

# **BUILDING YOUR PERSONAL INFRASTRUCTURE**

## **LIFE, WORK AND THE PURSUIT OF BALANCE**

**This is a multi-media, multi-method presentation on stress, change and professional well being.**

**Topics include:**

- Tale of the Pig (ice breaker)
- How to Predict and Extend Life Expectancy
- The Causes and Consequences of Stress
- The Critical Balance between The Demands We Face and Our Resources for Coping
- Myths, Realities, and Strategies for Dealing with Change
- Helping People Through Change
- Wisdom of The Ages Personal and Professional Coping Skills
- The Importance of Attitude – It Starts with You
- The Five Characteristics of a Hardy Personality
- The Leadership Challenge
- My Mom's Motorcycle
- The Road Ahead – Challenge and Charge

Subjects are made practical for use back on the job. Come, participate, and learn professional development skills appropriate for all levels of personnel.

**Faculty:** George Manning, Professor of Psychology and Business at Northern Kentucky University, is internationally known as a speaker, author of eleven books, and consultant to business, industry and government. His clients include AT&T, AMA, IBM, GE, Marriott, UAW, U.S. Navy, and the National Institutes of Health, among others. George's unique approach and magic for connecting with people includes a blend of humor, interesting facts, and practical applications. His warm, personal style has captivated audiences from coast to coast and from continent to continent. He was selected Professor of the Year at Northern Kentucky University and has received the Strongest Influence Award given by the Northern Kentucky University Alumni Association.

## Handouts

Tale of the Pig

Organizational Success

Concept of Flow

Darwin

Change in the Workplace

7 Rules

Attitude

Start with Yourself

Characteristics of a Hardy Personality

The Role of the Family

Mr. A & Mr. B

Attracting and Keeping Good People

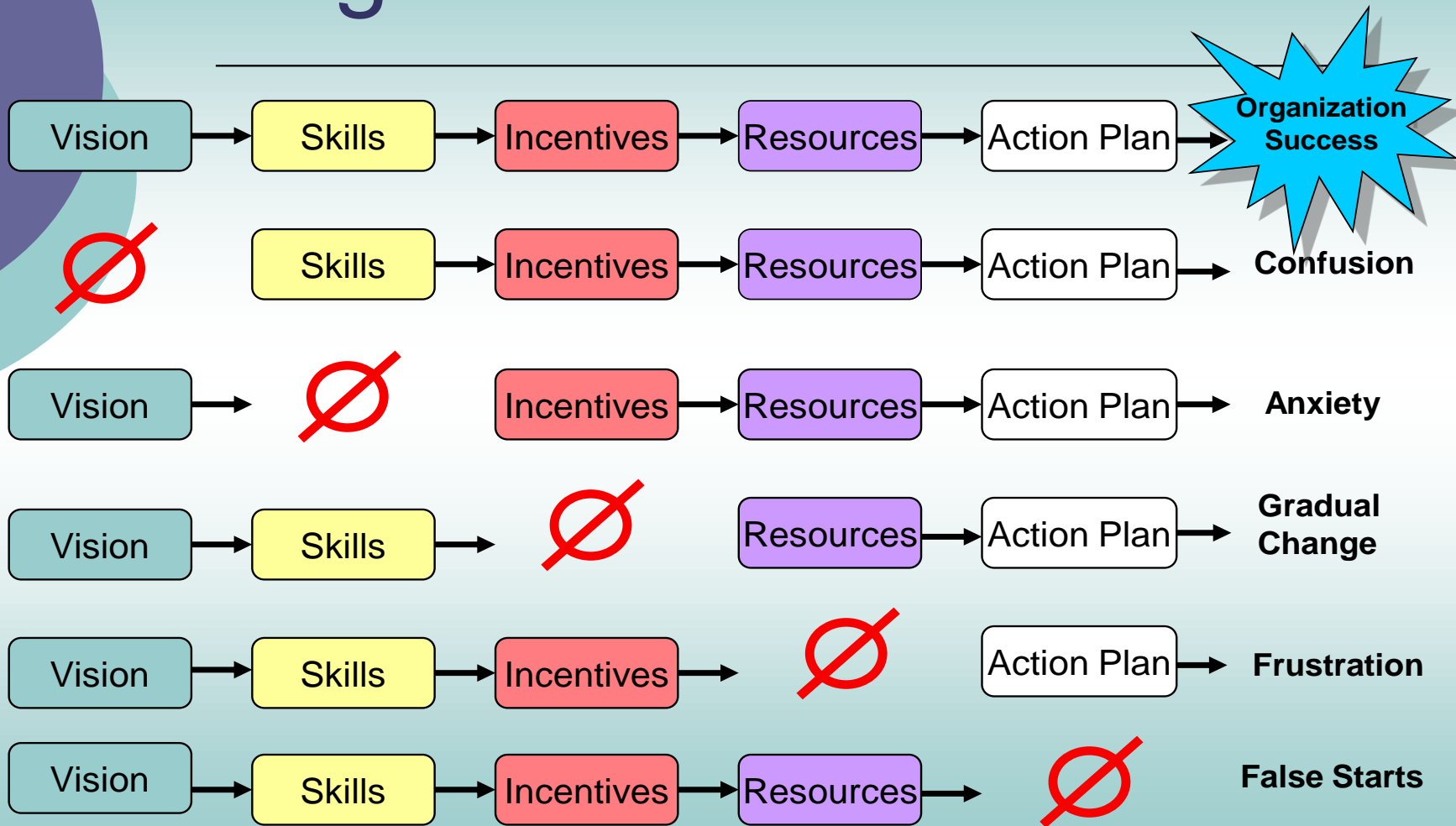
Churchill/Challenge and Charge

Newest Bibliography

Short Bio

Neapolitan World

# Organization Success



## THE CONCEPT OF “FLOW”

Thomas Jefferson, in a letter to Mrs. A.S. Marks, wrote, “It is neither wealth nor splendor, but tranquility and occupation, which gives happiness.” Along these lines, University of Chicago psychologist Mihaly Csikszentmihalyi coined the term “flow” after studying artists who could spend hour after hour painting and sculpting with enormous concentration. The artists, immersed in a challenging project and exhibiting high levels of skill, worked as if nothing else mattered.

Flow is the confluence of challenge and skill and is what Joseph Campbell meant when he said, “Follow your bliss.” In all fields of work from accounting to zoo keeping, when we are challenged by something we are truly good at, we become so absorbed in the flow of activity that we lose consciousness of self and time. We avoid states of anxiety, boredom, and apathy, and experience “flow.”

