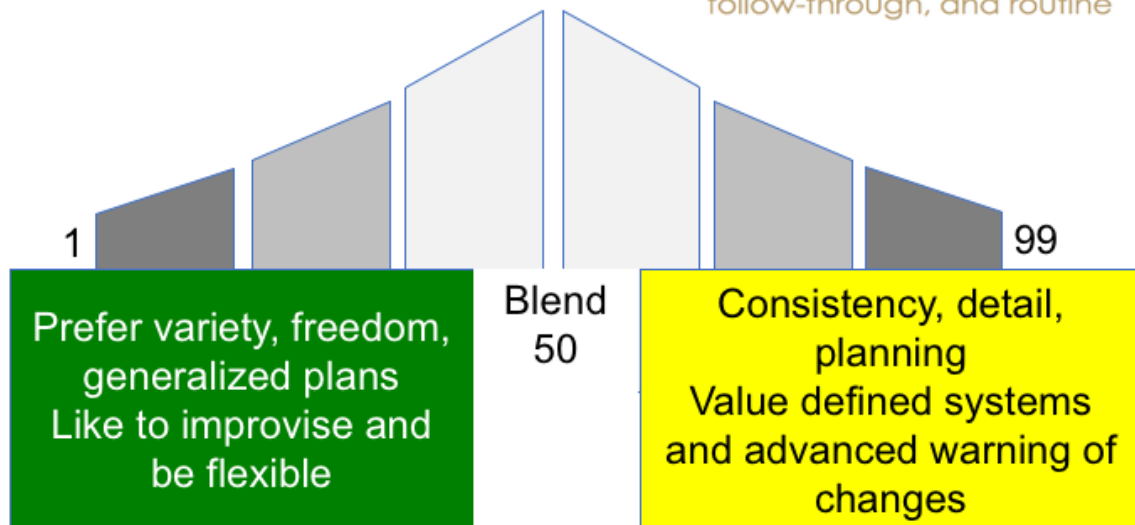


NEEDS/EXPECTATIONS



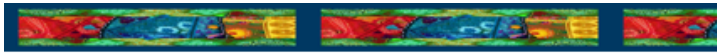
INSISTENCE

Approach to details, structure, follow-through, and routine



Indicates how conscientious you are about doing things “the right way.” This is about orderliness, the degree to which you want to give or receive direction, to follow instructions carefully, to finish tasks, to strive for accuracy, and to use systematic, planned approaches to tasks. It also gives insight into how you prefer to manage your time, delegate, and insist that others follow systems and procedures. It has nothing to do with being organized.

If a team is having a conflict, Birkman consultants look at the team members’ Insistence scores first (not Assertiveness). The High Usual /Low Need pattern person/people may feel strongly “I’m right, you’re wrong”. Low need doesn’t like to be told HOW to do something. The 90/10 can be quite righteous- especially about the details – they put effort into doing things right and don’t need you to tell them how to do that. It’s kind of a control thing. And, this High /Low is a common pattern. When you have a team member with this pattern, it helps to use conflict management ideas with them such as “there can be multiple right ways” to do something.

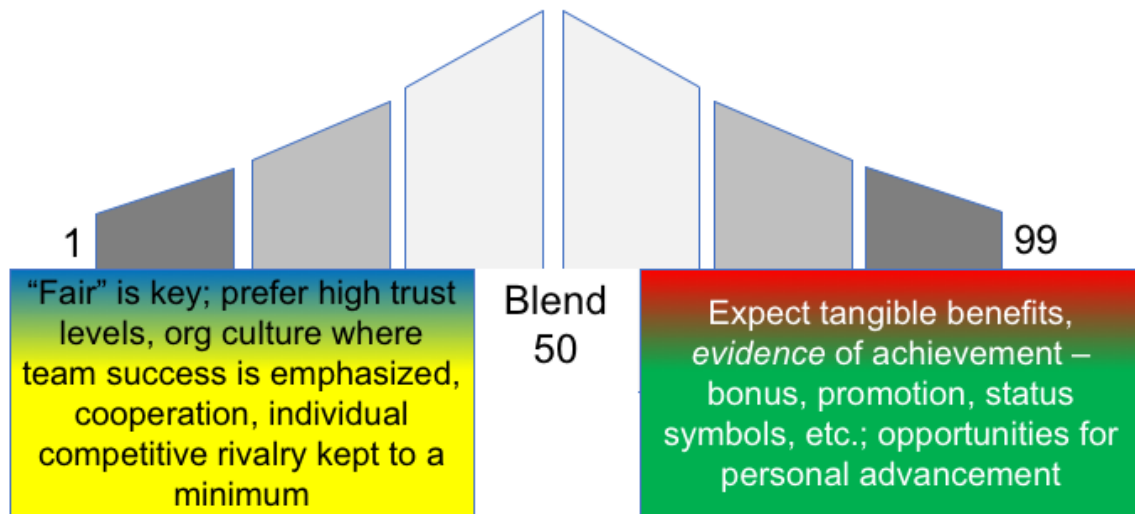


NEEDS/EXPECTATIONS



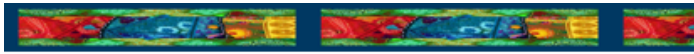
INCENTIVES

Drive for personal rewards or preference
to share in group rewards



This kind of an idealism/realism scale, with facets of materialism and competitiveness. It's the degree to which you prefer team to individual rewards. It impacts your comfort with negotiation, risk taking and how you reward others based on your assumptions about how they want to be recognized. For this component it is very helpful to substitute the word "Expectation" for Need. So a high score here might be interpreted as *"I expect others to take advantage of me, given the opportunity, so I want tangible evidence of my achievements."*

If you have a low score on this scale you may be more idealistic and expect to work with people you (can) trust to work for the common good.

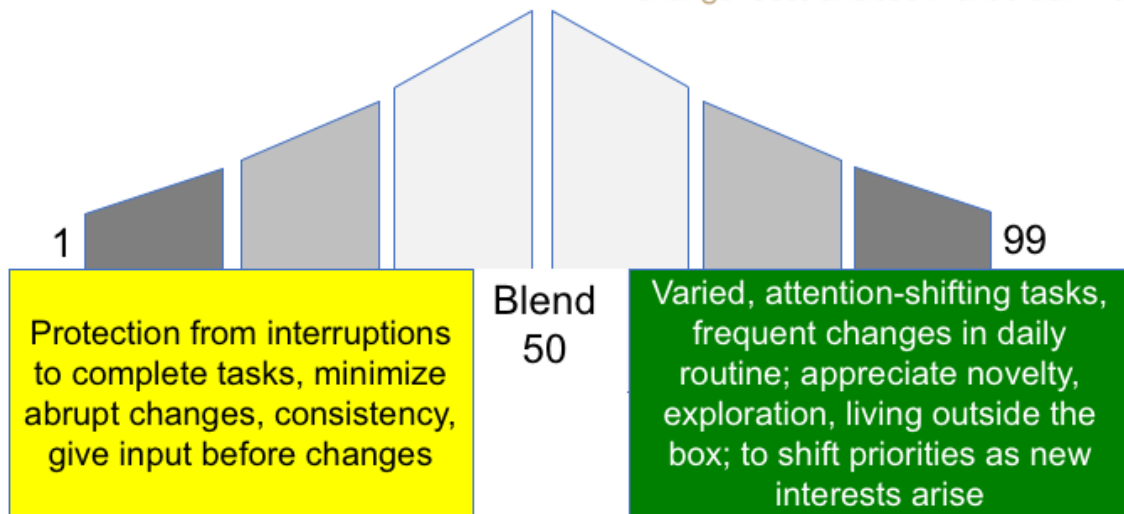


NEEDS/EXPECTATIONS



RESTLESSNESS

Preference to focus attention or
change focus and seek varied activities



This is a measure of restless energy, indicating how focused or distractible you are. It impacts

- Your comfort with shifting priorities
- Your patience with interruptions
- How distractions influence you

Restlessness addresses dealing with shifting focus of attention. It is the degree to which you want the stimulation of new or novel ideas and opportunities; and need to change the focus of your attention. It does not mean resistance to, or comfort with, structural or organizational change.

People with a Low Need Restlessness score may have received feedback that they can be control freaks, especially if they have a score <15. We hear reports of a tendency towards “NIH” (Not Invented Here) syndrome. We say they just need time to absorb new ideas into their systems. One strategy if you work with someone like that is to refrain from presenting a new idea as “done” or as a suggested change. Rather just do a ‘what-if’ conversation. Let that person chew on the idea, and see what happens. You might be surprised that the idea resurfaces later after they’ve had time to focus on it and try it.

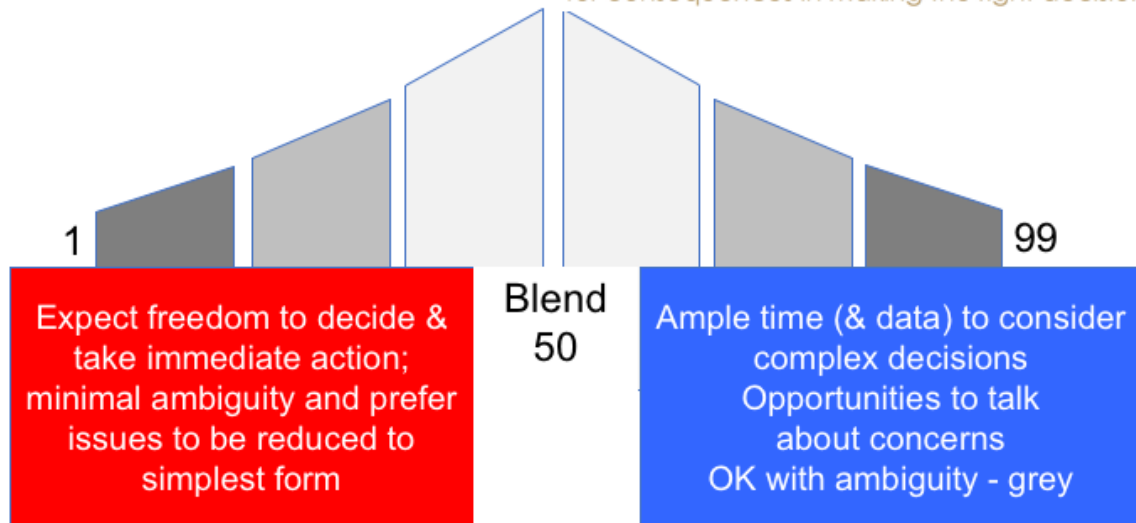


NEEDS/EXPECTATIONS



THOUGHT

Decision making process and concern
for consequences in making the right decision



Thought is a “worrisomeness” scale. It indicates your concern for consequences and making the “right” decision. Insistence is about doing things right. Thought is about doing the right thing. With a high need thought score you want time to think through decisions that have consequences. Otherwise you worry that you didn’t make the right decision. A low Need thought score wants things to clear enough so they can make a decision, take action, and move on.



○ Select and write key words/phrases: Based on the color-location of my circle, (my Needs symbol) I thrive in **an environment** that

Values productivity and output; offers clear-cut decisions w/ brief-to-the-point comments; has clear authority lines, has an outlet for energy, gives plenty to do, and communications are direct, task-relevant, and logical; allows closure with clear results-metrics; is fast-paced (I'm OK with deadlines, a long to-do list, and delivery pressures)

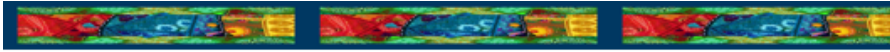
Recognizes and rewards initiative / achievements; allows group interaction, encourages competition; allows assertiveness and flexibility; introduces novelty and variety with clear direction and clear goals; provides opportunities for me to take charge; allows me to get away from bureaucracy-routine-head office; allows debate/discussions

Values tradition; has clear lines of authority-communication, clear rules/guidelines, a plan, detailed information; efficient-consistent-known-followed processes; permits time (alone) to concentrate on tasks with protection from interruptions; gives me time to adjust to changes; where I can trust processes-procedures and people

Values innovation and strategic thinking; offers quality, trusted, loyal relationships with a few key people; gives opportunities to express feelings; allows time for reflection; gives time for difficult decisions; may allow me to contribute my unique expertise; demonstrates respect for me and my work

As we did with Interests, Birkman summarizes (kind of) Need scales and scores and places a circle on your Birkman map. Think of the Circle as holding you in a comfortable embrace. The Circle represents the environment that feels warm and cozy for you. (The Circle is usually inside the square because need and stress scores go together in Birkman dynamics).

In addition to the key words you highlighted for your intense Needs / Expectations scores for each of the individual scales, look though the text above related to where your circle is, and highlight key words/phrases that resonate with you. Add those highlighted keywords to your "Birkman at a Glance" column 2.



My Birkman at a Glance (cont.)

Hello, my name is _____

COLUMN 2: MY
NEEDS/EXPECTATIONS



I thrive / my best
environment is:

Relaxed
Schedule control
Flexibility
Quiet
Collaborative
Time to think
Strategic
Expertise valued
Respectful



BIRKMAN STRESS





Stress Behavior

Stress represents your reactive, unproductive behavior.

- Always unproductive
- Your frustrated behavior
- How you act when your Needs aren't met
- How, not how often, you become stressed

Birkman components include a third score on your Advanced Summary – Your Stress Reaction score. The score has nothing to do with how often or how easily you have a stress reaction. It describes – with greater or lesser degree of accuracy depending on how close that score is to the intense zones – what your stress behaviors may look like to others (or feel like to you).



Birkman Method Stress Keywords

Component	Score \leq 20 Need = 25 (differs from Stress)	Score \geq 80 Need = 75 (differs from Stress)
Social Energy	Impatient with group interaction	Over-value group opinion
Physical Energy	Procrastination, exhaustion	Wheel spinning, Impatient
Emotional Energy	Discount feelings, detached	Discouraged, over-worrying
Self Consciousness	Blunt, tactless	Over-sensitive (esp. criticism)
Assertiveness	Passive aggressive, avoidance	Bossy, controlling, domineering
Insistence	Unpredictable, neglect systems	Bureaucratic, rigid re: rules
Incentives	Gullible, idealistic, naive	WII-FM, self-promotional
Restlessness	Resist change, unresponsive	Distracted, 'busy', impatient
Thought	Impulsive, over simplify	Hesitant worry, fear re: mistakes

Your Birkman report gives detailed descriptions of possible stress reactions when your needs are not met. This chart is a quick summary of those stress reactions associated for side of each component.

Prepare your keywords for Column 3 of your "My Birkman at a Glance" by writing down the key word(s) representing YOUR intense (high and low) STRESS scores. Again, pay particular attention to when your Need score is under 20, or over 80.

This time, also pay particular attention when your Need Score and Stress score are different. Definitely highlight those key words too.



Based on the color-location of my square, under **stress** I may ...

☐

Insensitive

Become impatient, dismiss others' feeling or be busy just for the sake of being busy, uncomfortable with close relationships – need space.

Impulsive

Fail to follow through on plans, become distracted, overly self-promotional/competitive, domineering, cynical, or distrustful of others

Inflexible

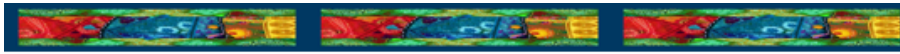
Get a bit rigid and overly insistent on the rules-forms-procedures, yet be reluctant to confront others directly, obstruct necessary change, impersonal

Emotional

Find it hard take action, or make decisions, anti-social, or become discouraged/pessimistic

The color-location of the square on your Birkman map also summarizes (kind of) your stress reactions. (Remember, on the Advanced Summary Birkman Map the Square and Circle symbols are together.)

If you think these words apply to you, add them to your keyword list for column three in your “Birkman at a Glance” summary.



My Birkman at a Glance (cont.)

Hello, my name is _____

COLUMN 3:

MY STRESS REACTIONS



When stressed, I
may react by being

Exhausted
Unpredictable
Withdrawn
Anti-social
Indecisive
Confused
Discouraged
Chicken-little
Moody

For column 3 in your “Birkman at a Glance”, you now have your key word(s) representing your intense (high and low) STRESS scores.

You’ve added key words for when your Stress score is under 20, or over 80.

And you’ve added keywords for when your Need Score and Stress score were different. In my example, I made the words associated with those scores purple.

And finally you’ve included resonant keywords from the square location on your Birkman Map.

(Chicken-little refers to a story where I chicken over-reacted to a falling acorn, panicked, and ran around upsetting everyone because he thought the sky was falling. It’s about blowing bad news out of proportion and seeing things as far worse than the actually are.)



The Birkman Method: Needs and Stress

When you see yourself acting out, you've been triggered, or you receive feedback that you've engaged in stress behaviors, thoughts or feelings – rather than beat your self up, or get defensive, ask yourself ...

What need is not getting met? (Feed that need!)

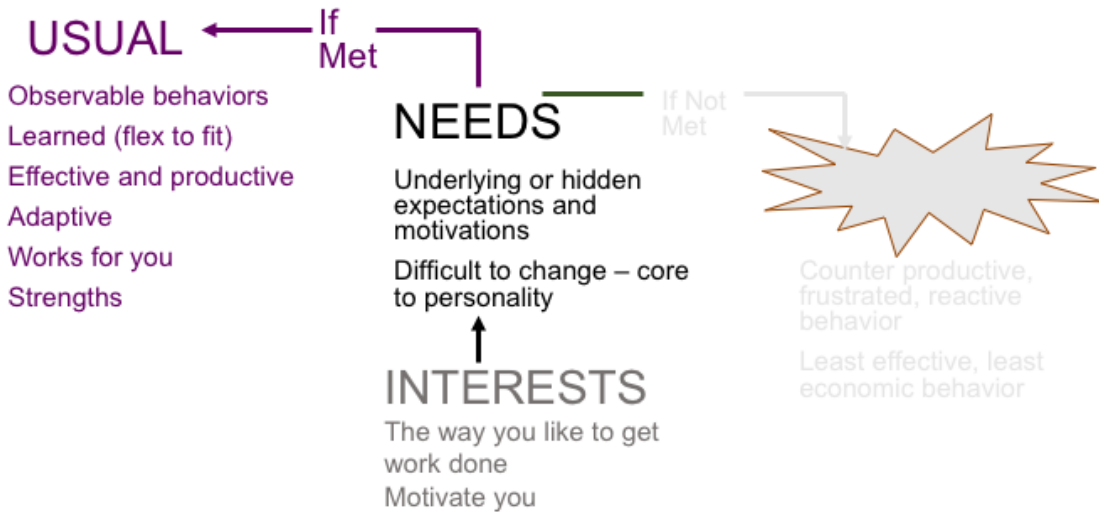
What expectations do I have that are not being met?
(Ask, negotiate, choose situations, or communicate your expectations.)

What energizing-motivating activity will I do now to de-stress?
(Schedule and keep motivating activities in your life. Go back and use your specific activities from your interests.)



Birkman Method Dynamics

1. no such thing as **Normal** behavior;
2. **no logical connection** between the way we **act** and the way we **need** to be treated



The people we lead and interact with don't see our intentions, or our needs.
They see our behaviors! So let's look at Usual behaviors.



BIRKMAN USUAL / STRENGTHS





BIRKMAN COMPONENTS



USUAL

- Behavior
- Learned, adaptive
- How you describe yourself
- Strength
- Effective-productive style
- How you act when at your best
- Observable - people can & do see it

can become a liability if overused

Usual behaviors work for you! They are the learned adaptive behaviors that serve you. And because they're behaviors people see them. Nonetheless, they can become a liability for you if they're overused.

As you read through each of the components, prepare for the final column in your "Birkman at a Glance" by writing down the key word(s) representing strengths for YOUR USUAL BEHAVIOR score for components.

Pay particular attention to when your Usual Behavior score is under 20, or over 80.

You will also look at the quadrant of your diamond – your strengths summary symbol – and you may add some of those key words.



Social Energy

Your sociability, approachability, and preference for group and team participation



Social Energy at Work

How does this behavior impact you in your organization?



How you **manage social interactions** with others



Your preference for **team** or **independent** activities



How **approachable** others perceive your work demeanor



Your natural comfort when **interacting** with groups



Your **participation** in meetings



Your natural ability to withstand **groupthink and peer pressure**

Usual Behavior: Low Scores



Usual Behavior is your **productive, strengths-based** behavior.



INDEPENDENT

People with low scores may:

- Display an independent style most of the time
- Appear situationally, selectively sociable
- Work well alone, self-directed
- Observe and listen in groups
- Think and reason independently from others
- Speak up when there is a reason



Usual Behavior: High Scores

Usual Behavior is your **productive, strengths-based** behavior.



SOCIABLE

People with high scores may:

- Display a sociable style most of the time
- Be friendly and outgoing
- Appear talkative and chatty
- Interact in group settings
- Be approachable in social situations
- Show enthusiasm for team work

Physical Energy

Your preferred pace for action and
physical expression of energy



Physical Energy at Work



How does this behavior impact you in your organization?



How you **manage your workload**



How you manage your **energy levels**



Whether you thrive in a **busy environment**



How you **recharge** in your downtime



Your **urgency** in decision making



Patience with **planning** and strategic thinking

Usual Behavior: Low Scores



Usual Behavior is your **productive, strengths-based** behavior.



EFFICIENT

People with low scores may:

- Conserve their energy
- Balance action with thought
- Use a paced approach to work
- Plan before acting
- Appear patient with long-term projects
- Consider options before committing to physical action

Usual Behavior: High Scores



Usual Behavior is your **productive, strengths-based** behavior.



ACTIVE

People with high scores may:

- Have a high energy level
- Initiate action
- Be direct, forceful, and enthusiastic
- Appear physically active
- Reveal a strong sense of urgency
- Have a short-term focus on tasks

Emotional Energy

Your openness and comfort with
expressing emotion



Emotional Energy at Work



How does this behavior impact you in your organization?



How you **manage**
emotional interactions
with others



How you **connect** with
others relationally



How you allow **feelings to**
influence thoughts and
behaviors



How **openly** you **express** your
emotions in the workplace



Your **comfort in talking**
about emotional issues



How you **approach**
problems—either practically or
passionately

Usual Behavior: Low Scores



Usual Behavior is your **productive, strengths-based** behavior.



PRACTICAL

People with low scores may:

- Appear objective and logical
- Keep feelings to themselves
- Focus on fixing problems
- Prioritize facts over feelings
- Separate issues from emotions
- Emphasize practical tasks and results

Usual Behavior: High Scores



Usual Behavior is your **productive, strengths-based** behavior.



EXPRESSIVE

People with high scores may:

- Listen to others' problems
- Be easy to confide in
- Act on intuition
- Perceive and understand others
- Think creatively and imaginatively



Self-Consciousness

Your use of sensitivity
when communicating with others



Self-Consciousness at Work

How does this behavior impact you in your organization?



How you **discuss** tough or sensitive issues



Your preferred **communication** style



How you give and receive **feedback**



How you believe you should show **respect**; through candor or tact



Your **comfort level** around superiors



How **purposeful and intentional** you are in what you say

Usual Behavior: Low Scores



Usual Behavior is your **productive, strengths-based** behavior.



CANDID

People with low scores may:

- Have minimal self-conscious feelings
- Be direct and matter-of-fact
- Appear clear and non-evasive
- Feel at ease with superiors
- Be open in group conversations

Usual Behavior: High Scores



Usual Behavior is your **productive, strengths-based** behavior.



TACTFUL

People with high scores may:

- Have a self-monitoring awareness
- Be sensitive to the subtle reactions of others
- Deliberately choose what is said and how it is said
- Respect positions and power
- Open up in one-on-one conversations



Assertiveness

Your tendency to speak up and express opinions
openly and forcefully



Assertiveness at Work

How does this behavior impact you in your organization?



Your comfort with
sharing opinions



Your willingness to **openly**
disagree



How you **view authority and**
boundaries



How you **manage and respond**
to conflict

Usual Behavior: Low Scores



Usual Behavior is your **productive, strengths-based** behavior.



SUGGESTING

People with low scores may:

- Assert opinions in a suggestive way
- Strive for agreement
- Avoid open debate
- Appear verbally non-confrontational
- Present a democratic leadership style
- Speak up when they feel strongly about the issue



Usual Behavior: High Scores

Usual Behavior is your **productive, strengths-based** behavior.



DIRECTING

People with high scores may:

- Assert opinions in a verbally dominant way
- Quickly take a stand
- Seek to influence others
- Openly debate ideas
- Share opinions openly
- Present an assertive leadership style

Insistence

Your approach to detail, structure,
follow-through and routine



Insistence at Work



How does this behavior impact you in your organization?



To what extent you insist something is **done a certain way**



How you deal with **detailed tasks and projects**



How **methodical and sequential** you are in your work



The **type of instruction** you give to others



How you **follow plans**



If you **manage your time** in a structured way

Usual Behavior: Low Scores



Usual Behavior is your **productive, strengths-based** behavior.



FLEXIBLE

People with low scores may:

- Appear comfortable changing plans
- Devise new plans quickly and easily
- Act spontaneously
- Create loose, flexible plans
- Adapt to organizational change more easily

Usual Behavior: High Scores



Usual Behavior is your **productive, strengths-based** behavior.



INSISTENT

People with high scores may:

- Insist on following the plan
- Maintain order and systems
- Appear detailed in planning and executing
- Use an orderly approach
- Embrace the organizational structure

Incentives

Your drive for personal rewards or preference
to share in group rewards



Incentives at Work



How does this behavior impact you in your organization?



Whether you prefer
collaboration or competition



How you prefer to be
motivated through incentives



The degree to which you
prefer individual rewards



Your **comfort with risk-taking**
and negotiation

Usual Behavior: Low Scores



Usual Behavior is your **productive, strengths-based** behavior.



COLLABORATIVE

People with low scores may:

- Emphasize intangible value
- Focus on the team over individual wins
- Promote idealism and fairness
- Talk "we" instead of "me"
- Advocate for decisions that benefit the group

Usual Behavior: High Scores



Usual Behavior is your **productive, strengths-based** behavior.



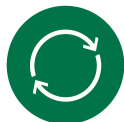
COMPETITIVE

People with high scores may:

- Compete for tangible rewards
- Be opportunity-minded
- Promote the importance of incentives
- Appear comfortable promoting their personal agenda
- Focus on short-term benefits

Restlessness

How you prefer to focus attention or
change focus and seek varied activities



Restlessness at Work



How does this behavior impact you in your organization?



