Chapter 3b

Introducing clients to the FIRO Business® instrument and giving feedback

Learning goals

This chapter deals with the practical issues that need to be taken into account when introducing the FIRO Business® instrument to clients and providing feedback. By the end of this chapter, you should:

- Gain an understanding of the FIRO Business instrument
- Gain an overview of the feedback structure to use with the FIRO Business instrument, both in one-to-one feedback sessions and group feedback
- Begin to understand and practise the steps in interpreting a FIRO Business profile
- Develop your own resources for FIRO Business feedback.

Giving FIRO Business feedback to clients

It is best practice to provide feedback to clients whether you are using the instrument in an assessment or development setting.

Note: FIRO-B and FIRO Business are separate instruments using different comparison groups. FIRO Business uses an international norm group while FIRO-B uses a European norm group based on UK respondents. Note that comparing the results from the two instruments will produce different results because each references a different comparison group. More information about the construction of the two instruments can be found in Chapter 5.

FIRO Business feedback can be given in either a one-to-one or group context. In either situation, the following pages provide a useful format to follow, although some sections within the feedback structure will benefit from a one-to-one discussion to allow the client to fully explore their profile.

Suggested feedback structure

As you use the FIRO Business instrument, you will develop your own style of giving feedback. This will largely develop as your confidence and experience of providing feedback increase. Nonetheless, within your feedback structure there are certain key points that are important to include.

To help get the most value out of FIRO Business feedback sessions, we recommend using the FIRO Business Feedback Workbook. This is a useful resource for both one-to-one and group feedback sessions. It provides a useful, tried and tested process and structure to complement the approach outlined in this User's Guide, and to use with the (one-to-one) FIRO Feedback Cards. The FIRO Feedback Cards have one side dedicated to FIRO-B and the reverse side dedicated to FIRO Business, so they can be used for both instruments.

FIRO feedback process

Contracting

Purpose | Boundaries | Confidentiality

Introducing

FIRO | Background | Scoring | Interpersonal needs

Discovering

Expressed and Wanted | Three need areas | Total needs

Self development

Teams

Work style

Applying

Leadership

Career

Organisational culture

During your FIRO workshop, you received a set of cards to support you in giving one-to-one feedback. There are a number of cards that you can show your respondent to help outline important points during the introduction and the feedback session. In a group session, it is useful to bear the content of these cards in mind. There is a set of PowerPoint slides available to download from the OPP website www.opp.com which will be most helpful when facilitating a group feedback session. These slides vary somewhat from the one-to-one feedback below, but broadly follow the same process.

You will have the opportunity to experience both one-to-one and group feedback scenarios during your workshop which will support you to develop your own approach to providing feedback.

When conducting any feedback session, it is necessary to ensure there is adequate space available. Many FIRO practitioners choose to use the resources available to ensure content is thoroughly covered and the session delivered to the highest standard. Ensuring the client has all the resources they need, such as a FIRO workbook and other appropriate materials, will ensure the smooth running of the feedback session.

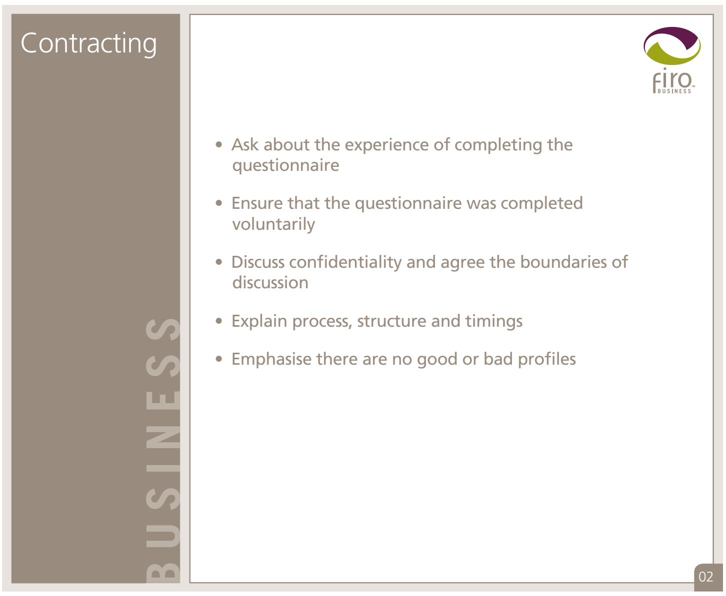
Contracting

When using the FIRO Business instrument with a client, you should first establish why the questionnaire is being used and how it will be applied. Whether using the questionnaire with an individual or a group, it is important to establish a purpose or current issue for which the FIRO Business instrument will be used; this needs to be confirmed from the outset. There are some aspects of the contracting and purpose of the session that need to be clear when using the FIRO Business instrument for assessment – see Chapter 6 for more information about the specific contracting and best practice to apply when using the questionnaire for assessment.

As part of the contracting process, it is essential to ensure that the FIRO Business instrument will be used ethically. When giving feedback, make sure that you revisit these issues as a reminder to the client to allow them to raise any questions they may have with the process.

> How will you use the FIRO Business data?
> What are your expectations of the instrument?
> What is your current situation?
> What are your development areas?
> How do you see the FIRO Business information fitting in with your current situation or development programme?

The purpose of contracting is to establish a rapport between you and the client, put the individual at ease, clarify expectations and explain the nature of the FIRO Business session.



- Ask about the experience of completing the questionnaire.
- Ensure that the client completed the FIRO Business questionnaire voluntarily and explore how they found this process. Ask whether they have had any previous experience of completing personality questionnaires. This will inform you about their attitude to completing the questionnaire or their mood at the time of completion.
- Discuss the limits of confidentiality and agree the boundaries of the discussion such as how this information will be recorded; explore who the information will be shared with.
- Explain the process, structure and timings of the feedback session
- Emphasise there are no good or bad profiles, and that the FIRO Business instrument is a questionnaire, not a test.
- Be aware of your own skills and limitations when using the FIRO Business instrument. It is your responsibility to set the boundaries and to stay within those boundaries during the feedback session and your overall use of the instrument.
- When preparing for the feedback, as with all personality questionnaires, you should interpret an individual's profile with reference to any other information that you know about the individual, and to the context and purpose of using the questionnaire.