### Grant County Flow

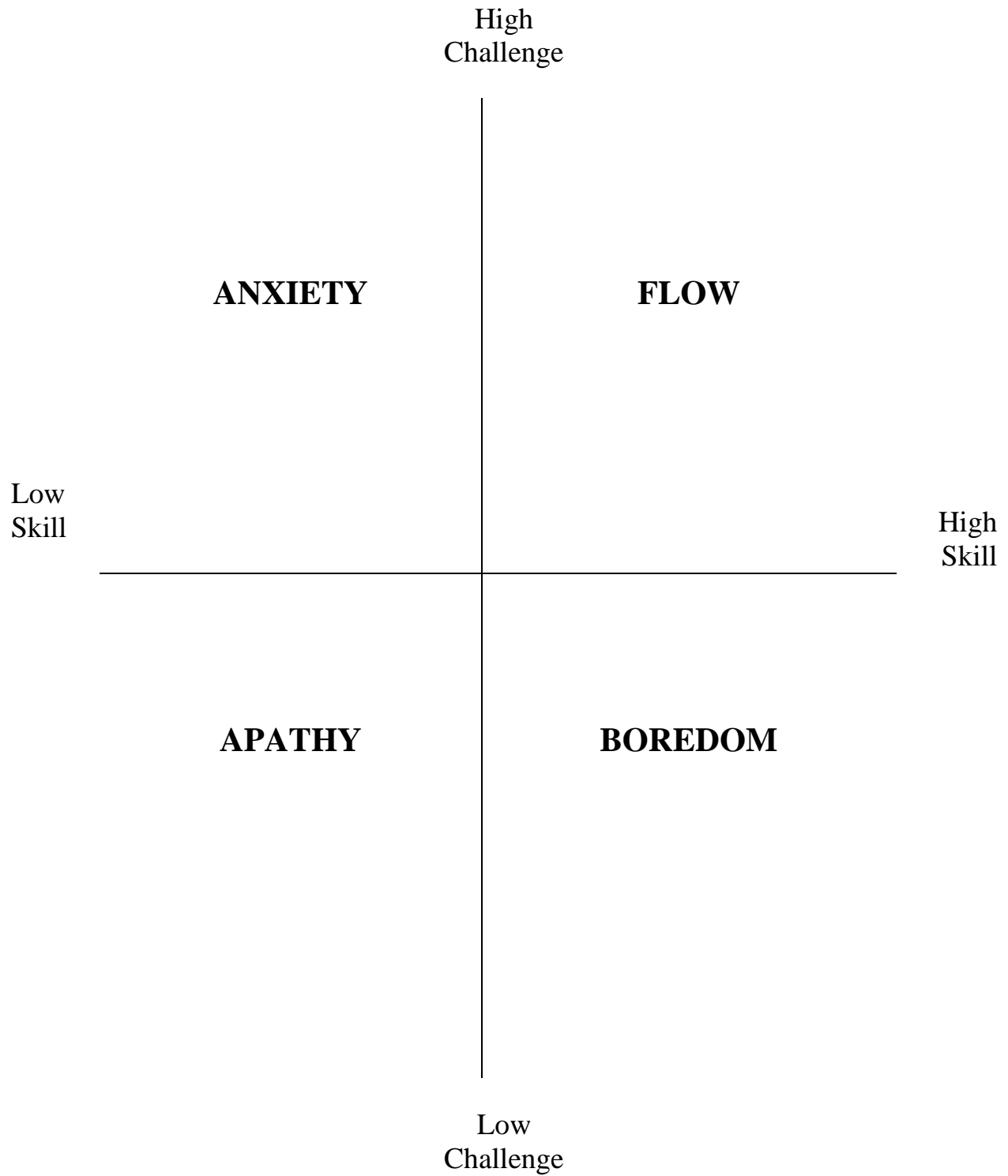
Barry has lived and worked in the same Kentucky county for 55 years, or should I say has *radiated* there, because that describes him better. From morning until night he is out there in his veterinarian’s truck or on his farm tractor or with hammer and nails – healing something, growing something, or making something. Which it is doesn’t matter to him, because it is all *good*. Barry knows flow; Barry *is* flow. When Barry moves, it is toward a thing and not away. He goes to bed to sleep. He goes to work to serve. For him, life is a full-body bear hug, an experience that can only be described as “flow.”

*-Author’s file notes (G.M.)*

What is it like to be in a state of flow? Csikszentmihalyi, in his book *The Evolving Self*, reports that, over and over again, people describe the same dimensions of flow:

- a clear and present purpose distinctly known
- immediate feedback on how well one is doing
- supreme concentration on the task at hand as other concerns are temporarily suspended
- a sense of growth and being part of some greater endeavor as ego boundaries are transcended
- an altered sense of time that usually seems to go faster

# The Experience of Flow Combines Challenge and Skill



**IT IS NOT THE STRONGEST OF THE SPECIES THAT SURVIVE, NOR THE MOST INTELLIGENT, BUT THE ONE MOST RESPONSIVE TO CHANGE.**

**- CHARLES DARWIN**

**On the Origin of Species By Means of Natural Selection**

*London, 1859*

## CHANGE IN THE WORKPLACE

Generally, the biggest cause of stress in the workplace is change – change of people, change of products, change of place, change of pace. In America today, the average employee changes jobs seven times, a radical shift from a generation ago when lifetime service was commonplace.

Change is the label under which we put all of the things that we have to do differently in the future. In general, people dislike change. It makes a blank space of uncertainty between what is and what may be.

### THE FOUR MAJOR TYPES OF CHANGE IN THE WORKPLACE ARE:

1. **Structure.** Change in structure is often severely resisted by people. Mergers, acquisitions, right-sizing, and re-engineering typically involve tremendous change.
2. **Tasks.** Tasks change with changes in the environment, including products and processes. Driving forces include customer needs, employee satisfaction, and quality initiatives.
3. **Technology.** Innovations in this area have dramatically increased the rate of change. No industry, trade, or profession is immune to change caused by technological advancements.
4. **People.** Change in any of the above variables can result in change in people – change in managers, employees, co-workers, and customers – and change within a given person, such as change in knowledge, attitude, and skill.

A particularly stressful change in the American workplace is the downsizing and re-organization activities resulting from re-engineering business, re-inventing government, and other management initiatives. Employees who are victims of job-loss, particularly in their middle years, face enormous economic, social, and personal stress. Employees who remain with an organization often experience the “survivor syndrome.” They are frightened they will be part of the next round of cuts, and they feel sadness and guilt over their co-workers’ fate. In

addition, they often have more work to do personally if production demands do not reflect the reduced number of people to do the job.

Many lessons have been learned from studying the downsizing decade, but two stand out: 1) the need for lifelong learning to remain viable in the workplace, and 2) the need for career education as a survival skill. People are learning that they have to manage their own careers.

Coping with change taxes the resources of everyone involved – managers, non-managers, and customers – especially if the change is sudden or disagreeable. Some change is unavoidable, and often change results in worthwhile benefits, but too often the reverse is true, as the following example shows:

One company had hardware and software products that were the biggest sellers in its particular market. Then it decided to re-engineer – because someone got the idea that re-engineering was a good thing to do. In the process, it cut its customer service department by half. When the company completed its change effort six months later, it discovered it didn't have any customers left. It took both its eyes off the ball by cutting back on customer service and ignoring its business so that it could follow the newest business craze. The company is now in Chapter 11.

How prevalent is change in the workplace? A recent study found that 42 percent of the North American companies surveyed engaged in eleven or more change initiatives in a five-year period. In essence, the report describes a “change frenzy” that is creating cynical, demoralized employees and failing to produce meaningful improvements.<sup>7</sup> The result is front-line workers who are over-stressed by all of the changes created by managers frantically searching for the next formula for success. Consider the following letter from an apologetic and enlightened management.



*Dear Employees:*

*For the last decade, we have been trying to change our organization. Because we are frightened for our economic future, we kept looking for – and finding – another program du jour. We've dragged you through quality circles, excellence, total-quality management, self-directed work teams, re-engineering, and God knows what else. Desperate to find some way to improve our profitability, we switched from change to change almost as fast as we could read about them in business magazines.*

*All of this bounding from one panacea to the next gave birth to rampant bandwagonism. We forgot to consider each change carefully, implement it thoughtfully, and wait patiently for results. Instead, we just kept on changing while you progressed from skepticism to cynicism to downright intransigence because you realized that all of these changes were just creating the illusion of movement toward some ill-defined goals.*

*Now we've got a lot of burned out workers and managers, tired of the change-of-the-month club and unlikely to listen to our next idea, no matter how good it might be. For our complicity in this dismal state of affairs, we are sincerely sorry.*

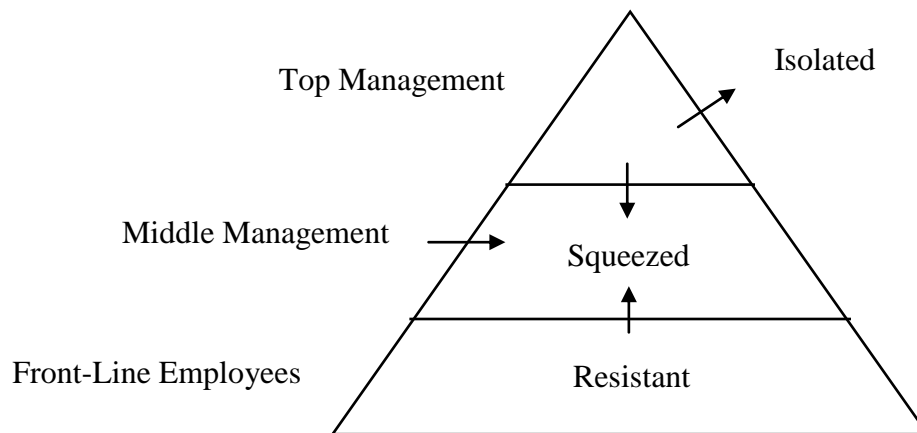
*The Management*

## MANAGING PEOPLE THROUGH CHANGE

**Figure 8.2** shows a picture of poor but all-too-common responses to change at various organizational levels.

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**FIGURE 8.2 ORGANIZATIONAL RESPONSE TO CHANGE**



**Top Management:** Top leaders may underestimate the impact of change on lower levels of the organization. They expect employees to “go along” when a change is announced and blame middle managers if people resist or complain. They may be so insulated that they truly don’t know the results of their decisions and programs.