How you **focus**
your **attention**



How you **respond**
to **interruptions**



Your ability to work on a
project for **long periods**
of **time**



Your **comfort with**
changing priorities

Usual Behavior: Low Scores



Usual Behavior is your **productive, strengths-based** behavior.



FOCUSED

People with low scores may:

- Concentrate on tasks
- Not distract easily
- Complete one thing before moving to the next
- Be able to remain focused for extended periods of time

Usual Behavior: High Scores



Usual Behavior is your **productive, strengths-based** behavior.



RESPONSIVE

People with high scores may:

- Work on many things at once
- Be stimulated by variety
- Appear ready to start new projects
- Respond well to new ideas and actions
- Change topics quickly

Thought

Your decision-making process and concern for consequences in making the right decision



Thought at Work



How does this behavior impact you in your organization?



How **reflective and contemplative** you are



Your **concern about the consequences** in making the wrong decision



How comfortable you are with **changing your mind on an issue**



Your **decision-making process**

Usual Behavior: Low Scores



Usual Behavior is your **productive, strengths-based** behavior.



DECISIVE

People with low scores may:

- Make immediate decisions
- Grasp situations quickly
- Make snap judgements
- Use information on hand
- Change their mind quickly if the original decision does not work

Usual Behavior: High Scores



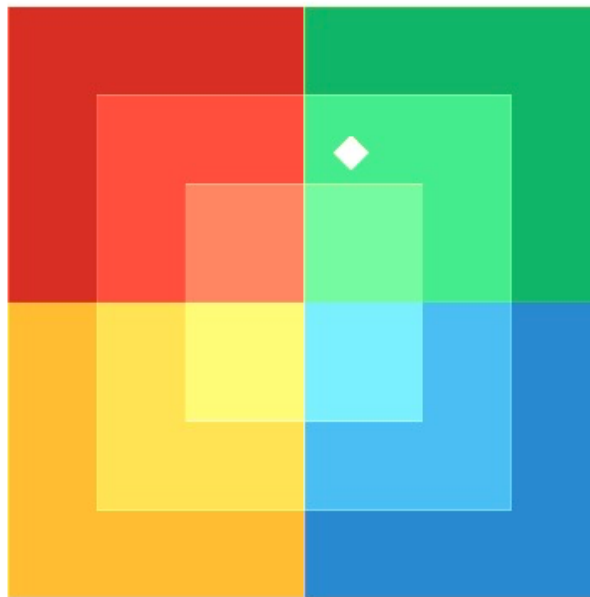
Usual Behavior is your **productive, strengths-based** behavior.



REFLECTIVE

People with high scores may:

- Examine issues thoroughly
- Value depth of decisions
- Be aware of consequences
- Weigh both sides of the issue
- Ask for data and opinions
- Revisit issue if new information is available



BIRKMAN MAP



HOW you act and
communicate
(Usual Behavior/Strengths)

- ◆ Name it, claim it, polish the behaviors
- ◆ Accumulate a track record of contributions using your strengths

The Diamond on your Birkman map integrates all your Birkman Usual scores to give you a visual summary of your style. Think of the diamond as representing that valuable part of you that shines. It is how you act and communicate with others around you – when you're at your best. It is helpful to articulate what that is – to name it. And then to own your strengths, polish your behaviors, and track your contributions using those strengths.



*Based on the color-location of my diamond, my usual **style** is ...*

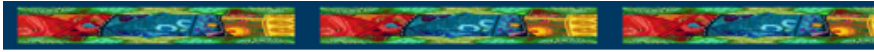
Outgoing, commanding, friendly,
task-oriented, active, decisive,
energetic, practical-pragmatic,
frank, detached-objective-candid
=>“fast decisions, fast action,
fast results”

Outgoing-sociable, assertive,
flexible, competitive, people-
oriented, responsive, subjective
and enthusiastic about new things –
“take charge, lead the way, I’ll think
on my feet – just watch me
succeed”

Focused, low key, task-oriented,
orderly, consistent, self-directed,
collaborative, cooperative, fair,
concentrative, cautious,
independent, and insistent. “Low-
key friendliness, fairness, and
consistency gets you far in the
long run”

Insightful, future-oriented, interested-
persistent with addressing complex
problems, long-term value / quality
oriented, selectively sociable, tactful,
expressive, suggestive, good with one-
on-one loyal relationships (including
customers), low key, thoughtful,
reflective, subjective and optimistic.
“Think it through and do it right the first
time”

Write down key words that are descriptive for you based on the color-location of your diamond on your Birkman map. These are strengths to add to your “Birkman at a Glance” worksheet.



My Birkman at a Glance (cont.)

Hello, my name is _____

COLUMN 4: MY STRENGTHS



My Strengths /
I am Usually:

Poised
Independent
Efficient
Compassionately
Clear/Confident
Systematic
Focused
Selectively sociable
Loyal

You now have your USUAL BEHAVIOR score keywords for scores under 20, or over 80.

You also have the diamond – strengths summary – key words for column 4.

Hello, my name is Robin Johnson

			
I Enjoy:	I thrive / my best environment is:	When stressed, I may react by being	My Strengths / I am Usually:
Dancing Choreography Innovating Creativity Music Reading Learning Tech/Mech Outdoors	Relaxed Schedule control Flexibility Quiet Collaborative Time to think Strategic Expertise valued Respectful	Exhausted Unpredictable Withdrawn Anti-social Indecisive Confused Discouraged Chicken-little Moody	Poised Independent Efficient Compassionately Clear/Confident Systematic Focused Selectively sociable Loyal

You can now pull together your information from the 4 columns onto one page. This makes it easy for your to remember key points from your Birkman results. The information is in a more digestible chunk.

You'll note in my example above all of my middle boxes are blue, because I happen to have all of my summary symbols in the blue quadrant.

You might want to color code your summary to reflect the location of your symbols. For instance if my asterisks-interests were in the yellow quadrant, I would have used a yellow box for "I Enjoy". If my Diamond-Strengths were in the red quadrant I would have used a red box for "My Strengths / I am Usually" etc. (FYI – the images are from the Bitmoji App.)

If you prefer a verbal summary, use the next two summary pages with key words for Low and High Usual Behavior and Needs scores. These sheets have a place to put your scores in the central column. The next page is an example where I highlighted key words. The page after is for you to do that.

Birkman Components Summary - USUAL BEHAVIOR/STRENGTH SCORES - Example

Low Score Description	Component	Score	High Score Description
Independent, self-directed, selectively sociable	Social Energy	99	Sociable, enthusiastic
Using energy efficiently, planning	Physical Energy	86	Action oriented, high energy
Objective, practical, factual, focused, getting results	Emotional Energy	51	Emotionally expressive, imaginative
Candid, outspoken, direct, straightforward	Self-Consciousness	31	Tactful, diplomatic, sensitive
Democratic, agreeable, suggesting, easygoing	Assertiveness	72	Poised, self-confident, assertive, convincing
Flexible, spontaneous, autonomous, adapting	Insistence	16	Follow the plan, "do it right", Detail oriented, organized
Trusting, team-spirited, collaborative	Incentives	25	Competitive strategist
Focused, patient, not easily distracted	Restlessness	68	Responsive, excited by new ideas, initiating, adapting
Resolute, grasp situation quickly, use rules of thumb	Thought	48	Reflective, drawing on experience, weighing sides
Under promise/over delivering, manage risk	Challenge	96	Seeking challenging, stretch goals
Traditional, consistent, using precedents	Freedom	33	Individualistic, innovative, taking initiative

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Birkman Components Summary: NEEDS/EXPECTATIONS SCORES

Low Score Description	Component	Score	High Score Description
Individualized goals, time/work alone, no meetings	Social Energy	98	Social inclusion, social status, team work, reassurance
Intellectual/emotional engagement, recharge time	Physical Energy	86	Things to do, practical results, outlets, work/hobbies
Concrete, specific, clear instructions, practical tasks	Emotional Energy	51	Quality work relationships, outlet for feelings
Frank, direct, candid relationships / feedback	Self-Consciousness	44	Respect, titles, status, approval
Autonomy, collegiality, input before decisions	Assertiveness	72	Command-control, firm, clear direction, direct others
Flexibility, informal work relationships, variety	Insistence	76	A plan, rules, systems, clear instructions/roles
Trust, teamwork	Incentives	34	Clear personal benefits/success metrics
Input before change, uninterrupted time, to finish	Restlessness	81	Eclectic, task variety, changing work
Short time from decision to action, clarity, K.I.S.S. it	Thought	18	Time and space to think about options before acting
SMARTER goals, praise & recognition for successes	Challenge	96	Challenging work, stretch goals, chance to prove self
Predictability, routine, order, consistency	Freedom	5	Independence, control over schedule/work, autonomy

Working the Birkman, v2

You might want to fill this in and highlight the descriptions that apply to you and your intense scores.

Birkman Components Summary - USUAL BEHAVIOR/STRENGTH SCORES

Low Score Description	Component	Score	High Score Description
Independent, self-directed, selectively sociable	Social Energy		Sociable, enthusiastic
Using energy efficiently, planning	Physical Energy		Action oriented, high energy
Objective, practical, factual, focused, getting results	Emotional Energy		Emotionally expressive, imaginative
Candid, outspoken, direct, straightforward	Self-Consciousness		Tactful, diplomatic, sensitive
Democratic, agreeable, suggesting, easygoing	Assertiveness		Poised, self-confident, assertive, convincing
Flexible, spontaneous, autonomous, adapting	Insistence		Follow the plan, "do it right", Detail oriented, organized
Trusting, team-spirited, collaborative	Incentives		Competitive strategist
Focused, patient, not easily distracted	Restlessness		Responsive, excited by new ideas, initiating, adapting
Resolute, grasp situation quickly, use rules of thumb	Thought		Reflective, drawing on experience, weighing sides
Under promise/over delivering, manage risk	Challenge		Seeking challenging, stretch goals
Traditional, consistent, using precedents	Freedom		Individualistic, innovative, taking initiative

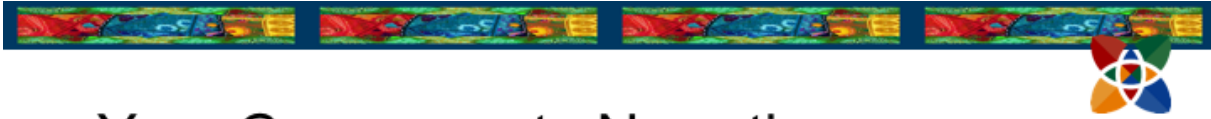
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Birkman Components Summary: NEEDS/EXPECTATIONS SCORES

Low Score Description	Component	Score	High Score Description
Individualized goals, time/work alone, no meetings	Social Energy		Social inclusion, social status, team work, reassurance
Intellectual/emotional engagement, recharge time	Physical Energy		Things to do, practical results, outlets, work/hobbies
Concrete, specific, clear instructions, practical tasks	Emotional Energy		Quality work relationships, outlet for feelings
Frank, direct, candid relationships / feedback	Self-Consciousness		Respect, titles, status, approval
Autonomy, collegiality, input before decisions	Assertiveness		Command-control, firm, clear direction, direct others
Flexibility, informal work relationships, variety	Insistence		A plan, rules, systems, clear instructions/roles
Trust, teamwork	Incentives		Clear personal benefits/success metrics
Input before change, uninterrupted time, to finish	Restlessness		Eclectic, task variety, changing work
Short time from decision to action, clarity, K.I.S.S. it	Thought		Time and space to think about options before acting
SMARTER goals, praise & recognition for successes	Challenge		Challenging work, stretch goals, chance to prove self
Predictability, routine, order, consistency	Freedom		Independence, control over schedule/work, autonomy

Working the Birkman, v2

You might want to fill this in and highlight the descriptions that apply to you and your intense scores.



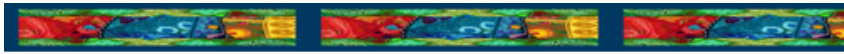
Your Components Narrative

Look at the pattern of your Usual and Need component scores

- Over 50 = hi; under 50 = low

For Social Energy your pattern narrative could be...

In the previous chapter you looked at the components scores separately for Usual Behavior, Needs and Stress. Let's start looking at the story the components tell if you put them together. I'm calling these mini-stories your component narratives. For the purpose of the exercise, think of a low score as any score under 50, and a high score as anything over 50.



Usual-Need Combinations Example

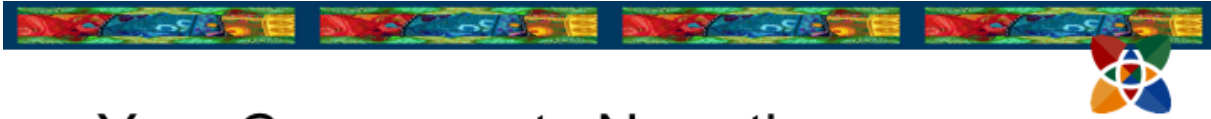


SOCIAL ENERGY

Sociability, approachability, and preference
for group and team participation

- H/H = “I’ve got lots of social energy; do does everyone else – “the party animal”
- H/L = I’ve got a lot of social energy, others don’t. I’ll have control over when, where, and with whom I socialize. When I’ve got enough, I’ll leave – “the party goer”
- L/L = I don’t have much energy for socializing; I’m selective about who I hang out with – even if it’s just another couple. Control over who I socialize with matters to me - “the party thrower”
- L/H = “I don’t have much social energy, but others do. My expectation is that the world is a social, inclusive place. I want to be invited, but I’ll bow out at the last minute. “The party pooper?”

This adds a bit of humor to the narrative but you get the idea. By the way, the last pattern – Low/High is mine.



Your Components Narrative

Now add your stress score and look at the pattern of your component scores

(Over 50 = hi; under 50 = low)

For Social Energy your UNS pattern narrative could be...



Example: Social Energy



Combine Usual-Needs-Stress to complete your short story/narratives

High Usual Behavior

- I can frequently be seen as being involved in lots of social activities with my friends and acquaintances – even at work.
- This is a strength for me because people see me as friendly and a team player.

Low Needs

- I expect to have occasional relief from constant social contact.
- In order to be at my best, I need time alone to recharge my batteries.

Low Stress Behavior

- When I am stressed, I may act out by disengaging in meetings, or avoiding conversations with people.
- When I am stressed, I should try to make some alone time, and let people know I still love them – but want to recharge a bit.

More seriously, let's look at a narrative for Social Energy with someone who has a High Usual Social Energy score, a Low Need Social Energy Score, and a Low Stress Social Energy score. This is actually a pretty common pattern. Their narrative might sound something like what you see above.

While I'm giving you some key words to use for constructing your narrative using the patterns on the following pages, please use the keywords that resonate most with you. Plus, I don't do a narrative for every component. I construct the Birkman-based narrative for components that matter in a relational context. Typically that will be narratives where you have scores in the intense zone, or where you have a large gap between what you do (Usual) and what you Expect (Need), or where your Stress Score is different from your Need / Expectations score. Those are situations where people are likely to be confused by your behavior, or where the possibility for stress in the relationship is higher. The narratives can be helpful in getting-to-know-me conversations, and when you and someone else or your team mates have very different approaches to your work. The Birkman information provides a non-judgmental way to discuss your differences.



Social Energy: Common Scoring Patterns

HIGHER / LOWER / LOWER

vs.

LOWER / HIGHER / LOWER

- Outgoing and friendly in their usual style
- Needs to be allowed to spend some time alone and be free of constant social demands
- Under stress, may withdraw from people or appear unfriendly

- Selectively social and works well alone
- Energized by group activities and group acceptance
- Under stress, may withdraw and appear unsociable or frustrated with the group

Social Energy – Pattern #1



I am sociable,



but I need time alone.



If not, I may withdraw from the group.

Social Energy – Pattern #2



I am sociable,



and I need to feel included in the group.



If not, I may become too dependent on group approval and support

Social Energy – Pattern #3



I am independent,



and I need time alone.



If not, I may withdraw from the group.

Social Energy – Pattern #4



I am independent,



but I need to feel included in the group.



If not, I may withdraw from the group.

Social Energy – Pattern #5



I am independent,



but I need to feel included in the group.



If not, I may become too dependent on group approval and support (feel they don't like me)

Social Energy – Less Frequent Patterns



Pattern #6 Hi, Lo, Hi	I am sociable but I need time alone If not, I may become too dependent on group approval and support
Pattern #7 Hi, Hi, Lo	I am sociable And I need to feel included in the group If not, I may withdraw from the group
Pattern #8 Lo, Lo, Hi	I am independent And I need time alone If not, I may become too dependent on group approval and support (worry they don't like me)

Physical Energy: Common Scoring Patterns



HIGHER / LOWER / LOWER

vs.

LOWER / HIGHER / LOWER

- Physically active and works at a high energy level
- Needs the freedom to set their own schedule or include recharge time
- Under stress can delay needed action and put things off until too late.

- Conserves energy and plans before acting
- Thrives in a busy work environment
- Under stress, may delay action or become physically exhausted.

Physical Energy – Pattern #1



I am active and make decisions quickly,



but I need time to plan.



If not, I may become exhausted.

Physical Energy – Pattern #2



I am active and I make decisions quickly,



and I need opportunities to act.



If not, I may become impatient (and act without thinking).

Physical Energy – Pattern #3



I am efficient,



and I need time to plan.



If not, I may become exhausted.

Physical Energy – Pattern #4



I am efficient,



but I need to decide quickly and take action.



If not, I may become exhausted (bored?).

Physical Energy – Pattern #5 unexpected



I am active and I make decisions quickly,



and I need opportunities to act.



If not, I may become exhausted (bored?).

Physical Energy – Less Frequent Patterns



Pattern #6 Lo, Hi, Hi	I am efficient And I need opportunities to act If not, I may become impatient and act without thinking
Pattern #7 Hi, Lo, Hi	I am active and make decisions quickly But I need time to plan If not, I may become impatient and act without thinking
Pattern #8 Lo, Lo, Hi	I am efficient And I need time to plan If not, I may become impatient and act without thinking

Emotional Energy: Common Scoring Patterns



HIGHER / LOWER / HIGHER

vs.

LOWER / HIGHER / HIGHER

- Enjoys listening to the problems of others and is easy to confide in
- Needs peers to provide logical solutions to issues
- Under stress, may match their surroundings with excessive emotions

- Focuses on practical results in getting things done
- Needs the opportunity to share inner feelings, both positive and negative
- Under stress, will allow emotions to affect judgment

Emotional Energy – Pattern #1



I am practical,



but I need an outlet for my feelings.



If not, I may feel discouraged.

Emotional Energy – Pattern #2



I am emotionally expressive,



and I need an outlet for expressing what I feel.



If not, I may feel discouraged.

Emotional Energy – Pattern #3



I am practical,



and I need logical / practical solutions.



If not, I may become detached.

Emotional Energy – Pattern #4



I am emotionally expressive,



but I expect practical solutions.



If not, I may become discouraged.

Emotional Energy – Pattern #5 unexpected



I am practical,



and I expect logical / practical solutions.



If not, I may become discouraged.

Emotional Energy – Less Frequent Patterns



Pattern #6 Hi, Hi, Lo	I am emotionally expressive But I need an outlet for my feelings If not, I may become detached
Pattern #7 Hi, Lo, Lo	I am emotionally expressive And I need/expect logical, practical solutions-care If not, I may become detached
Pattern #8 Lo, Hi, Lo	I am practical (in expressing I care) But I need an outlet for my feelings If not, I may become detached

Self-Consciousness: Common Scoring Patterns



LOWER / HIGHER / HIGHER

vs.

HIGHER / LOWER / HIGHER

- Candid and direct in their usual style
- Needs to feel the genuine respect and appreciation of others when getting feedback from others
- Under stress, may become sensitive and easily embarrassed when they feel disrespected

- Self-monitoring and aware in communication style
- Needs frankness and candor from others
- Under stress, may become evasive or overly sensitive

Self-Consciousness – Pattern #1



I am candid and a direct communicator,



but I expect others to be sensitive communicators.



If not, I may become overly sensitive to real or imagined criticism.

Self-Consciousness – Pattern #2



I am a tactful, diplomatic, indirect communicator



and I expect others to be sensitive communicators.



If not, I may become overly sensitive to real or imagined criticism.

Self-Consciousness – Pattern #3



I am candid, and a direct communicator



and I expect / want others to be direct with me.



If not, I may become too blunt.

Self-Consciousness – Pattern #4



I am a tactful, diplomatic, indirect communicator



but I want others to be direct communicators with me.



If not, I may believe you don't trust me enough to tell me the truth straight.

Self-Consciousness – Pattern #5 unexpected



I am candid, and a direct communicator



and I expect / want others to be direct with me.



If not, I may become overly sensitive to real or imagined criticism.

Self-Consciousness – Less Frequent Patterns



Pattern #6 Hi, Hi, Lo	I am emotionally expressive But I need an outlet for my feelings If not, I may become detached
Pattern #7 Hi, Lo, Lo	I am emotionally expressive And I need/expect logical, practical solutions-care If not, I may become detached
Pattern #8 Lo, Hi, Lo	I am candid and a direct communicator But I need an outlet for my feelings If not, I may become detached

Assertiveness: Common Scoring Patterns



LOWER / HIGHER / HIGHER

vs.

HIGHER / LOWER / HIGHER

- Pleasant and agreeable when directing others
- Needs an environment where the issues are debated openly
- Under stress, may tend to confront others and demonstrate a domineering attitude

- Operates with firm direction and openly expresses differences of opinion
- Prefers that others approach with suggestions rather than orders
- Under stress, may become domineering or verbally aggressive

Assertiveness – Pattern #1



I am suggestive,



but I prefer an assertive style from others.



If not, I may argue for the sake of arguing or appear bossy and controlling.

Assertiveness – Pattern #2



I speak up,



and I prefer others speak up / speak their minds too.



If not, I may argue for the sake of arguing or appear bossy and controlling.

Assertiveness – Pattern #3



I am suggestive,



and I prefer an involving style from others.



If not, I may withhold or manage conflict in a passive-aggressive way.

Assertiveness – Pattern #4



I am assertive,



but I prefer an involving style from others.



If not, I may argue for the sake of arguing or appear bossy and controlling.

Assertiveness – Pattern #5 unexpected



I am suggestive,



and I prefer an involving style from others.



If not, I may argue for the sake of arguing or appear bossy and controlling.

Assertiveness – Less Frequent Patterns



Pattern #6 Hi, Hi, Lo	I speak up And I expect others to speak up / speak their minds If not, I may withhold or manage conflict in a passive-aggressive way
Pattern #7 Hi, Lo, Lo	I speak up But I prefer an involving style from others If not, I may withhold or manage conflict in a passive-aggressive way
Pattern #8 Lo, Hi, Lo	I am suggestive And I expect others to speak up / speak their minds If not, I may withhold or manage conflict in a passive-aggressive way



Insistence: Common Scoring Patterns

LOWER / HIGHER / HIGHER

vs.

HIGHER / LOWER / LOWER

- Comfortable with changing plans and easily adapts to accommodate them
- Needs clear and detailed instructions despite the change
- Under stress, may refuse to deviate from the process, even if doing so is a necessity

- Works in a consistent and predictable manner
- Prefers a broad outline to follow with minimal routine
- Under stress, may become frustrated with the rules and become disorganized

Insistence – Pattern #1



I am systematic and do things the right way,



but I prefer a flexible environment.



If not, I may not follow through or I may become unpredictable.

Insistence – Pattern #2



I am systematic do things the right way,



and I prefer others be systematic and do things right too.



If not, I may seem rigid or bureaucratic.

Insistence – Pattern #3



I am flexible,



and I prefer a flexible environment.



If not, I may not follow through or I may become unpredictable.

Insistence – Pattern #4



I am flexible,



but I work best in a structured environment, where people do things correctly.



If not, I may not follow through or become unpredictable.

Insistence – Pattern #5 unexpected



I am systematic and do things the right way,



and I prefer others be systematic and do things right too.



If not, I may not follow procedure either or I may become unpredictable.

Insistence – Less Frequent Patterns



Pattern #6 Hi, Lo, Hi	I am systematic and do things the right way But I prefer a flexible environment If not, I may become rigid or bureaucratic
Pattern #7 Lo, Lo, Hi	I am flexible And I prefer a flexible environment If not, I may become rigid or bureaucratic
Pattern #8 Lo, Hi, Hi	I am flexible But I work best in a structured environment where people do things correctly If not, I can become rigid or bureaucratic

Incentives: Common Scoring Patterns



LOWER / HIGHER / HIGHER

vs.

HIGHER / LOWER / LOWER

- Team-oriented and focuses on long-term rewards such as motivation
 - Needs an environment which rewards individual achievement
 - Under stress, may become self-promotional and overly competitive
- Opportunity-minded and tends to naturally bargain and sell
 - Needs to work alongside other people who value trust
 - Under stress, can feel taken advantage of when forced to negotiate

Incentives – Pattern #1



I am cooperative,



but I need to receive individual incentives.



If not, I may become self-promotional.

Incentives – Pattern #2



I am cooperative,



and I need team rewards.



If not, I may be seen as idealistic-naïve.

Incentives – Pattern #3



I am competitive,



and I need individual incentives.



If not, I may become self-promotional.

Incentives – Pattern #4



I am competitive,



but I need team rewards.



If not, I may become self-promotional.

Incentives – Pattern #5



I am cooperative,



but I need to individual incentives



If not, I may stop trusting people/feel it's unfair

Insistence – Less Frequent Patterns



Pattern #6 Hi, Hi, Lo	I am competitive And I need individual incentives If not, I may be seen as idealistic-naïve
Pattern #7 Hi, Lo, Lo	I am competitive And I expect team rewards If not, I may be seen as idealistic-naïve
Pattern #8 Lo, Lo, Hi	I am cooperative But I expect team rewards If not, I may become self-promotional

Restlessness: Common Scoring Patterns



LOWER / HIGHER / HIGHER

vs.

HIGHER / LOWER / HIGHER

- Concentrative and patient with long-term projects
- Needs frequent changes in activity and relief from daily routine
- Under stress, may have difficulty concentrating or become annoyed by delays

- Initiates frequent changes and easily shifts attention when interrupted
- Needs a minimum of interruptions and an adequate notice of change
- Under stress, may become annoyed by delays or find it hard to sit still

Restlessness - Pattern #1



I am focused,



Yet I want task variety.



If not, I may become distracted.

Restlessness - Pattern #2



I am focused,



and I don't want to be interrupted.



