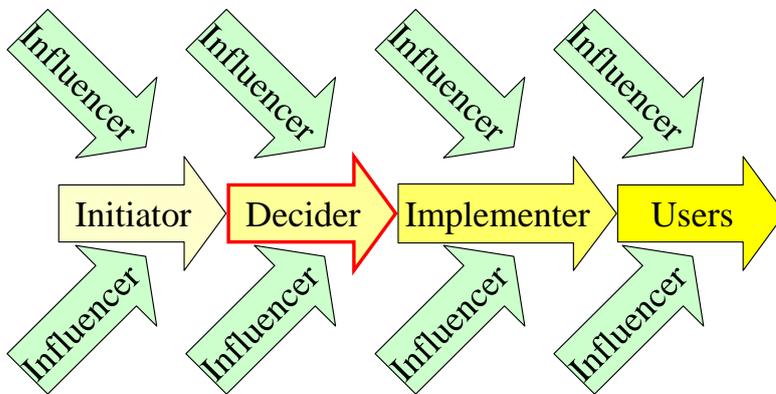


EMBLEMATIC ANALYSIS SHEET

FOR ENHANCED COMMUNICATION

To be filled out by people who know the individual very well

Person Filling out Report: <i>(Please insert your name and MBTI [If you Know It])</i>	Name of Person filling out the Report	MBTI (If Known)												
Name of Person: <i>(Inset the Name of the person you are reporting on)</i>														
Title/Job Position <i>(Describe the Job/Title for the person on whom you are reporting)</i>														
Organisation/Department <i>(Give the name of the organisation and department in which they work)</i>	Organisation	Department												
Role in Decision Process <i>(Tick the appropriate box in accordance with the diagram below)</i>	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input type="checkbox"/> Decider</td> <td style="width: 33%;"><input type="checkbox"/> Influencer</td> <td style="width: 15%; text-align: center;">Direct</td> <td style="width: 15%; text-align: center;">Indirect</td> </tr> <tr> <td><input type="checkbox"/> Implementer</td> <td><input type="checkbox"/> Initiator</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> User</td> <td></td> <td></td> <td></td> </tr> </table>		<input type="checkbox"/> Decider	<input type="checkbox"/> Influencer	Direct	Indirect	<input type="checkbox"/> Implementer	<input type="checkbox"/> Initiator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> User			
<input type="checkbox"/> Decider	<input type="checkbox"/> Influencer	Direct	Indirect											
<input type="checkbox"/> Implementer	<input type="checkbox"/> Initiator	<input type="checkbox"/>	<input type="checkbox"/>											
<input type="checkbox"/> User														



- **Initiator.** The person who kicks off the process.
- **Decider.** The person who makes the decision.
- **Implementer.** The person who will implement the decision.
- **User.** The person who will use the system.
- **Influencers.** These people have **Direct** or **Indirect** influence on the decision.

INSTRUCTIONS

1. **PLEASE ANSWER FOR THE OTHER PERSON AND NOT FOR YOURSELF**
2. If you are not sure, just leave both options blank. You can come back to the question later, but **do not tick an option if you are really unsure one way or the other.**
3. Total each column at the bottom of the table on each page.
4. Where possible get more than one person to fill out a questionnaire and then average the scores.
5. The first two tables are the most important and you can limit your effort to these if required.
6. Instructions for tabulating the results are given on the last page of this Questionnaire.