**Middle Management:** Managers in the middle feel pressure to implement organizational change, but often lack information and top leadership direction to be successful. They feel squeezed between resistant or withdrawn subordinates and demanding but out-of-touch superiors.

**Front-Line Employees:** Front-line people may feel threatened by changes announced by management and may respond with denial and resistance, leading eventually to anger and worry. At this point, employees may shut down and be morale casualties.

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Loss of control is one of the things people dislike most about change. Out of a need for control, they will choose dysfunction over uncertainty. Often, the only way to get people to say good-bye to the past is to convince them that the price of holding onto it is too high and that change is the only way to survive.

When organizations have the right goals in mind – they want to be customer-focused, quality-conscious, empowered, and profitable – and the reason for change is accounted for by market competition, customer demands, and other forces, the question of how to implement or manage change should be addressed.

#### **SIX RULES SHOULD GUIDE LEADERS IN ALL CHANGE EFFORTS:**

1. ***Have a good reason for making a change.*** Consider each change carefully against the following criteria: Will it support the organization's mission, purpose, and goals; does it reflect the organization's basic principles and core values?
2. ***Personalize change.*** Let people know where you stand. Why is the change important to you? How will you be affected if the change is successful or if it fails? Why is this change important to them? What do they stand to gain or lose?
3. ***Implement change thoughtfully.*** Follow four proven principles: Involve the people who are affected by the change; go slow, giving people time to adjust; keep people informed through constant personal communication; be available.
4. ***Put a respected person in charge of coordinating change.*** Select someone who is trusted by all. Then tap the constructive power of the group through transition teams to plan, coordinate, and communicate change efforts. Provide training in new knowledge, attitudes, and skills to support change.
5. ***Wait patiently for results.*** It takes time for a seed to grow, and it takes time to realize benefits from change. Change that is too rapid can be destructive. Rush the process and reduce the results.
6. ***Acknowledge and reward people.*** As change is made, take time to recognize people and show appreciation. Acknowledge the struggles, sacrifices, and contributions people have made.

Social psychologist Kurt Lewin identified a three-step process for managing people through change. First, unfreeze the status quo. Second, move to the desired change. Third, refreeze conditions that become the new status quo.

- ◆ ***Unfreezing*** involves reducing or eliminating resistance to change. As long as people drag their heels about a change, it will never be implemented effectively. To accept change, people must first deal with and resolve feelings about letting go of the old. Only after people have dealt successfully with endings are they ready to make transitions.
- ◆ ***Moving to the desired change*** usually involves considerable two-way communication, including group discussion. Lewin advised that the person managing change should make suggestions and encourage discussion. The best way to overcome resistance to change is to involve people in the changes that will affect them.
- ◆ ***Refreezing the status quo*** involves such factors as pointing out the successes of the change and looking for ways to reward the people involved in implementing the change. This shows appreciation for their efforts and increases their willingness to participate in future change efforts.

## MYTHS AND REALITIES IN DEALING WITH CHANGE

Historians have identified ages or periods of history – the Dark Ages, the Renaissance, the Age of Reason, etc. An argument can be made that the current period is the Age of Change; and, further, the rate of change keeps picking up speed.

**Figure 8.3** shows the broad changes that are occurring in U.S. society today. These are drivers or themes that can result in significant pressure, conflict, and frustration. To personalize the subject, put a check mark next to those changes that impact your own level of stress.

## **Figure 8.3 CHANGES IN TODAY'S WORLD**

### **◆ WE ARE LIVING IN AN INFORMATION AGE**

\_\_\_ People are daily bombarded by information from a myriad of sources.

\_\_\_ More available information poses more choices.

### **◆ TECHNOLOGY IS BECOMING A MAJOR INFLUENCE AT WORK AND AT HOME.**

\_\_\_ All forms of work are affected by computerized systems.

\_\_\_ New technology puts a premium on technical knowledge.

### **◆ THE PACE OF TECHNOLOGICAL AND SOCIAL CHANGE IS RAPID AND ACCELERATING.**

\_\_\_ We expect things to change; some like it, but some resist.

\_\_\_ It's often easier to throw away objects and relationships than to repair them.

### **◆ A DOMINANT TREND IS GREATER DIVERSITY IN THE WORKPLACE.**

\_\_\_ Increasing numbers of women in the work force means systemic changes in family life.

\_\_\_ Issues like human dignity, mutual respect, and inclusion are important social concerns.

### **◆ THERE IS A GREATER VARIETY OF LIVING ARRANGEMENTS.**

\_\_\_ More people are living in non-traditional families.

\_\_\_ Young people are increasingly exposed to crime and violence.

### **◆ THERE IS GROWTH IN CULTURAL AND ETHNIC DIVERSITY.**

\_\_\_ Minority groups are affirming themselves as well as their rights to mainstream entitlements.

\_\_\_ Differing beliefs makes it more difficult to know how to live.

### **◆ THERE IS GLOBALIZATION OF WORLD ECONOMIES.**

\_\_\_ International competition in goods and services impacts the workplace and marketplace.

\_\_\_ Globalization brings opportunities to exchange ideas and customs.

### **◆ THERE IS GREATER RELIANCE ON SELF-HELP THAN ON INSTITUTIONAL HELP.**

\_\_\_ There is a trend toward empowering individuals.

\_\_\_ There is greater need for continued lifelong learning.

There are certain myths and realities in dealing with change. The first myth is that *change will go away*, when the reality is *change is here to stay*. If you have lived long enough, you have witnessed first-hand the truth of this statement as you have seen your own body change, family change, work change, and even your mind change.

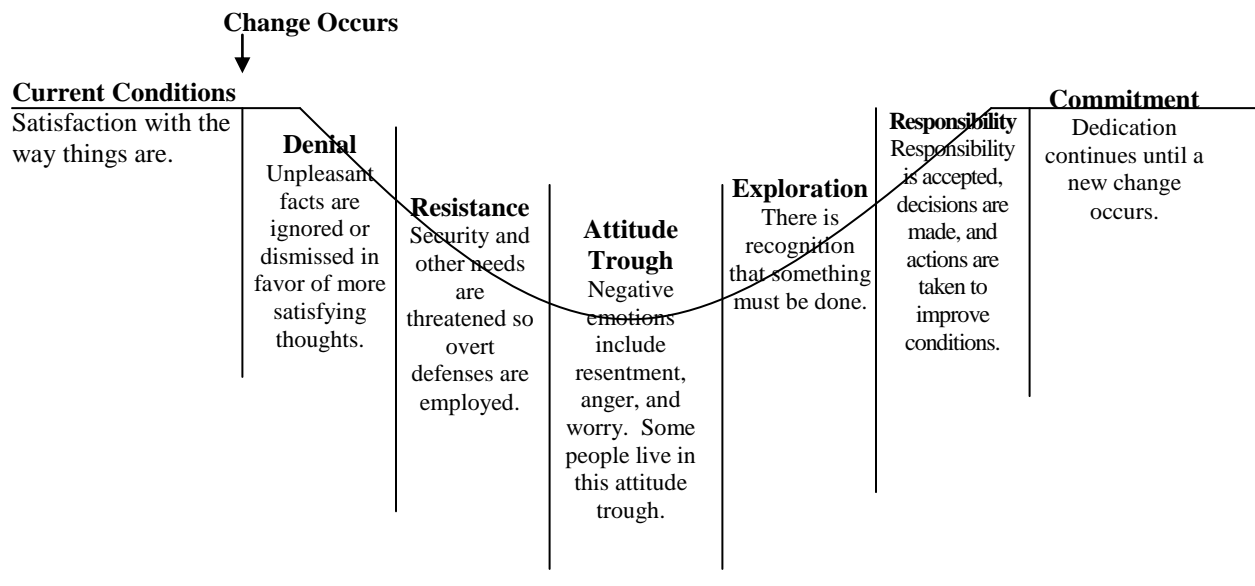
The second myth is that *I can just keep on doing things the way I have been*, when the reality is *if your world is changing – home, work, and society – then you may have to change as well*. Sometimes, in order to protect family, health, and other high-priority values, people are required to change.

## **THE IMPORTANCE OF ATTITUDE**

What a person does when change occurs depends upon his or her attitude. In areas of life, attitude affects our happiness, effectiveness, and general well-being. Attitude can make or break your career, your relationships, and even your health. We have all known someone with an attitude problem.