If I am, I may appear unresponsive (especially to new demands for change).

Restlessness - Pattern #3



I am responsive,



Yet I want task variety.



If not, I may become distracted.

Restlessness - Pattern #4



I am responsive,



but I don't want to be interrupted.



If I am, I will become distracted.

Restlessness - Pattern #5 unexpected



I am focused,



and I don't want to be interrupted.



If not, I may become distracted.

Restlessness – Less Frequent Patterns



Pattern #6 Hi, Hi, Lo	I am responsive And I want task variety If not, I may become distracted
Pattern #7 Hi, Lo, Lo	I am responsive But I don't want to be interrupted If interrupted, I may become distracted
Pattern #8 Lo, Hi, Lo	I am focused But I want task variety If not, I may become distracted

Thought – Pattern #1



I am resolute,



but I need time to
consider my options.



If not, I may hesitate to
decide, being worried I'm
making the wrong decision.

Thought – Pattern #2



I am reflective,



and I need time to
consider my options.



If not, I may hesitate to
decide, being worried I'm
making the wrong decision.

Thought – Pattern #3



I am resolute,



and I want to keep d-m
criteria as simple and
clear as possible.



If not, I may decide quickly
without enough attention to
options & impact.

Thought – Pattern #4



I am reflective,



and I want to keep d-m
criteria a simple and
clear as possible.



If not, I may hesitate to
decide, being worried I'm
making the wrong decision.

Thought – Pattern #5 unexpected



I am resolute,



and I want to keep d-m
criteria a simple and
clear as possible.



If not, I may hesitate to
decide, being worried I'm
making the wrong decision.

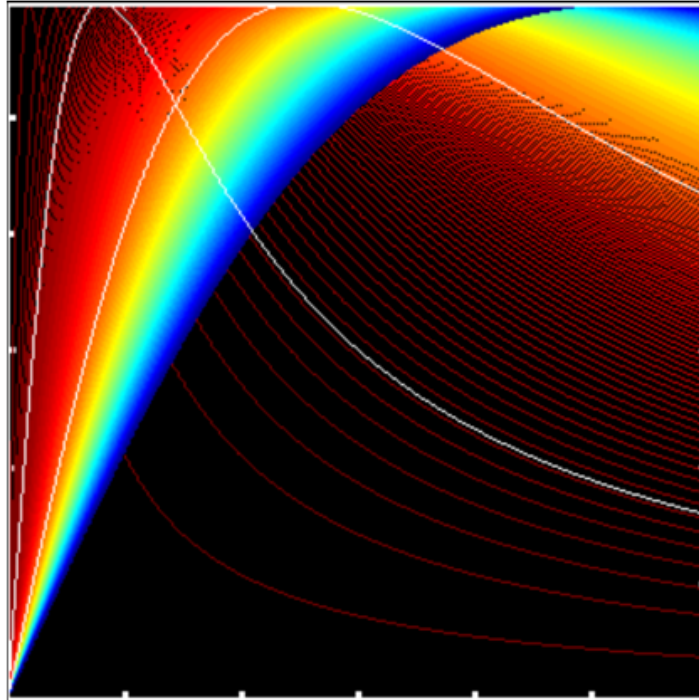
Thought– Less Frequent Patterns



Pattern #6 Hi, Hi, Lo	I am reflective And I need time to consider my options If not, I may decide quickly without enough attention to options & impact
Pattern #7 Hi, Lo, Lo	I am reflective But I don't want to be interrupted If not, I may decide quickly without enough attention to options & impact
Pattern #8 Lo, Hi, Lo	I am resolute But I need time to consider my options If not, I may decide quickly without enough attention to options & impact



Birkman Component Intensity





Objective

Have you work the Birkman information so you can use three key insights from your data:

1. Motivation matters
 - Interests High and Low
 - Needs
2. Intensity matters
 - Potential behavioral and expectation bias
 - You get stressed
 - You stress others
3. Perspective matters
 - Gaps (your usual behaviors v. your needs)
 - Blind spots (bandwidth compression)
 - YouNique (you v. them)

Returning to our objectives from the beginning of this workbook, we're on the second point: Intensity matters.

Usual Behavior: Intensity

Example: Social Energy



USUAL SCORE UNDER 20

(Too) INDEPENDENT?

(Too) QUIET?

INTROVERTED

NOT PARTICIPATING



USUAL SCORE OVER 80

(Too) SOCIABLE?

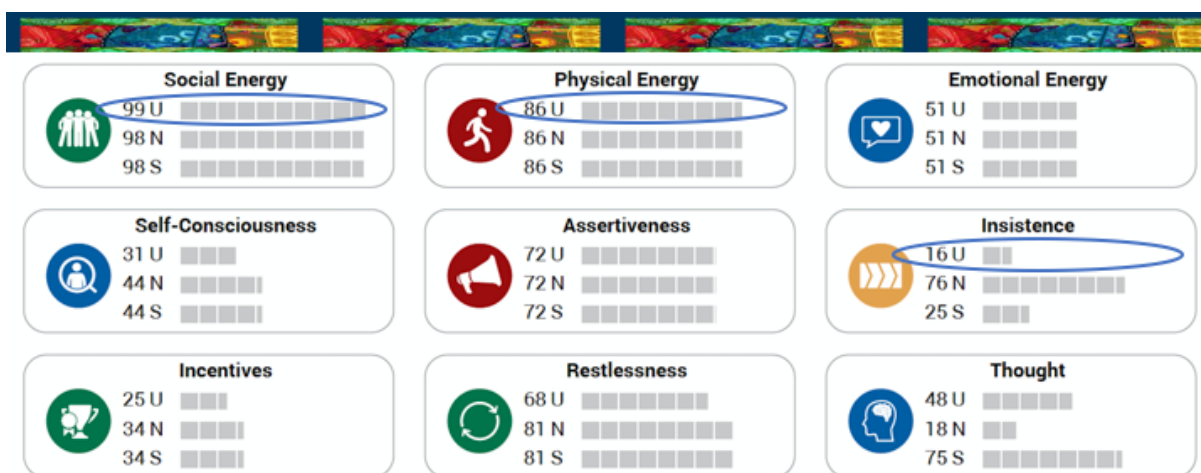
(Too) CHATTY?

(Too) TALKATIVE?

TOO INTO MEETINGS?



When looking at Intensity, let start by looking at the Usual scores for your components. Usual Behavior is your **productive, strengths-based** behavior. However, when your scores are in the intense zone, sometimes you may be seen as overusing that strength. So in this example if your Usual Score for Social Energy was under 20, that puts that score in the Intense Low zone. You might have received feedback that you are too independent, too quiet, introverted (said as if that's not a good thing), or not participating enough. If your Usual score was in the high intense zone you might get the opposite feedback; that you're too sociable, too chatty, too talkative, too into meetings. The people giving the feedback are also saying that your usual behavior is automatic and perhaps you're not thinking about whether that behavior is appropriate for each situation. When we have scores in the intense zones we have a tendency to use that as our default setting for our behavior – and may not be as mindful, sometimes, about what behavior would work best in a particular situation.



**Very High / Very Low Usual Scores
= BEHAVIOR INTENSITY**

Go back to your Advanced Summary and look for your scores greater than or equal to 80, or less than or equal to 20. On the one hand these scores mean the descriptive accuracy is high.

Circle 'High Intense' Usual Behaviors on YOUR Summary.

Circle 'Low Intense' Usual Behaviors on YOUR Summary.

On the other hand, these may be behaviors where you (unintentionally-unconsciously) stress others.

If you do these strengths mindlessly, you may have potential behavioral bias.

INTENSE COMPONENTS: USUAL (LOW)

Look at the components you circled where your Usual score is under 20. These are strengths for you too – but can become a liability if overused, and you may unintentionally stress others.

1. Component name: _____ Usual Score: _____

Describe the behavior related to this component in a few words (from the low end of the scale).

What feedback, if any, have you EVER received about issues related to this component?
How did you respond?

What might you do differently in the future?

2. Component name: _____ Usual Score: _____

Describe the behavior related to this component in a few words (from the low end of the scale).

What feedback, if any, have you EVER received about issues related to this component?

How did you respond?

What might you do differently in the future?

3. Component name: _____ Usual Score: _____

Describe the behavior related to this component in a few words (from the low end of the scale).

What feedback, if any, have you EVER received about issues related to this component?
How did you respond?

What might you do differently in the future?

INTENSE COMPONENTS: USUAL (HIGH)

Look at the components you circled where your Usual score is over 80. These are strengths for you – but can become a liability if overused, and you may unintentionally stress others.

1. Component name: _____ Usual Score: _____

Describe the behavior related to this component in a few words (from the high end of the scale).

What feedback, if any, have you EVER received about issues related to this component?
How did you respond?

What might you do differently in the future?

2. Component name: _____ Usual Score: _____

Describe the behavior related to this component in a few words (from the high end of the scale).

What feedback, if any, have you EVER received about issues related to this component?
How did you respond?

What might you do differently in the future?

3. Component name: _____ Usual Score: _____

Describe the behavior related to this component in a few words (from the high end of the scale).

What feedback, if any, have you EVER received about issues related to this component?
How did you respond?

What might you do differently in the future?

Needs: Intensity (example from Physical Energy)



Hi Usual Physical Energy (over 80) with Lo Need Physical Energy (under 20):

Example 'shoulding' on self narrative:

*I'm always busy doing something,
but I should really slow down and prioritize recharge time.*



Same Hi-over 80/Lo under 20 pattern on PE – triggered by an unmet need.

Example 'shoulding' on others narrative:

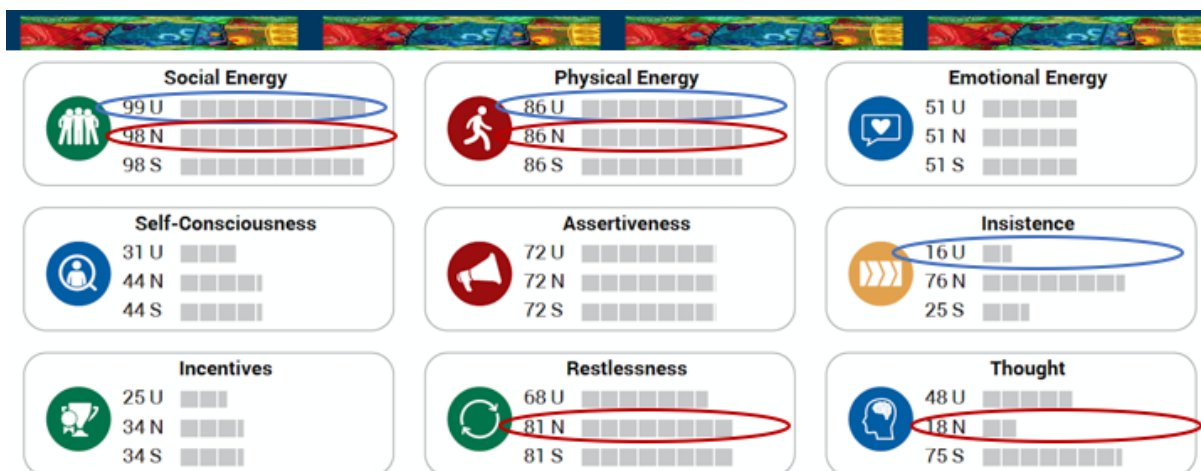
I'm always busy doing something. (Hi Usual)

I'm exhausted (Your stress is triggered)

You should do more! (Your unmet Low need to slow down is projected)

Needs represent what you expect and prefer from others.

However, when your scores are in the intense zone, sometimes others may unintentionally annoy you. If your need / expectations are in the intense zones, it increases the probability that your need / expectation will not be met, because most of the population doesn't feel as strongly as you do about that particular way of interacting. Therefore their behavior may irk you or trigger a need that would not be getting met. It's really good to speak of expectations here – their behavior is more likely to fail to meet your expectations. When our expectations / needs are not met, we might blame and then try to change them. Or we might internalize the issue and blame / shame ourselves. In the narrative example above I give both kinds of responses. When you find yourself using the word 'should' in your narrative, that is frequently a clue that you've got a triggered need. It also may signal biased expectations. That's bad news and good news. The bad news is that you really cannot change others. And while the road to Hell is paved with expectations, the good news is that you can change your expectations. Those are in your mind/emotions. And you change your mind all the time when it suits you.



Needs = FEELINGS / EXPECTATIONS / IDEAS ABOUT WHAT SHOULD HAPPEN

Numbers greater than or equal to 80, or less than or equal to 20, mean your need is intense.

Circle 'High Intense' and 'Low Intense' NEEDS on your Summary.

You are likely to feel stressed if those needs are not met and (perhaps) act out! You may also have biased expectations of self and others.

If you look at your circled items for Intense Usual scores and Intense Need scores and you have more than 10 circled; you've probably had people say "You're Intense!" No judgement from me about that. However, it is helpful to be aware of it.

INTENSE COMPONENTS: NEEDS & STRESS

Look at where you circled components where your NEED score is over 80.

1. Component name: _____ NEED Score: _____

Describe the behavior related to this expectation in a few words (from the high end of the scale). How do you get this need met?

What might be your typical stress response if this need is not met?

2. Component name: _____ NEED Score: _____

Describe the behavior related to this expectation in a few words (from the high end of the scale). How do you get this need met?

What might be your typical stress response if this need is not met?

Look at where you circled components where your NEED score is under 20.

3. Component name: _____ NEED Score: _____

Describe the behavior related to this expectation in a few words (from the high end of the scale). How do you get this need met?

What might be your typical stress response if this need is not met?

4. Component name: _____ NEED Score: _____

Describe the behavior related to this expectation in a few words (from the high end of the scale). How do you get this need met?

What might be your typical stress response if this need is not met?



Strengths, Needs & Bias

- Strengths / usual behaviors, especially when intense can look like biased behavior. You may be stressing others.
- Be aware of them. Needs, especially when intense, can contribute to biased thoughts. Your stress may be more easily triggered here. When you're *shoulding* all over yourself or others, you might be in the bias zone. Again – be aware (conscious) and responsible for getting your needs met.

Notes:

Thought: Common Scoring Patterns



LOWER / HIGHER / HIGHER

vs.

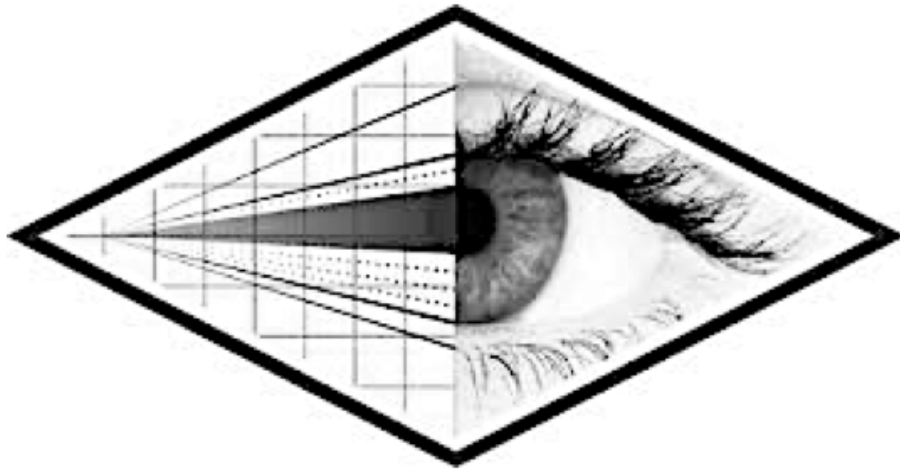
HIGHER / LOWER / HIGHER

- Decisive in thought and action, tends to be matter-of-fact in thinking
- Needs more time to reflect upon decisions
- Under stress, may postpone making a decision or become overly anxious about making decisions

- Thoughtful, reflective, and values depth of decisions
- Needs minimal ambiguity and the freedom to take immediate action
- Under stress, may postpone making a decision or become overly anxious about making decisions



Perspective Matters!





Objectives

Have you work the Birkman information so you can use three key insights from your data:

1. Motivation matters

- Interests High and Low
- Needs

2. Intensity matters

- Potential behavioral and expectation bias
- You get stressed
- You stress others

3. Perspective matters

- Gaps (your usual behaviors v. your needs)
- Blind spots (bandwidth compression)
- YouNique (you v. them)

The third objective is to look at the way perspective matters as indicated by your Birkman report. In this chapter we'll examine discuss possible consequences of the gaps between your Usual Behavior and Needs/Expectations – whether those are energy consuming large gaps, or small gaps called bandwidth compression. We'll also take a quick look at gaps between how you see your Usual behavior and the Usual behavior reported by the other people who have completed the Birkman questionnaire. These gaps give us insight into Usual behavior norms. How you respond to that insight generated will be up to you.



*When you get a proper perspective
on your perceptions, you'll be surprised how
many other things fall into place."*

Roger Birkman

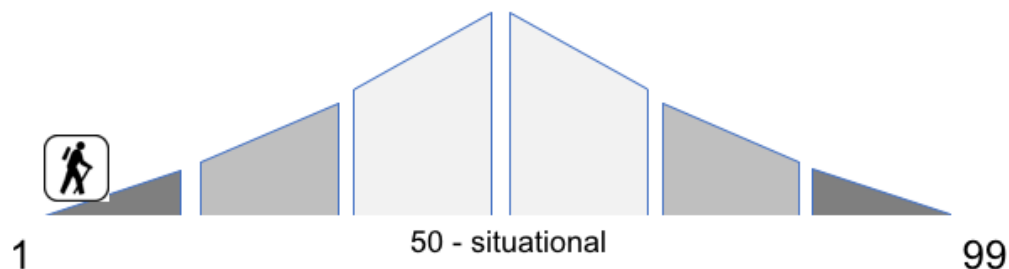
TBM measures both your perceptions of your own behavior and your perceptions of the behavior of people around you. The pattern between the usual (your) and need (their) scores on each component provide insight into your perspective. Perspectives, measured by the gap between Usual Behavior and Expectations, are just as important as the scores for each scale in the Birkman Method. You have your perspective (a script) about how you believe you and they should behave. But your perspective may not be the same as their perspective. Understanding your and their perspectives helps you to be more self-aware, flex when appropriate, and manage any bias consciously.



Birkman Components: You v. You / Big Usual-Need Gaps

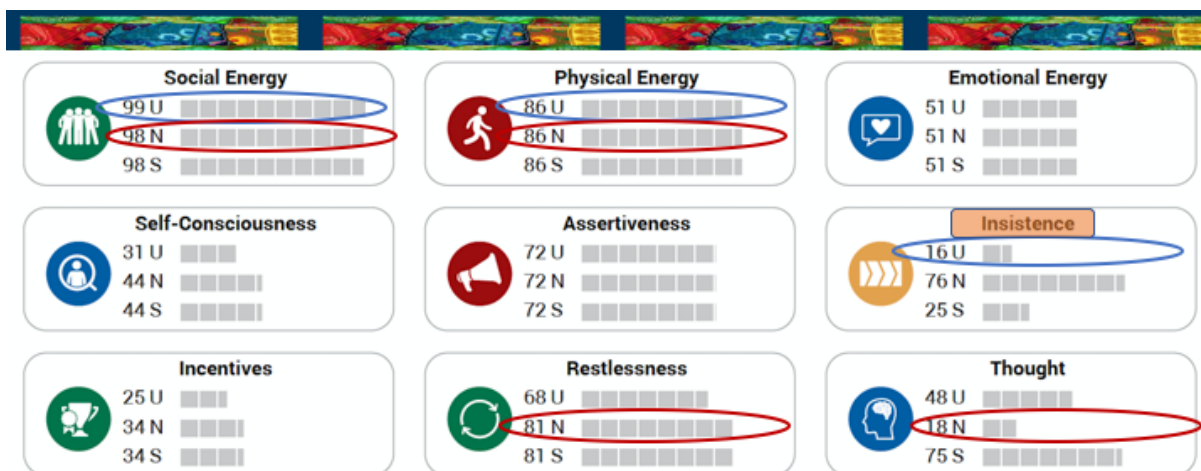
When your Usual behavior score is on one side of the mountain, and your need score is on the other side of the mountain ...

- It takes energy to go from your comfort zone and adapt
- Needs are internal, behavior is external – people see behavior. So they cannot guess what you want from what you do. You must communicate your needs & make sure your needs are met.
- Remember, there's no logical connection between what you do and what you want.



The implications of a large gap between what you do and what you want are that:

- others can't guess what you expect or want from your behavior, so you will have to speak your needs out loud, organize your life to get your needs met, and possibly negotiate with others to get your needs met.
- people mistakenly treat you the same way you behave, which you may not want (may increase your stress). Be patient with people who do this. Don't expect others to guess what your needs are.
- you use a lot of energy to flex your behavioral style, probably to meet what you think are socially desirable behaviors – or because flexing your behavioral style has helped you to succeed in your life. Just be sure to do activities that give you energy too so you have the energy to flex.
- You may be perceptive about the wide range of ways humans interact. This can be a window to empathy when you're interactive with others if you develop this awareness.



Usual–Need Gaps (Take energy to manage)

Continuing to use the Components section of your Advanced Summary (that already has Intense scored circled), highlight gaps over 50 points where you shift from low Usual to high Need or high Usual to low Need.

In this example I highlighted Insistence.



Perspective: Tight Scores

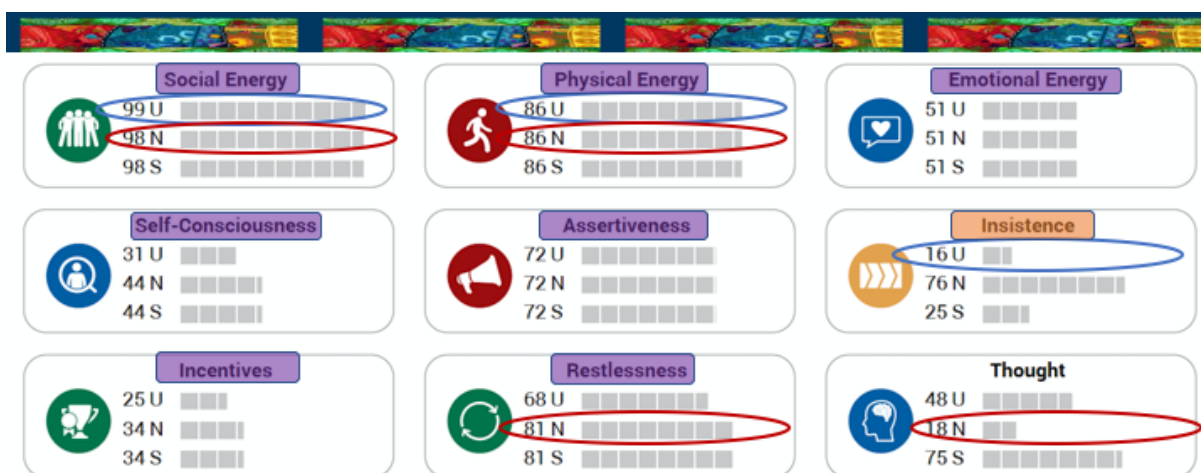
Tight Usual and Need Scores (Bandwidth Compression)

- **Definition:** Usual and Need scores are equal to, or within 15 points of each other. This happens when answered your Birkman questions with the same answer for how you see yourself, and most people. It means, from your perspective, you see yourself as behaving the same way as everyone else for that component.

Implications of Bandwidth Compression = Potential Blind Spot

- What you see is what you get – and you may get your needs met as a result
- You may be blind to the range of behaviors and not understand why people do what they do
- You may expect people (the world?) to behave as you do
- May be surprised when others don't see your approach to life's issues
- You may have an inner script about your behavior, their behavior, and why others react to you as they do (try to articulate that script)
- The more intense the scores (in the extremes), the more likely you sometimes feel misunderstood and misunderstand others

If more the majority of your scores are compressed, you may not be receptive to feedback about how your behavior impacts others.



Bandwidth Compression

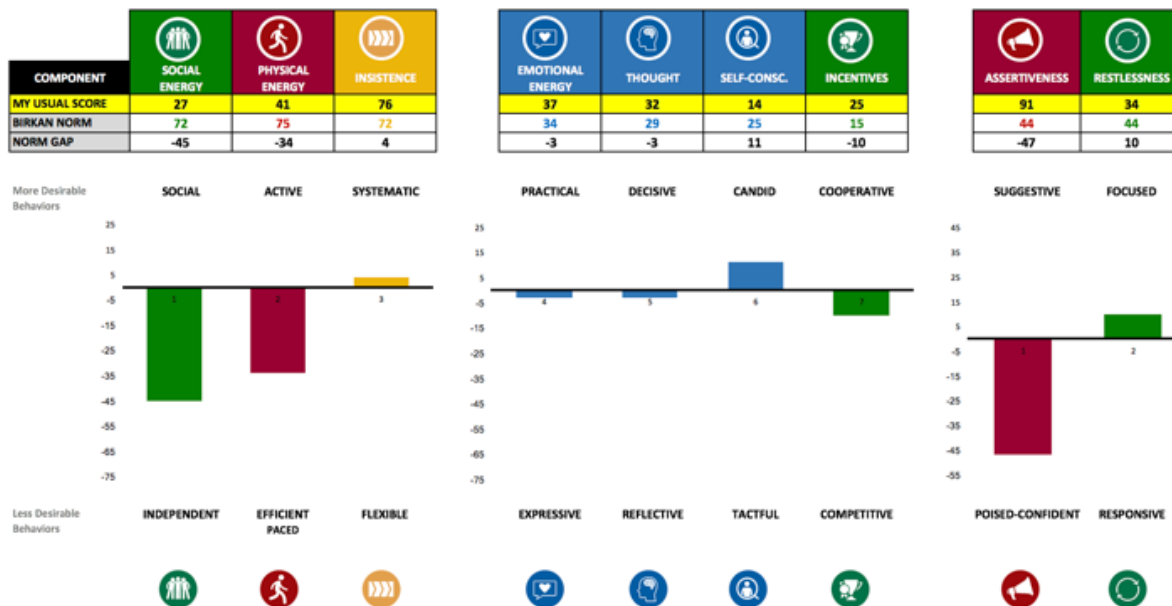
Highlight your components with bandwidth compression.

In this example we have 7 out of 9 components (a lot). Moreover, Social Energy and Physical Energy are in the intense (bias) zones

These scores indicate that this person's typical behavior and need to be active and socialize may blind them to the impact that has on people around them – and they may not be open to hearing feedback about it. So there is a combination of intensity (stressing others and being stressed / behavioral and expectation bias), perhaps with a resistance to feedback re: the consequences of that.