<p>TABLE 1</p> <p>Your perception of this person is:</p>	<p>Answer Options</p> <p><i>(Tick either Option One or Option Two for each question)</i></p> <p><i>(If unsure of the answer leave both options blank)</i></p>			
	<p>Option One</p>	<p>✓</p> <p><i>Option 1</i></p>	<p>Option Two</p>	<p>✓</p> <p><i>Option 2</i></p>
When problem solving, they tend to prefer:	Using standard, proven methods to solve problems and reach solutions.		Applying innovative ways to solve problems and reach solutions.	
When presented with information, they appear to prefer:	Tangible and actual examples that illustrate the facts of the situation.		Conceptual ideas, models and diagrams that provide an overview of the situation.	
When working with information do they tend to:	Like things to be concrete and based on fact.		Prefer things to be generally stated, being less worried about specific facts until later on in the process.	
Within their role, do they tend to:	Apply the skills that they have already developed, rather than develop new ones.		Seek new ideas and concepts, even if these require them to develop new skills and approaches.	
When planning to implement changes they normally prefer to:	Understand the details first.		Look at the 'Big Picture' first and then get the details <i>they need</i> .	
When controlling/coordinating activities do they normally prefer to:	Continue with ' <i>tried and true</i> ' processes, and fine tune them where required.		Implement change, <i>often with major readjustments</i> , rather than continuing with processes already in place.	
Do they appear to prefer solutions that are based on:	The use of solid facts, to build up a solution.		Inspiration and innovation, to solve problems in creative ways.	
<p>Total <i>(Add up the number of ticks in each column)</i></p>				

<p>TABLE 2</p> <p>Your perception of this person is:</p>	<p>Answer Options</p> <p><i>(Tick either Option One or Option Two for each question)</i></p> <p><i>(If unsure of the answer leave both options blank)</i></p>			
	<p>Option One</p>	<p>✓</p> <p><i>Option 1</i></p>	<p>Option Two</p>	<p>✓</p> <p><i>Option 2</i></p>
<p>They appear more interested in the ramification of their decisions on:</p>	<p>Tasks, outcomes, processes and procedures.</p>		<p>Relationships and the effect that decisions will have on people.</p>	
<p>Their decision process appears to be more aligned to the following approach:</p>	<p>Analytical decision making based on the use of impersonal logic.</p>		<p>Values based decision making, which is centred on relationships and personal values.</p>	
<p>In dealing with others they normally prefer to:</p>	<p>Focus on how an individual will fit into the organisation's procedures and regulations.</p>		<p>Pay attention to others' feelings, and enjoy pleasing others just for the sake of it.</p>	
<p>They tend to mention the following more often:</p>	<p>Standards and policy driving task focus in the organisation.</p>		<p>Personal values driving activities and decision making.</p>	
<p>In working with other people do they tend to:</p>	<p>Manage and deal firmly with others.</p>		<p>Allow their peer's and subordinate's likes, dislikes and concerns to influence their decisions.</p>	
<p>In assessing others do they tend to:</p>	<p>Offer direct suggestions and criticism, so others can better achieve their roles.</p>		<p>Dislike giving unpleasant feedback to others, and couch criticism in a sympathetic way.</p>	
<p>In managing an organisation do they appear to:</p>	<p>Like harmony, but not if it jeopardises task completion.</p>		<p>Place a high priority on harmony in the workplace, even if this does not conform to rules and regulations.</p>	
<p>Total <i>(Add up the number of ticks in each column)</i></p>				

TABLE 3 Your perception of this person is:	Answer Options (Tick either Option One or Option Two for each question) (If unsure of the answer leave both options blank)			
	Option One	✓ <i>Option 1</i>	Option Two	✓ <i>Option 2</i>
In their normal duties they appear to be:	Driven to achieve deadlines		Happy that the process is ongoing	
In structuring their activities they appear to be:	Deliberate and well organised		Spontaneous and less organised	
They appear to be happiest when they can:	Focus on achieving fixed goals		Remain flexible and readily shift priorities	
When making decisions they tend to be:	Decisive		More ambiguous and indefinite about reaching immediate decisions.	
They appear to put work ahead of personal commitments (eg. work long hours):	Yes		No	
When managing they appear to like:	Reaching closure on an issue		Keeping the options open	
Their planning appears to be aligned to:	Achieving the goal on time <i>(e.g. Big on milestone achievement)</i>		Maintaining the procedures <i>(e.g. Big on process KPIs)</i>	
Total <i>(Add up the number of ticks in each column)</i>				

