

# Interpersonal Dynamics

**Unit:** Communication Skills

**Problem Area:** Communicating On-The-Job

**Lesson:** Interpersonal Dynamics

- **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Identify concepts and assessments of interpersonal dynamics.**
- 2 Summarize interpersonal dynamics as related to various team designs.**
- 3 Construct design teams to improve performance.**

- **Resources.** The following resources may be useful in teaching this lesson:

“Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B),” *J.S. Evans Consulting, Inc.* Accessed December 12, 2008. <<http://www.jsevensconsultinginc.com/Pages/firob.htm>>.

“Job Characteristics Inventory,” *J.S. Evans Consulting, Inc.* Accessed December 12, 2008. <<http://www.jsevensconsultinginc.com/Pages/JCI.htm>>.

Keirsey, David, and Marilyn Bates. *Please Understand Me: Character & Temperament Types*. Prometheus Nemesis Book Company, 1984.

“Keirsey Temperament Sorter-II,” *David Keirsey, Ph.D.* Accessed December 30, 2008. <<http://keirsey.com/>>.

Kroger, Otto, and Janet M. Thuesen. *Type Talk at Work: How the 16 Personality Types Determine Your Success on the Job*. Tilden Press, Dell Trade Paperback, 1992.



Kroger, Otto, and Janet M. Thuesen. *Type Talk: The 16 Personality Types That Determine How We Live, Love, and Work*. Tilden Press, Dell Trade Paperback, 1988.

“Myers-Briggs Type Indicator,” *J.S. Evans Consulting, Inc.* Accessed December 12, 2008. <<http://www.jsevansconsultinginc.com/Pages/Myers-Briggs%20Type%20Indicator.htm>>.

“Organizational Behavior,” *Don Clark*. Accessed December 12, 2008. <<http://www.nwlink.com/~donclark/leader/leadob.html>>.

“Ten Ways to Improve Your Interpersonal Skills,” *All Business*. Accessed December 12, 2008. <<http://www.allbusiness.com/human-resources/careers-career-development/11134-1.html>>.

Thompson, Leigh L. *Making the Team*, chapter 1, 3rd ed. Prentice-Hall, 2008.

Weisbord, Marvin. *Productive Workplaces Revisited*, chapter 1. Jossey-Bass, 2004.

## ■ **Equipment, Tools, Supplies, and Facilities.**

- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Materials listed on duplicated items
- ✓ Computers with printers and Internet access
- ✓ Classroom resource and reference materials

## ■ **Key Terms.** The following terms are presented in this lesson (shown in bold italics):

- ▶ affection
- ▶ autonomy
- ▶ control
- ▶ decision-making
- ▶ inclusion
- ▶ interpersonal dynamics
- ▶ interpersonal intelligence
- ▶ manager-led team
- ▶ motivation
- ▶ self-directed team
- ▶ self-managed team

- **Interest Approach.** Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situation. A possible approach is included here.

*Break the students into pairs. Have each student write a response to the following scenarios:*

1. Describe a time when someone else was controlling you.
2. Describe a time when you were given the freedom to do something you enjoyed.
3. Describe a time when you were excluded from an activity.
4. Describe a time when you felt included in an activity.
5. Describe a time when you should have received recognition for something you did, but you did not receive any recognition.
6. Describe a time when you were given recognition for something you did.

*Have students discuss their responses with their partner. Then have students journal their answers and take turns sharing in a large group.*

## SUMMARY OF CONTENT AND TEACHING STRATEGIES

**Objective 1:** Identify concepts and assessments of interpersonal dynamics.

**Anticipated Problem:** What concepts and assessments help interpret interpersonal dynamics?

- I. **Interpersonal dynamics** are the types of relationships people have with one another. At work, interpersonal dynamics enable people to do their work and achieve the organization's goals, mission, and vision. Interpersonal dynamics can create high levels of motivation at work. **Motivation** is the level of enthusiasm and commitment people demonstrate in doing their work. **Interpersonal intelligence** is the ability to create work relationships that are most productive and high performing.
- A. Douglas McGregor's Theory X, Theory Y provides antithetical approaches for considering work-related interpersonal dynamics.
  1. Theory X assumes that workers are naturally unmotivated, lazy, irresponsible, passive, and dependent on authority. Based on Theory X assumptions, work managers would:
    - a. Break tasks into small pieces for workers