Birkman Certified coaches would try to help this person gain some perspective on their behavior, their expectations, and their consequences by focusing on specific situations and feedback that person has received related to these components.

Perspective: YouNique (You v. Them)



Key Words: Poised/Confident, Independent, Efficient

Another interesting way to work with your Birkman data is to compare your Usual Behavior score to the average score from other people who have completed the Birkman questionnaire. This is possible because so many people have completed the Birkman Questionnaire. Birkman has statistical data about what the norm Usual score is for each of the components. That score can be interpreted as what most people think is socially desirable behavior for each of the components. In the graph above the scores next to "BIRKMAN NORM" is that number. To compare your Score to the Birkman norm, you must enter your score on the "My Usual Score" yellow highlighted line, and then calculate the "Norm Gap". If the number on the Norm Gap line is negative, then that is a way you are different, or YouNique compared to others. You will note that the key words for the so-called "Less Desirable Behaviors" are all reframed to be positive. That's because we can connect to others using ways we're similar, and contribute through ways we differ. Sticking with that example, I've selected the key descriptors Poised/Confident, Independent, and Efficient to describe ways that person's Usual behavior may be unique. If all or most of your scores are positive, frame it as being well aware of socially desirable norms. *(Contact me for the excel use the excel spreadsheet: RJ YouNique 2020).*

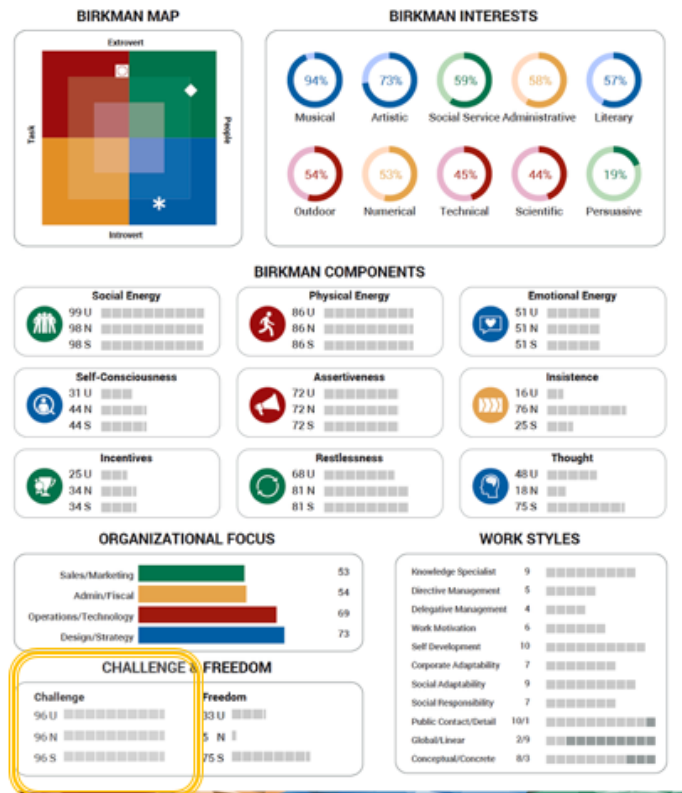


Challenge

- Low Challenge Score = Intrinsic self-worth; discouraged when confronted with public disapproval
- High Challenge Score = Self-worth affirmed through achievement; over-emphasize (internalize) personal shortcomings

ADVANCED SUMMARY

A Birkman Certified Professional should review these results with you



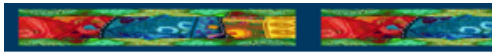
Challenge scores are calculated by examining the gaps between Usual and Need scores. You will notice that the Challenge score is the same for Usual Need and Stress.

People with a low challenge score tend to show confidence in their abilities, to choose tasks that are within their capabilities (assuring success), to be charming, need approval (for doing their best), and blame others for failure when stressed (resist criticism). They are likely to under promise and over deliver. They focus on how they look – so looking successful = being successful.

People with a high challenge score tend to take on challenges, to be strong willed, expect to prove themselves/to stretch, may burn themselves out (feeling super responsible to not fail), and burn others out under stress. (The mean for Challenge is 85).

Coaching/Feedback given Birkman Challenge scores, cont.

- **Low Challenge:** In coaching, people with low Challenge scores say they don't like critical feedback. They live with their own internal critics so they do not like being criticized again by someone outside themselves. They already know their strengths and weaknesses, and are adept at keeping those weaknesses in the background and leading with their strengths. But their inner scripts include thoughts such as "how do I know if I'm right? Do I deserve to feel good about myself? They get that information through positive feedback from others – by looking for evidence of positive regard from others – from external affirmation. They don't ASK for it, they just look for indications that you're impressed. They tend to have public charm, setting achievable demands for self and others; have a preference for public approval with socially supportive critique, and a tendency to appear risk-averse and blame others when stressed in any manner, especially on public image issues. When giving feedback to people with low challenge scores, it is very helpful to talk about the behavior/results, not the person. To be receptive to feedback, people with Low Challenge scores must first trust you.
- **High Challenge:** High Challenge Score folks often have 'goals gone while.' They haven't met a challenge they weren't willing to take on. This can cause them to burn out and they may burn out their team members. During feedback, help them separate themselves from their performance. For them "There is no try, only do!" – especially if the score >90 because a lot of their self-worth may be tied to performance. High Challenge scorers reflect public risk-taking, setting high demands on self and others, a preference for believable approval balanced with even-handed critique, and a tendency to over-commit, self-blame, and over-demand when stressed in any manner, especially on commitment of obligation issues.

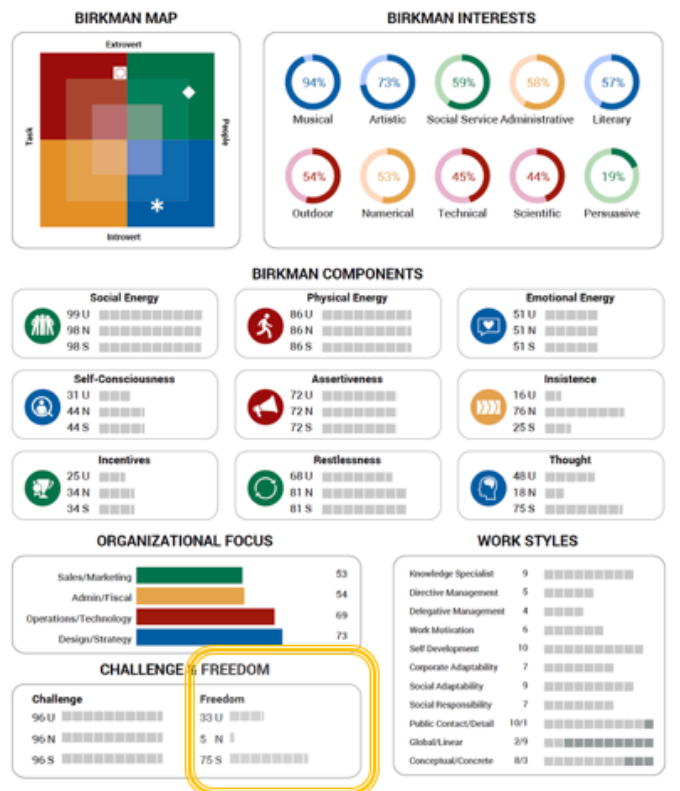


ADVANCED SUMMARY

A Birkman Certified Professional should review these results with you



FREEDOM



Usual freedom scores are about **individualism** – people with low scores tend to have a more conventional attitude and those with a high a more individualistic / unconventional attitude.

Need freedom scores are more about the **accuracy of social perception**; people with low score tend to have more of a 'live and let live' attitude, and those with high scores tend to be more aware of social norms and may judge folks who don't adhere to them.

Freedom need scores in the **mid-range** balance those two (and may be **more socially acute**)

Low stress scores may look overly constrained by the past and be too conforming; high stress scores may seem unpredictable.



Birkman Perspectives

- Individuality
- Distinctiveness
- Image Management
- Social Acuity

Birkman also has a separate report called the Perspectives Report that uses Birkman data to give you the following information. There are four scales:

- Individuality: Measures the extent to which you see yourself as being conventional or unconventional.
- Distinctiveness: Measures the extent to which you indicated your behavior as being similar or dissimilar to other people's behavior.
- Image Management: Measure how much energy you devote to managing and maintaining your public image. This scale uses self and others affirming data points and interprets the gap between them.
- Social acuity: Measures of the accuracy of your social perception.

If you are interested in this report, contact me for details and pricing.



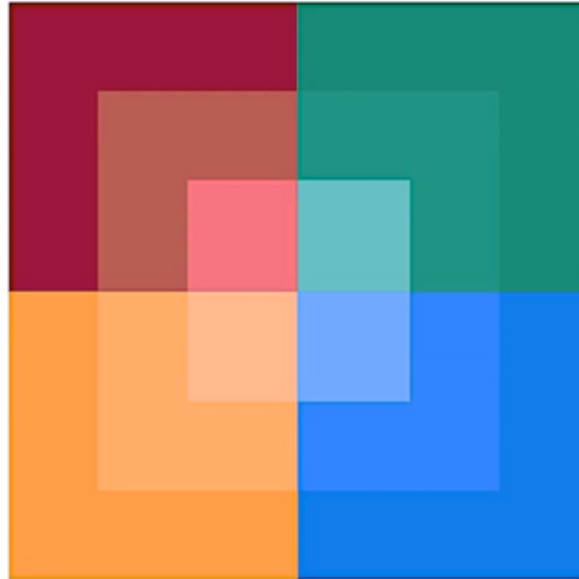
Takeaways: Perspectives Matter!

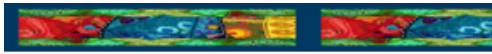
That's why the Birkman Method examines personality and perceptions in a **social context**

- Social context of your behavior promotes **better self management and awareness** of your own extremes relative to social norms.
- By seeing the ways others perceive the world, you can **better respect and empathize with your colleagues**.



THE BIRKMAN MAP

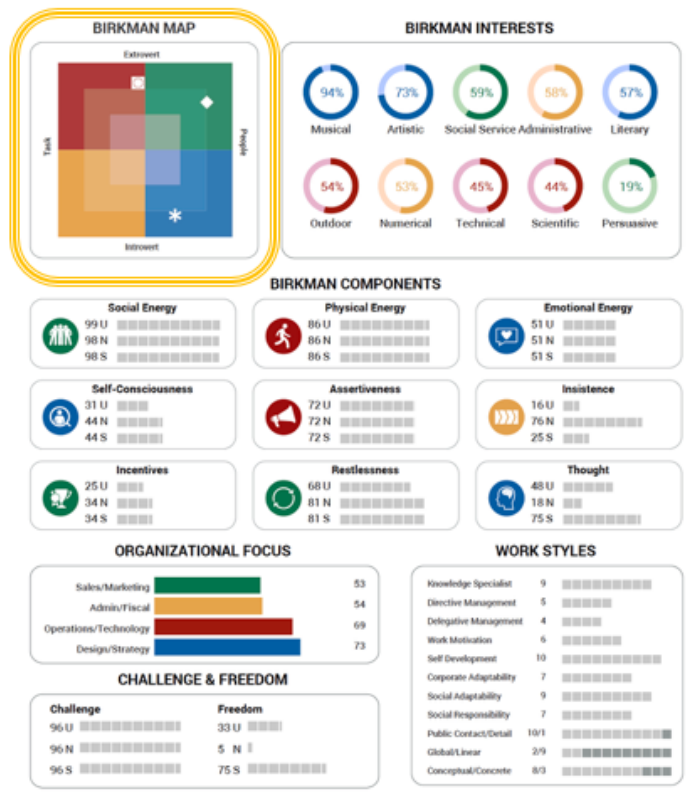




Advanced Summary

ADVANCED SUMMARY

A Birkman Certified Professional should review these results with you



You'll find your Birkman Map with it's four symbols in the upper right corner of your Advanced Summary. The Birkman map has 4 symbols:

The Asterisk for your Interests

The Diamond for your Usual Behavior style

The Circle for your Needs / Expectations/Environment where you thrive,

The Square for your Stress Behaviors.

In the Advanced Summary from Birkman the square and circle are together.*

Each quadrant of the Birkman map is one of 4 colors. Write down the color-location of each of your Birkman symbols on your map:

My Asterisk is in the _____ quadrant.

My Diamond is in the _____ quadrant.

My Circle and Square are in the _____ quadrant.

The next page describes the Birkman Map. As you watch the video, notice what she says about your personality based on where each of your symbols is. She mentions the color, and then the symbol.

**In the iMap version of the Birkman Map, the circle and square may be in different locations.*



VIDEO: INTRODUCTION TO THE BIRKMAN MAP

<https://www.youtube.com/watch?v=wHPq7TZiMKo&feature=youtu.be>



BIRKMAN MAP SYMBOLS



USUAL BEHAVIOR

- What others observe
- Socialized behavior



NEEDS

- Invisible to others
- Motivates you
- Ideal environment



STRESS BEHAVIOR

- Seen by others
- Reactive, unproductive behavior
- Occurs when our needs are not met over time

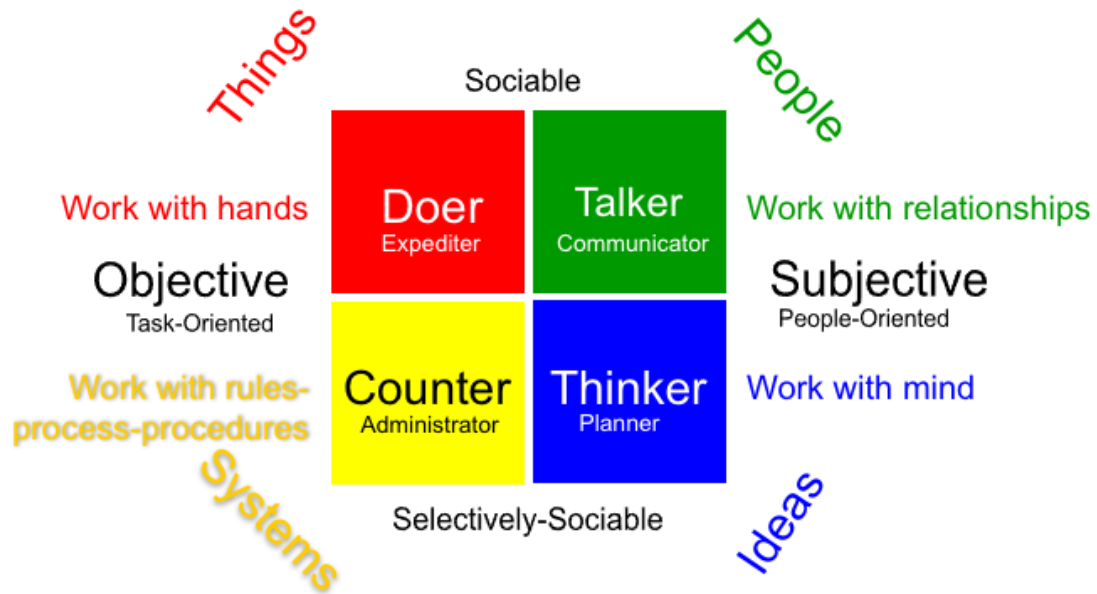


INTERESTS

- What you like
- Activities you prefer



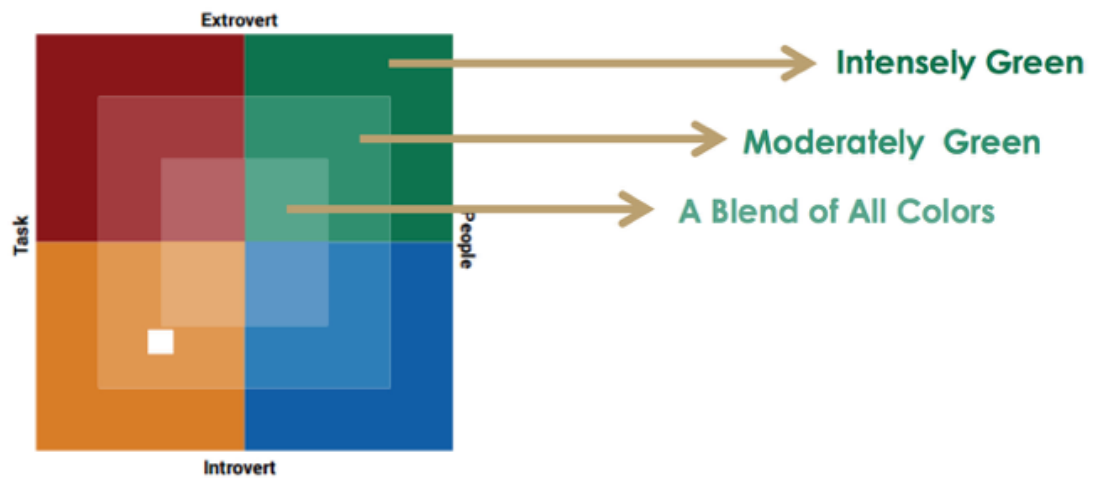
Birkman Map & Colors



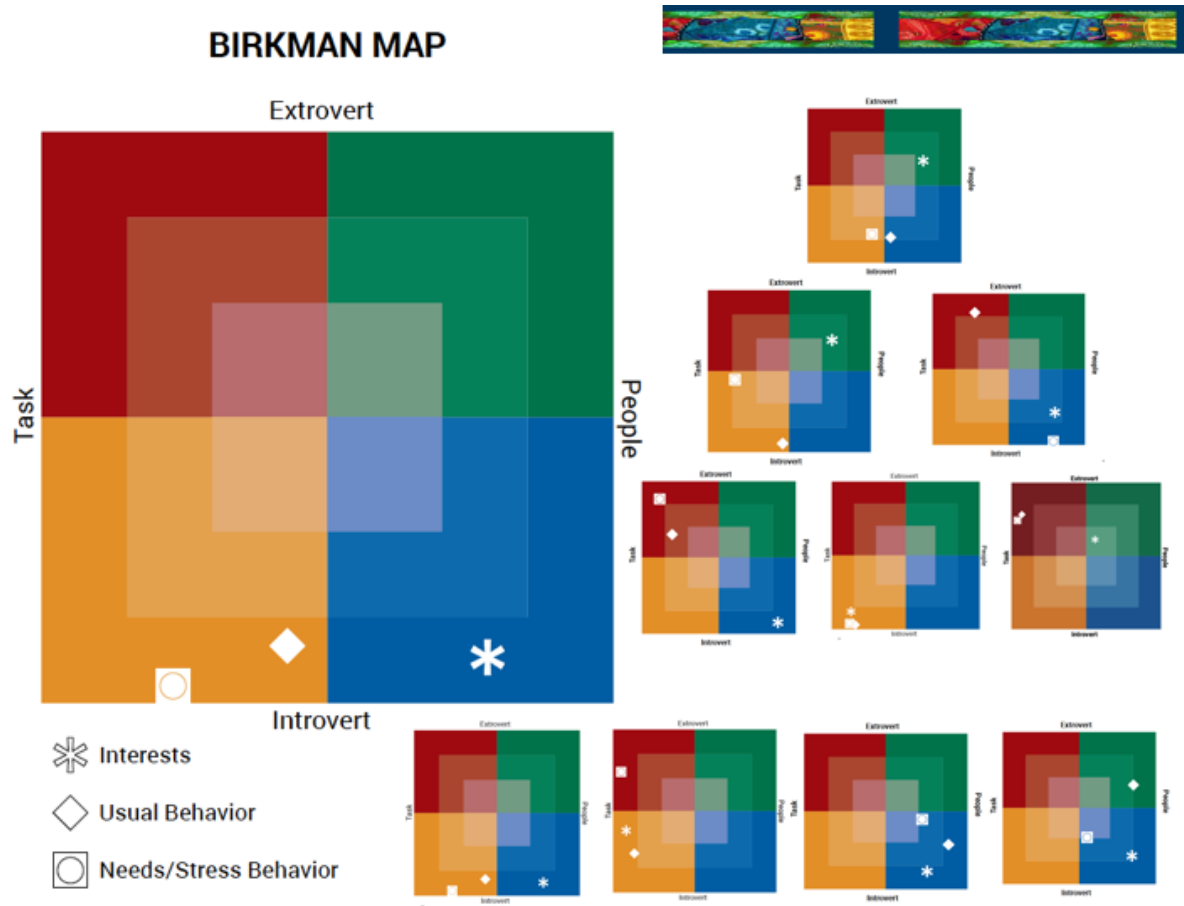
All Birkman information is consistent in it's color coding.



Birkman Map Intensity



The location of each symbol is related to the intensity of that energy.



Symbols are dynamic and different for each person



About the Birkman Map

- Symbol location is a visual Summary – but the actual location calculation is more than an arithmetic summary!
- The location for each symbol is calculated from your responses to specific items (only statistically significant responses are used and they're weighted using Birkman's magic algorithm).
- Please don't look at the color of your components and interests individually and assume you know where the symbol will go on your map.



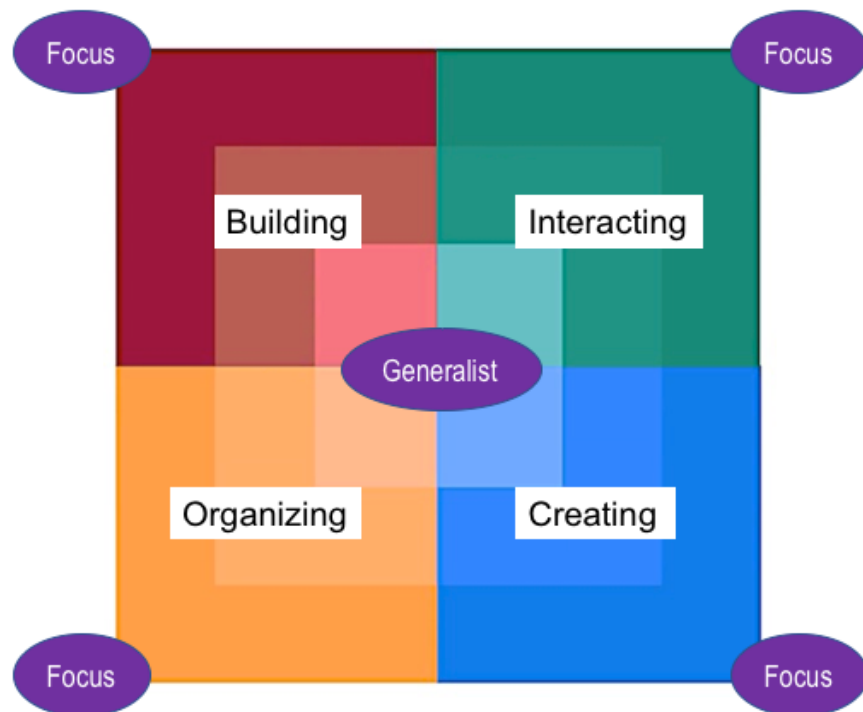
THE BIRKMAN MAP INTERESTS = ASTERISK



The asterisk on your Birkman map is kind of a visual summary of your interest themes. It is not additive – it's a more complex algorithm than that – but the placement of the asterisk gives some good information about what gives you energy. The asterisk suggests which kinds of activities provide a sense of personal fulfillment.



Asterisk on Map ➤ What gives you energy



The closer your asterisk is to the middle of your map, the more you're likely to be a kind of renaissance woman or man – a person with wide ranging interests – a generalist.

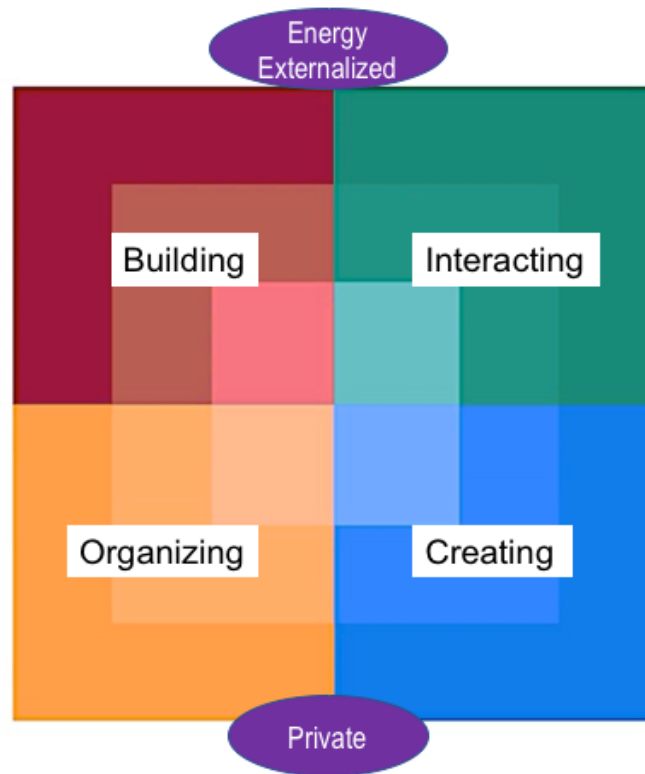
The closer your asterisk is to the corner of your map, the more you're likely to be energized by focusing on specific activities.

Where's your asterisk?

What does that mean for you?

How does that resonate with your experience of your energy?

Asterisk on Map ➤ What gives you energy



The closer your asterisk is to the top of the map, the more you enjoy interacting with other people, and the more you prefer to let people know what you're thinking. (This doesn't necessarily mean that you act on this preference, but rather that you'd like to – you are more in joy when you do). The closer your asterisk is to the bottom of the map, the more you'd prefer time alone – you're more likely to be selective about who, when, and how much you talk to others. You might also find people expecting you to talk, asking you questions, as intrusive. Perhaps you'd say you'd prefer to be more private. So, you are more likely to recharge through alone time (or with one or two significant others).