Other ethical issues and best practice are covered in more detail in Chapters 1 and 6.

Purpose

It is important to establish a purpose for the feedback session; this is also a way of encouraging involvement and participation from the respondent. You can use the following points to help the client explore what they want from the feedback session:

- Completing the FIRO Business questionnaire and receiving feedback can be one way of increasing self-awareness.
- The FIRO Business instrument can help people to learn about themselves and their interpersonal needs, which can in turn help them to understand their interpersonal style.

The FIRO Business instrument has many specific applications. Some that are relevant to the workplace include:

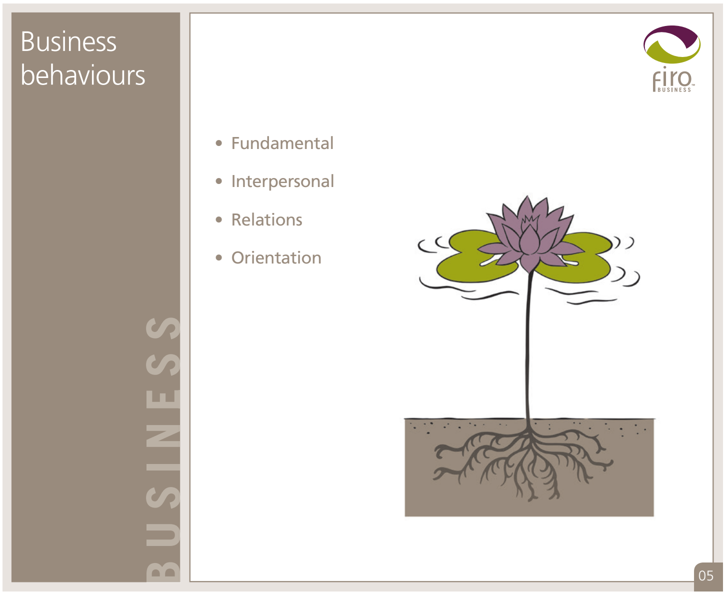
- Improving working relationships
- Developing your leadership style
- Team development
- Understanding conflict
- Coaching and counselling
- Assessment for selection.

Make sure you outline the ***structure*** of the feedback session and approximate ***timings*** for the feedback. Explain that the feedback is a ***two-way discussion*** and the purpose is to explore the results of the FIRO Business profile and clarify what these mean for the client through their own ***behavioural examples***.

Introducing

Background and overview

The second section of the feedback introduces the client to the FIRO Business instrument by providing a brief overview of the constructs measured by the questionnaire and the scoring system. It is worthwhile explaining to your client what ‘FIRO’ stands for (***Fundamental Interpersonal Relations Orientation***), and that the feedback will be focusing on the behaviours relating to the three need areas. The following provides an overview of things to cover.



Interpersonal needs

Schutz stated that “people need people” in his book *FIRO: A Three-Dimensional Theory of Interpersonal Behaviour*. But what does this really mean?

The definition of interpersonal behaviour includes any interaction that occurs between people. Interpersonal behaviours in relation to the FIRO instrument look at ***how you typically behave with other people and how you hope they will act towards you.***

It can help to ask your client “How do you generally find your interpersonal relationships?” or “How do you generally get on with people?”

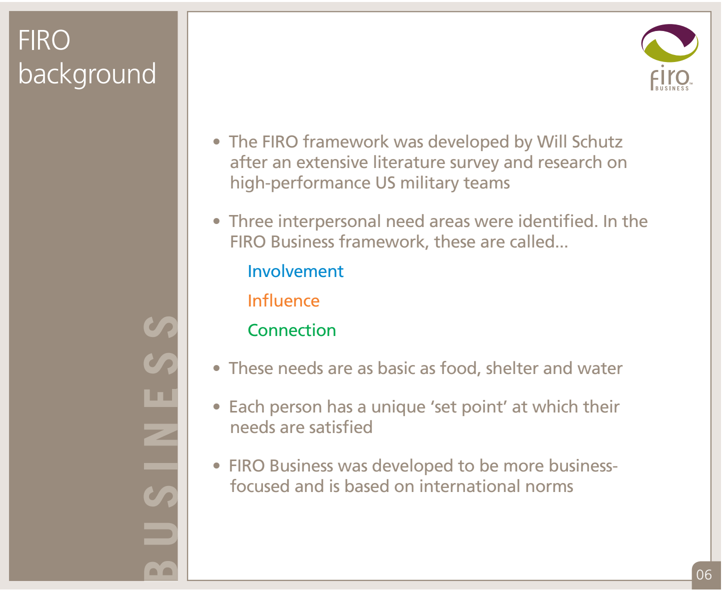
We all have different degrees of interpersonal need, and there is no right or wrong amount. Human beings are social animals, who need other people just like we need water, food or shelter; people need people in different amounts and different ways. The FIRO Business instrument helps us to identify our level or type of needs.

Every individual has a unique ‘set point’ or amount of needs. In the same way that you can over- or under-water a plant, you can have too much or too little interaction with others. The key aspect in Schutz’s model of interpersonal needs is self-awareness: you should use the FIRO Business instrument to raise an individual’s awareness of their own interpersonal needs. This leads to greater choice, and opportunities to develop new strategies for greater effectiveness and/or satisfaction.

Introducing the background to the FIRO Business instrument should also take place in the introduction part of the feedback.

When introducing the FIRO Business instrument, it is helpful to say something about its origins and how it was developed. When deciding what to include, think about the nature of the audience and how much background information they will need to hear. The following outlines the information that is useful to include.

- The questionnaire was developed by Will Schutz. His work was based on an extensive literature review for his PhD thesis that culminated with identifying three need areas, which fell in line with the three major psychoanalytic schools of thought. These are well represented by Jung, with his focus on Extraversion and Introversion, Adler’s focus on power and Freud’s focus on intimacy.
- The model was developed by Schutz researching teamwork for the US Navy. He found ways to predict how much conflict there would be in a team based on the interpersonal needs of team members.
- Based on the idea that “people need people”, Schutz identified three basic ways which show that we all have interpersonal needs in the areas of Involvement, Influence and Connection. Schutz understood these interpersonal needs to be as basic as the need for food, shelter or water. Each of us has a certain amount of contact that we need, and this differs between people.