The power of attitude to change people's lives is reflected in the statement, "If you change your attitude, your attitude will change you." **Figure 8.4** shows an attitude curve in response to change.

**Figure 8.4 ATTITUDE CURVE IN RESPONSE TO CHANGE**



The following is a description of each phase of the attitude curve:

**Current Conditions.** Conditions are the way one likes them. There is a feeling of satisfaction and well-being. Events appear stable and manageable.

**Change Occurs.** Caused by self or caused by others, something changes. On the job, in the home, or in society at large, change occurs that impacts the person.

**Denial.** Unpleasant facts and circumstances are mentally and emotionally denied. Avoidance behavior is shown and silence is evident as people don't want to face the reality of change. People don't want to know about, talk about, or otherwise deal with change in their lives.

**Resistance.** The fact is accepted that a change has occurred, but resistance develops as personal needs are threatened. Resistance is intensified if change is seen as unnecessary or if people don't like the way it is introduced. During resistance, forces are garnered to combat change. Energy is dissipated and people have difficulty concentrating, as they complain about conditions and mourn for the past.

**Attitude Trough.** Negative emotions are experienced, including resentment, anger, and worry as well as fear and guilt. Joy and enthusiasm are missing. There is loss of vitality and a feeling of resignation. Physical and emotional signs of stress are common. Some people live their lives in this attitude trough.

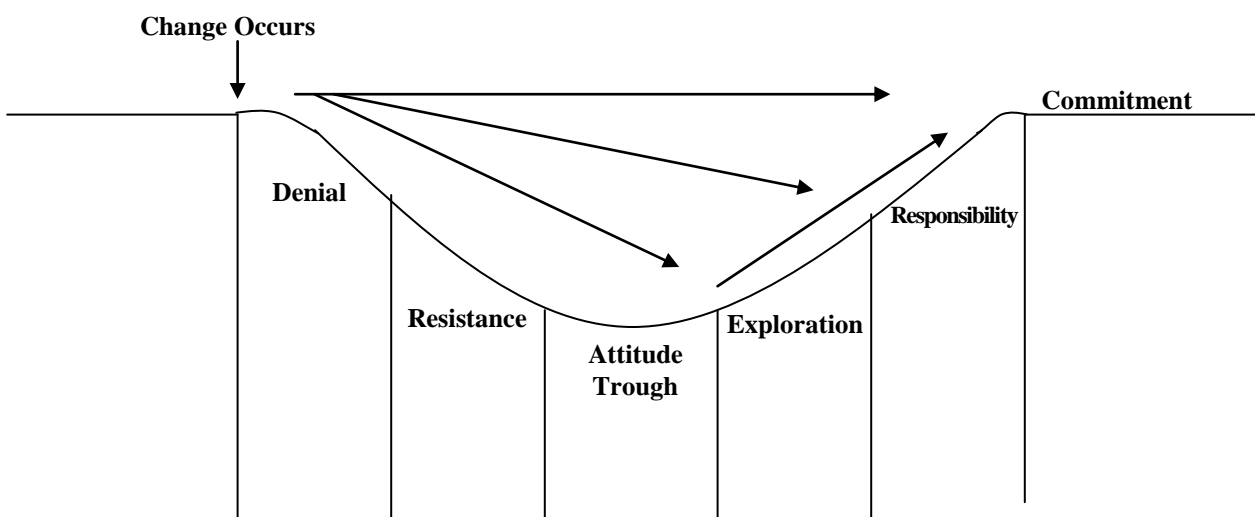
**Exploration.** When conditions are intolerable, exploration begins. The individual goes from a closed and defensive state to a condition of awareness. Alternative ways of thinking, feeling, and behaving are considered. There is new interest and a sense of hope for the future.

**Responsibility.** Personal responsibility is accepted to improve conditions. Decisions are made and acted upon. Energy builds as the individual takes control of his or her own life. There is coordinated effort and a feeling of enthusiasm. Creativity characterizes behavior.

**Commitment.** The highest level of the attitude curve is achieved. It is characterized by a sense of purpose, emotional strength, and personal mastery. There is an overall feeling of satisfaction and well-being. You see high performance and personal pride.

**Figure 8.5** shows effective responses in dealing with change. Denial, resistance, and negative attitudes are avoided in favor of proceeding directly to states of exploration, personal responsibility, and commitment. This is most likely to happen when people believe the change is the right thing to do, they have had influence on the nature and process of change, they respect the person who is championing the change, they expect the change will result in personal gain, and they believe this is the right time for change.

**Figure 8.5 Effective Responses in Dealing with Change**





## Seven Rules to Guide Leaders in Implementing Change

Leading change is one of the most important and difficult challenges facing any leader. When organizations have the right goals in mind—they want to be customer focused, quality-conscious, empowered, and profitable—and the reason for change is accounted for by market competition, customer demands, and other forces, the question of how to implement or manage change should be addressed. Seven rules should guide leaders in all change efforts.

1. *Have a good reason for making a change.* Consider each change carefully against the following criteria: Will it support the organization's purpose and goals, and does it reflect the organization's basic principles and core values? If the answer is no, don't change. Change for the sake of change is a waste of precious resources, including people's time.
2. *Personalize change.* Let people know where you stand. Explain your commitment. Why is the change important to you? How will you be affected if the change is successful or if it fails? Why is the change important to them? What do they stand to gain or lose? People may resist or give lukewarm support to a change initiative unless they see how they will personally benefit.
3. *Implement change thoughtfully.* Follow four proven principles: Involve the people who are affected by the change (if you want people in the landing, they have to be in the takeoff); go slow, giving people time to adjust (if you go too fast, you will have an empty train going down the tracks; sometimes you must slow down to carry more passengers); keep people informed through constant personal communication (however much you communicated before the change, raise the level by a factor of 10); be available (not just mentally, but physically as well).
4. *Put a respected person in charge of coordinating change.* Select someone who is trusted by all. Then tap the constructive power of the group through transition teams to plan, coordinate, and communicate change efforts. Provide training in new knowledge, attitudes, and skills to support change.
5. *Tell the truth.* When change is necessary, give the facts and rationale, not sugarcoated pep talks. Trust goes up when the truth is shared. Only after people know the truth and come to terms with negative feelings can they focus effectively on the future.
6. *Wait patiently for results.* It takes time for a seed to grow, and it takes time to realize benefits from change. Change that is too rapid can be destructive. Rush the process and reduce the results. The effective leader knows personal, political, and financial costs accompany any organizational change, and is willing to pay the price. To ensure success, install methods for tracking progress and stay personally involved.
7. *Acknowledge and reward people.* As change is made, take time to recognize people and show appreciation. Acknowledge the struggles, sacrifices, and contributions people have made. A world of thanks goes a long way.

In helping people through change, leaders must remember the different time and information perspectives of different levels of the organization. Usually the first people aware of a change initiative are senior leaders, then middle managers, then first-line supervisors; last is first-line personnel. Senior leaders may be eager to implement changes that frontline personnel are just

learning about. Maintaining an open door, listening for understanding, and being patient are necessary leadership behaviors for successful change to occur.

## ATTITUDE

“The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than facts. It is more important than past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness or skill. It will make or break a company . . . a church . . . a home. The remarkable thing is we have a choice everyday regarding the attitude we will embrace for that day. We cannot change our past . . . we cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude . . . I am convinced that life is 10% what happens to you, and 90% how you react to it. And so it is with you . . . we are in charge of our attitudes.”

## START WITH YOURSELF

The following words were written on the tomb of an Anglican Bishop (1100 AD) in the Crypts of Westminster Abbey:

When I was young and free and my imagination had no limits, I dreamed of changing the world. As I grew older and wiser, I discovered the world would not change, so I shortened my sights somewhat and decided to change only my country.

But it, too, seemed immovable.

As I grew into my twilight years, in one last desperate attempt, I settled for changing only my family, those closest to me, but alas, they would have none of it.

And now as I lie on my deathbed, I suddenly realize: *If I had only changed myself first*, then by example, I would have changed my family.

From their inspiration and encouragement, I would then have been able to better my country and, who knows, I may have even changed the world.

## **CHARACTERISTICS OF A HARDY PERSONALITY**

It is said that how you live the first half of your life will determine the shape of your face the next half of your life. Along these lines, the habits we develop today can be assets for the future. The corollary is, it is never too late to learn something important. Today is the first day of the rest of your life.