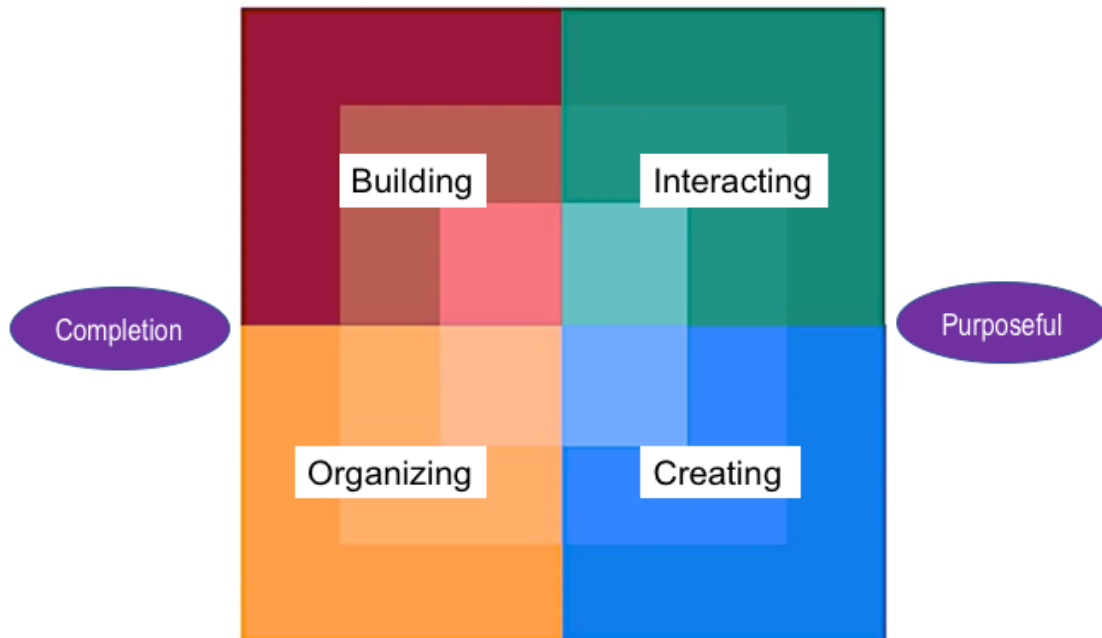
Where's your asterisk?

What does that mean for you?

How does that resonate with your experience of your energy?



Asterisk on Map ➤ What gives you energy



The closer your asterisk is to the right side of the map the more you'd prefer to do things you believe are meaningful - things that matter to you and people you care about – how they're done, and the relationship consequences really matter to you. You might be doing boring tasks on a daily basis, but you know people are depending on what you do, so the work feels purposeful and therefore you're motivated to keep doing it.


The more the asterisk is towards the left side the more energized you are by getting things done and getting tangible results. Getting tasks completed – even better would be a clear stack of physical, tangible evidence of what you've accomplished. That is motivating for you.

Where's your asterisk?

What does that mean for you?

How does that resonate with your experience of your energy?



* Based on the color, location of my asterisk, I enjoy... 

Scientific, Technical, Outdoor
LEARN BY DOING!

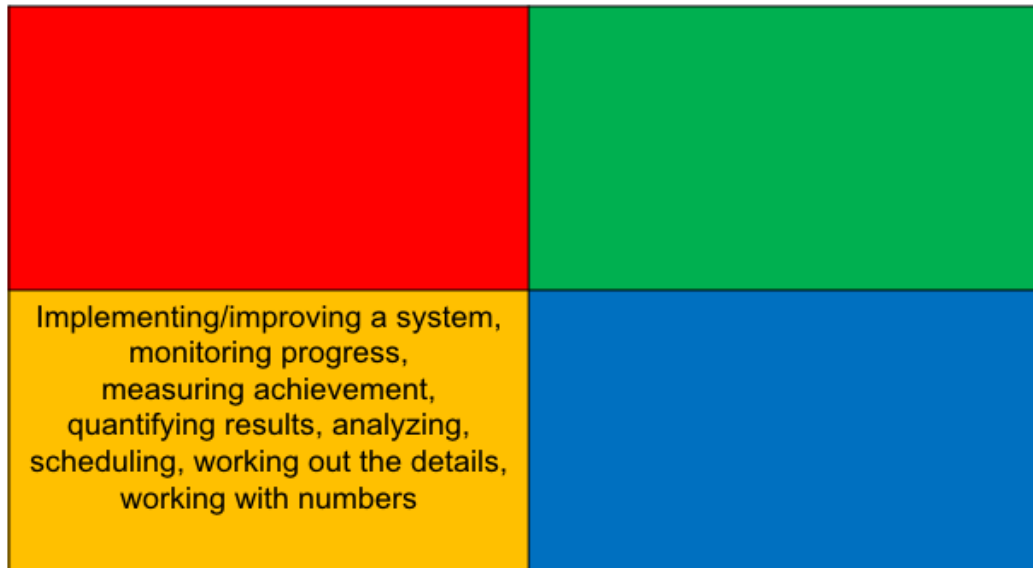


Red: Deals in the present, gets results by action

You love to build, to get it done, quickly, right now, and tend to be external–task/activity oriented, to see a finished product, and solve tangible problems. You enjoy doing things that have a definite end to them so you can tell you’ve accomplished something. Regardless of the actual work you do, you’re likely to describe your goals – and to talk about them in terms of the outcome, or finished result – in a practical, realistic way. You are energized by focusing on project management, hands on tasks, delivering immediate results, tracking milestones, practical problem solving. You really like clear goals and outcomes, being able to finish what you start, measurable results - being in the action and on the go. If you know them, think about which scores are energizing your asterisk – high scientific would make you lean towards problem solving, high technical to hands on learning, high outdoor towards action orientation. (If your work has no practical result, it can cause you to feel anxious because you prefer to produce something tangible. You are energized by hands-on tasks. You learn by doing. Without something tangible to work on you may feel stressed. So, if/when you cannot do that at work, take on projects at home; and vice versa. The key is to take on something that you can finish so you feel satisfaction when you add it to your Done List!



* Based on the color, location of my asterisk, I enjoy... ♥




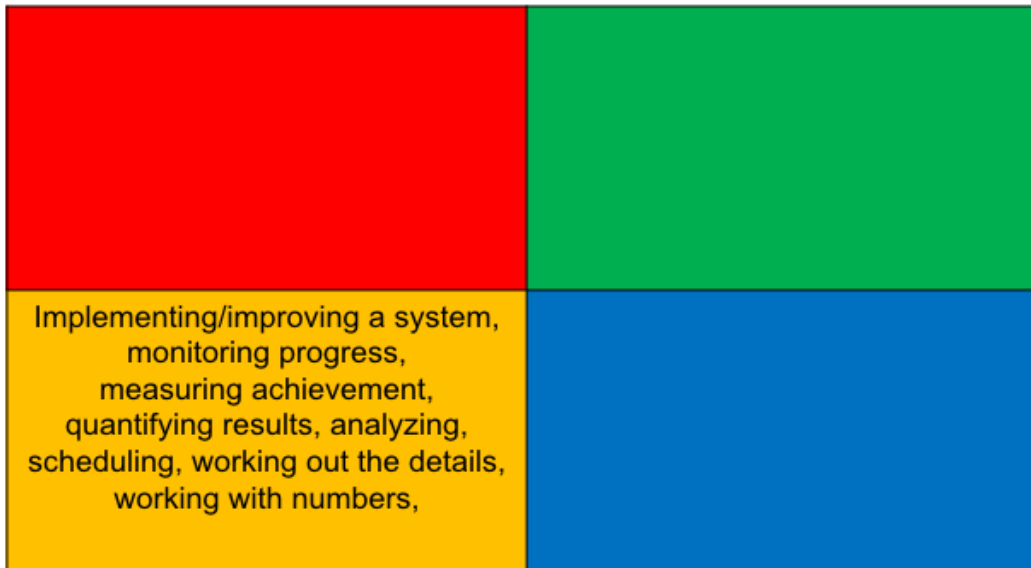
Numerical, Administrative
SACRED RAGE FOR ORDER

Yellow: Gets results through systems; deals in the past.

You love to organize— to schedule activities, get the details right, control the process, work the numbers. People with their hearts in the yellow zone can handle, even enjoy routine, because it means order and predictability. They also like having a well-laid out plan. Their motto might be “let structure be your friend”. (Just the opposite of the green who’s more likely to say “don’t box me in.”) They are energized by focusing on a system or process to drive results, facts and data, financial metrics, predictable indicators of progress, organizational structure. In your world, structure supports goal-directed effort. Progress matters. Metrics Motivate. If your asterisk in the yellow quadrant is mostly driven by your numerical interest score then you’ll lean more towards data, facts, and figures. If it’s driven more by your administrative score – then you’ll lean more towards organizing, progress markers, and structure. Together the yellows are golden in their sacred rage for order. They really enjoy putting efficient systems and processes in place.



* Based on the color, location of my asterisk, I enjoy... 

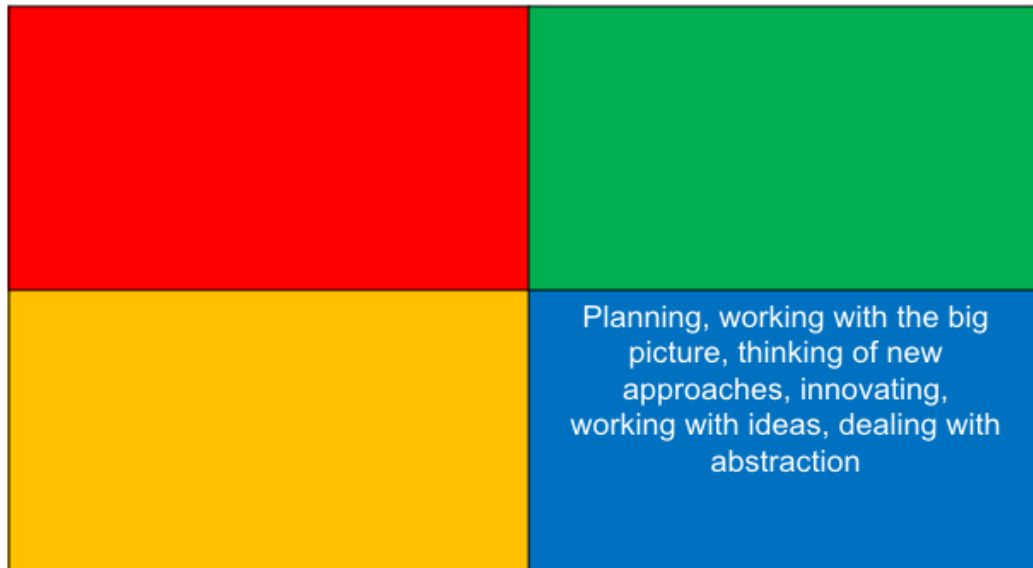


Numerical, Administrative
SACRED RAGE FOR ORDER

When things become chaotic and unpredictable you can become anxious. It can seem that there is no order to anything. Dis-organization, even with simple things, may trigger a feeling of instability and stress you out. You can manage that stress by spending some time at the beginning of each day tidying things up and creating order in your personal space. If you're working at home, try to carve out a physical space that yours, even if it's small, so you can keep it organized the way you want. Chaos theory also tells us that we can have order that emerges, without predictability. Sometimes taking one step at a time, one day at a time, one thing at a time – that is in your control – can help you be more at peace while that order emerges from the seeming chaos.



* Based on the color, location of my asterisk, I enjoy... 💜



Literary, Artistic, Musical
ANTI-AUTHORITARIAN CREATIVES

Blue: Get results with innovation; deals in the future

When you have your asterisk in the blue, it often means you love to create, to come up with something new, think about, strategize, and create the future.

Chances are you are often looking for a new and different way to do something – and perhaps you get bored with routine – repeating yourself – or doing something the same way day in or day out. People with their asterisk in the blue zone say they like to plan, deal with abstractions, innovate, and work with ideas. They are energized by focusing on their vision for the future, messaging, communication, new ideas, innovation, organizational harmony, and strategizing. Big picture thinking energizes people with their asterisk here.


Blue Theme: Creativity

If your asterisk is in the blue area of the Birkman map, you may have noticed a strong inclination to communicate through the arts—visual, verbal, craft, musical, performing—and underneath that you may also find that you value individual expression, autonomy, and contributing to your work-world in your own unique way. I’ve noticed that many people with an asterisk in the blue area – especially if close to the edges / outside corner, where you see “anti-authoritarian creatives” - may not have a strong interest in the creative and expressive arts, nor do they aim to be artists per se, but rather they do have a lot of energy for creating their own unique lives without undue regard for the opinions of life’s ever-present critics. If that’s you, you probably have a strong anti-authoritarian streak—not necessarily wanting to control other people but not wanting to be controlled by others either. Personal control over your life is very important to you. And you are willing to delegate routine, administrative, and repetitive tasks to others who seem to enjoy them more.

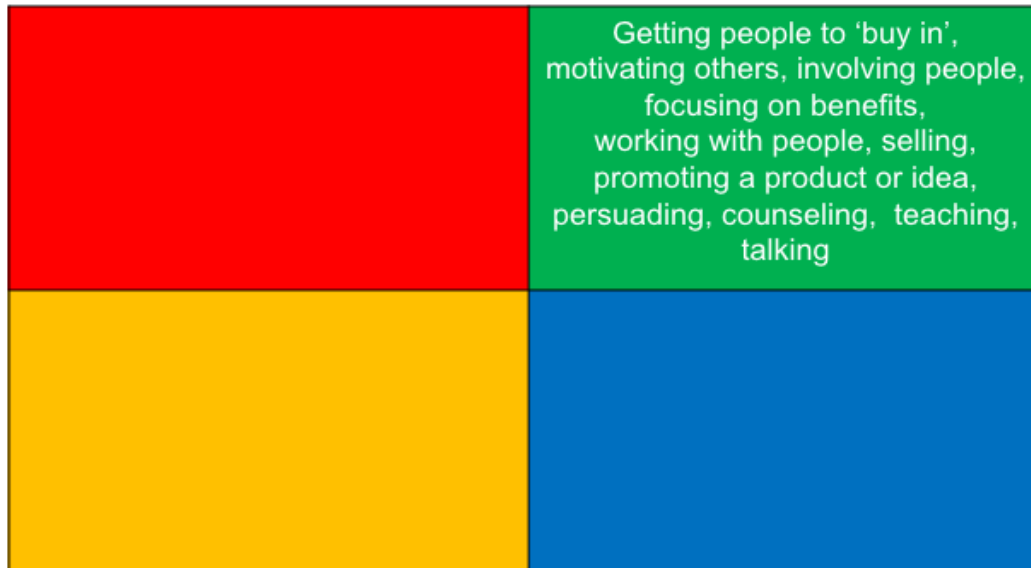
Sometimes those routine tasks are the budget— and not paying attention to details there can cost you—literally and politically.

You may be willing to come up with ingenious, original solutions to problems and may sometimes get bored doing the same old thing, over and over. Getting used to those aspects of work-life that are routine or require adherence to specific standards can help you become more effective at work in the long run. Learning to prioritize, manage your time, plan, and calculate to the *value* of your contributions can move you forward in your career.



* Based on the color, location of my asterisk, I enjoy... 

Persuasive, Service
WE CAN MAKE IT BETTER



Green: Gets results with people; deals in the present.

People with their asterisk in the green quadrant say they love to interact with people - to sell, promote, persuade, motivate – to win friends and influence people. This could be also teaching, leading teams, hosting social events, etc. You may enjoy the spotlight, being a social influencer, or helping others be successful. The tendency is to enjoy bringing a social and relational perspective to the activities you do.

People with a green asterisk may be energized by focusing on presentations and public speaking, coaching or mentoring others, selling solutions, developing people, supporting customers – having *direct contact to serve and influence* other people. It really energizes you to engage in debates and discussions. You may find you do some of your best work by thinking out loud.

Green / Blue Edge Theme: People

Working with other people often means you are attracted to work where you can have frequent interactions (preferably face-to-face), and where you share similar values to your colleagues. You probably want time to develop yourself, and you appreciate organizations that support professional development of employees. You will grow by learning to manage conflict effectively and understanding that sometimes businesses make tough decisions to keep the business profitable, not to just keep the people happy. It helps if you learn to balance professional requirements with your personal needs.

A note on working with people. Most of us work with other people, even when working with people is not a core theme. It is therefore helpful to think about and decide what kind of relationship you want when working with others. Here are some different ways you may want to work with people.

Leadership: Perhaps you want to influence others to take actions you believe will be best for achieving a shared goal. Perhaps you enjoy telling people what to do. You are willing to push and direct people in directions that you believe are right and efficient. This kind of relationship is one of power-over others. (More green than blue)


Autonomy: You may prefer to use your own initiative in your work, without significant guidance or direction from any other person. You may be a self-starter who dislikes (even occasionally resents) any interference when you are doing your work. You may be somewhat anti-authoritarian and resist any one trying to control you, your actions, or your output. You might think of this as being individually empowered. (More blue than green)

Partnering: You may prefer to work with others on an equal playing field. You really enjoy the interaction and camaraderie that comes with teamwork. This is a power-with relationship. (a little more towards the yellow)

Service: You may want to help others achieve their goals and objectives, make them feel better, or take care of them in some way. This can be thought of as empowering others (or servant leadership - a balance of blue/green)

It is possible to combine these too. For instance, you might have a combination of Service– Leadership, such as a minister; Partnering–Leadership, such as a team leader; or Autonomy–Partnering, such as being a key member of a product design team.



* Based on the color, location of my asterisk, I enjoy... 

Scientific, Technical, Outdoor
LEARN BY DOING!

Persuasive, Service
WE CAN MAKE IT BETTER

Achieving a definite goal, completing a project, getting involved, seeing a finished product, solving practical problems, working through people, organizing	Getting people to 'buy in', motivating others, involving people, focusing on benefits, working with people, selling, promoting a product or idea, persuading, counseling, teaching, talking
Implementing/improving a system, monitoring progress, measuring achievement, quantifying results, analyzing, scheduling, working out the details, working with numbers	Planning, working with the big picture, thinking of new approaches, innovating, working with ideas, dealing with abstraction

Numerical, Administrative
SACRED RAGE FOR ORDER

Literary, Artistic, Musical
ANTI-AUTHORITARIAN CREATIVES

You might want to use this diagram to highlight key words associated with the asterisk location on your Birkman map.



Effective Teamwork Takes All Types



Remember – you’re focusing on *your* interests right now. But you live and work with people whose motivating energy comes from different sources than yours. On a team, for instance, we can use all four energies. Perhaps the person with a lot of blue energy comes up with a new idea. Someone with an asterisk in the red zone, might like taking that idea and seeing if it could become a tangible, viable product. Someone with an asterisk in yellow could be energized by seeing if they could deliver that product with high quality, consistency, and profitability. And the team member with the green asterisk might be energized, and get you all energized, by how it could make all your lives better.



YOUR BIRKMAN MAP SUMMARIZES YOUR...

USUAL BEHAVIOR



- Most observable
- Learned - flex to fit - adaptive
- Your reputation – your style
- How you act when needs met

NEEDS



- Non-negotiable (intense)
- Expectations
- Ideal environment
- What fuels, motivates you

STRESS REACTION



- Re-active, observable behavior if needs not met
- Usually dysfunctional – past feedback?
- Productive but costly

Note, in each of these a high score for the component pulls towards the color on the right, in this case green. A low score pulls towards the opposite color, in this case yellow. So high social energy pulls towards extroverted people orientation; low towards introverted task orientation.



Here's a summary from the video for what each of the diamond, circle, and square color-locations mean.



○ Needs / Expectations / Environment to Thrive

Values productivity and output; offers clear-cut decisions w/ brief-to-the-point comments; has clear authority lines, has an outlet for energy, gives plenty to do, and communications are direct, task-relevant, and logical; allows closure with clear results-metrics; is fast-paced (I'm OK with deadlines, a long to-do list, and delivery pressures)

Recognizes and rewards initiative / achievements; allows group interaction, encourages competition; allows assertiveness and flexibility; introduces novelty and variety with clear direction and clear goals; provides opportunities for me to take charge; allows me to get away from bureaucracy-routine-head office; allows debate/discussions

Values tradition; has clear lines of authority-communication, clear rules/guidelines, a plan, detailed information; efficient-consistent-known-followed processes; permits time (alone) to concentrate on tasks with protection from interruptions; gives me time to adjust to changes; where I can trust processes-procedures and people

Values innovation and strategic thinking; offers quality, trusted, loyal relationships with a few key people; gives opportunities to express feelings; allows time for reflection; gives time for difficult decisions; may allow me to contribute my unique expertise; demonstrates respect for me and my work

Select and write key words/phrases.

Based on the color-location of my circle, (my Needs symbol) I thrive in **an environment** that...



Stress Behavior

Stress represents your **reactive, unproductive** behavior.

- Always **unproductive**
- Your **frustrated** behavior
- How you act when your **Needs aren't met**
- **How**, not how often, you become stressed



Stress Behaviors

Insensitive

Become impatient, dismiss others' feeling or be busy just for the sake of being busy, uncomfortable with close relationships – need space.

Impulsive

Fail to follow through on plans, become distracted, overly self-promotional/competitive, domineering, cynical, or distrustful of others

Inflexible

Get a bit rigid and overly insistent on the rules-forms-procedures, yet be reluctant to confront others directly, obstruct necessary change, impersonal

Emotional

Find it hard take action, or make decisions, anti-social, or become discouraged/pessimistic

Select and write key words/phrases.

Based on the color-location of my square, under **stress** I may ...

When you see yourself acting out, you've been triggered, or you receive feedback that you've engaged in stress behaviors, thoughts or feelings – rather than beat your self up, or get defensive, ask yourself ...

What needs are not getting met? (Feed those needs!)

What expectations do I have that are not being met? (Ask, negotiate, choose situations, or communicate your expectations.)

What energizing-motivating activity will I do now to de-stress? (Schedule and keep doing motivating activities from your asterisk zone.)



◇ Usual Behavior / Work Style

Outgoing, commanding, friendly, task-oriented, active, decisive, energetic, practical-pragmatic, frank, detached-objective-candid
=> "fast decisions, fast action, fast results"

Outgoing-sociable, assertive, flexible, competitive, people-oriented, responsive, subjective and enthusiastic about new things –
"take charge, lead the way, I'll think on my feet – just watch me succeed"

Focused, low key, task-oriented, orderly, consistent, self-directed, collaborative, cooperative, fair, concentrative, cautious, independent, and insistent. "Low-key friendliness, fairness, and consistency gets you far in the long run"

Insightful, future-oriented, interested-persistent with addressing complex problems, long-term value / quality oriented, selectively sociable, tactful, expressive, suggestive, good with one-on-one loyal relationships (including customers), low key, thoughtful, reflective, subjective and optimistic. "Think it through and do it right the first time"

Write down key words that are descriptive for you

*Based on the color-location of my diamond, my usual **style** is ...*



Self Awareness



Note how your stress symbol (square) moves in relation to your usual behavior (diamond).

If it moves to another quadrant, there is going to be a noticeable change in your behaviors under stress.

If it moves from left to right, you become more subjective under stress and may need time to process feelings associated with your reaction.

If it moves from right to left, then you get busier and more task-oriented under stress and may lose touch with people and their feelings.



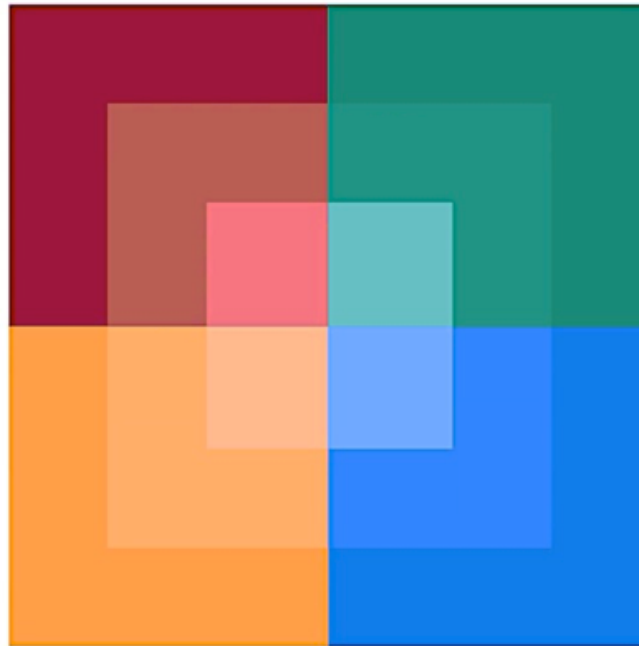
Stress Relievers



To relieve stress, if your Circle is in the Red Zone, figure out some action you can take. If your circle is in the Green zone, set goals – they can be S.M.A.R.T.E.R.- Achievement Oriented goals or self-improvement/self-mastery goals. If your Circle is in the blue zone, spend some time alone thinking through what's most meaningful and important for you to do right now. And if your Circle is in the yellow make a plan or delineate a process you can use to move you out of stress.



Working Your Birkman Map



- The closer a symbol to the corner, the more typical you are for that color
- Symbols across diagonals add complexity to the personality; especially if it's circle and square and that may create own stress because the way you get things done may disrupt the environment you need or want.
- If people call themselves a color based on their Birkman results, they're usually referring to the color of the diamond - this describes the most visible part of you.
- It's more unusual to have all symbols in one quadrant; most people are pretty complex.
- Your narrative using symbols in a Birkman Map would be something like..
"I like to do _____ (asterisk color), in this way _____ (name usual style/strengths) in an environment that meets my _____ needs/expectations (use keywords from circle color), and under stress I may _____ (key word from square color).

For example: I like to do creative modeling, to address complex problems, in an environment that values strategic innovation. Under stress I may feel discouraged.