- b. Closely control the workers' knowledge and actions
    - c. Closely supervise the workers
  - 2. Theory Y assumes that people are naturally motivated, responsible, care about their jobs, like to see the big picture and how they affect it, wish to learn and grow, and, if given an opportunity, will thrive independently in performing their work. Based on Theory Y assumptions, work managers would:
    - a. Give more autonomy to workers for choosing task completion methods
    - b. Give more “big-picture” information and performance feedback to workers
    - c. Give more trust and less supervision to workers
- B. FIRO-B®, Myers-Briggs Type Indicator®, and the Job Characteristics Survey® are examples of tools for assessing the fundamental elements of interpersonal dynamics.
  - 1. FIRO-B is an acronym for Fundamental Interpersonal Relations Orientation-Behavior. It surveys the extent to which people expect to give and expect to receive interpersonal behaviors within the areas of:
    - a. Inclusion
    - b. Control
    - c. Affection
  - 2. The Myers-Briggs Type Indicator (MBTI) identifies personality characteristics on the following scales:
    - a. Extraversion and Introversion: Where people focus their attention—outer world or inner world
    - b. Intuition and Sensation: How people prefer to take in information or find out about things
    - c. Thinking and Feeling: How people prefer to make decisions
    - d. Judging and Perceiving: How people are oriented toward the outer world
  - 3. The Job Characteristics Survey evaluates satisfaction in areas such as:
    - a. Skill variety
    - b. Task significance
    - c. Level of autonomy
    - d. Type of feedback one has while performing a job
  - 4. Elements of interpersonal dynamics are diagnosed using these assessments, among many others, and are taken into consideration when designing various work relationships.
- C. Important interpersonal dynamic concepts affecting work relationships are inclusion, control, affection, autonomy, and decision-making.
  - 1. **Inclusion** behaviors are those that include giving or receiving recognition, treating people as part of the “in” crowd, and providing or being provided with opportunities to participate with significant work activities alongside others.
  - 2. **Control** behaviors are those that include influencing or being influenced in the decision-making process, leading or being led, and giving or taking responsibility.

3. **Affection** behaviors are those that include conveying or experiencing openness and approachability, as well as a level of warmth and sensitivity.
4. **Autonomy** is the amount of space one is given to choose work tasks and methods for completing those tasks.
5. **Decision-making** is the level of authority one is given to make judgment calls and decisions rather than seeking permission from a supervisor.

Many techniques can be used to help students master this objective. Use VM–A to demonstrate elements of interpersonal dynamics. Visit the J.S. Consulting Web site resources for condensed summaries of the assessment tools. Use the Interest Activity to connect student experiences with interpersonal dynamic terms and concepts. Have students take the online version of the Keirsey Temperament Sorter-II (MBTI) instrument at <http://keirsey.com/>. Student responses to the 71 items generates a personal report for each participant. Ask students to reflect about how knowing one’s MBTI type would be an advantage in interpersonal relationships at work, at home, and in life in general. In what ways would knowing one’s temperament type influence job preferences? Use VM–B to tally the class temperament types to visualize the diversity of a typical workplace.

**Objective 2:** Summarize interpersonal dynamics as related to various team designs.

**Anticipated Problem:** How do interpersonal dynamics affect work team designs?

- II. Different work team designs correlate with different types of interpersonal dynamics. For example, interpersonal dynamics will be different on manager-led teams, self-managed teams, and self-directed teams.
  - A. A **manager-led team** is a group that has a leader who is responsible for determining goals and work methods, and the team participants are responsible for executing the work determined by the manager. Interpersonal dynamics of a manager-led team are typically:
    1. The manager has more autonomy and decision-making responsibilities than team participants.
    2. The manager (boss) has control over team participants.
    3. The manager is responsible for monitoring, giving feedback, and motivating participants as they execute work methods.
    4. The level of affection and inclusion may vary based on the team leader’s personal inclinations in those areas. A team leader who makes Theory X assumptions may be less inclined to show affection and build inclusive sentiments with participants. A team leader who makes Theory Y assumptions will be more likely to show affection and build inclusive sentiments with participants.
  - B. A **self-managed team** is a group that has a manager who determines the goals of a team, but team participants are at liberty to decide what methods will be

used in reaching the goals. Interpersonal dynamics of a self-managed team are typically:

1. The manager retains more autonomy, control, and decision-making responsibilities with regard to setting goals.
  2. Team participants are given more autonomy, control, and decision-making responsibilities with regard to determining and executing work methods.
  3. Motivation shifts to participants as they assume the responsibility of determining work methods.
  4. Levels of affection and inclusion are potentially higher since two-way communication must take place between the team manager and participants regarding what methods are being used to meet the manager's goals.
- C. A **self-directed team** is a group in which a manager is responsible for keeping the team oriented to the larger organizational context, but teams determine their own goals and work methods for achieving them. Interpersonal dynamics of a self-directed team are typically:
1. Autonomy, control, and decision-making responsibilities rest with the team participants.
  2. Motivation is higher for participants as they assume their responsibilities.
  3. Levels of affection and inclusion are shifted to the group of team participants rather than being the responsibility of a single manager. The team assumes open communication and makes efforts to include all participants.
  4. Participants provide feedback and recognition to each other.