Your perception of this person is:	Answer Options			
	<i>(Tick either Option One or Option Two for each question) (If unsure of the answer leave both options blank)</i>			
	Option One	✓ <i>Option 1</i>	Option Two	✓ <i>Option 2</i>
This person can be described as:	Talkative		Quiet	
When interacting with others they appear to be:	Energised by interaction <i>(Finish long and involved meetings feeling invigorated)</i>		Drained by interaction <i>(Finish long and involved meetings feeling tired)</i>	
They appear to be strong networkers with lots of close personal contacts:	Yes		No	
They seem to be more comfortable when working with:	Larger Groups		A few people	
They appear really comfortable when interacting with others (eg. small talk with others and networking)	Yes		No	
They tend to be the initiators of interaction with others (e.g. First to approach others and initiate handshake, or to open a conversation)	Yes		No	
They appear to enjoy public speaking and do this at every opportunity	Yes		No	
Total <i>(Add up the number of ticks in each column)</i>				

ANALYSING THE INFORMATION

Subject Name: _____

Insert the total values from each of the four preceding tables into the appropriate sections of the following table.

TABLE 4		TABLE 1		TABLE 2		TABLE 3	
Option 1	Option 2						

Circle the letter that lies below the highest value in the options for each table.

E	I	S	N	T	F	J	P
----------	----------	----------	----------	----------	----------	----------	----------

Write out the circled letters in the order they appear in the above boxes in each of the boxes provided below:

<i>Either E or I</i>	<i>Either S or N</i>	<i>Either T or F</i>	<i>Either J or P</i>

Averages

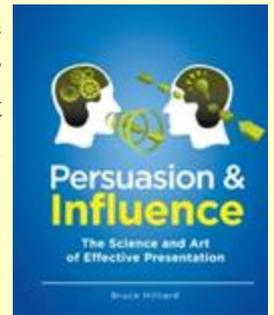
Insert the raw scores for this and other Reporters in the following table. Use these figures to determine the average score. The right hand column is used to measure if the scores have been skewed by the personality profile of the Reporter.

Reporter	E	I	S	N	T	F	J	P	Profile of Reporter
One									
Two									
Three									
<i>Average</i>									
<i>Preference</i>									<i>Insert letter equating to column in which the largest average is situated for each dichotomy (e.g. E or I)</i>

	<i>Either E or I</i>	<i>Either S or N</i>	<i>Either T or F</i>	<i>Either J or P</i>
<i>Assessed Score for Averaged Analysis of Subject</i>				

This handout is designed to be read in conjunction with the book, *Persuasion and Influence, the Science and Art of Effective Presentation*. Therefore, some aspects discussed here may not make sense unless you read the related Chapter in the book first. If you do not already possess a copy of the book, it can be purchased online by sending an email to:

order@seahorses-consulting.com



FINDING PERSONALITY TYPE WITH EMBLEMATIC ANALYSIS

Introduction

This additional section of the book *Persuasion and Influence: The Science and Art of Effective Presentation*, explains the use of the Emblematic Analysis system as follows:

The Emblematic Analysis Form. This section describes the layout and content of the Emblematic Analysis form.



Using the Form. A clear explanation of the process for using the form to identify the MBTI emblems of another person is explained in this section.

Limitations of the Form. Like many good things, there are some limitations on the effectiveness of this form. This section discusses the limitations that you should take into account, when using the form.



The Emblematic Analysis Form

The form supplied at the front of this document can be used by anyone, and there is virtually no training required to identify the likely personality type of another person. However, you should use the information that is provided by the analysis ethically. Remember, this approach is designed to help you communicate more effectively in presentations, not to manipulate other people for dishonest or immoral purposes.



The Emblematic Analysis form uses a series of work-based questions within the four tables shown in Figure 1 (*overleaf*).