Working the Birkman



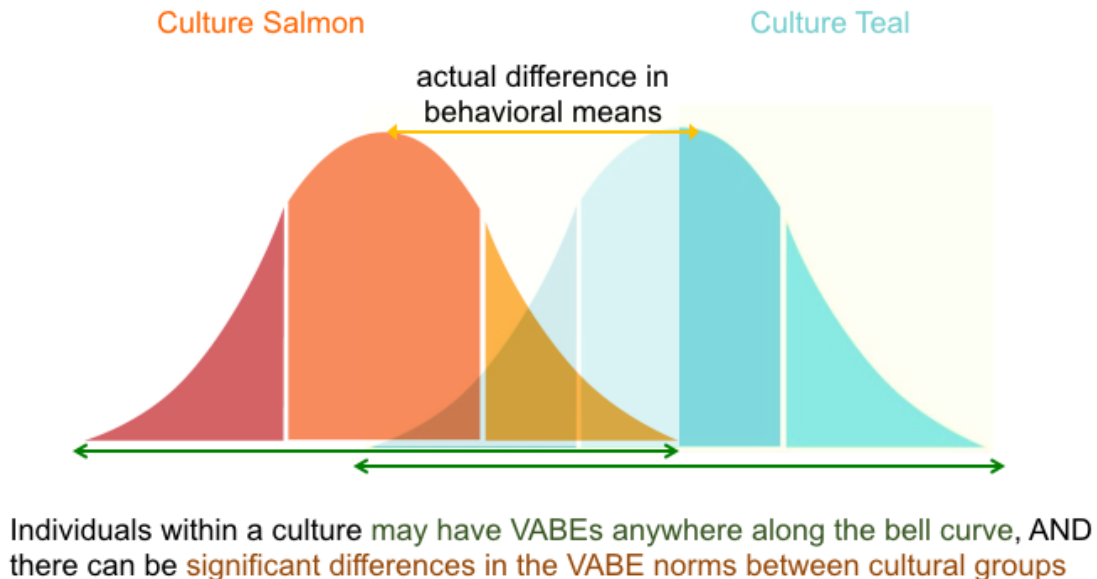
The Birkman Method is a very robust system for understanding who you are and what you want. It helps us to manage our stress, articulate our needs, play for pay, and interact more respectfully with other people. Because there's so much uniqueness and complexity in every one's personality, it takes time and intention to work the Birkman. I'm glad you've started and joined me on this journey. To be continued...



Working the Birkman to become more Culturally Competent



CULTURAL AND INDIVIDUAL DIFFERENCES



Before going to far into this topic, I'd like to remind you that when I talk about cultural differences, I'm discussing statistically significant differences in the normative behavior for a specific culture. Individuals within a given culture may be anywhere along the continuum of behavior being described. This means that if I say – "US cultural communication norms tend to be more direct when compared to Japan" it means I'm comparing the bell curves, and more specifically the hump of the bell curves between those two culture's norms. Any individual, including you, may find that you are both American and have a communication style that is more indirect – e.g. similar to the communication norm of Japan. It does not mean you're not American! And the reverse can also be true.

In fact, one way to become more culturally competent is to refrain from assuming everyone in a culture is the same (that's stereotyping) while being aware of what might be typical, normative, and different behavior from your own home environment. We are expanding our views of what can be functional behavior in different contexts.



CULTURAL COMPETENCE

Your **attitude** towards cultural similarities and differences

To be culturally competent you must

- be interested in people from other cultures,
- be sensitive enough to notice cultural differences, and
- be willing to modify your thoughts and behaviors as an indication of respect for people from other cultures.

Cultural Competence is defined as your attitude towards cultural similarities and differences. And your attitude includes your thoughts, feelings, and behaviors towards people who are similar to, or different from you.

We measure cultural competence by looking at four factors:

1. Your **motivation** to connect with others and believing you are capable of interacting successfully
2. Your **knowledge** of cultural norms and history associated with various cultures – including communication norms
3. The **strategies** you use when you're in an intercultural interaction – whether you deny culture matters, see one culture as better than the other, minimize the differences and over emphasize the similarities between you, or understand-accept cultural information, and
4. Adapting your **behaviors** to make your intercultural interaction effective.



Cultural Knowledge

Your understanding of how cultures are similar to or different from your own. Includes knowledge about cultural social interaction norms, communication styles / intercultural conflict communication styles; economic-legal-family systems, religious beliefs, values, and languages.

Cultural competence motivation is internal, and something you can control.

You can also become more culturally competent by increasing your cultural knowledge.

Many people assume the only way to become culturally competent is to have lived, worked, traveled, and interacted in other cultures; that you must have had a lot of foreign experiences. You can become more culturally competent right where you are – especially in our multicultural environment today.

Culture researchers say two of the biggest culture-based differences stem from our communication style norms. And the Birkman method measures two components that give us wonderful insight into our communication style norms.



SENSITIVITY-BASED COMPONENTS



SELF-CONSCIOUSNESS

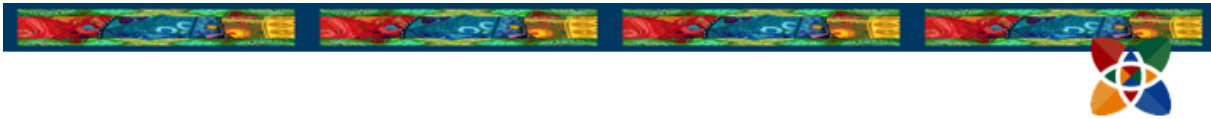
Use of sensitivity when communicating with others



EMOTIONAL ENERGY

Openness and comfort with expressing emotion

These two Birkman components in particular, Self-Consciousness and Emotional Energy, impact your cultural competence, your communication with any significant other-partner, and your leadership communication style – all requiring sensitivity to others.



Self-Consciousness

Your use of sensitivity
when communicating with others



Self-consciousness impacts:

- How you discuss tough or sensitive issues
- How you give and receive feedback
- Your comfort level within hierarchy
- What respect looks/feels like from you and to you
- Your communication style – how purposeful and intentional you are in what you say

A low Usual Self-consciousness style is candid, direct, and straightforward. A high Usual Self-consciousness style is diplomatic, sensitively aware, and purposeful. A low Need Self-consciousness score expects communication that is direct, frank & plainspoken. They tend to value no-nonsense feedback and instructions. A high Need Self-consciousness score expects you to demonstrate respect for their position in the social hierarchy and personalized approval. They also tend to value explanations and individualized discussions. Under stress, someone with a low Self-consciousness stress score may sound harsh. Under stress, someone with a high Self-consciousness stress score may sound evasive. These aspects of communication are addressed also under the direct-indirect communication style continuum in the culture research. A low self-consciousness score is the more direct style; high is the more indirect style.



HOW WE DEAL WITH TASK-SUBSTANCE

Direct

- Meaning inside the verbal message
- Precise, explicit use of language
- Reliance on face-to-face resolution
- Go straight to the point in discussion
- Problem/solution (task) orientation

Indirect

- Meaning entwined with context
- Reliance on 3rd party for resolution
- Persuasion through face work
- Hint, suggest main point
- Relationship (repair) orientation

The direct-indirect continuum has been described as the largest gap between cultures around the world. In general, this aspect of communication comes into play when we're talking about the task aspects in our work. According to Mitch Hammer and the Intercultural Conflict Inventory:

The deeper cultural assumption with the direct-style communicators is that it is best to focus on substantive disagreement and be willing to compromise to solve the problem.

The deeper cultural assumption with the indirect-style communicators is that it is best to reinforce cooperation history, relational commitment & reciprocal obligations.



Moving From Direct To Indirect Speech

(Mitigated Speech – Use The Right Style At The Right Time, Adapting To Your Audience.
From Jane Hyun & Audrey Lee, *Flex*)

- ✧ I need to see the numbers. Make sure that report with the data is on my desk by Friday.
- ✧ Please have the data report on my desk by Friday.
- ✧ If possible, I'd love to get the figures in time to look them over before the meeting. Could you have the report on my desk by Friday?
- ✧ Let's get our deliverables together by Friday. We could go over our action items together then.
- ✧ Aren't you responsible for the data we need to present on Monday. That's an important meeting. The executive committee members will be at that meeting Monday.

One of my colleagues, Jane Hyun, uses this example in her book *Flex*, describing how communication might sound as we go from a more direct to a more indirect style.

In the first example the statement is super direct. It is not uncommon to hear something like this from Anglo-men in organizations – and not think too much about it. If a woman said the same thing, even within Anglo-Germanic cultures she might sound too harsh, because women in those cultures are expected to mitigate the possible harshness of such an order by using inclusive linguistic devices.

The second statement does just that – it add the word “please” to soften the order.

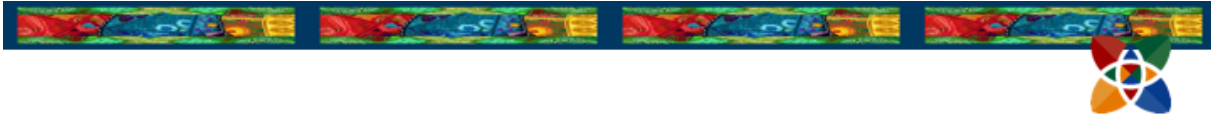
The third statement is linguistically more involving and more indirect by adding “if possible” and phrasing the order as a question, a request. In intercultural communications between direct and indirect communicators this is where we see miscommunications arise. (And I think of gender as a cultural category) It's a bit like the man driving with a woman on a long road trip and she says “Are you hungry?” and he says “Nope” and keeps driving. That question was really not a question – it was an order. The interpretation is “I'm hungry. Stop the car! I want to eat!” With a more direct style he wonders, “why didn't you just say that.”

Whenever I share that example, most people in the US get it. It's not so funny though in the work place. It does help if you know your style and consider flexing it when it would make communication across styles clearer.

In the fourth statement I often see my direct communicators scratching their heads wondering why that person wasted air space.

And by statement five direct communicators are totally lost.

And yet someone with an indirect style from Bali or Japan might totally get statement five and interpret it to mean “I'm fully responsible for making the meeting successful on Monday and not embarrassing my boss. I will make sure everything is done perfectly.” The first statement might be interpreted by the indirect communicator to mean “After I give the report to my boss, my task is done.” Direct communicators might counter with “this person never takes initiative.” Neither intends to miscommunicate – they have different styles and different expectations that work within their cultures, yet can be misunderstood across cultures. It's that two different sides of the mountain issue again.



Emotional Energy

Your openness and comfort with
expressing emotion



Let's look at a second key component involved in cultural competence.

Most cultures have norms about what is appropriate emotional display – especially in the workplace. The Birkman component related to that norm is emotional energy – *your openness and comfort with expressing emotion*.

Emotional energy at work impacts how you manage emotional interactions with co-workers and clients, how you allow feelings to influence your decisions, your comfort in even talking about issues with significant emotional content, how you relate and connect emotionally to others, how animated and emotionally expressive you are in your interactions, and how you demonstrate caring as you solve problems – by being as practical as possible in finding solutions or passionately expressive about how you deal with the issue.



How We Deal With Emotional Content

Emotionally Restrained / (Contain)

- Minimal emotional display
- Emotional containment needed to be credible, trusted, and de-escalate conflict

Emotionally Expressive / Animated

- Overt emotional expression
- Emotional information needed for credibility, trust, and conflict de-escalation

People who share emotionally restrained cultural norms demonstrate caring by staying cool, calm and collected. A Chinese proverb that captures this idea is “the first to raise their voice, loses the argument” because that person is unable to keep a clear, objective perspective on the issue. On the other hand someone from Ireland might say “what is nearest the heart is nearest the mouth” and they expect you to demonstrate your caring through emotional display using animated gestures and tone of voice.

Everybody feels. This norm is about what cultures believe to be appropriate emotional display. In the low emotional energy / contained cultures restraining your emotional display helps people trust you – trust that your emotions are not clouding your judgement. In the high emotional energy / expressive cultures people trust you when you let them see and hear your passion about issues confirming their belief that decisions should be made in consideration of its impact on people.

In the Birkman Method, people with low emotional energy Usual scores tend to show they care by doing something practical for you; high scorers demonstrate caring by expressing their care in body and verbal language. Low Need scorers tend to prefer an unemotional environment; High need scorers want to talk discuss feelings; Low stress scorers may appear unfeeling and uncomfortable with emotional expression and emotional-laden conversations; high stress scorers may appear overly emotional to the point that people think their feelings are clouding their judgement.



TASK-EMOTION Communication Styles

	Low EE Restrained	High EE Animated
Low SC Direct	Discussion Style	Engagement Style
Hi SC Indirect	Obliging Style	Dynamic Style

Hammer, et al. put these two dimensions of cultural communication together in a classic social-science 2 by 2. Across the horizontal axis we have the restrained/low emotional energy to animated/high emotional display styles; and on the vertical axis we have the Direct/Low Self-Consciousness to Indirect/High Self-consciousness styles.

The combination of restrained and direct is called the discussion style. British, Scandinavian, German, White-Anglo-N. American, Australian and New Zealand cultures tend to prefer this style.





The combination of animated and direct is called the Engagement style. African American, Cuban, French, Italian, Russian, Greek, Nigerian, Apache, Puerto Rican and Israeli cultures tend to prefer this style.

The Obliging style – combining Indirect with restrained emotional energy seems to be preferred in Hopi, Navajo, Japanese, Mexican, Costa-Rican, Peruvian, Chinese, Thai, Indonesian and Malay cultures.

And the Dynamic style – combining Animation and Indirectness – seems to be preferred in Kuwaiti, Egyptian, Lebanese, Saudi, and Pakistani cultures.



Usual Behavior Communication Sensitivity Styles

	Low EE Restrained	High EE Animated
Low SC Direct	 Discussion Style	 Engagement Style
Hi SC Indirect	 Obliging Style	 Dynamic Style

Let's map the interaction of your Usual Emotional Energy and Self-Consciousness scores. We will use the diamond symbol because that's what Birkman uses to summarize Usual behaviors visually. Let's say the dividing lines for the boxes in the grid is a score of 50. So if your Usual score is under 50 it would be in the 'low' box; over 50 in the high box. Look at your Usual scores for Self-Consciousness and Emotional Energy.

If your Usual Behavior score for Self-Consciousness is below 50 AND your Usual Behavior score for Emotional Energy is below 50, put your diamond in the Discussion style box.

If your Usual Behavior score for Self-Consciousness is below 50 but your Usual Behavior score for Emotional Energy is above 50 put your diamond in the Engagement style box.

If Usual Behavior score for Self-Consciousness is above 50 but your Usual Behavior score for Emotional Energy is below 50 put your diamond in the Obliging style box.

If your Usual Behavior score for Self-Consciousness is above 50 AND your Usual Behavior score for Emotional Energy is above 50 put your diamond in the Dynamic style box.



CULTURAL COMMUNICATION STYLES

All cultural patterns exist in all cultures – but some are preferred more than others.

	Restrained Low Emotional Energy	Animated High Emotional Energy
Direct Low SC	Discussion Style Direct, candid, feel at ease with superiors, open up in group conversation; Emphasize practical tasks & results, appear logical, focus on fixing problems, prioritize facts	Engagement Style Direct, candid, feel at ease with superiors, open up in group conversation; Listen to others problems, easy to confide in, perceptive
Indirect Hi SC	Obliging Style Self-monitor, sensitive to subtleties in reactions, deliberately choose what, when, & how to speak, respect power & position, open up 1 on 1 Emphasize practical tasks & results, appear logical, focus on fixing problems, prioritize facts	Dynamic Style Self-monitor, sensitive to subtleties in reactions, deliberately choose what, when, & how to speak, respect power & position, open up 1 on 1; Listen to others problems, easy to confide in, perceptive

Please note that all four patterns exist in all cultures. And individuals within a culture might have any of the four styles. However, cultural norms mean that some patterns are preferred, are normative, over others. I've also used Birkman color coding while providing usual behavior and need information from the Birkman method for all four styles.

This is a summary of the four styles using Birkman Usual Behavior information. Depending on the culture you grew up in / live in, you may find that you have your Diamond in any of these four boxes. In my work mostly with US and European businesses and universities, I find the majority of participants find their diamonds/Usual Behavior is described by the Discussion style. That is not surprising.



Strengths of the 4 Styles

	Restrained	Animated
Direct	Discussion Style <ul style="list-style-type: none"> ✧ Confronts problems ✧ Elaborates arguments ✧ Maintains calm atmosphere 	Engagement Style <ul style="list-style-type: none"> ✧ Provides detailed explanations, instructions and information ✧ Expresses opinions ✧ Shows feelings
Indirect	Obliging Style <ul style="list-style-type: none"> ✧ Considers other meanings to ambiguous messages ✧ Maintains calm atmosphere ✧ Sensitive to feelings of others 	Dynamic Style <ul style="list-style-type: none"> ✧ Uses third parties to gather information & resolve conflicts ✧ Skilled observers of changes in nonverbal behavior ✧ Comfortable with strong emotional displays

Here's an example from the health-care industry with providers and patients/families. The providers and patients/families come from a wide range of cultures and have a range of styles.

- Discussion provider re: discussion patient-family – They're OK, reasonable most of the time.
- Engagement provider re: Discussion patient-family: the discussion style family is cold and unfeeling.
- Discussion provider re: Engagement patient-family: they're a pain in the rear - demanding, pushy, aggressive, rude & domineering.
- Discussion provider re: Obliging patient-family: They're devious, and can't decide but they make great patients because they do what we ask – even if they're not really satisfied or happy about it.
- Discussion provider re: Dynamics: They're volatile. 'Don't know what the problem is. We know they're mad because the whole darn family is yelling.'

Again – this is not to put you or anyone else in a box. Rather, I'm attempting to demonstrate how our preferences and assumptions about what is the best way to communicate about task and emotion. We see and hear words like these for the four styles on report cards and in performance reviews too. These 2 dimensions of style have huge, direct implications for performance reviews and promotion in organizations – as well as team work.



● Need/Expectations Communication Sensitivity Styles

	Low EE Restrained Objective	High EE Animated Expressive
Low SC Candid Direct	Discussion Style ●	Engagement Style ●
Hi SC Tactful Indirect	Obliging Style ●	Dynamic Style ●

Look at your Need scores for Self-Consciousness and Emotional Energy and map the interaction of your Emotional Energy and Self-Consciousness Need/Expectations scores. We will use the circle symbol because that's what Birkman uses to summarize Need/Expectations visually.

If your Need/Expectations score for Self-Consciousness is below 50 AND your Need/Expectations score for Emotional Energy is below 50, put your circle in the Discussion style box.

If your Need/Expectations score for Self-Consciousness is below 50 but your Need/Expectations score for Emotional Energy is above 50 put your circle in the Engagement style box.

If your Need/Expectations score for Self-Consciousness is above 50 but your Need/Expectations score for Emotional Energy is below 50 put your circle in the Obliging style box.

If your Need/Expectations score for Self-Consciousness is above 50 AND your Need/Expectations score for Emotional Energy is above 50 put your circle in the Dynamic style box.



CULTURAL COMMUNICATION STYLES

All cultural patterns exist in all cultures – but some are preferred more than others.

	Restrained Low Emotional Energy	Animated High Emotional Energy
Direct Low SC	Discussion Style Prefer-value direct, frank, plainspoken, no-nonsense feedback and instructions; practical tasks and unemotional relationships / environment	Engagement Style Prefer-value direct, frank, plainspoken, no-nonsense feedback and instructions; an outlet to discuss their feelings with animated non-verbals
Indirect Hi SC	Obliging Style Value explanations, individualized discussions, demonstrated respect, personalized approval; practical tasks and unemotional relationships / environment	Dynamic Style Value explanations, individualized discussions, demonstrated respect, personalized approval; an outlet to discuss their feelings with animated non-verbals

This is a summary of the four styles using Birkman Needs/Expectations information.

It is common for participants in my groups to be surprised when they discover that their Needs/Expectations scores are not in the same area of the grid as their Usual Behavior score. And then when we discuss this, they share that they expend energy trying to fit expected norms (the discussion style) in their professional lives. They report that they have one way of interacting and being at home, with their friends and families in their comfort zone, and that contrasts with their persona, the mask they wear, when they're at work.

Remember, the Usual Behavior describes our learned, adaptive style. We keep it because it works for us in our lives.

However, we thrive, when we also have a place where we can be ourselves.



Cultural Communication Styles

All cultural patterns exist in all cultures – but some are preferred more than others





	Restrained	Animated
Direct	British, Scandinavian, German, White-Anglo N. American, Australian, New Zealand Discussion Style	African American, Cuban, French, Italian, Russian, Greek, Nigerian, Apache, Puerto Rican, Israeli Engagement Style
Indirect	Hopi, Navajo, Japanese, Mexican, Costa Rican, Peruvian, Chinese, Thailand, Indonesian, Malaysian Obliging Style	Kuwaiti, Egyptian, Saudi, Lebanese, Pakistani Dynamic Style

Hammer and colleagues who developed the Intercultural Development Inventory and the Cultural Conflict Styles Inventory have found these cultural groups share the styles you see here. (India, a sub continent is not on the list because they have all the different styles depending on a wide number of factors.)

When I show these data, some people have an aha! when they consider countries they like to visit, communities where they feel at ease, and the cultural backgrounds of the people you enjoy most being around.

Any thoughts come to mind for you? Jot them down here.



Stress Reactions / Conflict-Communication Styles		
	Low EE Restrained Objective	High EE Animated Expressive
Low SC Candid Direct	Discussion Style 	Engagement Style 
Hi SC Tactful Indirect	Obliging Style 	Dynamic Style 

Look at your Stress scores for Self-Consciousness and Emotional Energy and map the interaction of your Emotional Energy and Self-Consciousness Stress scores. We will use the square symbol because that's what Birkman uses to summarize Stress behaviors visually.

If your Stress score for Self-Consciousness is below 50 AND your Stress score for Emotional Energy is below 50, put your square in the Discussion style box.

If your Stress score for Self-Consciousness is below 50 but your Stress score for Emotional Energy is above 50 put your square in the Engagement style box.

If your Stress score for Self-Consciousness is above 50 but your Stress score for Emotional Energy is below 50 put your square in the Obliging style box.

If your Stress score for Self-Consciousness is above 50 AND your Stress score for Emotional Energy is above 50 put your square in the Dynamic style box.



	Low EE: Restrained	High EE: Animated
Low SC: Direct	Discussion Style: Harsh & Detached <ul style="list-style-type: none"> • Appear tactless • Become impatient • Appear inconsiderate • Disengage • Downplay emotions • Suppress their real feelings • Lack enthusiasm 	Engagement Style: Harsh & Overly Emotional <ul style="list-style-type: none"> • Appear tactless • Become impatient • Appear inconsiderate • Disengage • Allow emotions to affect judgement • Feel discouraged • Emotional outbursts
High SC: Indirect	Obliging Style: Evasive & Detached <ul style="list-style-type: none"> • Become overly sensitive to criticism • Feel embarrassed or shy • Consciously avoid offending others • Downplay emotions • Suppress their real feelings • Lack enthusiasm 	Dynamic Style: Evasive & Overly Emotional <ul style="list-style-type: none"> • Become overly sensitive to criticism • Feel embarrassed or shy • Consciously avoid offending others • Allow emotions to affect judgement • Feel discouraged • Emotional outbursts

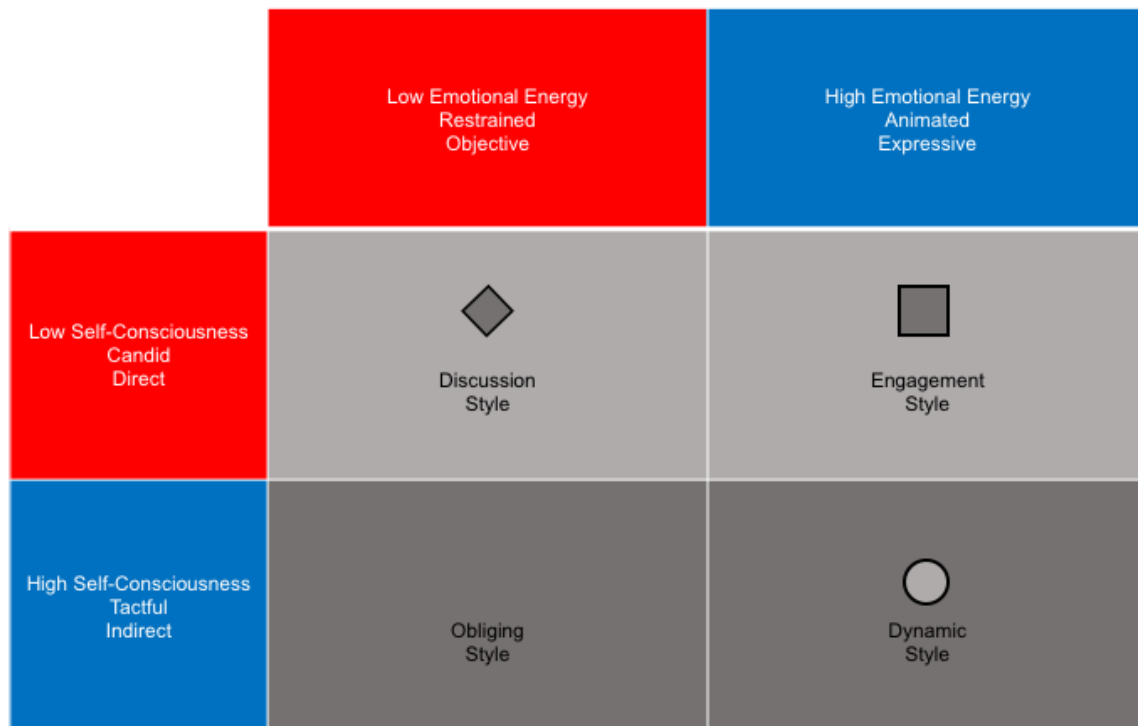
For most people, when they're in a conflict, there's a certain degree of stress associated with that experience.

- The other three styles may feel that people with the discussion style have difficulty reading between the lines. They appear unfeeling and uncomfortable with emotions, especially during arguments.
- The other three styles may feel people with the engagement style don't care about anyone's views but their own. They appear dominating, rude, and distrustful of others unless those people display a similar degree of passion about issues that engagers show.
- The other three styles may feel Dynamics never get to the point. They appear unreasonable, devious, and 'too emotional'.
- And the other three styles may think the Obliging style have a hard time voicing their own opinions. They appear uncommitted, indifferent, and unable to explain what's going on with them, what they're doing, and why.

Don't be surprised if your Stress style is different from both your Usual Behavior and Needs/Expectations styles. That's how the working the Birkman can help you see more than the obvious in your personality, while simultaneously increasing your understanding of your self within your social context.



Example of Cultural Communication Styles using Birkman Data



Here's an example mapping my Birkman task-emotion interaction styles.

My Usual style is Discussion – totally appropriate learned behavior that serves me in my US cultural contexts, as an academic educator and professional working with businesses.

As an African-American my comfort zone / needs-expectation style is the Engagement style. I also find myself attracted in my travel and friendships to people from the Mediterranean, France, Caribbean, etc. I love Greece.

My stress style is dynamic, and until I started working the Birkman I found it challenging to describe what I needed although I had received feedback that when things didn't go my way I'd get moody, over-sensitive to critique, and get discouraged.