- The FIRO-B and the FIRO Business questionnaires continue to be refined and updated. The FIRO Business questionnaire is published using accessible business language to talk about the interpersonal need areas. It is particularly suitable for use in multinational contexts as it uses data gathered using an international sample.

Scoring

Scoring: Introducing frequency and selectivity

The raw scores on the FIRO Business instrument range from 0–100% in each need area. This score incorporates two different concepts: frequency and selectivity.

- Frequency looks at how often the behaviour is shown or wanted.
- Selectivity looks at how many people the behaviour will be shown to or wanted from.

The scores are grouped into high, medium and low scores:

Table 3b.1: FIRO Business score ranges

0–35%	Low scores: Low frequency and high selectivity
36–64%	Medium scores: Some frequency and selectivity
65–100%	High scores: High frequency and low selectivity

High scores suggest that behaviour is shown frequently and the person is unlikely to be selective about who they show that behaviour to. Low scores suggest the behaviour is not shown frequently and the person is likely to be highly selective about who they show it to.

When introducing the scoring during feedback you can use everyday language to illustrate the concepts. For example, everyone is familiar with the term ‘frequent’, but you could say that ‘those people with low scores are more choosy about who they will show the behaviour to’, or ‘those scoring high show the behaviour very often and to lots of people’.

Medium scores suggest that a person's behaviour will be dependent either on the people they are with or the situation they are in.

0–35% Low	36–64% Medium	65–100% High
		
Low frequency (rarely showing the behaviour) **High selectivity** (certain people only)	**High frequency** (often showing the behaviour) but **High selectivity** (certain people only) OR **Low frequency** (rarely showing the behaviour) but **Low selectivity** (anyone will do)	**High frequency** (often showing the behaviour) **Low selectivity** (anyone will do)

Only one musician is playing (high selectivity) and they are only playing one note (low frequency).

Either one musician (high selectivity) is playing many notes (high frequency)

OR

many musicians (low selectivity) are playing few notes (low frequency)

OR

a medium number of musicians (medium selectivity) are playing some notes (medium frequency)

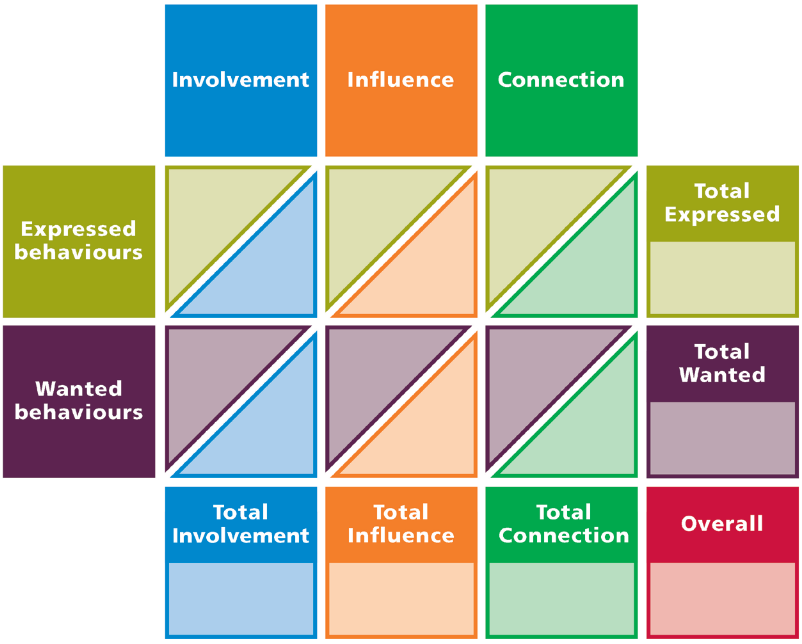
There are many musicians (low selectivity) and each musician is playing lots of music (high frequency)

When giving FIRO Business feedback, it is useful to go through a process of asking the client to predict their scores on the FIRO Business profile. This can help to raise their awareness of the three interpersonal need areas and to check their understanding. This prediction component is not essential to the feedback process, but many FIRO Business practitioners have found it to be beneficial to the client. For this reason it is included in the suggested feedback structure.

When asking clients to predict their scores, it is useful to present them with a matrix so they can start to see how their profile builds during the feedback session. Cards with a purple strip are designated for placement in front of clients to act as visuals. Beginning with the scoring card, FIRO practitioners use the cards to build a visual journey of discovering FIRO profiles. Additionally the cards act as a reminder of how to interpret the scores. The scoring card is placed in the top left corner of the matrix and the other cards are built up around this. As the feedback progresses, practitioners build up the matrix using the other cards. An example feedback matrix is provided on card 53.

The following grid represents an example that can be used; two sample copies of this matrix are included at the end of this chapter.