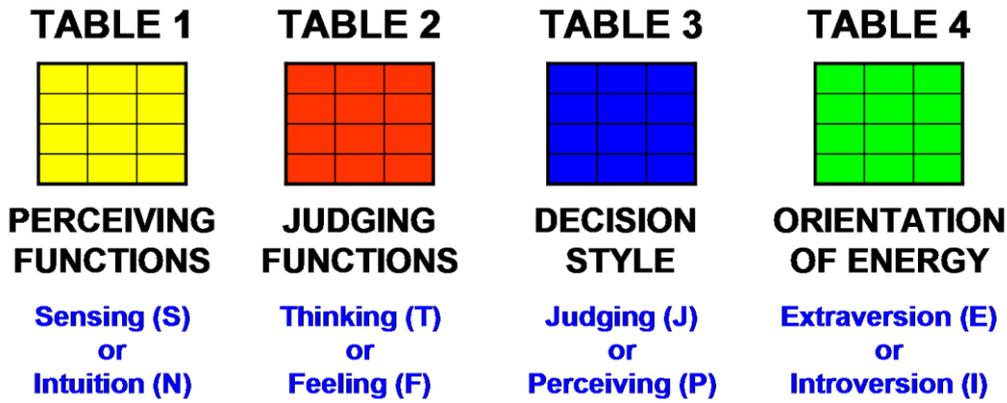


Figure 1: *The Four Tables in the Emblematic Analysis Form*

As shown in the preceding Figure, each Table aligns to a particular MBTI function (*e.g. E or I, S or N, T or F and J or P*). However, the order of the Tables is different from the standard order used with discussing the MBTI. This reordering is designed to reflect the priority to collect information on the S/N, T/F and J/P dichotomies, as discussed in Chapter 9 of Persuasion and Influence. In particular, Tables 1 and 2, ask questions about the Perceiving and Judging functions respectively, and these are typically the most important. You can therefore just fill out Tables 1 and 2, to gain important insights into the likely character and personality preferences of your target audience.

Each Table contains seven work-related questions, which are laid out as illustrated in Figure 2.

TABLE 1 – PERCEIVING FUNCTIONS

TABLE 1 Your perception of this person is:	Answer Options <small>(Tick either Option One or Option Two for each question) (If unsure of the answer leave both options blank)</small>			
	Option One	✓ Option 1	Option Two	✓ Option 2
When problem solving, they tend to prefer:	Using standard, proven methods to solve problems and reach solutions.		Applying innovative ways to solve problems and reach solutions.	
When presented with information, they appear to prefer:	Tangible and actual examples that illustrate the facts of the situation.		Conceptual ideas, models and diagrams that provide an overview of the situation.	
Do they appear to prefer solutions that are based on:	The use of solid facts, to build up a solution.		Inspiration and innovation, to solve problems in creative ways.	
Total <small>(Add up the number of ticks in each column)</small>				

QUESTIONS
ANSWER ALIGNS TO SENSING PREFERENCE
ANSWER ALIGNS TO INTUITION PREFERENCE

Figure 2: *An Excerpt from an Example Table*

As shown in Figure 2, the columns in this form are:

- ✓ **Left Hand Column.** The left hand column lists the seven questions that are used to identify the emblems for personality type.
- ✓ **Option 1 Columns.** The next two columns are used to identify Option 1 emblems. The left one of these two columns gives an explanation of the behaviour you are likely to see if the Subject had that particular preference. The column to the right of this is used to insert a tick if you consider that the Subject is better aligned to this preference than the behaviour described in Option 2.
- ✓ **Option 2 Columns.** The two columns to the right of each table are used in the same way as the Option 1 columns. However, these columns refer to the opposite dichotomy within the function addressed in the table.

Each question in these four tables is focused on identifying the Subject’s preferences, by identifying specific behaviours that you are likely to see in the workplace. The person using this form simply has to tick the most appropriate answer for the individual being assessed, as illustrated in the example at Figure 3. However, if the Subject does not have an identifiable preference then both options should be left blank (*The reason for this approach is discussed later in this document*).