Cultural Communication Styles

	Low Emotional Energy Restrained Objective	High Emotional Energy Animated Expressive
Low Self-Consciousness Candid Direct	Discussion Style	Engagement Style
High Self-Consciousness Tactful Indirect	Obliging Style	Dynamic Style

Use this page to map your Cultural Communication style using your Birkman Diamond, Circle and Square. Jot down notes about:

Your Usual style, where and how it works for you as a strength. Mention your relevant cultural contexts.

Your Needs-Expectations and how those play out in your relationships.

Your Stress behaviors, with feedback you've received.



Working the Birkman to Become More Culturally Competent

Takeaways:

- Understanding the interaction of Task/Self-Consciousness and appropriate Emotional Display/Emotional Energy can increase our knowledge of intercultural communication styles.
- At work we may use an adapted / learned cultural style
- In a conflict, we often go to our “stress” style
- We are most challenged by the style diagonal to ours in the cultural communication style grid
- If our own Usual and Need styles are diagonal on the grid, we use energy to manage that usual-need style dynamic
- All the styles work, despite preferences/bias for particular one in a given cultural context

Understanding the interaction of Task/Self-Consciousness and Appropriate Emotional Display/Emotional Energy can increase our knowledge of intercultural communication styles. Birkman Self-consciousness scores (measuring direct v. indirect communication), and Emotional Energy scores (measuring emotional display) provide individual-level information that might help us understand our personal style within a cultural context. Cultural competence requires sensitivity to different communication styles, neither denying culture matters, nor judging one style as better than the other, nor assuming every has the same style we do.

At work we may use an adapted / learned cultural style . This is described by our diamond/usual behavior for the interaction of Self Consciousness and Emotional Energy.

In a conflict, we often go to our “stress” style. This is described by our square / stress symbol on the grid.

We are most challenged by the style diagonal to ours in the cultural communication style grid.

If our own Usual and Need styles are diagonal on the grid, we use energy to manage that usual-need style dynamic.

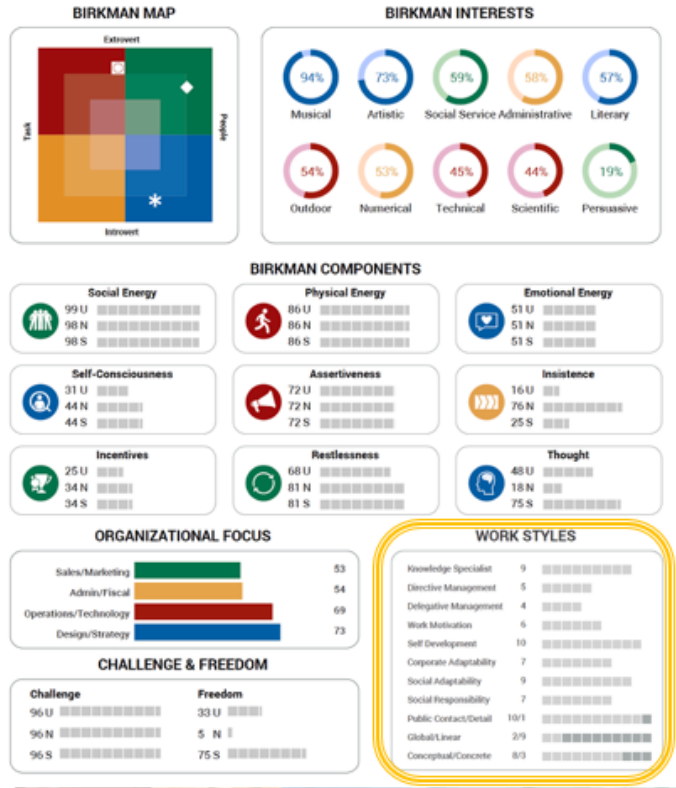
All the styles work, despite preferences/bias for particular one in a given cultural context – and we can avoid acting from that bias to diss other styles.



Work Styles

ADVANCED SUMMARY

A Birkman Certified Professional should review these results with you





Preferred Work Styles

- Predictive
- Calculated differently from other scales/scores
- Style only, what attracts you – not competence or skill
- Management Styles
- Traits
- Score ranges

The preferred work styles on your Birkman Advanced Summary are calculated differently from the other scales and scores we've discussed so far in the Birkman Method. They give information only about style and what attracts you, not your competence or skill. Some Birkman consultants love this information because it can be predictive.

When I provide score interpretations on the following pages, high scores are between 8 and 10; moderate scores are between 4 and 7; and low scores are between 1 and 3.

There are two sets of scores – your Management Styles scores and what Birkman consultants call your work traits. The Management Style scores are Delegative, Directive, and Knowledge Specialist. I think of these as describing your preferred power source when managing.

The next five scales describe your motivations at work. And the last three scales give information about work preferences on bipolar scales. The names for these scales are being changed by Birkman so I'll go into that as I discuss each scale in this chapter.



Managing Styles

- Delegative Style (power with)
- Directive Style (power over)
- Knowledge Specialist (power to)

Depending on your competence and the situation you find yourself in, all three styles can be effective. In general, the delegative style gets people engaged and involved in making decisions and delivering results. It can work well in situations that require commitment and buy-in and where people know how to do what needs to be done. The directive style can work well when the leader (person with this style) knows what needs to be done, in a crisis, time bound, emergency situation where telling people what to do is more efficient and effective. It is hard to tell or order people to create! On the other hand in a crisis, you may want and need to move quickly and not go through delegated channels. The knowledge specialist's source of power is their expertise.

It is almost impossible to score high on all three Managing Style scales. Most people will score high on one of the three and low or moderate on the other two. Some people will score moderately high on two of the scales and low on the third. A few people will score moderate or low on all three scales.

In some ways these scores are more predictive when you pay attention to what does NOT work for you. Where you have low scores you may want to avoid environments & situations that require that managing style.



Delegative Style (power with)

- High scores on this parameter indicate strong alignment with either Sales (green) or Administrative (yellow) functions.
- Your natural tendency (from a management perspective) will be to delegate tasks, using “hands-off” techniques and mechanisms to effect progress through others.
- Sales managers typically delegate through “chain-of-command,” while Administrative managers typically rely on systems and procedures.

If you have 8 or higher for this item, make note that this may be your style. The higher your score, the more likely this applies to you.



Directive Style (power over)

- High scores on this parameter indicate strong alignment with Production or Operations functions.
- Your natural tendency (from a management perspective) will be to direct the efforts of others, using “hands-on” approaches to effect progress with others.
- Production/Operations (red) managers typically exercise closer (tighter) control through direct oversight of activities, frequently showing or telling others what to do.

If you have 8 or higher for this item, make note that this may be your style. The higher your score, the more likely this applies to you.



Knowledge Specialist (power to)

- High scores on this parameter indicate strong alignment with professional functions.
- Your natural tendency (from a management perspective) is probably to “manage” by relying on specialized knowledge.
- Your approach is more about communicating necessary information that empowers people to make good decisions.
- Such managers are likely to utilize both directive and delegative approaches to effecting progress, but use more subtlety and work more collegially than their colleagues with directive or delegative styles.

If you have 8 or higher for this item, make note that this may be your style. The higher your score, the more likely this applies.



Approach to Work

- Work Motivation → Work for paycheck
- Self-Development → Motivation to continue formal learning
- Corporate Adaptability → Career Ambition
- Social Adaptability → Work as Priority
- Social Responsibility → Attitude to Work

These next five scales describe your motivations regarding work. Unfortunately, while the names given to these scales made sense in the context of the original research where they were developed, they can be confusing to interpret. So in each case, with the blessing of my coach and Birkman guru, Lynn Greene, I'm listing the name you'll see on the Advanced Summary, and giving you the name Birkman is considering for the updated version of the report.

Heads up! There's a workaholic pattern lurking in these next few scales. You might be a workaholic if your Work Motivation score is >7, and your Self-Development score is >7, and your Corporate Adaptability score is >7, plus your Physical Energy component Usual, Need, and Stress scores are >70.

Do you have work-life balance? When was your last true vacation? How many hours do you work per week? You might be OK with that, but what does your family say/think? Just asking.



Work ~~Motivation~~ for paycheck

- Work Motivation is an indicator of how motivated a person is to get – and KEEP – a (regularly paying) job
- High scores are expected to demonstrate behaviors consistent with dependability, conscientiousness and a “willing attitude” on the job. They tend to show up, do what’s expected/what they’re told to do, follow procedures, make minimum waves, and don’t let dissatisfaction show through tardiness or absenteeism.

Work Motivation could be called Motivation for a Paycheck. It is an indicator of how important it is for you to get and keep a regularly paying job – often because you’ve got to provide financial resources for yourself and your family. This was originally a good predictor of whether someone in a low-level position would be willing to do whatever it takes to get and keep their job – coming in every day, on time, following rules, etc. It is NOT an indicator of how motivated you are to work, or how hard you work. People with low scores may work hard but may not want to do so for someone else. That person may not be motivated by a regular paycheck. It is helpful in managing them to find out what **does** motivate them. (FYI – the research says that pay is often 13 or lower on the list of what motivated people at work – especially when the basic financial / security needs are met.)

If you have 8 or higher for this item, your work motivation narrative might be: “I demonstrate behaviors consistent with dependability, conscientiousness and a “willing attitude” on the job. I show up, do what’s expected/what I’m told to do, follow procedures, make minimum waves, and don’t let any dissatisfaction show through tardiness or absenteeism.”

If your work motivation score was below 8, what motivates you to come to work every day?



~~Self Development~~ Motivation to Learn

- Self Development is essentially an indicator of educational attainment.
- High scores are expected to appear ambitious about personal and professional growth and development – for themselves and others.

This was originally an indicator of formal educational attainment. However, you may see people with 9s and 10s who never went to college, but usually it's because they couldn't go for some reason. People with high scores here tend to be life-long learners, They often good people-managers when they look for learning-development opportunities for themselves and support development for their direct reports.

You may also see people with lots of degrees with low scores. Yes, they've attained a lot of education, but their education was a means to another goal. Ask them (or yourself if that's you) what motivated you to attain all that education. They may love learning, but often may prefer more experiential learning and be self-taught.

If your Self-Development score was above 8, your motivation to learn narrative might be: "I am ambitious about personal and professional growth and development – for myself and others, I'm a life-long learner, and good people-manager."

If your score was below 8, what motivates you to learn? To grow? To develop? How does your score reflect that? (or not?)



~~Corporate Adaptability~~ Career Ambition

- Corporate Adaptability is primarily an indicator of how motivated your are to “climb the corporate ladder.”

High scores are expected to exhibit characteristics associated with gaining recognition and achieving promotions within the corporate structure. They tend to be adept at playing corporate politics even if they say they hate it. They also tend to have more of a “career” orientation.

Low scores don’t want to be the small fish in the ocean; they tend to think of themselves as connected to their department or a smaller subset of the organization.

If your Corporate Adaptability score is 8 or higher, your career ambition narrative might be: “My career is important to me. I want to “climb the corporate ladder” and will do what I need to do for recognition and promotion - including playing corporate politics if I must.

If your score is below 8, how would you articulate your career ambition?



~~Social Adaptability~~ Work as Priority

- Social Adaptability speaks to us primarily about where work is on your personal priority list.
- High scores have indicated that work is very high on their list of priorities.

Loyalty to Work. People with high scores here tend to be loyal to their work. They tend to demonstrate strong tendencies to be diligent and hard-working. Other aspects of life may be sacrificed for work (workaholic?). When they think of their work, that work is not necessarily the company; nor is this scale is about commitment to a company.

People with moderates scores here may say “I don’t take work home or bring home to the office; I want/have work-life balance.

People with low scores may “see work as play”. They may indeed work hard, and what they do for money may be a priority – they just don’t think of it as work. Many sports figures and entertainers say this about their work.

Entrepreneurs are all over the map on this one.

If your Social Adaptability score is 8 or higher, your work-priority narrative might be: “Work is a personal priority. I am diligent, hard-working, some say a workaholic? Sometimes I have made sacrifices in other aspects of my life for work.” How do you achieve work-life balance? (Do you believe in work-life balance?)

If your Social Adaptability score is under 8, how do you articulate the importance of your work in your life? (Do you play for pay?)



~~Social Responsibility~~ Work-Attitude Consistency

- Acting act in ways consistent with what you profess in Social Adaptability
- High scores are associated with higher consistency, especially with respect to their work.

This scale is is a measure of whether you walk your talk around your commitment to your work. If you profess to value your work as a priority (your Social Adaptability scale score), do you act in ways that demonstrate that priority. Does your behavior demonstrate your work-ethic values? People with high scores tend to demonstrate greater consistency between their espoused work priority values and their actual behaviors vis a vis their work. Someone with a high Social Adaptability score who sees their work as a priority, and High Social Responsibility score, for instance, might not leave their office during office hours to deal with a problem at home. This combination often never really retires – they just re-tread their tires and continue to do their work.



Work Styles

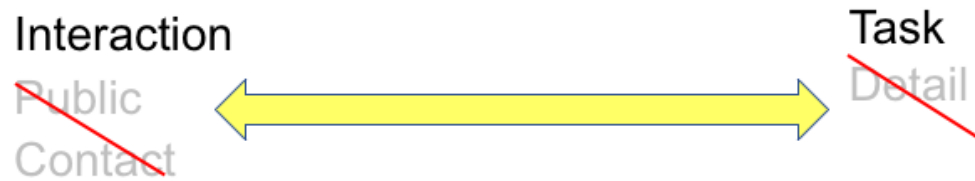


This is another situation where the names given to the scales are misleading. So here you have in more accurately descriptive terms for each of the scales. These Work Preferences parameters are legitimately bi-polar and predictive. They sum up to 11 together. Both ends of the scales are predictive, not just the high side. The higher your score on one end of the scales the more strongly your style leans that way. Moderate scores “blend” those characteristics.



Work Styles

How you should best spend your work day



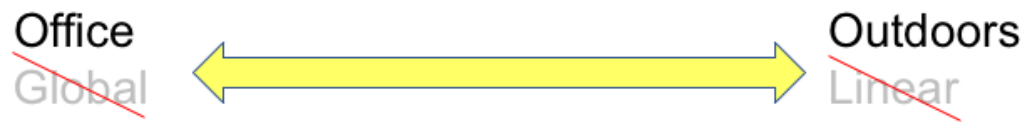
High scores on Public Contact have indicated a preference for work which is highly interactive in nature (they want to talk to people), have a higher tolerance for meetings, and report that they fatigue easily when expected to do long stints of uninterrupted task assignments (don't like too much routine).

High scores on Detail have indicated a preference for work that involves lots of task assignments, have a lower tolerance for meetings, and fatigue easily when deprived of opportunities to accomplish their tasks. (They like to do their work, focus on it, and finish it.)



Work Styles

Where you should spend your day

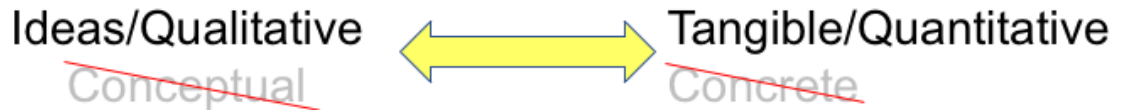


High scores on Global have indicated a preference for work which is based in the office setting. They value the trappings of an office, and typically want a place to put things – arranged so it aids their productivity. They want their own office. High Linear scores have indicated a preference for work that is not physically confining or restrictive. They like to move around a lot, and even be outdoors if possible. If not possible – a window? Go out for lunch? Take a walk-break? (BTW: These scales do not correlate with the restlessness component or outdoors interests pattern although those scales may align and reinforce each other. The formulas and items used to obtain these are very different and we also see non-reinforcing patterns.)



Work Styles

What kind of work you want to do daily



People with high scores on Conceptual-Ideas have indicated that they value work which is in service to others in some respect. People with high scores typically work “in the system,” and enjoy process aspects of their jobs.

People with high Concrete-Tangible scores value producing tangible output/results. They are often found working “on the system,” often enjoying project work with practical outcomes and measurable results.

When you’re trying to persuade or “sell” another person an idea;

- If you’re trying to influence someone with high Ideas/Conceptual you want to emphasize the benefits, explore ideas, and engage them in the process (that never really ends);
- If you’re trying to influence someone with high Tangible/Concrete focus on the numbers, results, project, clear beginning & end. Be event based.



Work Styles

My work styles say I prefer to spend my days



My Birkman Work Styles profile says I prefer to spend my days

(Circle the side with the higher number for each scale. If a 5-6 circle "balance"):

Number _____
Interaction-Public contact
meetings ok with me

balance

Number _____
Task-Detail
let me do my work

Number _____
Office-Global
in my own office

balance

Number _____
Outdoors-Linear
a walk, a window, movement

Number _____
Ideas-Conceptual
serving, processing

balance

Number _____
Concrete-Tangible
results, projects



Birkman Work Styles Takeaways

- Managerial style provide some insight into your preferred source of power when managing
- Work motivation information provides some insight into why you work the way you do
- Work styles provide insight into your preferred work conditions



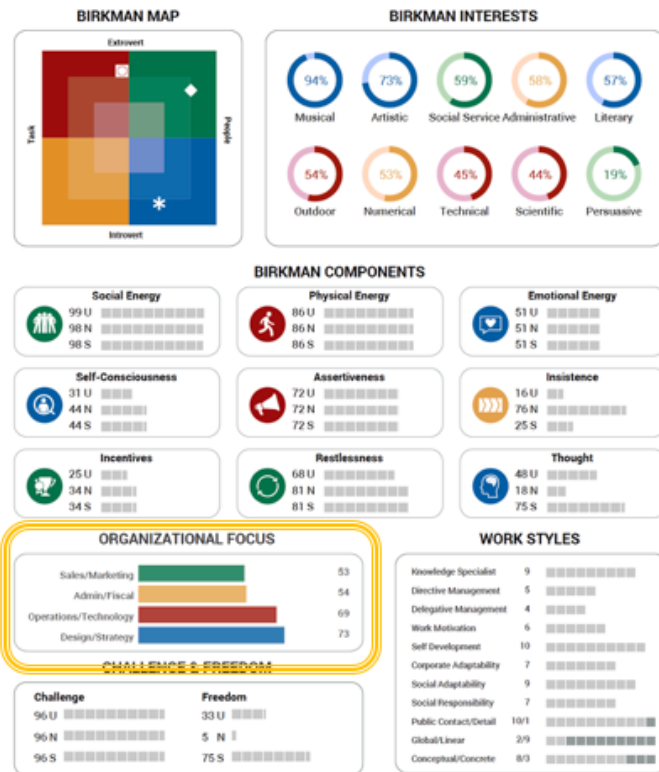
Organizational Focus Bars





ADVANCED SUMMARY

A Birkman Certified Professional should review these results with you



Organizational focus bars are created by focusing on the primary tasks that provided joy to people doing those tasks in a wide range of jobs, followed by experts assigning color(s) proportionally to each job. When Birkman runs your report, if your results match a lot of red-job titles, *or other-colored job titles that have a significant red element*, your red organizational focus bar will be relatively long. If not, it would be short. This is done for all 4 colors. So the most important thing to remember is that the Organizational Focus bars are identifying the **types of tasks** that are most likely to generate a sense of **satisfaction** for you.

- ✓ The overall length of bars is much less important than the *relative strength* of the bars.
- ✓ It is quite possible (even likely) that the longest OF bar will be a different color than your Asterisk (interest). Your asterisk/interests give thematic, functional environmental info; the bars give task-level insights!
- ✓ You really want to make sure the tasks required to do a job you're considering are NOT your shortest bar(s) color!



Organizational Focus Bars

Organizational Focus Bars are developed using more than 200 traditional Job Profiles from the Department of Labor (and regularly updated to include new jobs), plus work history from people who have taken the Birkman questionnaire, with specific information from them about their job satisfaction and their time in that job. Birkman then uses its algorithm to identify questions, items that will predict satisfaction in specific job/positions related to each of those job profiles & titles. Because of the rigor in this analytical process these Job Profiles are far more powerful than any career-related scales produced in other career guidance instruments. This information also powers the Career Report you'll read about in the next chapter. No other instrument gives you career information based on both tenure and satisfaction, using an item-based analysis.

With information about the jobs, satisfaction levels, and Birkman questionnaire data, Birkman is able to see how much of each 'color' energy is in each of the jobs. Specific jobs often have tasks in them from more than one color category. Birkman takes this into account when calculating your Organizational Focus bars.

For instance you may 'match' with 8 jobs – several with the colors that match your top interests (let's say those are blue), some with colors from your Usual behavior and Needs (lots of blue, green and yellow), and almost all of them have a secondary set of tasks related to green activities. Even though you might think "I should go for a blue job – my motivating interests", your Organizational Focus bars might have green as your longest bar color. The Organizational Focus Bars information allows you to refine your thinking for career management to consider that you may be energized being around blue energy, AND want to make sure your daily work includes green tasks.

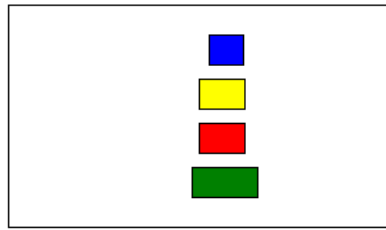
This information can be really powerful for

- ✓ Career Development
- ✓ Career Path Planning
- ✓ Promotion
- ✓ Retention

We use the Organizational Focus Bars to get underneath the job titles and to decide next job to go for, projects to take on, and what to tweak / redesign your current job – all to maximize your job satisfaction.



Organizational Focus: Bar Length



All short bars



All long bars

Looking at these two sets of bars, all with the same colors in the same order. Remember, that what matters more is the relative length of the bars. In both cases the bars are close in size. This means that you would want to make sure you're doing tasks from all four functions – a little persuading (green); some project work with deadlines (red), and process/metrics (yellow); that's strategic (blue).

When you have all short bars, traditional jobs may not be your forte, or your perfect job may not yet be in the Birkman database

When you have all long bars, you have a greater match with traditional jobs that are in the Birkman data base.



My longest Organizational Focus bar says I'm most engaged when my tasks

Are mostly building, working with my hands, learning by doing, practical, project work, have deadlines with clear beginnings and endings

Have variety, involve interacting with people, allow me to be assertive/competitive, flexible, and to persuade-influence-sell ideas/things

Involve processes or numbers, require attention to detail, have clear 'right' answers, allow me to measure progress, make systems and processes more efficient, improve/allow consistent results

Add value, are meaningful, make a difference, are quality-oriented, idea-oriented, creative, and strategic

Look at the longest of your Organizational Focus bars on your Advanced Summary. When you think back of your past, or consider the actual kinds of tasks you do in your job – not the title, not where you do it, but rather the work you do daily, are most of your tasks falling into the area that you enjoy most?

How might you refine / redesign / add tasks that you find satisfying?

Look at the numbers to the right of your bars too. It is possible that your two longest bars are essentially the same length. When that happens, consider regular tasks that involve both colors.



My shortest Organizational Focus bar says I'm drained by too many tasks that

Are only about output, are deadline driven, too hands-on, too physical

Are about selling, persuading, convincing people to do things, going to meetings, involve lots of group projects, or too much socializing

Are purely analytical, bureaucratic, detail-oriented, using too many numbers/data/metrics, routine

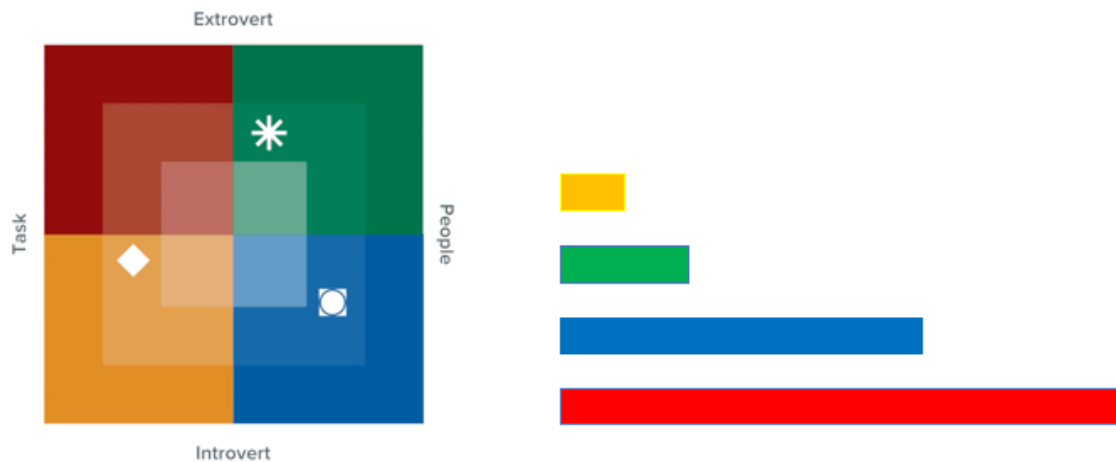
Are purely idea oriented, in the head, long-drawn out research, in a room with just myself and my thoughts

Look at your shortest Organizational Focus bars on your Advanced Summary. When you think back of your past, or consider the actual kinds of tasks you do in your job, are most of your tasks falling into the areas that drain, dissatisfy or demotivate you?

How might you refine / redesign / develop someone else you can delegate away those tasks to?



Put them together – your work narrative!



Let's construct a work narrative using the visual summary information from a Birkman map and Organizational Focus Bars.

Longest Bar (Satisfying Tasks) = Red. I'm most engaged when I'm building, working with my hands, doing something practical and hands-on, project work with deadlines/clear results.

Asterisk (Motivating Interests) = Green.
I enjoy getting people to work together to make things better.

Circle (Needs/Expectations and Organizational Culture where I thrive) = Blue.
I thrive when I feel valued for my innovative ideas and strategic thinking; when I have trusted, loyal relationships with a few key people; I'm encouraged to express my feelings; have time for reflection especially for difficult decisions; am to able contribute my unique expertise; and people show their respect for each other.

Diamond (Work Style) = Yellow. My style is Low key, task-oriented, orderly, self-directed, cooperative, fair, concentrative, cautious, clear and precise. I do things right.

Shortest Bar (Draining Tasks): Yellow. I disengage when my tasks are purely analytical, I have to attend too many meetings, deal with a lot of bureaucratic, detail-oriented data, or if the work is too routine.



Put them together – your work narrative!

Construct Your work narrative using the visual summary information from your Birkman map and Organizational Focus Bars.