Table 3b.2: FIRO Business scoring matrix



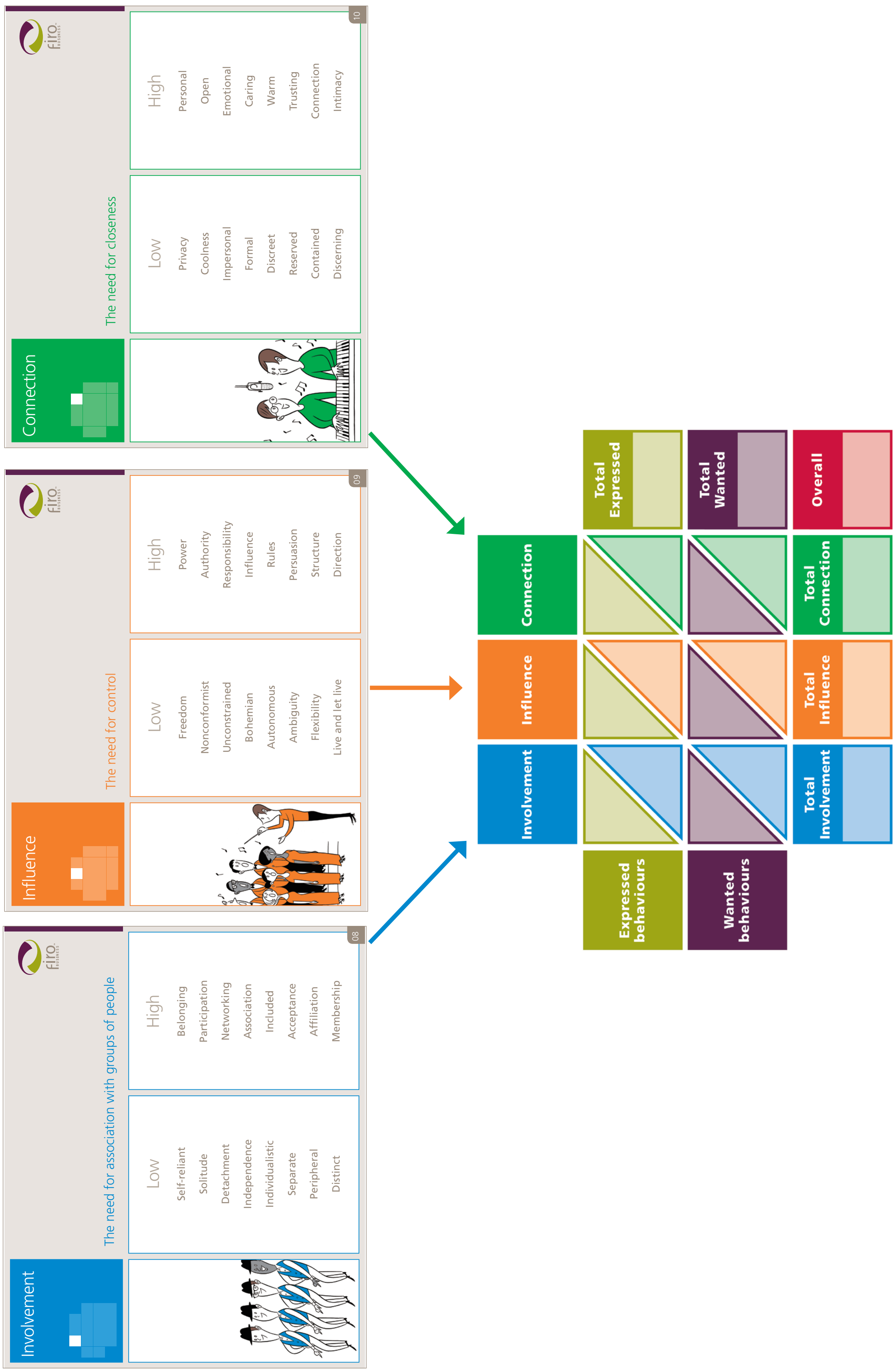
Interpersonal needs

At this stage in the feedback it is useful to provide a brief overview of the three interpersonal need areas before going on to explore them in more depth later in the feedback. Using the cards (see opposite page), the feedback matrix continues to be built up.

Involvement – everyone is wearing matching hats and jackets to indicate their belonging to the group. The hats are similar to football fans choosing to a wear club scarf as a symbol of their belonging to a group of supporters.

Influence – the conductor is needed to give the choir direction, keep time and ensure the performance runs smoothly. It is important that structure and hierarchy is maintained. Without the conductor, a different performance or recital might be given instead.

Connection – the musicians have a closeness reflected in their connection and deep understanding. They know each other well on a personal level and share mutual harmonies.


Involvement
The need for association with groups of people
Low
Self-reliant
Solitude
Detachment
Independence
Individualistic
Separate
Peripheral
Distinct
High
Belonging
Participation
Networking
Association
Included
Acceptance
Affiliation
Membership
08
Influence
The need for control
Low
Freedom
Nonconformist
Unconstrained
Bohemian
Autonomous
Ambiguity
Flexibility
Live and let live
High
Power
Authority
Responsibility
Influence
Rules
Persuasion
Structure
Direction
09
Connection
The need for closeness
Low
Privacy
Coolness
Impersonal
Formal
Discreet
Reserved
Contained
Discerning
High
Personal
Open
Emotional
Caring
Warm
Trusting
Connection
Intimacy
10
Total Expressed
Total Wanted
Overall
Connection
Total Connection
Influence
Total Influence
Involvement
Total Involvement
Expressed behaviours
Wanted behaviours

Involvement

This need indicates how much you generally include other people in your life and how much attention, contact and recognition you want from others. Involvement is about you in relation to groups, whether small or large.

Influence

This need indicates how much control and responsibility you want and how much you want others to lead and control you. Influence is about one-to-one relationships and your behaviour as part of a group.

Connection

This need indicates how close and warm you are with others and how close and warm you want others to be with you. Connection is about the need to establish comfortable one-to-one relationships.

Discovering

Expressed and Wanted behaviours

Once you have explained the nature of the three need areas of Involvement, Influence and Connection, go on to elaborate that each one is further split into the areas of Expressed and Wanted behaviours. For each area we have a certain amount that we demonstrate to others and a certain amount we want back.

