

THE BIRKMAN METHOD

COMPONENTS

◆ ESTEEM	One on one communications, relating to important or significant individuals		
	Usual Behaviors (when needs are met)	Needs	Stress Behaviors (when needs are not met)
Low (1 – 39)	Direct, matter of fact, straightforward	Candor, frank, directness in relationships	Become blunt, lose sensitivity in relationships
High (61 – 99)	Careful, diplomatic, subtle, sensitive	Respect, diplomacy, genuine appreciation	Defensive, self-conscious, may be embarrassed
SSP*: Higher-Lower-High	Careful, diplomatic, subtle, sensitive	May be unaware of need for candor, frankness	Defensive, self-conscious, may be embarrassed

*special scoring pattern

◆ ACCEPTANCE	Relating to people in groups, sociability		
	Usual Behaviors	Needs	Stress Behaviors
Low (1 – 39)	Work independently or with a small group	Time alone, to be valued for own contributions	Avoid social situations, discount value of group
High (61 – 99)	Work in groups, outgoing, social, gregarious	Emotional support and acceptance of a team, to be valued as team, sensitive to impact on others	May withhold controversial position, seek out a new group, overvalue group opinion
SSP: Lower-Higher-Low	Work independently or with a small group	Need more group support than can express	Look like loner, but need group support

◆ STRUCTURE	Insistence, measurement of planning, systems and procedures		
	Usual Behaviors	Needs	Stress Behaviors
Low (1 – 39)	Work to a broad plan, flexible, creative	Guidelines, freedom to create own schedule	Go around the system, procrastinate
High (61 – 99)	Work to a detailed plan, expect others to	Need definite guidelines, need help w/ big picture	Feel overwhelmed, dread the unpredictable
SSP: Lower-Higher-Low	Work to a broad plan, flexible, creative	Need more structure than know how to get	Frustrated by disorganization, want /need help

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◆ AUTHORITY	Dominance, directing, controlling, managing, and leading		
	Usual Behaviors	Needs	Stress Behaviors
Low (1 – 39)	Suggestive and persuasive, gain cooperation through communication, dislike telling people what to do or how to do it	A pleasant work environment To respect the person giving work (not the title) Do whatever needs to be done	Walk away from the situation, go around or underground without telling anyone
High (61 – 99)	Directive, will tell people what needs to be done, no mixed messages	Clearly delegated lines of authority An opportunity to discuss and debate issues, To respect authority of person giving work	Become bossy, dominant and autocratic; Ask them if they are asking for information or questioning your judgment
SSP: Higher-Lower-High	See High	See Low	Have a long fuse, but will go off when expertise is questioned

◆ ADVANTAGE	Incentives and competition, idealism and materialism		
	Usual Behaviors	Needs	Stress Behaviors
Low (1 – 39)	Do meaningful work, contribute to the greater good, be on a mission, very trusting of others until trust is broken	Noncompetitive work environment Believe in fairness Assume closure on issues or sales	Feel taken advantage of or unappreciated Find it hard to ask for raise or promotion
High (61 – 99)	Competitive, street smart, won't trust until trust is proven	To know where they stand on a regular basis, Tangible rewards, Automatically bring issues and sales to closure	Become self-promotional, more competitive
SSP: Higher-Lower-High	See High	See Low, need to be trusted	Look competitive but need the reverse

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◆ ACTIVITY	Preferred pace for action; how mental and physical energy are expended		
	Usual Behaviors	Needs	Stress Behaviors
Low (1 – 39)	Concentrated and focused	A quiet place to think and work	Exhausted, substitute thought for action
High (61 – 99)	Think on the move, get much done quickly	Many different projects, an active environment	Drained, act without thinking, make busy work
SSP: Lower-Higher-Low	Concentrated and focused	Need more activity than know how to create	Exhausted, delay action

◆ CHALLENGE	Self-imposed demands, self- validation and confidence, will override other needs (both Low and High can accomplish the same goals)		
	Usual Behaviors	Needs	Stress Behaviors
Low (1 – 43)	Pleasant, persuasive, self-confident Validate selves internally, who they are	Achievable goals, internally driven Supervision that focuses on underlying needs	Blame situations, environment or others Ask: what's my responsibility for this
High (43 – 99)	Seduced by complex, challenging problems Validate selves externally, what gets done	Continually elevated goals, fair supervision Ask: what's my intent in doing this, taking this on?	Become too critical and demanding of selves and others

◆ EMPATHY	Involvement of feeling, expression of emotions, dealing with emotions		
	Usual Behaviors	Needs	Stress Behaviors
Low (1 – 39)	Objective, pragmatic, help sort through options, solve problems	Objective feedback and logical advice Process intellectually: "I think"	Become even more objective and less sensitive or feeling oriented
High (61 – 99)	Listen, empathize, hear and acknowledge the emotions behind the words	Someone to listen and hear them Process emotionally: "I feel"	Feel misunderstood and become frustrated
SSP: Higher-Lower-High	See High	Need more objectivity than know how to get	See High

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◆ CHANGE	Restlessness, introducing and dealing with change		
	Usual Behaviors	Needs	Stress Behaviors
Low (1 – 39)	Consistent, won't introduce change for sake of change, "if it's not broken, don't fix it"	Advance notice of change and the opportunity to participate in it	Resist change either overtly or covertly, depending on other factors and components
High (61 – 99)	Frequently introduce change in plans, methods, systems; continuous improvement	Frequent change, can quickly implement change without need for notice or participation	Become restless and create change for the sake of change
SSP: Higher-Lower-High	See High	See Low	Change the change to make it their own