Your Longest Bar (Satisfying Tasks) = _____

Narrative: I'm most engaged when I'm _____

Your Asterisk (Motivating Interests) = _____

I enjoy _____

Your Circle (Needs/Expectations) = _____

I thrive when I feel _____

Your Diamond (Work Style) = _____

My style is _____

Your Shortest Bar (Draining Tasks): _____

I disengage when my tasks are _____



Organizational Focus Bars

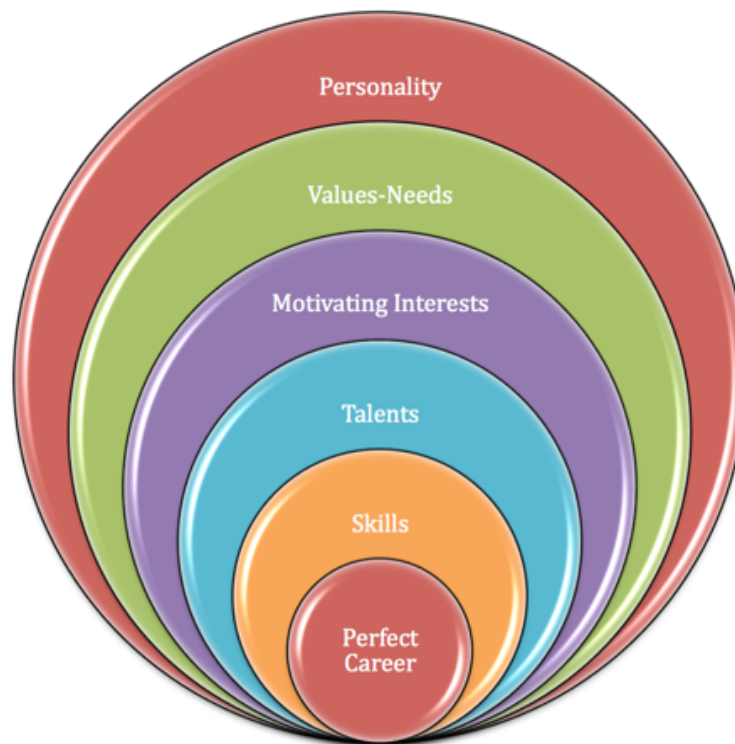


Takeaways:

- Organizational Focus Bars can be insightful for career management.
- The bars blend Birkman data, job information, and satisfaction data to highlight most and least engaging tasks for you.
- Relative length of bars is more important than overall length – do tasks associated with the longest bar colors; avoid tasks from the shortest – unless they're all about the same length, then do a mix of them all.



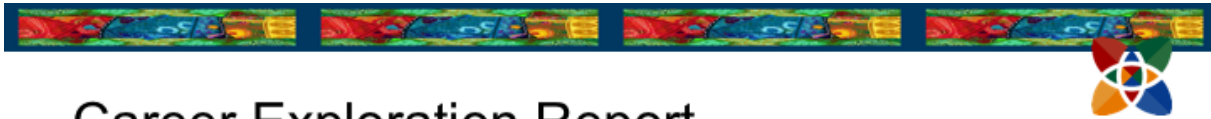
Career Exploration Report & Career Management



The secret to career success is finding that perfect career that taps into your skills, uses your talents, is energized by your motivating interests, allows you to express your values and meet your needs, and where being yourself is what is valued in your work. The Birkman Method organizes a lot of that information about you, for you. When it's all said and done, career management is managing the interplay of those factors throughout your work lifetime. Having quality information helps you seek and be hired for the best job, and position yourself for promotions that are a good match for you – jobs that will help you grow, develop, and contribute.

Birkman-based Career coaches love the Career Exploration Report because it provides excellent guidance for that kind of career management. And even if you're not seeking a new job, or new role, the Career Management Report can help you enrich the job you're in so that your career path keeps you moving in the direction you desire.

(For deeper exploration into my approach to Career Management, see my Career by Design workbook, powered by the Birkman Method)

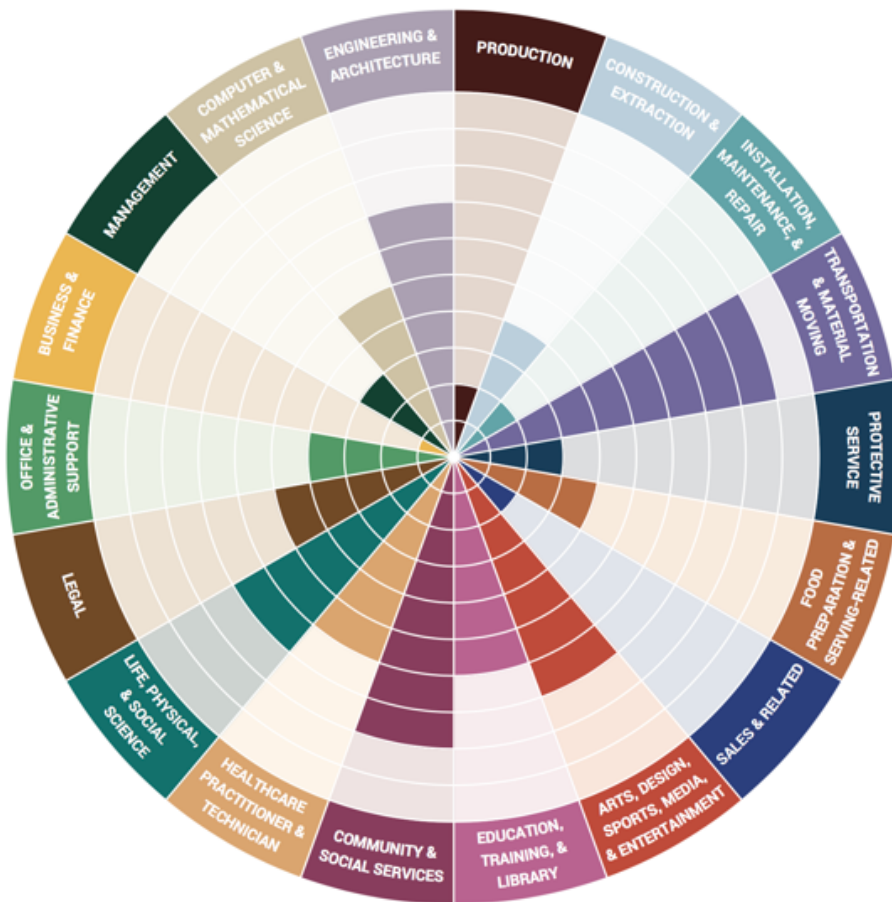


Career Exploration Report

- The *Job Title* and *Job Families* categories are scored independently, rather than as “summaries” of Job Titles.
- The Job Profile information in your Career exploration Report is far more powerful than any other career-related assessments we know about.
- They are based not only on *tenure*, but also *satisfaction*).
- They are derived from *item-based* analysis, not from other “scales.”
- The database of Profiles will continue to grow over time as more data become available (about 200+ jobs so far).

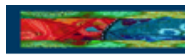
In addition to the Career Exploration Overview that is included in every Signature Report, Birkman provides a more detailed Career Exploration report. Both Career Exploration report list, from best to least, the careers that are your best fit. As I mentioned in the Organizational Focus Bars chapter, Birkman has a statistically valid formula for predicting the level of satisfaction a person is likely to enjoy (or not) in a given job with high reliability and consistency across the entire workplace. Your report can help confirm career choices you are making, show you alternative career choices and build your personal awareness of the strengths, motivators and working environments that will help you succeed.

(Sometimes the Career Exploration Report is the only report given to a client, so the first 11 pages of the Career Exploration Report repeat information you’ve already learned about colors, interests, usual behaviors and needs in this workbook. You will want to skip ahead to the “Job Families” page in your Career Exploration Report.)



CAREER EXPLORATION REPORT JOB FAMILIES

This circumplex gives a snapshot of which job families are the best and worst fit for you according to Birkman data. For best fit, look for the places where the pie slice goes closest to the outer ring. In this example that would be the purple “Transportation & Material Moving.” (BTW - Birkman doesn’t use colors the same way for these pages). For worst fit, look for where’s the shading is almost at the center of the circumplex – in this example Business and Finance.



Your Top 6 Career Areas to Explore



Transportation & Material Moving

Piloting, driving, operating, or navigating transport vehicles or material moving machinery (e.g., aircraft, automobiles, water vessels, construction cranes, locomotives, tractors). Duties include flying commercial airplanes, directing air traffic, driving public or school buses, taxis, trucks, ambulances, commanding motor-driven boats, inspecting freight and cargo, conducting trains, operating forklifts, among other transportation and material moving tasks.



Community & Social Services

Counseling, rehabilitating, and/or supporting social and psychological matters of individuals, groups, or communities. Duties may include helping individuals maximize their mental and emotional well-being, cope with addictions, and lead healthy lifestyles, as well as providing spiritual, moral, or vocational guidance.



Engineering & Architecture

Applying principles and technology of chemistry, physics, and other scientific disciplines into the planning, designing, and overseeing of physical systems and processes. Duties may include creating, testing, developing, and maintaining tools, machines, electrical equipment, buildings/structures, or other physical entities.



Arts, Design, Sports, Media, & Entertainment

Creating and/or expressing ideas or demonstrating talents through various media for entertainment, informational, or instructional purposes. Duties may include acting, dancing, singing, designing graphics, operating media equipment, translating text, writing literature, producing/directing movies or plays, public speaking, radio announcing, competing in sporting events, news reporting, among other specific functions within the media.



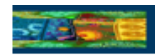
Life, Physical, & Social Science

Applying scientific knowledge and expertise to specific life, physical, or social science domains. Duties may include researching, collecting/analyzing qualitative and quantitative data, conducting experimental studies, devising methods to apply laws and theories to industry and other fields (e.g., mental health, agriculture, chemistry, meteorology, plant and animal life, human behavior and culture).



Healthcare Practitioner & Technician

Providing medical care and treatment in an effort to achieve optimal mental and physical patient well-being. Duties may include assessing patient health, diagnosing illnesses, performing surgery, prescribing medication, implementing prevention strategies, conducting/reviewing laboratory diagnostics, and supervising medical support staff. Most of these occupations require a graduate education.

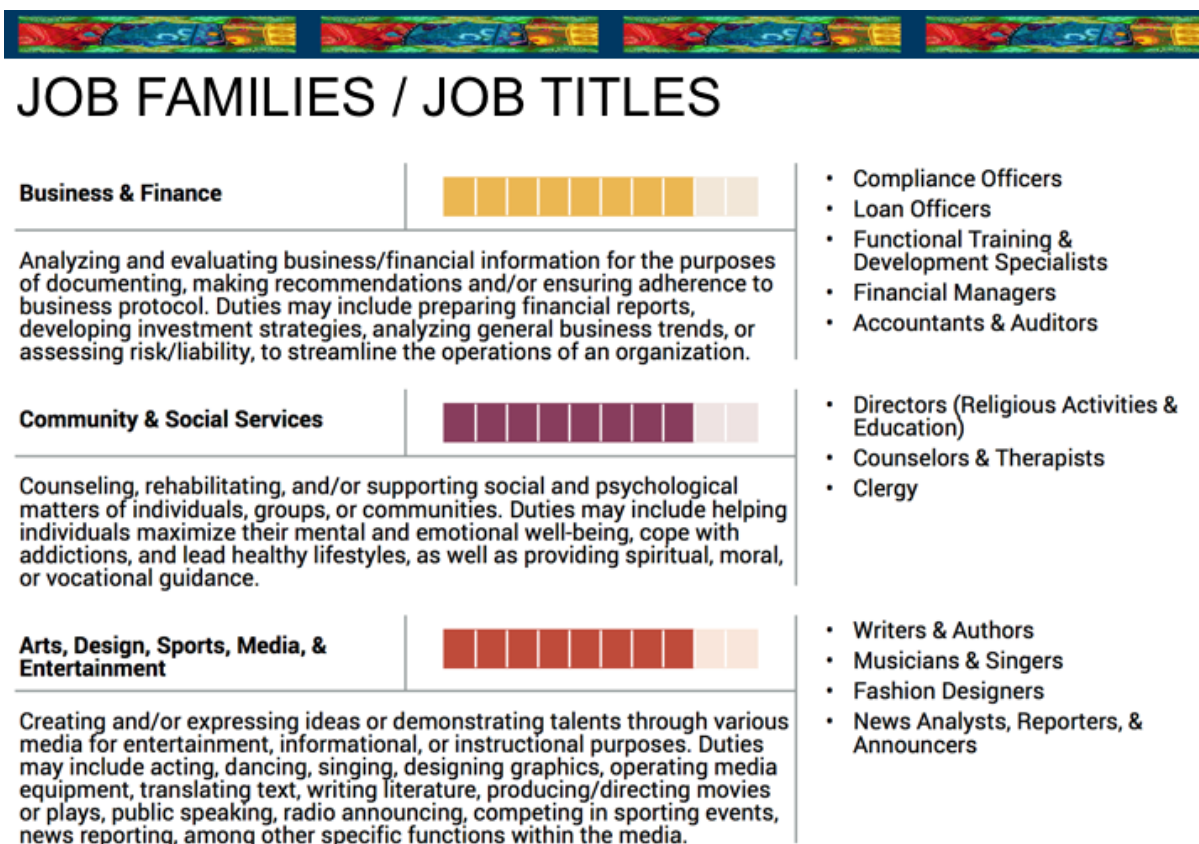


The next page in the Career Exploration OVERVIEW (in your Signature Report) will give more detail about the Top 6 Career Areas to Explore. Pay attention to the specific verbs used to describe each career option.

The second half of the paragraph goes over the duties.

When you're doing an initial search to explore areas that might attract you as a potential career, this Overview can be sufficient career information. Many people find that their current career choice is affirmed within this top six. They may also remember career options that attracted them at some point in their lives, but that they did not pursue for a range of reasons.

To really harness Birkman Career information, you'll want to look at the Career Exploration REPORT.



The page after your circumplex in the Career Exploration REPORT (not the Overview), is the Job Families / Job Titles report. These are organized from best to least fit for you.

The maximum number of horizontal bar segments is 10 – a perfect fit based on the data. It is not unusual to have 2 or 3 of your top fit job families / job title be less than 10 segments. Job families and job titles are ever-changing. The perfect one for you might be something that is not yet in the traditional data base. Or perhaps you'll be like millions of people who have 2 or three careers in a lifetime.

Focus less on the Job Families, and go to the Job Titles listed on the right of the Job Family. In the example above, the first Job Family is Business and Finance. The Job Titles to the right of that are Compliance Officer, Loan Officers, Functional Training and Development Specialists, etc. Those Job Titles are active links to Job Titles from the US Department of Labor.

CAREER EXPLORATION REPORT

JOB FAMILIES / JOB TITLES

This section takes an in-depth look at the specific jobs you look most and least similar to within each Job Family. When online, click on the hyperlinked Job Titles to visit the US Department of Labor website to explore each Job Title in more detail.

Business & Finance

Analyzing and evaluating business/financial information for the purposes of documenting, making recommendations and/or ensuring adherence to business protocol. Duties may include preparing financial reports, developing investment strategies, analyzing general business trends, or assessing risk/liability, to streamline the operations of an organization.

Community & Social Services

Counseling, rehabilitating, and/or supporting social and psychological matters of individuals, groups, or communities. Duties may include helping individuals maximize their mental and emotional well-being, cope with addictions, and lead healthy lifestyles, as well as providing spiritual, moral, or vocational guidance.

Arts, Design, Sports, Media, & Entertainment

Creating and/or expressing ideas or demonstrating talents through various media for entertainment, informational, or instructional purposes. Duties may include acting, dancing, singing, designing graphics, operating media equipment, translating text, writing literature, producing/directing movies or plays, public speaking, radio announcing, competing in sporting events, news reporting, among other specific functions within the media.

Education, Training, & Library

Teaching/training individuals or groups of people academic, social, or other formative skills using various techniques/methods. Duties may include instructing children, adolescents, adults, individuals with special needs, or other specific samples within a formal or informal setting, creating instructional materials and educational content, and providing necessary learning resources.

Transportation & Material Moving

Piloting, driving, operating, or navigating transport vehicles or material moving machinery (e.g., aircraft, automobiles, water vessels, construction cranes, locomotives, tractors). Duties include flying commercial airplanes, directing air traffic, driving public or school buses, taxis, trucks, ambulances, commanding motor-driven boats, inspecting freight and cargo, conducting trains, operating forklifts, among other transportation and material moving tasks.

Job Titles:

- Compliance Officers
- Loan Officers
- Functional Training Development Specialist
- Financial Managers
- Accountants & Auditors
- Directors (Religious Education)
- Counselors & Therapists
- Clergy
- Writers & Authors
- Musicians & Singers
- Fashion Designers
- News Analysts, Reporters, & Announcers
- Librarians
- Special Education School Teachers
- Education Administrators (Elementary & Secondary)
- Elementary School Teachers (Except Special Education)
- Truck, Bus, & Ambulance Drivers
- Logistics Managers
- Pilots

MY NEXT MOVE

Poets, Lyricists & Creative Writers

Also called: Author, Freelance Writer, Novelist, Songwriter

What they do:

- Create original written works, such as scripts, essays, prose, poetry or song lyrics, for publication or performance.

On the job, you would:

- Develop written material to meet personal standards and to satisfy needs of clients, publishers, directors, or producers.
- Choose subject matter and suitable form to express personal feelings and experiences or ideas, or to narrate stories or events.
- Plan project arrangements or outlines, and organize material accordingly.

KNOWLEDGE

Arts and Humanities

- English language
- Music, drama, visual arts, drama, or sculpture

Communications

- multimedia

Business

- sales and marketing

PERSONALITY

People interested in this work like activities that include **creating, designing, and making your own rules.**

They do well at jobs that need:

- Persistence
- Initiative
- Innovation
- Achievement/Effort
- Independence
- Attention to Detail

TECHNOLOGY

You might use software like this on the job:

Word processing software

- AutoCAD (drawing software)
- Microsoft Word

Web page creation and editing software

- Blogger
- Red Sweater Handoff

Office suite software

- Google Drive
- OpenOffice.org

EDUCATION

high school diploma/GED or bachelor's degree usually needed

Get started on your career:

- Find training
- Find jobs

JOB OUTLOOK

New job opportunities are less likely in the future.

SAVARY: \$61,240 per year, on average

Find out more about this career.

EXPLORE MORE

- Actress/Actors
- Film & Video Editors
- Music Composers & Arrangers
- Technical Scientists
- Sociologists

You might like a career in one of these industries:

- Self-Employed
- Media & Communication

See more details at O*NET Online about poets, lyricists and creative writers.

This is where you start exploring. When you click on the link for any of those job titles, it will open up the O-NET page associated with that Job Title. The Occupational Information Network (O*NET) is developed under the sponsorship of the U.S. Department of Labor/Employment and Training Administration. The first page that opens up from O-NET is the “My Next Move” page. It gives information about the Knowledge, Skills, Abilities, Personality, Technology, Education requirements, Job Outlook, and other links to learn more about that job.

In tiny print at the top of that page there is often a video describing that career, keywords for what those jobs/career might also be called, a description of what people in this career say they do, and what types of activities you would engage in if this were your job/career. These are the daily tasks – the actual work done in this job. You might not call yourself by the title or position listed, however, the work itself might be attractive to you, even if under a different title, if it contains these kinds of tasks.

In tiny print at the bottom of the O-Net page there's an active link to “See more details at O*NET Online” about that Job. These can help you really hone in on the relative importance of tasks, skills, tools, etc. for that job.



Pre-interview, searching this data base can give you ideas about what kinds of jobs / career to pursue. Find keywords to search and include in your resume.

If you already have a job, but no job description, this database with its list of tasks can be very helpful for writing a job description. And it can also help you articulate, and get credit for, the work you do.

When you're considering a new role, transfer, or promotion – check out the data base and job tasks to negotiate for activities that you enjoy, where you either have the skills already (so it's a best work sweet spot where you'll shine), or you want to develop those skills (and let your organization support you while you do that).

If you're unhappy or disengaged, you can also use the data base to gain insight into which tasks specifically stress you.

In addition to helping you manage your own career, this report can also guide you towards industries that might attract you, possible clients and their industries where you may have an affinity, and of course hobbies you might enjoy. After all your career is only part of your life.

REFLECTION: TAKING IT BACK TO WORK

Think about a work situation-relationship now, or in the past that that you are struggling with in some way. What insights about usual behaviors, needs, and stress do you have to help with that situation? (Consider your Usual, Need and Stress, and your best view of their Usual behaviors, Expectations and Stressors.)

What actions will you take to manage that relationship more effectively?

REDUCE, INCREASE, CREATE, ELIMINATE (R.I.C.E.)

After going through this Birkman session today...

What behavior might you **REDUCE** to be a more effective leader? (Often an intense Usual behavior where you may stress others)

What behaviors might you **INCREASE** to be a more effective leader?

What aspects of the Birkman might you focus on to **CREATE** more meaningful opportunities to be successful?

What did you learn from your Birkman that you might **ELIMINATE** so you don't derail or impede your success? (Consider your Stress behaviors or overused / intense Usual behaviors.)

BIRKMAN BEHAVIORAL COMPONENT INTENSITY

When selecting component scores, remember intensity is measured by both ends of the Birkman scale – between 1-20 as well as 80-99. Use key words from whichever side of the scale your scores are on.

Strengths (Usual Behavior)

List three intense Usual behaviors or ones you identify with strongly.	Describe your behavior related to this component in a few words	What feedback have you ever received about issues related to this?	How did you respond to the feedback?	What might you do differently in the future?
1.				
2.				
3.				

Needs/Expectations (Needs)

List three intense Needs or ones you identify with strongly.	Describe your expectations related to this component in a few words	How do you get this need met?	What might your typical stress response be if this need is not met?
1.			
2.			
3.			

Bandwidth Compression and Potential Blind Spots

Look at your component dashboard again and compare the Usual to the Needs Score. List below any components where the gap between those scores is equal to, or less than 15 points.

These are areas where “what you see is what you get.” However, when you have 6 or more of these tight scores, you may be surprised by feedback about your relational style, especially when others don’t see your approach to these areas. You may not be seeing the full range of possible, acceptable, and effective behavioral options. These could be significant blind spots for you – especially if your scores are intense.

DEALING WITH STRESS BEHAVIORS

- Choose up to three stress behaviors that you, or others notice.
- Write the behavior in the first column.
- Then answer the questions for each stress behavior.

The Birkman suggests that two generic approaches to managing stress.

1. Negotiate – ask – for what you want/need, so that your need is met and you move out of stress.
2. Use a motivating interest-based activity to de-stress

Stress Behavior “Flag” When I notice this behavior...	What will you do to decrease your stress at the time?	What might you do to avoid getting triggered?	How will you mitigate the negative impact of the stress on you and others?

BIRKMAN INSIGHTS

Most of my clients receive Birkman Insights pages – typically the ones listed below. Select those statements that you think are accurate descriptions of you. For two topics, choose an action that would help you be more effective. The most effective process for sharing these insights with others is simply to read the statement you selected, taking turns with the other person sharing their selected statement. Avoid R.A.J.E (Rationalizing, Apologizing, Justifying, or Excusing). Jot down notes or action steps you wish to take from each of the four topic areas below.

Biggest Mistakes Others Can Make with You

Relational Disrupters (What did you choose from Section C: “Avoiding derailers to be more effective?”)

Trust (How will you re-trust, when you level of trust drops?)

Conflict (What did you choose from Section C: “Increasing your effectiveness?”)

Working the Birkman references ...

Gratitude for their insights...



This workbook contains so much information I learned from my friend, Birkman mentor, and Birkman consultant extraordinaire, Lynn Greene. He teaches the advanced Birkman courses. He's the data maven. He and his organization – Performance Enhancement Group - also do wonderful work. Learn more about them at <https://pegltd.com/about-us/>

I am also grateful to Connie Charles who wrote the book *The Magic of the Method*, who is also an amazing Birkman consultant, specializing in actionable uses of Birkman Map data and provides wonderful insights and experience re: Birkman interests. She is CEO of her company iMap Strategic Solutions - <https://imapssi.com/>.

I met Aaron Dawson at the 2020 Birkman conference. He inspired me to play with the Bitmojis and shared his “Me at a Glance” activity with all of us. Thank you, Aaron. He is General Manager of the Miramont Country Club in TX.

All three of the above Birkman experts taught me about the Birkman. I am grateful to them. However, if there are any mistakes in this workbook they are mine.

ABOUT THE AUTHOR



Dr. Robin Johnson is an educator, coach, and dancer. As an educator, her key strength is making research practical for people who lead and manage people. As an educator and coach, she's known for her compassionate clarity.

Dr. Robin has been Executive Education Faculty and Faculty Director for a number of UCLA-Anderson Leadership Development programs since 1998 including the Multi-Dimensional Leaders' Institute, Head Start New Directors' Mentoring Program and Management Fellows Programs, LGBTQ+ Leadership Institute, Women's Leadership Institute, African American Leadership Institute. She is the program designer and faculty leader for several custom programs for corporate clients including the Black African American Leaders Program at Wells Fargo, the Multicultural Leadership Development Program at Novartis, and NAMIC's Leadership Seminar.

She is known as a "Soft Skills Specialist." She designs, teaches, and develops programs based on her books, workbooks and core topics including: Inclusive Leadership, Dance of Leadership (Leadership Styles), Cultural Competence, Mitigating {Unconscious} Bias, Career by Design, the Six Secret Soft Skills, Working the Birkman Method, the Gamma Project Team video, Multicultural Teams, Empowered Leadership, Transformational Listening, Mentoring & Networking, and Don't Be a J.E.R.K. Manager.

Dr. Robin is a Harvard Business School trained Ph.D. and wrote an award-winning dissertation on diversity, work-life balance and empowerment. Her BA is in International Relations / World History from Brown University and her Masters in Social Psychology from Harvard. She was also faculty at Darden-University of Virginia, Cal Poly Pomona, and UCLA – as well as a Visiting Professor at Ozyegin Business School in Istanbul, Turkey. She worked as an international finance manager for 10 years prior to attending graduate school (JP Morgan Chase, McDonald's Corp, and Lloyds Merchant Bank).

She does coaching using the Birkman Method (Master Certified Professional), Clifton Strengthsfinder, Korn-Ferry 360 Feedback, the Values in Action (VIA) Character Strengths, and her own Career by Design and Intuitive Coaching Methodologies.

Dr. Robin lives in the Palm Springs / Coachella Valley area of Southern California. She can be reached at Robin@DrRobinJohnson.com.