In contrast to the stress-prone person, some people are stress-resistant. These are hardy individuals who are able to accomplish tremendous achievements in life and still remain healthy. Stress-resistant people seem comfortable in almost any situation. Their lives are full, yet unhurried. They are relaxed and confident, even when they are making critical decisions. Physically fit and seldom tired, they project a sense of control and strength.

The stress-resistant person lives a life of balance and alignment. Actions taken are consistent with thoughts and feelings. From this flows a sense of wholeness and integrity that gives the stress-resistant person the ability to be resourceful and creative even under the most difficult circumstances.

There are many models for successful living. The Danish philosopher Soren Kierkegaard thought that people could be divided into types – some are drifters and others are drivers, some are takers and others are givers. He believed that the fully functioning person would not drift aimlessly through life, but would be guided by a sense of purpose; and he believed the fully developed person would honor, protect, and care for others. Further, he believed these qualities would add to the well-being of the individual and society. To personal commitment and caring relationships, add having a sense of personal control, maintaining a positive mental attitude, and keeping life in perspective to describe the characteristics of a hardy personality.

The concept of hardiness as a personality construct was first introduced by Susan Kobasa in 1979. Since then, it has been cited in hundreds of academic papers published in more than one hundred different journals. The interest in the concept stems from the fact that it addresses the mind-body relationship with a focus on health instead of illness, and with a positive image of the person as an active and purposeful agent.

## APPLICATION: A STAR TO LIVE BY

The following questionnaire features the five characteristics of a hardy personality. Rate yourself on each characteristic at this point in time (1 is low, 20 is high).

### Commitment

The Scottish philosopher Thomas Carlyle said, “We don’t fear extinction, we fear extinction without meaning.” This entails having a purpose in life and being true to one’s values. The hardy personality thinks he knows what is important and that he is doing the right thing. This translates into *commitment* that gives tremendous strength to overcome obstacles and persevere in the face of adversity. The committed person is emotionally strong, and this emotional strength, like a wonder drug, results in physical strength as well. Where does commitment begin? It begins with getting involved and choosing to be an active participant in life, not a bystander. With involvement comes understanding. Only when we understand will we care. Only when we care will we be committed. Only when we are committed will we make a difference in life. ***Rate yourself on commitment.***

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20  
low middle high

### Control

In *Don Juan in Hell*, George Bernard Shaw wrote, “Hell is to drift, heaven is to steer.” The hardy personality believes this idea fully, and seeks to *control* her own life. When asked the question, “Who is in charge, the world or you?”, the hardy personality’s answer is, “Me.” She sees herself as the master of her own destiny, the captain of her own ship, not the pawn of fate and not flotsam on the sea of life. What gives legitimacy to this feeling is the fact that the hardy personality has mastered and employs effective time management principles. She sets goals in line with her values, makes a daily “to do” list with priorities indicated, works on first things first, and checks off tasks as they are completed. ***Rate yourself on sense of control and practicing effective time management principles.***

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20  
low middle high

## Attitude

The hardy personality lives by William James's prescription: "Change your *attitude* – change your life." Unlike the pessimist who builds dungeons in the air, the hardy personality accentuates the positive. He recognizes the influence of mind over matter and therefore chooses to think positive thoughts that elicit positive moods that result in positive actions. This doesn't mean he denies reality; the opposite is true. He sees life as it is, both good and bad. But once seen, he emphasizes possibilities over problems, strengths over weaknesses, and potentialities over deficiencies, both in the situation and in himself. In the area of attitude, the hardy personality practices three key habits – expect greatness, strive for the best, and appreciate any good that occurs. The hardy personality agrees with Hans Selye who prescribed a technique for optimism – "Imitate the sundial's ways; count only the pleasant days." Because the hardy personality is an optimist, he is energized and focused; and with energy and focus, he indeed achieves his goals. ***Rate yourself on attitude.***

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20  
low middle high

## Perspective

The hardy personality keeps life in *perspective* and doesn't get upset over small matters. She realizes, in the final analysis, most matters are small matters. Consequently she doesn't develop a full-blown fight-or-flight response to every minor hassle, obstacle, or setback. In this way, she avoids unnecessary states of alarm and vigilance leading to exhaustion and breakdown. The hardy personality realizes there is a need for the hot reacting linebacker in times of defense, but she prefers to remain the cool thinking quarterback on offense. One way she does this is to remember what is important (her hills worth dying on). All else is viewed with tolerance and patience as matters of style, taste, and individual differences that can enrich the world. ***Rate yourself on keeping things in perspective.***

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20  
low middle high

## Relationships

For the masses of people most of the time, concern for others is the most important characteristic of a hardy personality. He develops *caring relationships* in his home life, work life, and community at large. He gives tender loving care (TLC) to all creatures, great and small; and as he sows, so he reaps. The hardy personality gives love, and in turn is beloved. In this process, physiological responses are generated that are life enhancing and life prolonging, helping to explain the hardy personality's ability to overcome germs and disease and maintain good health in spite of heavy responsibilities and demanding schedules. ***Rate yourself on caring relationships.***

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20  
low middle high

## Scoring

Add your scores to obtain a total. \_\_\_\_\_

## Evaluation

Scores 90 - 100 = A	You currently embody the characteristics of a hardy personality. You are doing all that you can do to succeed in life, plus live to enjoy it. You are a model for psychological strength and effective living.
Scores 80 – 90 = B	This is a high score. Your life is characterized by an effective pattern of personal commitment, sense of control, positive attitude, balanced perspective, and caring relationships.
Scores 70 – 79 = C	You do some things well, but need to improve in others. To improve, focus on low spots and take positive steps to change yourself or the situation.
Scores 60-69 = D	D stands for deficiencies. This means you must improve to not only succeed in your life, but live to enjoy it. Low scores for commitment, control, attitude, perspective, and relationships should be addressed.
Scores 50 – below = F	F is for falling short. You should begin immediately to raise the quality of your life. Advice and support from others can be helpful. Attention and a sustained effort are required.



## Discussion

Lives are defined largely by the points on our stars: commitment, control, attitude, perspective, and relationships. Our lives, like stars, can be bright or dim. This is determined by the choices we make. These decisions are freely made, so we are each responsible for the consequences of our own actions and reactions.

It is not the score one has that counts; it is what is done about it that matters. If you are currently low in one or more of the characteristics of a hardy personality, take concrete action to improve, and in so doing enhance your life. If you are high in an area, you should continue to capitalize on this strength and asset for effective living.

The five characteristics of a hardy personality are moving targets you must keep your eye upon. This is a lifelong challenge, meaning that just because you have a high score today, it does not guarantee a high score tomorrow. Also, it is never too late to improve. Doing so at any point in time is worthwhile, resulting in a fuller and more satisfying life.

After heredity, the three most important influences in our lives are the people we are around, what we tell ourselves, and the books we read. Along with religious and inspirational books that mean so much to so many millions, there are five books that are particularly helpful in developing the characteristics of a hardy personality. To brighten your star, read these books and apply them to your life.

For commitment, read *Man's Search for Meaning* by Viktor Frankl

For control, read *First Things First* by Stephen Covey

For attitude, read *Learned Optimism* by Martin Seligman

For perspective, read *Is It Worth Dying For?* By Robert Eliot

For relationships, read *The Art of Loving* by Erich Fromm

# THE ROLE OF THE FAMILY

George Burns once said, “Happiness is having a large, close-knit family in another city.” On a serious note, in different shapes and sizes, still the number-one source of satisfaction worldwide is having a family.

As society has changed over time, so has the family. Fewer than 10 percent of the population now live in traditional families with a working husband, home-maker wife, and two children. More than half of the children born in 1990 will spend at least one year living in a single-parent household before they reach age 18. Three of every ten households consist of “blended” families formed by two divorced people who remarry.

Of all the social variables, the single most potent in predicting overall life satisfaction is a person’s satisfaction with family relationships. National surveys show the correlation between satisfaction with family life and overall life satisfaction is the range of .40 to .45, which means that as much as 15 to 20 percent of the variation of happiness is attributable to this feature of life.

Satisfaction with family relationships is a better predictor of overall life satisfaction than other key aspects of adult life, such as one’s work. This is true even among highly educated people, for whom work commitment is typically high. In his autobiography, former Chrysler chairman Lee Iacocca makes this point: “Yes, I’ve had a wonderful and successful career. But next to my family, it really hasn’t mattered at all.”