TABLE 1 – PERCEIVING FUNCTIONS

TABLE 1 Your perception of this person is:	Answer Options <small>(Tick either Option One or Option Two for each question) (If unsure of the answer leave both options blank)</small>			
	Option One	✓ <i>Option 1</i>	Option Two	✓ <i>Option 2</i>
When problem solving, they tend to prefer:	Using standard, proven methods to solve problems and reach solutions.	✓	Applying innovative ways to solve problems and reach solutions.	
When presented with information, they appear to prefer:	Tangible and actual examples that illustrate the facts of the situation.	✓	Conceptual ideas, models and diagrams that provide an overview of the situation.	
When working with information do they tend to:	Like things to be concrete and based on fact.	✓	Prefer things to be generally stated, being less worried about specific facts until later on in the process.	
Within their role, do they tend to:	Apply the skills that they have already developed, rather than develop new ones.		Seek new ideas and concepts, even if these require them to develop new skills and approaches.	✓
When planning to implement changes they normally prefer to:	Understand the details first.	✓	Look at the ‘Big Picture’ first and then get the details <i>they need</i> .	
When controlling/coordinating activities do they normally prefer to:	Continue with ‘ <i>tried and true</i> ’ processes, and fine tune them where required.		Implement change, <i>often with major readjustments</i> , rather than continuing with processes already in place.	✓
Do they appear to prefer solutions that are based on:	The use of solid facts, to build up a solution.	✓	Inspiration and innovation, to solve problems in creative ways.	
Total <small>(Add up the number of ticks in each column)</small>		5		2

Figure 3: *Marking the Table*

At the bottom of each Table, the person conducting the assessment should total the number of ticks, as shown in Figure 3. If all of the questions have been answered, the two scores for each table should add up to seven. The scores for each column can then be used to identify the preference in this dichotomy. The same procedure can then be used to answer as many questions as possible and appropriate in each of the four Tables.

TIME NEEDED TO USE THE FORM



If you know the Subject relatively well, you can typically fill out the Emblematic Analysis form in around seven minutes.

On the final page of the form the column totals for each table can be tabulated as shown in Figure 4. This allows the likely personality type of the subject to be collated quickly.

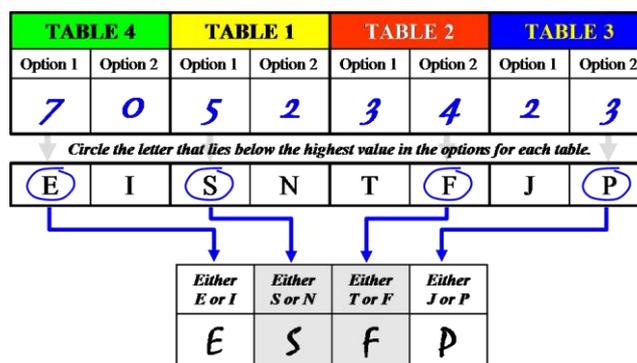


Figure 4: Tabulating the Data to Determine the Type

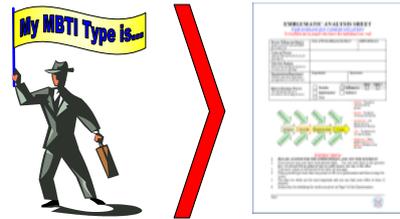
In addition to gaining the likely personality type of the person being assessed, the information in the Table indicates the strength of the person’s preference for one dichotomy or the other. This reflects the sliding scale concept for preferences discussed in the MBTI_Introduction.doc file provided on the Seahorses website. For example let’s look at the preferences indicated by the scores in Figure 4:

- ✓ The 7/0 scoring for options in Table 4 indicate a strong likelihood that the subject of the analysis is showing a preference for Extraverted behaviour.
- ✓ Similarly, the 5/2 score determined in Table 1 shows that the subject of this assessment probably prefers the Sensing dichotomy for perception.
- ✓ When the score provides a 3/4 split, as shown for Table 2, the assessed preference does not appear to be particularly strong either way. In such circumstances, the outcome should be treated with care, and further analysis should be conducted (*as discussed later in this document*).
- ✓ As shown in Table 3, the two scores (2/3) do not add up to seven. This means that the assessor could not decide between the two Options for two questions. In this situation the preference outcome should be treated with caution because the addition of two to the lower score could change the outcome substantially. In such circumstances further analysis is needed.