*Many techniques can be used to help students master this objective. Use VM–C to demonstrate team types and their relation to interpersonal dynamics. Use the Thompson resource (Making the Team) for more in-depth information related to team types and interpersonal dynamics.*

### **Objective 3:** Construct design teams to improve performance.

**Anticipated Problem:** How are design teams constructed utilizing the elements of interpersonal dynamics?

- III. Improve the performance of design teams
  - A. There are three components to consider when assembling and working with interpersonal dynamics on design teams.
    1. Understand the types of people who will potentially work together on a design project
    2. Understand the type of team structure best suited to the types of people assigned to the project
    3. Clearly communicate the expected interpersonal dynamics for a work team. If the team is not functioning well, then training may be needed and desirable for the team to perform at its best.



- B. Personality assessments may be used to learn more about the people who would potentially work together on a design team. Personality types are important when working with interpersonal dynamics. For example:
1. The FIRO-B evaluates to what degree a person expects to be controlled and expects to control others.
  2. The Myers-Briggs Type Indicator evaluates to what degree a person is introverted or extraverted, and so on.
  3. A work team comprised mostly of people who are introverted and who expect others to take control may have problems with assertive communication while working together.
  4. A work team comprised mostly of people who are extraverted and expect to take control may have problems with being too assertive and creating power struggles in their communications.
  5. A work team comprised of a mix of introverts and extraverts, and a mix of people expecting to give and to take control, may be the balance that optimizes interpersonal dynamics in their work together.
- C. It is important to understand how interpersonal dynamics best fit with different team structures.
1. People who are introverted and expect others to take control are more likely to fit and function better in a manager-led team.
  2. People who are extraverted and expect to take control are more likely to fit and function better either as managers of manager-led teams or as participants in self-managed or self-directed teams.
- D. It is important for team members to understand what type of interpersonal dynamic is expected in their work together.
1. People who are extraverted and expect to take control must be coached to be less extraverted and to expect others to take control when participating on a manager-led team.
  2. People who are introverted and expect others to take control must be coached to be more extraverted and to take more control when participating on a self-managed or self-directed team.
  3. Training in assertive communication and conflict resolution are examples of training topics that would help coach interpersonal dynamics of design teams.

*Many techniques can be used to help students master this objective. Use VM–D to demonstrate working with interpersonal dynamics in different team structures. Assign LS–A to have students conduct an interview of a design team member.*

**Review/Summary.** Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle.

- **Application.** Use the included visual masters and lab sheet to apply the information presented in the lesson.
- **Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.

## ■ **Answers to Sample Test:**

### **Part One: Matching**

1. c
2. e
3. b
4. d
5. a

### **Part Two: Short Answer**

1. Answers will vary but would include two of the following:
  - a. FIRO-B®
  - b. Myers-Briggs Type Indicator®
  - c. Job Characteristics Survey®
  - d. Other instruments shared by the instructor.
2. The three team structures to consider when assembling a design team are:
  - a. Manager-led
  - b. Self-managed
  - c. Self-directed

### **Part Three: True/False**

1. F
2. T
3. F
4. T
5. T



# Interpersonal Dynamics

## ► Part One: Matching

**Instructions:** Match the term with the correct definition.

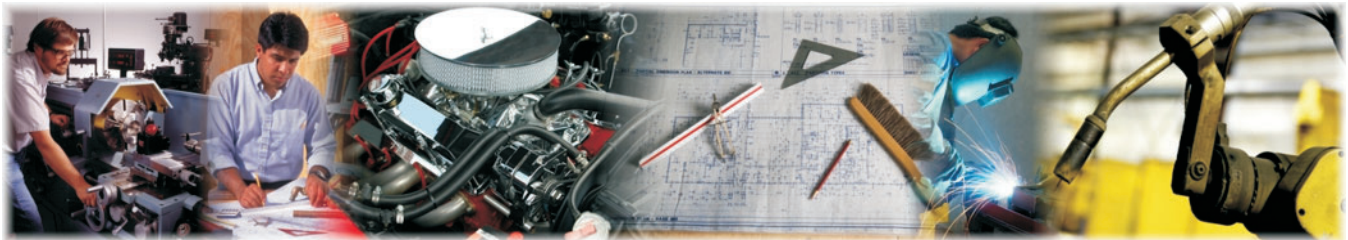
- a. affection
- b. inclusion
- c. control
- d. motivation
- e. autonomy