It is interesting to note that 10 percent of Americans say they frequently feel lonely. As antidote to this, 64 percent talk to family members first when they have a problem.

What does a family need to be effective? What qualities help its members deal with the stress of the external world as well as the demands of family life – disputes, disagreements, foibles, and finances? Author Jane Howard identifies eleven characteristics of effective families.



## **FAMILY REPORT CARD**

Evaluate a *real-life* family on eleven key characteristics using the following guide: A = excellent; B = very good; C = average; D = needs improvement; F = dysfunctional.

1. *There is love*; that is, members show love and affection for one another. \_\_\_\_\_
2. *There is authority*; that is, there are parents who make final decisions. \_\_\_\_\_
3. *There is an anchor*; that is, there is someone who keeps track of what the others are doing. \_\_\_\_\_
4. *There is a place*; that is, there is a house or a town or some other place to which members feel connected. \_\_\_\_\_
5. *There is ritual*; that is, members celebrate holidays, grieve at funerals, and in other ways experience a sense of tradition. \_\_\_\_\_
6. *There is safety*; that is, members are secure in the knowledge others will provide comfort and protection. \_\_\_\_\_
7. *There is competence*; that is, when problems arise, they are dealt with quickly and effectively. \_\_\_\_\_
8. *There is continuity*; that is, members feel as though something came before them and something will continue after them to which they are linked. \_\_\_\_\_
9. *There is honor*; that is, all members are valued and cared for. Their experience and wisdom are respected. \_\_\_\_\_
10. *There is work*; that is, all lend a hand to do household chores, make a pleasant home, and provide economic security. \_\_\_\_\_
11. *There is talk*; that is, conversation is rich as members say what they think and listen to each other. \_\_\_\_\_

### **Scoring and interpretation**

To determine a grade point, use the following code: A = 4; B = 3; C = 2; D = 1; F = 0. Add the points for the eleven items and divide by 11. The interpretation is: 3.5 – 4.0 = A, excellent; 2.5 – 3.4 = B, very good; 1.5 – 2.4 = C, average; 0.5 – 1.4 = D, needs improvement; 0.0 – 0.4 = F, dysfunctional.

### **Discussion**

If improvement is needed for family effectiveness, time should be taken to have a family conversation around six key questions: (1) What are the positive forces that are helping the family? (2) What are the negative forces that are hindering the family? (3) What should be done to reinforce family strengths? (4) What should be done to correct low areas? (5) What action steps should the family take? (6) How should we monitor progress? All family members should participate – as the saying goes, the person in the boat with you never bores a hole in it.

## A DAY IN THE LIFE OF MR. A AND MR. B

<b>Time line</b>	<b>Mr. A's Stress-Prone Path</b>	<b>Time line</b>	<b>Mr. B's Stress-Resistant Path</b>
7:00 a.m. Alarm goes off	<i>Thoughts:</i> The first thing he thinks of is last night's argument. The second is the battle ahead. He resolves to be vigilant.  <i>Action:</i> He hurries through showering and dressing, and walks out the door, calling good-bye to his wife.	7:00 a.m. Alarm goes off	<i>Thoughts:</i> The first thing he thinks of is last night's get-together. Good times should be relished. His second thought is about the day ahead. He knows he will do his best.  <i>Action:</i> He showers and dresses and takes time to have breakfast. He gives his wife an affectionate good-bye hug and kiss.
8:15 a.m.	He sees snow on the car, and the roads are icy. He is furious, because he doesn't have a scraper.	8:15 a.m.	He sees snow on the car, and the streets are icy, but he is calm because he has a scraper and a shovel and is prepared for bad weather.
8:30 a.m. Traffic is slow	<i>Action:</i> He honks the horn, grips the wheel, gnashes his teeth, and yells at bad drivers.  <i>Result:</i> Blood pressure and pulse rate go up. He arrives at work angry and tense.	8:30 a.m. Traffic is slow	<i>Action:</i> He goes with the flow, realizing that getting upset will not change the conditions. He listens to the radio.  <i>Result:</i> He remains calm and relaxed and arrives at work fresh and alert.
9:00 a.m.–11:00 a.m.	<i>Events:</i> Unimportant meetings follow disorganized meetings, and frustration goes up. He becomes increasingly resentful, angry, and worried because of wasted time.	9:00 a.m.-11:00a.m.	<i>Events:</i> There is a sense of progress and satisfaction as well-run meetings support important goals.
11:00 a.m.-12:30 p.m.	Emotions heat up when a customer complains and an employee gets angry.  <i>Reaction:</i> If people don't like the way things are, they can go elsewhere. This a free country. Besides, complaints and problems are hassles I don't need.  <i>Action:</i> He delegates the problem to a subordinate and gets into a shouting match with another customer.	11:00 a.m.-12:00 p.m.	When a customer and an employee fail to communicate, he remains calm.  <i>Reaction:</i> When people complain or get upset, it gives me a chance to share information, learn something important, and try to improve things by developing a common ground.  <i>Action:</i> He meets with the customer and employee personally. He takes the time to listen and understand their concerns. He takes their grievances seriously and is responsive to their suggestions.
12:30 p.m. Lunch break (Behind schedule)	<i>Action:</i> He eats at his desk with a telephone in one hand and a pencil, candy bar, and coffee sharing the other.  <i>Effect:</i> Stress builds as he feels chained to his chair; indigestion sets in.	12:00 p.m. Lunch break (On schedule)	<i>Action:</i> He escapes for a while by taking a walk in the park. He eats yogurt and a banana on a bench.  <i>Effect:</i> Exercise and nutrition are healthy, and getting away from the office helps put things in perspective.

1:00 p.m. Board meeting starts	<i>Mental state:</i> Coming off a working lunch, he feels fragmented and ill-prepared.	1:00 p.m. Board meeting starts	<i>Mental State:</i> He returns from lunch energized and focused, ready to give his best to the important meeting ahead.
2:30 p.m. Modest progress made.	<i>Thoughts:</i> This group couldn't change a lightbulb in a weekend. We aren't accomplishing a thing! If they don't get their act together, this company's going down the tube.	2:30 p.m. Modest progress made.	<i>Thoughts:</i> We were slow today, but we did make progress. We need to celebrate these victories and learn from our shortcomings. If we work together, I think we'll succeed.
4:00 p.m. Board meeting ends.	<i>Action:</i> He goes to the bar for a quick drink and to lament the wasted day. One drink leads to another as he tries to forget his problems.	4:00 p.m. Board meeting ends.	<i>Action:</i> He goes to his office to summarize thoughts while they are fresh and to return telephone calls in a timely manner. 5:30 p.m. finds him exercising (three times a week).
7:00 p.m. Arrives home	<i>Action:</i> He has dinner with the family. Interaction goes from polite conversation to active argument.  <i>Effect:</i> Stress goes up; tension leads to headache; indigestion develops.	7:00 p.m. Arrives home	<i>Action:</i> He has dinner with the family. Interaction goes from discussion to dialogue.  <i>Effect:</i> Happiness and a sense of well-being are experienced.
8:00 p.m.	Everyone watches television—alone.  <i>Result:</i> Self-absorption develops and loneliness sets in.	8:00 p.m.	He helps his son make a kite and helps his daughter with her homework.  <i>Result:</i> Responsibility is taught and relationships grow.
10:00 p.m. Disagreement occurs with teenage son.	He is tired and his patience is thin. He launches into an attack and “wins” by intimidation.	10:00 p.m. Disagreement occurs with teenage son.	He garners his energy and seeks the facts. He talks with his son, not at him, and gives reasons for his views. Father and son reach agreement together.
11:00 p.m. Goes to bed.	<i>Action:</i> Can't sleep; tosses and turns for two hours.  <i>Thoughts:</i> What is wrong with everybody? Why can't things be smooth instead of a constant struggle? All I do is work and worry, work and worry. The truth is, I'm fed up.  <i>Result:</i> Wakes up at 7:00 a.m. exhausted and depressed.	11:00 p.m. Goes to bed.	<i>Action:</i> Falls asleep quickly.  <i>Thoughts:</i> This has been a good day. There is much to appreciate—family, good health, good job.  <i>Results:</i> Wakes up at 7:00 a.m. refreshed and happy.

## 12 Ways to Keep Good People

What attracts the best employees to a company, and what makes them stay? These are two of the oldest questions in the business world, and maybe the most important.