A practical approach for using this form is supplied in the following section.

Using the Form

The recommended approach for using the Emblematic Analysis form includes the following steps:



- ✓ **Get the Right Person to Answer the Questions.** Make sure that the person answering the questions:
 - knows that member of the target audience well; and
 - are either peers, or subordinates, of the Subject (*The reason for this is explained in the Section on the Limitations of the form*).
- ✓ **Use More Than One Person to Answer the Questions.** Where possible, get more than one person involved in reporting on each Subject, so any personal biases of the person filling out the form (*or answering the questions in a discussion*) do not distort the results.
- ✓ **Fill Out the Form.** You should then fill out of the options within each table of the form. This can be achieved using the techniques described in the following focus box.

USING THE FORM WHEN QUESTIONING OTHER PEOPLE

OPTION 1

Fill out the Form while discussing the Subject

OPTION 2

Fit the Questions into a general conversation

As illustrated by the diagram to the left, there are two different options for using the questions on the Emblematic Analysis form, when questioning the Subject, or someone who knows them.

In the first approach, you actually fill out the form while you are in the discussion with the person who knows the Subject. For obvious reasons, this approach is not always appropriate.

A more suitable method is to remember the types of emblems that are indicative of each preference. You can then fit the questions into a general conversation with the subject, or someone who knows them.

- ✓ **Collate the Information.** If you used the form directly, the data should be collated using the back page of the Emblematic Analysis work sheets, or collate the results in your head if you feel comfortable with this approach.
- ✓ **Validate the Data.** Where possible, the data you collect should be validated through:
 - **Use of Averaged Data.** The final page of the form provides a Table that allows the data from up to three reports to be collated, so an average can be determined for the person's profile, as shown in Figure 5 (*overleaf*). Where possible, this method of validation should be used to negate any skewing of the results, because people sometimes contaminate the information with their own preferences (*e.g. answering the questions for themselves, rather than the person being assessed*).

Reporter	E	I	S	N	T	F	J	P	Reporter MBTI (If Known)
One	5	2	5	2	3	4	2	3	ESTJ
Two	1	6	6	1	1	6	1	6	Unknown
Three									
<i>Average</i>	3	4	5.5	1.5	2	5	1.5	4.5	
<i>Preference</i>		I	S			F		P	<i>Insert letter equating to column in which the largest average is situated for each dichotomy (e.g. E or I)</i>

	<i>Either E or I</i>	<i>Either S or N</i>	<i>Either T or F</i>	<i>Either J or P</i>
<i>Assessed Score for Averaged Analysis of Subject</i>	I	S	F	P

Figure 5: Collating Averaged Scores

- **Assess the Validity of the Findings.** The likely validity of each of the assessed preferences should then be assessed using the matrix shown in Figure 6.

		High Score or Average High Score	Number of Reports used in Average		
			1	2	3
No Blank Answers	7	Med/High	High	Very High	
	6	Medium	Med/High	High	
	5	Low/Med	Medium	Med/High	
	4	Low	Low/Med	Medium	
Some Blank Answers	Number of Blanks <i>can not</i> change Outcome	Probability as specified for No Blank Answers			
	Number of Blanks <i>can</i> change Outcome	Do not put reliance on Outcomes. Conduct further analysis			

Figure 6: Assessed Probability that Scores Provide Valid Solution

This Table can be used as follows:

- If there are No Blank Answers.** If there are no blank answers anywhere in the Table being assessed (e.g. *there are no blanks in our Table 1 example for each of the reports being used*), then the top half of Figure 6 should be used. Enter this matrix by using the highest score in each dichotomy. The following two examples and Figure 7 explain how this part of the Table can be used.

EXAMPLE 1- ONE REPORT
 The scores from the first reporters on the Sensing (S) and Intuition (N) dichotomy shown in Figure 5 {p. 12} are 5 and 2 respectively. The high score in this situation is therefore 5, and this shows the row that should be used for the assessment. If you were only using one report for the analysis, you should only put a Low/Medium reliance on the outcome of the analysis, as shown in Figure 7. This means that some care should be applied when using the results.