◆ FREEDOM	Measure of individuality, personal independence, need for stability		
	Usual Behaviors	Needs	Stress Behaviors
Low (1 – 39)	See selves and believe others see them as traditions, responsible, and conservative	A solid anchor, e.g., predictable relationship, family, community, or religion (should not be job)	Feel adrift until they find and establish another anchor
High (61 – 99)	See selves and believe others see them as unique and independent	Freedom to chart life, call own shots, set own goals, etc.	Feel burdened or repressed by limitations on freedom, will act out
SSP: Higher-Lower-High	See High	Need some anchor	Act out if anchor is taken away

◆ THOUGHT	Decisiveness, amount of time and information needed to make routine and complex decisions (does not measure the quality of the decision)		
	Usual Behaviors (Routine Decisions)	Needs (Complex Decisions)	Stress Behaviors
Low (1 – 39)	Make decisions quickly and objectively	Don't need much time, especially if facts are clear	Worry about decision when facts are ambiguous
High (61 – 99)	Need more time and information	Need time to consider the implications, deal well with ambiguity	Procrastinate until have enough information
SSP: Higher-Lower-High	Lots of time for routine decisions	Less time, even if ambiguous	Become frustrated

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CAREER CATEGORIES

ARTS	EDUCATION	SOCIAL SERVICES
Professional creative functions that include the wide range of literary, musical and artistic activities.	Professional educators of all levels of public and private schools and colleges; includes educators who function as administrators.	Variety of supporting or helping professions; includes social program functions as well as religious organizational involvement.
SALES	CONSULTATIVE SALES	LEGAL
Involvement in sales functions that focus on the persuasive and/or negotiating aspects of direct selling such as insurance sales, auto sales, and merchandising.	Involvement in sales activities that require a substantial product knowledge base and an equally sophisticated buyer; includes jobs like stockbroker, software sales, governmental relations and health care marketing.	Negotiation, contracting and advocacy functions. Includes private practice lawyers, legal partnerships, and corporate lawyers.
PRODUCTION	ENFORCEMENT	ENGINEERING
Manufacturing, construction, production, agriculture, transportation, maintenance, machinery repair and technical functions of business.	Law enforcement activities. Adventure and crisis intervention. More the “patrol” than investigative or detective functions.	Broad range of technical functions. Responsibility for activities involving engineering specialties, physical sciences, computer systems, software electronics, mathematical analysis and similar technical duties.
OFFICE/ADMINISTRATION	ADMINISTRATIVE PROFESSIONAL	FISCAL
Administrative positions including recording, data processing, accounting, and personnel functions that require predictable results and controls.	Involves making a professional contribution in administrative functions, utilizing analyses of processes and establishing procedures including benefits administration, technical training, internal operations and process auditing.	Professional responsibility for accounting, controlling and/or analyzing financial activities.

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MANAGEMENT STYLES

KNOWLEDGE SPECIALISTS	DIRECTIVE	DELEGATIVE
Style used by those who contribute and lead by utilizing personal expertise and knowledge for problem solving. The Knowledge Specialist leads by example. This includes professionals and managers who lead technical, educational and other specialty functions.	Management style which includes personal involvement in problem solving and direction and implementation; leads from the front and exercises strong authority. This includes managers and executives in action-driven organizations.	Management style which utilizes plans and strategies. Arranges resources and assists subordinates and teams in dealing with resource and implementation issues. Includes managers and executives in plan-driven organizations.

MOTIVATIONAL STYLES

WORK MOTIVATION	SELF DEVELOPMENT	CORPORATE ADAPTABILITY
A positive attitude toward work. A tendency to work well for others, exhibit responsible attitudes toward work rules and assigned functions.	A positive attitude toward personal growth and development which utilizes classic education systems more than hands on experience. Desire to make a professional contribution. Motivation to exercise professional or managerial responsibility.	A positive commitment to chain of command relationships and the organizational goals necessary to move up in company or corporate structures. Motivation to exercise managerial responsibility and extra commitment to corporate initiatives requiring significant individual and team commitments.

SOCIAL STYLES

SOCIAL ADAPTABILITY	SOCIAL RESPONSIBILITY
Adaptability to people, social situations, corporate and legal rules. Positive attitudes toward others, ability to withstand extended stress, meets unexpected changes with an optimistic and tolerant manner, extending trust to others easily.	Valuing social conventions of own social group and stability in work, family, legal, and social relationships

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GENERAL STRENGTHS

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PUBLIC CONTACT	DETAIL
Preference for activities involving social contact and organizational interaction.	Concern for the procedural and detailed aspects of work.
GLOBAL	LINEAR
Problem solving that involves a relational and holistic process.	Preference for activities and tasks that lend themselves to logical, sequential analysis and completion. Extra urgency in problem solving or crisis intervention
CONCEPTUAL	CONCRETE
Approach to a problem by “synthesizing” abstract information, utilizing experience, intuition and knowledge to find fresh and imaginative solutions.	Analytical, factual approach to problem solving. Emphasis on concrete, immediate, visible results.