Now the Gallup Organization of Princeton, NJ, claims to have answered this, once and for all. Marcus Buckingham, a senior consultant at the Gallup School of Management, explains that the opinion-polling company has identified 12 questions that appear to measure the “core elements” needed to attract and keep the most loyal, productive and talented employees.

Gallup culled these dozen from the multitude of questions it has asked in interviews with more than one million employees during the past 25 years. Using factor analysis, regression analysis, concurrent validity studies, focus groups and follow-up interviews, Gallup statisticians isolated the questions that most accurately measure the likelihood that a given workplace will attract and keep the best people. The exact wording of the questions is important.

1. Do I know what is expected of me at work?
2. Do I have the materials and equipment I need to do my best work right?
3. At work, do I have the opportunity to do what I do best every day?
4. In the last seven days, have I received recognition or praise for good work?
5. Does my supervisor, or someone at work, seem to care about me as a person?
6. Is there someone at work who encourages my development?
7. At work, do my opinions seem to count?
8. Does the mission of my company make me feel like my work is important?
9. Are my co-workers committed to doing quality work?
10. Do I have a best friend at work?
11. In the last six months, have I talked with someone about my progress?
12. At work, have I had opportunities to learn to grow?

It isn't that employees who answer yes to these questions are more likely to stay with the company; the beauty of these 12, according to Gallup, is that they address factors that are particularly important to the most talented and productive employees.

Of the twelve, the most powerful questions are those with a combination of the strongest links to the most business outcomes. Armed with this perspective, we now know that the following six are the most powerful questions:

1. Do I know what is expected of me at work?
2. Do I have materials and equipment I need to do my best work right?
3. Do I have the opportunity to do what I do best every day?
4. In the past seven days, have I received recognition or praise for good work?
5. Does my supervisor, or someone at work, seem to care about me as a person?
6. Is there someone at work who encourages my development?

As a manager, if you want to know what you should do to build a strong and productive workplace, addressing these six questions would be an excellent place to start.

## Challenge & Charge



UPON THE PLAINS OF  
HESITATION bleach the  
bones of countless millions,  
who on the threshold of  
victory sat down to wait;  
and awaiting they died.

-Winston Churchill





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# **VALUING HUMAN DIVERSITY**

**It's a Neapolitan World**

**Source: Reprinted from Communication: The Miracle of Dialogue, by George Manning and Kent Curtis, with permission of South-Western Publishing Company. Copyright 1988.**

## The Role of Personality in The Communication Process

Even as obvious as some differences are – age, sex, race – none of these is the major cause of communication breakdown. That distinction goes to personality conflict. Ask yourself, “Have you ever had a personality conflict with another person?” Almost everyone has. When communication fails at work, rarely is it caused by lack of technical skill or lack of desire to do the job; usually, it is because of personality differences. And when communication breaks down at home, rarely is it due to lack of concern or lack of love; usually, it is the result of personality conflict.

The following questionnaire measures your style of interpersonal relations, an important dimension of personality. It will allow you to better understand yourself and the people in your world. This understanding can help prevent communication breakdown and close communication gaps where they exist.

## CHOCOLATE, VANILLA, OR STRAWBERRY – WHICH ARE YOU?

### Directions

This questionnaire consists of 26 statements. There are no right or wrong answers. The right answers are your true opinions.

For each statement, indicate which of the three alternatives, a, b, or c, is most true or most important to you by circling a, b, or c in the MOST column.

Then choose the least true or least important of the three alternatives and circle its letter in the LEAST column.

For every statement, be sure you circle one alternative in each column. If *a* is circled under MOST, then either *b* or *c* should be circled under LEAST.

Do not skip any questions and do not debate too long over any one statement. Your first reaction is desired.

	<u>MOST</u>			<u>LEAST</u>		
	<u>T</u>	<u>P</u>	<u>I</u>	<u>T</u>	<u>P</u>	<u>I</u>
1. When I enter new situations, I let my actions be guided by:						
a. My own sense of what I want to do						
b. The direction of those who are responsible	b	c	a	b	c	a
c. Discussion with others						
2. When faced with a decision, I consider:						
a. precedent and traditions						
b. the opinions of the people affected	a	b	c	a	b	c
c. my own judgment						

	<u>MOST</u>			<u>LEAST</u>		
	<u>T</u>	<u>P</u>	<u>I</u>	<u>T</u>	<u>P</u>	<u>I</u>
3. People see me as:						
a. a team player						
b. a free spirit	c	a	b	c	a	b
c. a dependable person						
4. I feel most satisfied when						
a. I am working on personal goals						
b. I do things according to standards	b	c	a	b	c	a
c. I contribute to a project						
5. I try to avoid:						
a. not being myself						
b. disappointing those in authority	b	c	a	b	c	a
c. arguments with my friends						
6. In my opinion, people need:						
a. guidelines and rules for conduct						
b. warm and supportive human relationships	a	b	c	a	b	c
c. freedom to grow						
7. Over time, I have learned:						
a. no person is an island						
b. what cannot be cured must be endured	b	a	c	b	a	c
c. you only pass this way once						
8. I want to be treated:						
a. as a unique person						
b. as an equal	c	b	a	c	b	a
c. with respect						
9. I avoid:						
a. not meeting my responsibilities	a	c	b	a	c	b
b. compromising my personality						
c. the loss of good friends						
10. What the world needs is:						
a. more people who think independently						
b. more understanding among diverse people						
c. more people who respect and abide by the law	c	b	a	c	b	a
11. I am most happy when:						
a. I am free to choose what I want to do						
b. there are clear guidelines and rewards for performance						
c. I share good times with others	b	c	a	b	c	a

	<u>MOST</u>			<u>LEAST</u>		
	<u>T</u>	<u>P</u>	<u>I</u>	<u>T</u>	<u>P</u>	<u>I</u>
12. I am most responsible to _____ for my actions:						
a. family and friends						
b. higher authorities	b	a	c	b	a	c
c. myself						
13. In order to be a financial success, one should:						
a. relax; money is not important						
b. work in cooperation with others	c	b	a	c	b	a
c. work harder than others						
14. I believe:						
a. there is a time and place for everything						
b. promises to friends are debts to keep	a	b	c	a	b	c
c. he who travels fastest travels alone						
15. I want the value of my work to be known:						
a. soon after completion						
b. with the passage of time	b	a	c	b	a	c
c. as I am doing it						
16. A citizen should support:						
a. the decisions of the majority						
b. only those policies with which one personally agrees						
c. those who are in charge	c	a	b	c	a	b
17. I believe feelings and emotions						
a. should be shared at one's discretion						
b. should be shared openly	c	b	a	c	b	a
c. should be kept to oneself						
18. The people I enjoy working with are:						
a. free thinking						
b. well organized	b	c	a	b	c	a
c. friendly						
19. I value:						
a. teamwork						
b. independent thinking	c	a	b	c	a	b
c. order and organization						

	<u>MOST</u>			<u>LEAST</u>		
	<u>T</u>	<u>P</u>	<u>I</u>	<u>T</u>	<u>P</u>	<u>I</u>
20. I believe in the saying:						
a. all work and no play makes Jack a dull boy						
b. united we stand, divided we fall	c	b	a	c	b	a
c. there are no gains without pains						
21. My work day goes best when I:						
a. have freedom of operation						
b. have a written plan to follow	b	c	a	b	c	a
c. experience fellowship with good colleagues						
22. If I suddenly received a large sum of money, I would:						
a. use most of it now for the things I want						
b. invest most of it for the future	b	c	a	b	c	a
c. spend half of it now and save the rest						
23. I grow best by:						
a. studying established truths						
b. interacting with others	a	b	c	a	b	c
c. learning from personal experience						
24. It is important that I:						
a. plan at least a year or two ahead						
b. live my life to the fullest now	c	a	b	c	a	b
c. think about my life in a long-range way						
25. I am known for:						
a. making my own decisions						
b. sharing with others	c	b	a	c	b	a
c. upholding traditional values						
26. I work best:						
a. with structure and organization						
b. as a member of a team	a	b	c	a	b	c
c. as an independent agent						



## SCORING

### Step 1

Add up the total circled for each column, and put these totals in the boxes marked T, P, and I. Each section should equal 26.