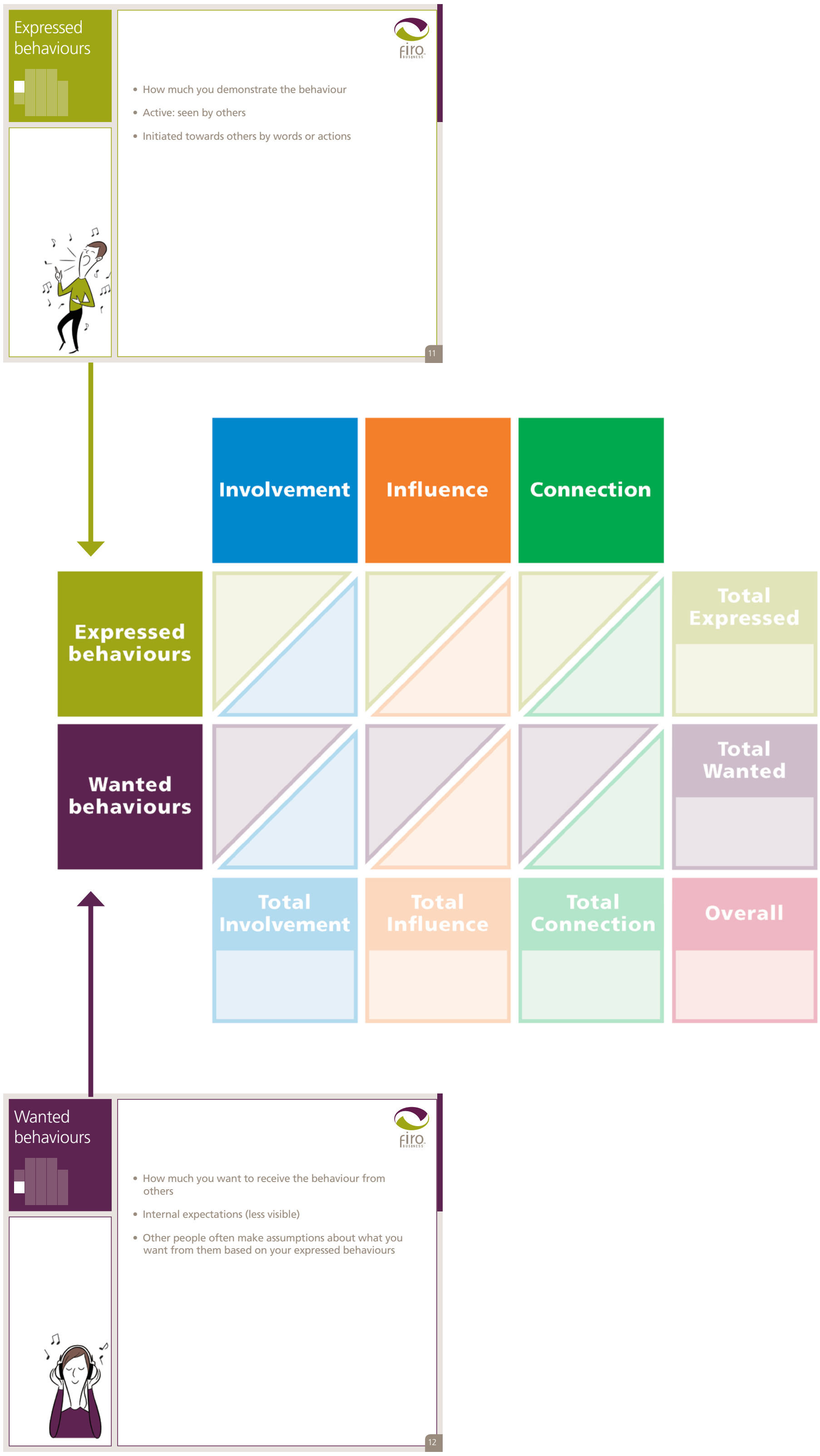
Expressed behaviour

This is the extent to which you prefer to initiate behaviour, how you actually behave with respect to the three need areas, and what your comfort level is when engaging in the behaviours associated with the three need areas. Expressed behaviour is seen by others; it is initiated towards other by words or actions.

Wanted behaviour

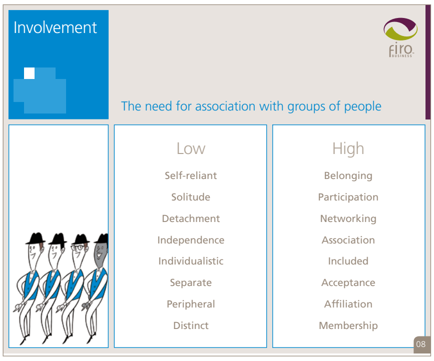
This refers to the level of behaviour that you would like to receive from others. This is the degree to which an individual wants to be the recipient of the behaviours. Wanted behaviours are not as visible as Expressed behaviours and as a result, people will often make assumptions about what is Wanted based on an individual's Expressed behaviours.

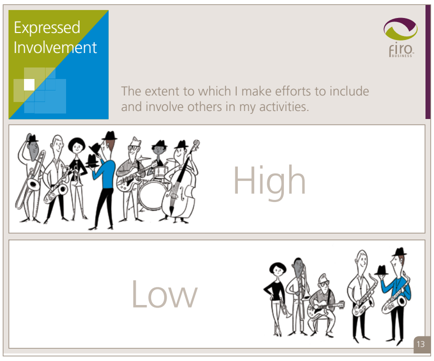
Expressed behaviours are displayed outwards, and Wanted behaviours are less visible.

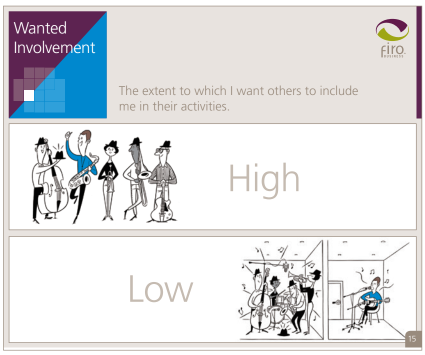


Exploring the individual need areas

This section of the feedback should become the main body of the feedback session, as you move on to explore each of the three individual need areas in turn. The following structure is **recommended** to explore each of the three need areas although there are certain elements that are ***optional*** depending on feedback context and time available for the session. The recommended process for the main body of the session is completed for Inclusion and then repeated through the remaining need areas – Influence and Connection.







- Describe the need area in depth
- Provide behavioural examples of low and high scores for both Expressed and Wanted scores (card 14)
- Ask the client to pick out a few words from the Involvement cards and explore what does and does not resonate* (card 8)
- Ask open questions to explore the Expressed need area (card 14)
- Ask open questions to explore the Wanted need area (card 16)
- Ask the client to predict their scores
- Return actual scores
- Explore behavioural examples of actual scores (see card 17 on next page)
- Ask in-depth questions to explore combined Expressed and Wanted scores
- Relate to the client's objective

Involvement

High Expressed

Low Wanted	Medium Wanted	High Wanted
• Seen by others as being outgoing and sociable • Likely to have deep need for privacy • May be invited or included more than wanted due to outgoing approach Questions: How do you manage too much inclusion or too many invitations? How do you use your social skills to maintain your independence? Do you find it difficult to say 'no' to invitations?	• Enjoys hosting events or group activities but also needs periods of solitude • Uses interaction to build contacts and gain recognition • Involves other people Questions: How do you achieve the balance between time alone and time with others? Do you receive more invites than you actually want – if so, how do you manage this? How do you communicate your need for some privacy?	• Active in group discussions and networking • May be frustrated working alone or being less involved • Searches for collaboration Questions: How do you feel about working alone for long periods of time? How do you deal with people who prefer time alone to social activity? How do you balance your activities to avoid exhaustion?