EXAMPLE 2 – TWO REPORTS
 Alternatively, if the average scores used for the Perceiving function (S/N dichotomy) in Figure 5 {p. 12} are applied, then the results are 5.5 (Sensing) and 1.5 (Intuition). In this case, the reliance that the user can put on the validity of the information can be expressed as somewhere between Medium and Medium/High, as shown in Figure 7.

		Example 1 <i>(High Score 5 in 1 Report)</i>			Example 2 <i>(High Average Score 5.5 in 2 Reports)</i>		
		High Score or Average High Score	Number of Reports used in Average				
			1	2	3		
No Blank Answers	7		Med/High	High	Very High		
	6		Medium	Med/High	High		
	5	<i>5.5</i> →	Low/Med	Medium	Med/High		
	4		Low	Low/Med	Medium		

Figure 7: *Examples for Assessing the Validity of Results*

- ***If there are Blank Answers.*** If some of the answers were left blank then this will affect the assessments in one of two ways. If the addition of the total number of blanks (*or the averaged total number of blanks if using more than one report*) to the score for each option would not affect the outcome, then use the high scores - using the method already discussed for the situation in which there are no blanks. However, if the addition of the total number of blanks, (*or averaged number of blanks if averages are being used*), could affect the outcome, then care should be applied when using the results, and further investigation is recommended. The following two examples explain this concept.

EXAMPLE 1

The scores for the J/P dichotomy from the first report in Figure 5 {p. 12} are 2 and 3 respectively. This gives a total of 5, which indicates that there were two blanks out of a possible total score of seven. In this situation the addition of the two blanks to the J preference score of two would give the result four and three to the J/P Dichotomy and this would indicate a change in preference (*from a P – Score 3, to a J – now with a score of 4*). In these circumstances care should be exercised when using these results, as they may not be accurate.

EXAMPLE 2

However, if the averages of the two reports are used in the same scenario, then the scores are now 1.5 and 4.5 respectively for the Judging (J) and Perceiving (P) preferences. If the average number of blanks (*A total of two blanks in the reports divided by two reports equals an average of one (1) blank*) were added to the lowest score (*giving a new score of 2.5 for J versus 4.5 for P*) then the outcome of the assessment has not been changed, because the highest score still indicates a Perceiving (P) preference. In these circumstances the score of 4.5 from two reports can be used to enter the upper part of the Validity Table at Figure 6, which indicates that a Low/Med to Medium reliance can be placed on the results.

- ✓ ***Further Analysis.*** Where applicable, you should conduct further analysis to clarify any validity issues.

The deduced profile information can then be used to develop the most appropriate message, as discussed in Chapter 9 of Persuasion and Influence.

Limitations of the Form

When using this form for Emblematic Analysis, you should bear in mind the following limitations:

- ✓ The results are only as good as the people filling out the form, or answering the questions. This is why it is often better to get more than one person to fill out the form.
- ✓ If this is not being filled out through an interview with the subject, then the person answering the questions must know the person well.



- ✓ You shouldn't jump to too many conclusions. There are occasions where this form will give invalid information. So use the information with care, particularly when the scores are not clear indicators (*e.g. a 4/3 score*).
- ✓ In general, the Emblematic Analysis form can only be used for managers, or people who have the opportunity to impose their preferences on others. This should be kept in mind, because in many cases non-managerial staff (*and some middle/lower level managers*) demonstrate emblems that reflect the workplace culture and procedures imposed upon them by their superiors.
- ✓ People answering the questions must be peers or subordinates of the person on whom the questions are answered. This is an important requirement, because my research indicates that when a superior analyses someone who is their subordinate, they may simply be identifying emblems that they have imposed (*e.g. they receive reports in a specific way because that is what they have mandated*). In these circumstances, the results could be skewed to the point that the superior is simply reflecting their own preferences.