#### MOST

T	P	I

#### LEAST

T	P	I

### Step 2

Determine your scores for T, P, and I by using the following formula:  
Score = 26 + MOST – LEAST. For example, if your T MOST was 20 and if your T LEAST was 12, your score would be:  $26 + 20 - 12 = 34$ . Complete the following:

$$\begin{array}{rclclcl} \text{T score} & = & 26 + & \underline{\hspace{2cm}} & - & \underline{\hspace{2cm}} & = & \underline{\hspace{2cm}} \\ & & & \text{T MOST} & & \text{T LEAST} & & \\ \text{P score} & = & 26 + & \underline{\hspace{2cm}} & - & \underline{\hspace{2cm}} & = & \underline{\hspace{2cm}} \\ & & & \text{P MOST} & & \text{P LEAST} & & \\ \text{I score} & = & 26 + & \underline{\hspace{2cm}} & - & \underline{\hspace{2cm}} & = & \underline{\hspace{2cm}} \\ & & & \text{I MOST} & & \text{I LEAST} & & \\ \\ & & & & & \text{TOTAL} & & \underline{\hspace{2cm}} \end{array}$$

(Your total should equal 78)

## INTERPRETATION

If your highest score is T, you are chocolate by personality type. If your highest score is P, you are vanilla. If your highest score is I, you are strawberry. If you have the same or nearly the same scores for all three, you are neopolitan, giving you built-in versatility for dealing with different types of people. If your two high scores are T and I, this means there are two forces in your world asking you to be two different ways. One force is saying, “be chocolate,” and the other is saying, “be strawberry.” Although this can present problems, it can also be good if it allows you to accomplish your values and goals in life. Values and goals are more important than style of interpersonal relations. With this situation, it may be difficult for others to understand you because of the different signals you send.\*

## WHY CHOCOLATE, VANILLA, AND STRAWBERRY?

This questionnaire measures style of interpersonal relations. The terms *chocolate*, *vanilla*, and *strawberry* are used to make the point that all styles are equally good, even if they are different.

People accept different flavors of ice cream and appreciate the variety, but they do not always do the same in their relations with others. Indeed, when faced with people who are different, they may send out signals (perhaps subconsciously), “I am right, and you are wrong.” When this happens, a subtle psychological communication gap results.

If you remember that the world is full of different types of people, and that chocolate, vanilla, and strawberry are equally good, this will reduce any tendency to feel superior and will improve your ability to communicate with others.

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\*Personality tests can help people learn more about themselves, understand other people, and improve human relations. However, they should not be used as a basis for decision making unless proved to be fake-proof, valid, and reliable: (1) Answers must be inaccurate (an unemployed parent may feel justified in lying on an employment test); (2) The relationship between test scores and other behaviors may be unknown or lack dependability (there may be no relationship between test scores and job performance); (3) Different days may produce different results (mood and recent experience may influence scores).



## TYPES OF CULTURE AND TYPES OF PEOPLE

People are products of culture – their family culture, their town, the culture of their country. As such, your style of interpersonal relations is influenced by how you were raised. Societies teach and reinforce behavior traits, so that just as individuals are chocolate, vanilla, and strawberry, whole groups of people are chocolate, vanilla, and strawberry.

Chocolate cultures are formal and structured, such as old England, Germany, and Hungary. Strawberry cultures are individualistic, such as the French, Italians, and Greeks. Vanilla cultures are melting-pot societies, such as the United States.

It is important to note that there are exceptions to these generalizations. For instance, it is possible for a Frenchman to be more chocolate than the most chocolate German, and there may be a Hungarian who is more strawberry than the most strawberry Italian. It is also important to note that human traits vary in degrees, so that any one person may be a mixture of several types. While you may be primarily vanilla, you may have a few chocolate and strawberry characteristics as well.

Regardless of origin or degree, however, there are certain characteristics that distinguish the chocolate, vanilla, and strawberry styles of interpersonal relations. The following describes each of the three personality types on ten important dimensions \*\*. As you read these descriptions, think about the people with whom you live and work. The descriptions will help explain why one person is so easy for you to understand, although you may not necessarily agree with him or her (that person is like you), and why another person is so difficult for you to understand (that person is different from you). Think also about the ways these different types of people should be treated to bring out their best. \*\* (*See following page*).

## INTERPRETATION

BEHAVIOR/VALUE	TRADITIONAL	PARTICIPATIVE	INDEPENDENT
Basis of action	Direction from authorities	Discussion, agreement with others	Direction from within
Form of control	Rules, laws, policies	Interpersonal comments	What I think is right or needed
Responsibility to	Superordinate powers	Peers, colleagues, self	Self
Desired end	Compliance	Consensus, smooth human relations	Actualization of individual
To be avoided	Deviation from authoritative direction	Failure to reach agreement	Not being one's self
To get material goods	Compete	Collaborate	Taken for granted
Basis for growth	Following the established order	Human interaction	Introspection and personal experience
Position vis-à-vis others	Member hierarchy	Peer group member	Separate person
Identification with/loyal to	Organization	Group	Individual
Time perspective	Future	Near future	Present

## **MANAGING/WORKING WITH DIFFERENT PERSONALITY TYPES**

Although each person is unique and should be treated according to individual makeup, the following guidelines are useful for meeting the personal needs and bringing out the best in each personality type. Remember that most people have characteristics of all three styles of interpersonal relations but develop a preference for one or two over the others(s). The most ardent strawberry will have his or her chocolate moments, and vice versa.

### **Chocolate**

Provide work rules and job descriptions with duties spelled out in priority order. Provide an organization chart showing reporting relationships; respect the chain of command. Respect traditions and established ways; appeal to historical precedent. Avoid changes when possible; if impossible, introduce changes slowly. Accentuate reason over emotion when handling problems. Mind your manners and language; be courteous. Establish a career plan with benchmarks for progress, rewards expected, and time frames. Provide tangible rewards for good performance, preferably money. Recognize good work with signs of status, such as diplomas, uniforms, medals, and titles. Reinforce company loyalty through service pins, award banquets, and personal appreciation. Communicate the mission, goals, and objectives of the organization and provide an action plan. Keep work areas organized, clean, and safe. Finally, be clear and logical when giving orders.

### **Vanilla**

Include vanillas in the decision-making process; use participative management. Provide opportunity for off-the-job social interaction - company picnics, recreation programs, annual meetings. Emphasize employee teamwork on-the-job through task forces, committee projects, quality teams, and other group involvement activities. Have regular, well-run staff meetings; provide ample opportunity for sharing ideas. Ask for opinions, listen to what is said, and then demonstrate responsiveness. Get to know the person – family make-up, off-the-job interests, personal goals. Appeal to both logic and feelings when dealing with problems; emphasize joint approach and talk with, not at, the person. Use communication vehicles such as bulletin boards, newsletters, telephone hotlines, and the open-door policy to exchange information. Allow people skills to shine in public relations, teaching, and mediation projects. Provide growth opportunities through in-service training and staff development programs. Finally, keep human relations smooth; consider personal feelings.

## **Strawberry**

Recognize independence and personal freedom; don't supervise too closely. Provide immediate reward for good performance; don't delay gratification. Talk in terms of present; deemphasize past and future. Provide opportunity for personal growth through self-discovery. Keep things stimulating; keep things fun. Focus on meaningful personal experiences, satisfying interpersonal relationships, and important social causes. Provide individual job assignments, and assign work by projects when possible. Accentuate feelings over logic when handling problems. Reward good performance with personal time off and personal fulfillment activities. Keep things casual; minimize formality. Avoid rigid controls; allow for questions and creativity. Finally, treat the strawberry as a separate individual, not as a member of a group or organization.

## **PERSONALITY TYPES AND ORGANIZATION EFFECTIVENESS**

An important point organizations should remember is that different personalities are like different flowers. Each requires special soil and exposure to the sun to grow to full potential.

The absence of planning and clear-cut guidelines is particularly upsetting to chocolates, resulting in decreased morale and reduced efficiency. Constant bickering and cold human relations take an especially heavy toll on vanillas. Dissatisfied emotionally, their frustration increases and job performance goes down. Strict rules and close supervisory practices represent a hostile environment for strawberries. In such a situation, resentment is high, job satisfaction low, and turnover rates rise.

The most effective organizations honor the needs of all three types of people. They establish traditions and high standards for chocolates, provide warmth and social interaction for vanillas, and encourage creativity and personal growth for strawberries.

Although different organizations may attract different types of people – the structure and order of the military may appeal to chocolates; human interaction and service may meet vanilla needs; and freedom of action and creative expression may appeal to strawberries – it should be remembered that each type of personality has positive qualities, and that an organization having variety in its work force can benefit by the balance.