Medium Expressed

Low Wanted	Medium Wanted	High Wanted
• Uses good social skills to form associations • Outgoing ways could be misleading to others • May dislike business-related social activities Questions: Do you get enough private time? How do you avoid giving mixed messages to others about the amount of involvement you would like? How do you manage demands from others for your time and attention?	• Enjoys a balance of being alone and with others • The need for interactions may vary from one group to another • May require clarity about needs for a mix of private time and group time Questions: How do you manage the balance between group and private time? In which situations do you enjoy interaction and when do you prefer privacy? In which groups do you like to get recognition?	• Likes to participate in group activities • May want more contact than outwardly shown • Sensitive to possible signs of rejection Questions: How do you encourage others to invite and include you in their activities? In which situations do you take the initiative with others? How do you respond when people leave you out?

Low Expressed

Low Wanted	Medium Wanted	High Wanted
• May come across as shy or independent • May not enjoy mixing with others frequently at work • May prefer a private working environment Questions: How do you experience and manage large amounts of contact with others both in and out of work? How do you get the privacy you need? How do you manage your interaction with others?	• Likely to be realistic about the amount of recognition sought • May come across as independent or uninterested • Prefers a work environment where it does not take effort to be included. Questions: How do you show others your need for being included? How do you respond in work environments where you are expected to work alone? How do you find and join groups of people sharing common interests?	• May be sensitive to rejection by others • Enjoys working environments that involve contact and attention without having to make the moves themselves • Tends to say 'yes' when asked to get involved Questions: When do you feel comfortable making the first move or initiating contact? How do you encourage others to invite/include you? How do you react if you are ignored or overlooked?

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Describe the need area in depth

Begin by describing the need area in depth to the client. You may choose to use the behavioural examples on FIRO Feedback Cards to do this.

The table below provides a list of the behavioural examples found on the FIRO Feedback Cards for reference.

Table 3b.3: Behavioural examples of Involvement, Influence and Connection

Involvement	Influence	Connection
Self-reliant	Freedom	Privacy
Solitude	Nonconformist	Coolness
Detachment	Unconstrained	Impersonal
Independence	Bohemian	Formal
Individualistic	Autonomous	Discreet
Separate	Ambiguity	Reserved
Peripheral	Flexibility	Contained
Distinct	Live and let live	Discerning
Belonging	Power	Personal
Participation	Authority	Open
Networking	Responsibility	Emotional
Association	Control	Caring
Inclusion	Rules	Warm
Acceptance	Persuasion	Trusting
Affiliation	Structure	Affection
Membership	Direction	Intimacy

Provide behavioural examples of low and high scores for both Expressed and Wanted scores

When providing behavioural examples of low and high scores, remember to include these for both Expressed and Wanted behaviours. The following illustrations may be useful as they allow you to present these images as stories, and you can engage your client in a discussion about the various needs of the people in the image.

The images help to illustrate the different expressions of behaviour associated with FIRO profiles.

Expressed Involvement

Low: The musician is giving a hat to **one** other musician to indicate their membership of the band. The remaining musicians have not been invited, indicating the **exclusivity** of the group.

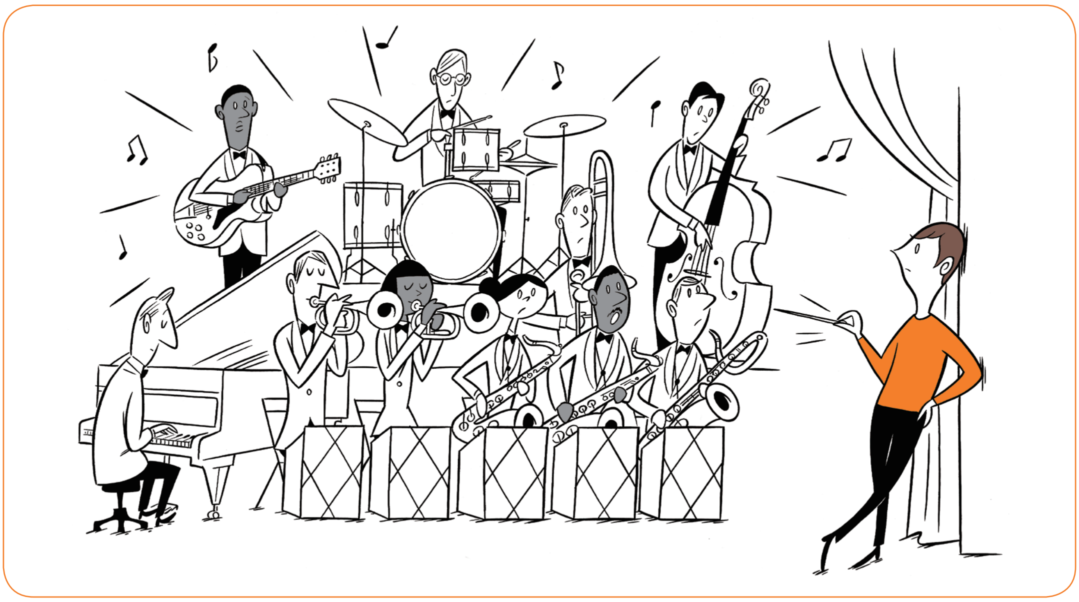
High: The musician is giving a hat to **many** other musicians, indicating their membership of the band. Because of the **numerous invitations** given the group is open to many new members.

Wanted Involvement

Low: The musician does not belong to the band and is happy making music **on their own**. Their decision to remain **independent** indicates their low need for Inclusion.

High: A new member has **been invited** to join the band. Their obvious enjoyment of this invitation reflects their **desire to be included**.

Expressed Influence



Low: The conductor has taken a **laissez faire** role and chosen not to conduct the orchestra. This has allowed the other musicians to proceed **independently**.

High: The conductor is taking a more **assertive** approach to conducting and is concerned with taking **responsibility** for the performance.