- \_\_\_\_ 1. Influencing or being influenced in the decision-making process, leading or being led, and giving or taking responsibility
- \_\_\_\_ 2. The amount of space one is given to choose work tasks and how they would be completed
- \_\_\_\_ 3. Giving or receiving recognition, treating people as part of the “in” crowd, and providing or being provided with opportunities to participate with significant work activities alongside others
- \_\_\_\_ 4. The level of enthusiasm and commitment people demonstrate in doing their work
- \_\_\_\_ 5. Conveying or experiencing openness, approachability, warmth, and sensitivity

## ► Part Two: Short Answer

**Instructions:** Answer the following.

1. List two personality instruments that may be used to construct a design team:



2. List three team structures to consider when assembling a design team:.

► **Part Three: True/False**

**Instructions: Write *T* for true or *F* for false.**

- \_\_\_\_\_ 1. On a self-directed team, a manager determines the goals of a team, but team participants are at liberty to decide what methods will be used in reaching the goal.
- \_\_\_\_\_ 2. On a self-managed team, a manager determines the goals of a team, but team participants are at liberty to decide what methods will be used in reaching the goal.
- \_\_\_\_\_ 3. Team members determine the goals and work methods for participants on a manager-led team.
- \_\_\_\_\_ 4. Assertive communication is a good training option for team members who are introverted and expect others to take control.
- \_\_\_\_\_ 5. Conflict resolution is a good training option for design team members who are extraverted and expect to take control.

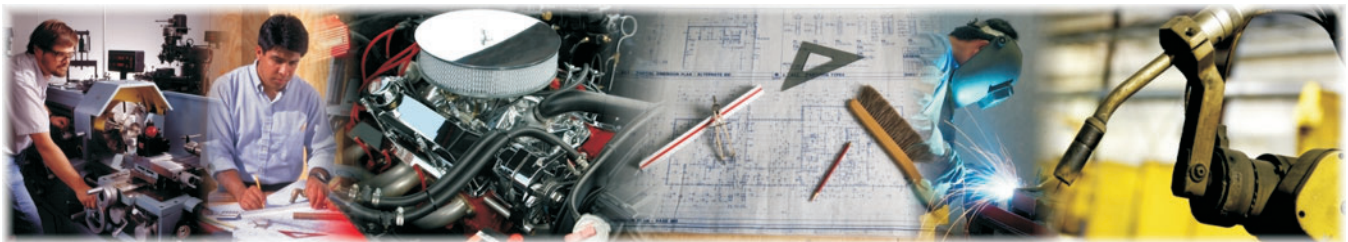
# ELEMENTS OF INTERPERSONAL DYNAMICS

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- ◆ Interpersonal dynamics at work are the type of relationships people have in order to do their work and achieve organization goals, mission, and vision.
- ◆ Motivation is the level of enthusiasm and commitment people have in doing their work.

Inclusion behaviors include:

1. Giving or receiving recognition
2. Treating people as part of the “in” crowd
3. Providing or being provided with opportunities to participate with significant work activities along side others



Control behaviors include:

1. Influencing or being influenced in the decision-making process
2. Leading or being lead
3. Giving or taking responsibility

Affection behaviors include conveying or experiencing:

1. Openness and approachability
  2. A level of warmth and sensitivity
- ◆ Autonomy is the amount of space one is given to choose work tasks and the methods for completing the tasks.
  - ◆ Decision-making is the level of authority one is given to make judgment calls and decisions rather than having to ask another person of higher authority.

# MBTI AND THE KEIRSEY TEMPERAMENT SORTER-II

- ◆ **Extraversion and Introversion**—Where people focus their attention—outer world or inner world
- ◆ **Intuition and Sensation**—How people prefer to take in information or find out about things
- ◆ **Thinking and Feeling**—How people prefer to make decisions
- ◆ **Judging and Perceiving**—How people are oriented toward the outer world

INFP	ISFP	INTP	ISTP
ENFP	ESFP	ENTP	ESTP
INFJ	ISFJ	INTJ	ISTJ
ENFJ	ESFJ	ENTJ	ESTJ

# TEAM TYPES AND INTERPERSONAL DYNAMICS

1. **Manager-led team**—A leader is responsible for determining goals and work methods and team participants are responsible for executing the work determined by the manager.
2. **Self-managed team**—A manager determines the goals of a team, but team participants are at liberty to decide what methods will be used in reaching the goals.
3. **Self-directed team**—A manager is responsible for keeping the team oriented to the larger organizational context, but team participants determine their own goals and work methods for achieving them.