Wanted Influence

Low: The musician has chosen to take an **autonomous** role by choosing not to follow the conductor or music score. The musician is instead **improvising** his own music.

High: The musician is waiting for the conductor to begin giving **directions** and will adhere closely to the **guidance** received.

Expressed Connection

Low: Although there is a backing group available, the singer is not inviting them to harmonise, instead preferring to remain **self-contained** and **distant**.

High: A duet is being sung. The singers are **close** and **sharing appreciation** during the performance.

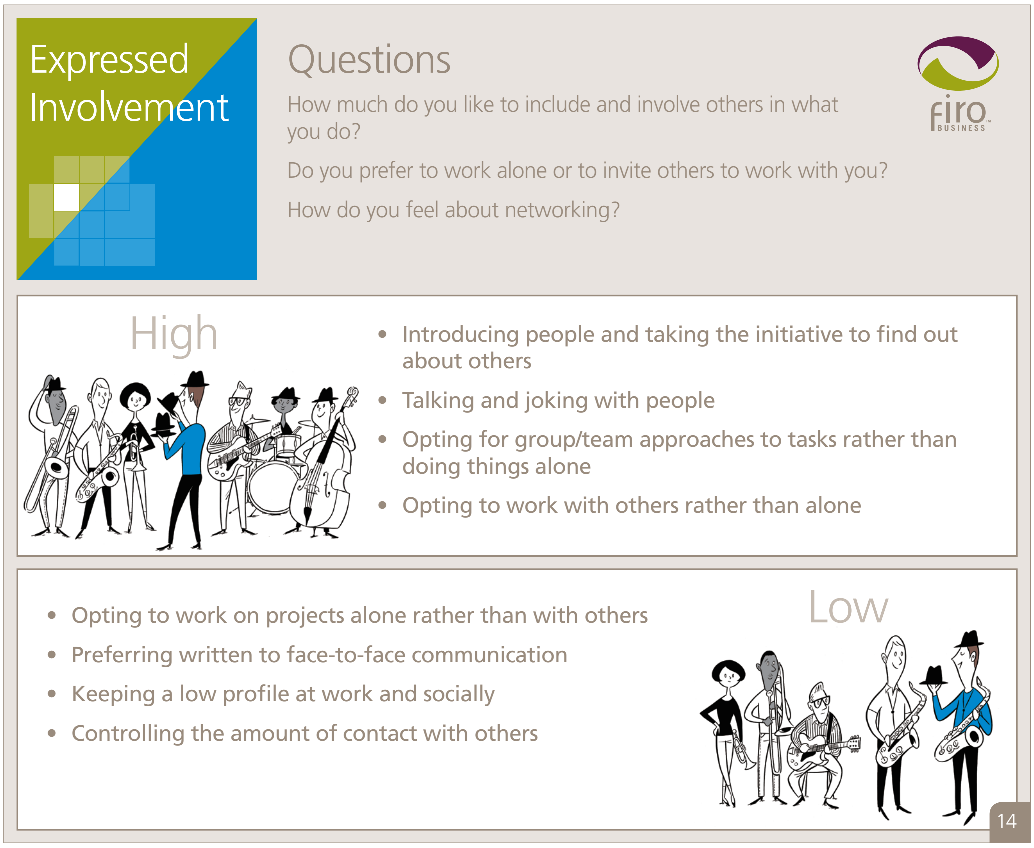
Wanted Connection

Low: Although the fans desire a close personal connection with the singer, he prefers to remain **selective** and **distant** in his relationships.

High: The singer is enjoying **close** and **personal** contact with his fans and is welcoming the opportunity to get to know each individual.

Ask open questions to explore the need area

The FIRO cards provide examples of questions you could use to explore the need area with your client.



Begin by asking general open questions around the need area, and then explore Expressed and Wanted behaviours with your client.

Ask the client to predict their scores

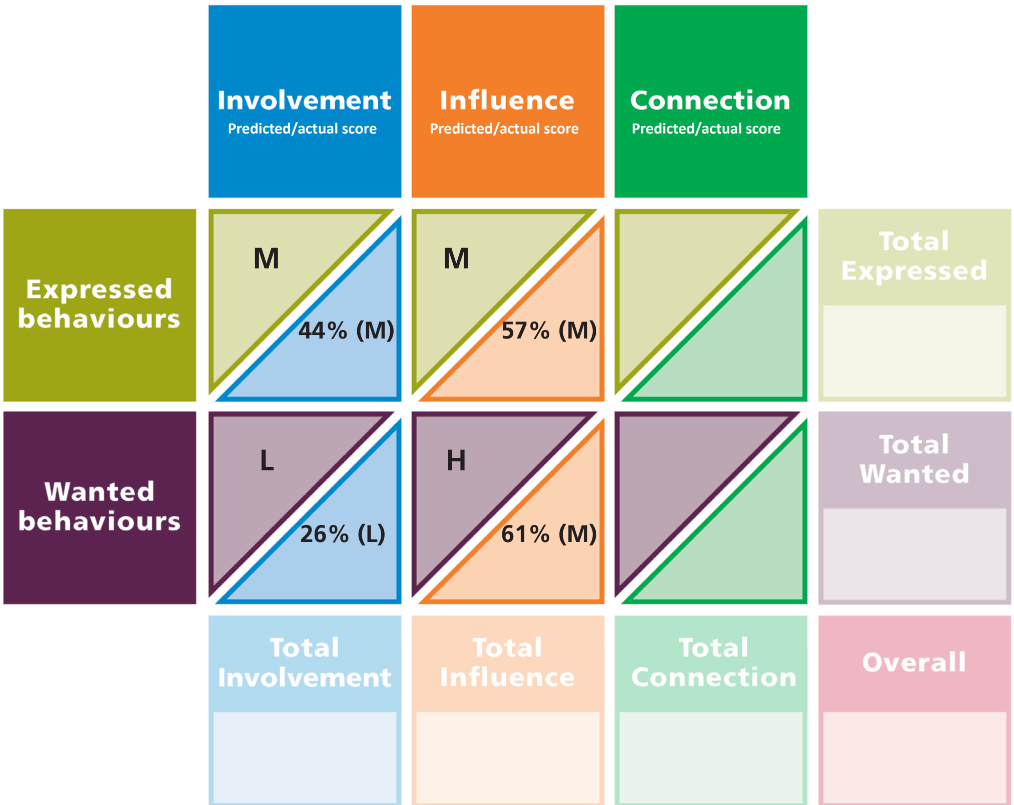
Having explored the need area with your client, you could if you wish ask them to predict their scores in terms of whether they have a low (L), medium (M) or high (H) score for each of the Expressed and Wanted behaviours. Remember that this is an optional technique to explore the FIRO Business profile with your client, and that their actual scores are those that are provided from the output of the self-report questionnaire.