		Goal Setting	Control, Autonomy, Decision-making related to determining work methods	Motivation	Feedback
<b>Manager-led team</b>	Manager	X	X	X	X
	Team Member				
<b>Self-managed team</b>	Manager	X		X	X
	Team Member		X	X	X
<b>Self-directed team</b>	Manager				
	Team Member	X	X	X	X



# WORKING WITH INTERPERSONAL DYNAMICS IN DIFFERENT TEAM STRUCTURES

IF...	THEN...
A work team is comprised mostly of people who are introverted and expect others to take control...	The team may have problems with assertive communication while working together.
A work team is comprised mostly of people who are extraverted and expect to take control themselves...	The team may have problems with being too assertive and creating power struggles while working together.
A work team is comprised of a mix of introverts and extraverts and a mix of people expecting to give and take control...	The team strikes a balance that optimizes interpersonal dynamics in their work together.

## Doing the Math

- ◆ Introverted + Expects others to take control = Good fit as team member on manager-led team
- ◆ Extraverted + Expects to take control = Good fit as manager of a manager-led team
- ◆ Extroverted + Expects to take control = Good fit as team member on self-managed/self-directed team

## Training Opportunities

- ◆ Coaching introverted people—who expect others to take control—to become more assertive as they participate on self-managed/self-directed teams. Assertive communication training may help.
- ◆ Coaching extraverted people—who expect to take control—to become less assertive and more accepting of taking direction from others when participating on a manager-led team. Conflict resolution training may help.

# Design Team Member Interview and Analysis

## Purpose

The purpose of this activity is to complete an interview and analysis of a design team member's teamwork experiences.

## Objectives

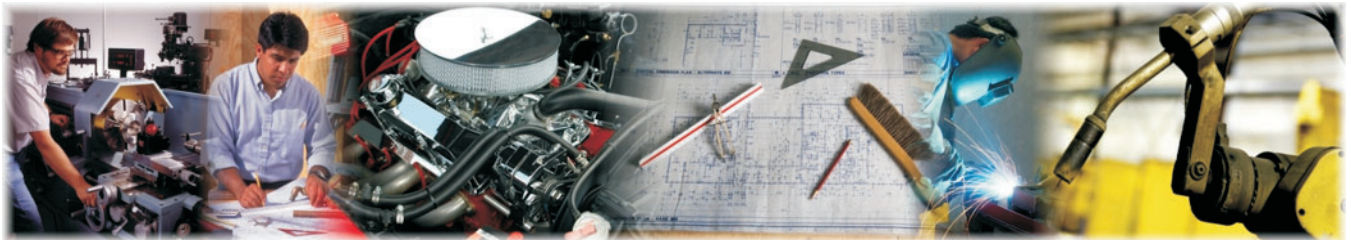
1. Interview a design team member about a teamwork experience.
2. Complete an analysis of the interview, relating the interpersonal dynamic concepts presented in this lesson.

## Materials

- ◆ lab sheet
- ◆ paper
- ◆ writing utensil
- ◆ computer with word-processing capability
- ◆ audio recording technology (optional)

## Procedure

1. Schedule an interview with a design team member with teamwork experience. The interview would ideally take place in the design team member's work setting.
2. Prepare interview questions (see the sample questions below).



3. Conduct the interview and take notes or, with permission, record the interviewee's responses.
4. Write a one- to two-page analysis of the interview based on the interview responses. Include the following sections:
  - a. **Team design suggested guidelines:**
    - (1) Describe the type of team on which the interviewee participated—manager-led, self-managed, or self-directed.
    - (2) Summarize the interviewee's role on the team (e.g., manager, participant).
  - b. **Interpersonal dynamics suggested guidelines and questions:**
    - (1) What is (was) it like working on a design team?
    - (2) How much control or autonomy do (did) you have on the design team?
    - (3) Who set(s) the team goals?
    - (4) Who monitors (or monitored) the success of reaching the team goals?
    - (5) Who provides (or provided) team feedback about the success or failures of the team's performance?
    - (6) Who determines (or determined) the work methods (how the goal would be met)?
    - (7) Would you describe your personality as more introverted or more extraverted? How did your personality fit with the rest of the design team?
    - (8) In what ways did you take control of making team decisions? Please explain.
    - (9) In what ways did others take control of making team decisions? Please explain.
    - (10) How were conflicts managed on the team? How were they resolved?
    - (11) Describe any team-building training provided to the design team.
    - (12) What is one of your favorite stories about working on the design team?