It can be helpful for respondents to then compare their predictions with how they actually answered the questionnaire. This can highlight how they see themselves and provides information for further discussion.

Return actual scores

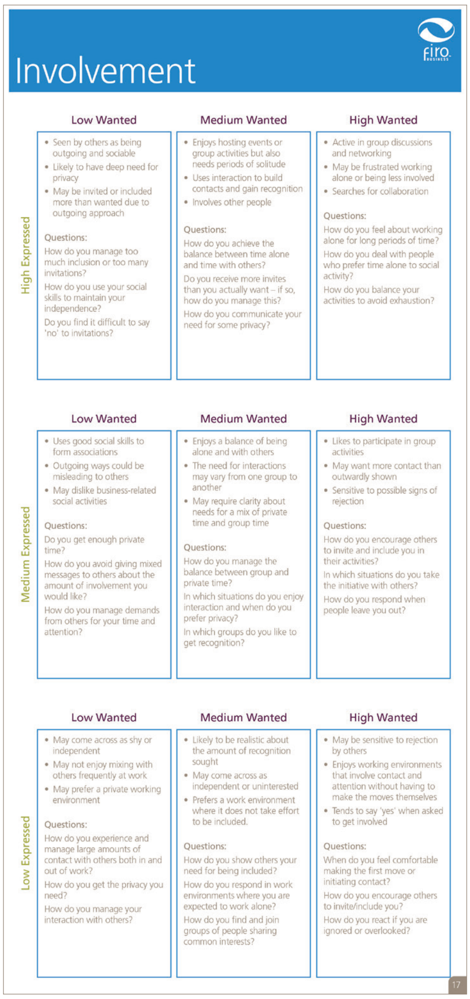
When it comes to revealing the score, provide your client with their scores for both Expressed and Wanted within the need area that you are looking at. You may also find it useful to highlight whether these fall into the low (L), medium (M) or high (H) brackets. The feedback session will now move on to exploring their actual scores with reference to the earlier discussion around the need area, and their behavioural examples and answers to your questions.

Below is an example of a FIRO Business scoring matrix that has been used in a feedback session for Involvement and Influence. This example demonstrates the matrix at the point of revealing the Influence scores before the feedback session moved on to look at Connection.



Explore scores and predictions

The FIRO Feedback Cards can be used to further explore score combinations within a need area by providing characteristics and open questions, and to help clarify what the scores actually mean for the respondent.



Involvement

	Low Wanted	Medium Wanted	High Wanted
High Expressed	• Seen by others as being outgoing and sociable • Likely to have deep need for privacy • May be invited or included more than wanted due to outgoing approach Questions: How do you manage too much inclusion or too many invitations? How do you use your social skills to maintain your independence? Do you find it difficult to say 'no' to invitations?	• Enjoys hosting events or group activities but also needs periods of solitude • Uses interaction to build contacts and gain recognition • Involves other people Questions: How do you achieve the balance between time alone and time with others? Do you receive more invites than you actually want – if so, how do you manage this? How do you communicate your need for some privacy?	• Active in group discussions and networking • May be frustrated working alone or being less involved • Searches for collaboration Questions: How do you feel about working alone for long periods of time? How do you deal with people who prefer time alone to social activity? How do you balance your activities to avoid exhaustion?
Medium Expressed	• Uses good social skills to form associations • Outgoing ways could be misleading to others • May dislike business-related social activities Questions: Do you get enough private time? How do you avoid giving mixed messages to others about the amount of involvement you would like? How do you manage demands from others for your time and attention?	• Enjoys a balance of being alone and with others • The need for interactions may vary from one group to another • May require clarity about needs for a mix of private time and group time Questions: How do you manage the balance between group and private time? In which situations do you enjoy interaction and when do you prefer privacy? In which groups do you like to get recognition?	• Likes to participate in group activities • May want more contact than outwardly shown • Sensitive to possible signs of rejection Questions: How do you encourage others to invite and include you in their activities? In which situations do you take the initiative with others? How do you respond when people leave you out?
Low Expressed	• May come across as shy or independent • May not enjoy mixing with others frequently at work • May prefer a private working environment Questions: How do you experience and manage large amounts of contact with others both in and out of work? How do you get the privacy you need? How do you manage your interaction with others?	• Likely to be realistic about the amount of recognition sought • May come across as independent or uninterested • Prefers a work environment where it does not take effort to be included. Questions: How do you show others your need for being included? How do you respond in work environments where you are expected to work alone? How do you find and join groups of people sharing common interests?	• May be sensitive to rejection by others • Enjoys working environments that involve contact and attention without having to make the moves themselves • Tends to say 'yes' when asked to get involved Questions: When do you feel comfortable making the first move or initiating contact? How do you encourage others to invite/include you? How do you react if you are ignored or overlooked?

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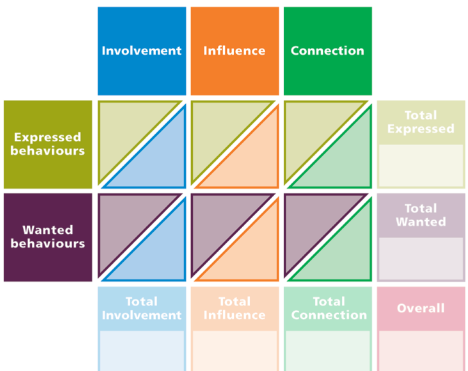
At the end of each need area you will have described the area in depth by providing behavioural examples and characteristics. You will have allowed your client an opportunity to explore the need area and consider their own scores for both Expressed and Wanted. Having followed this process for Involvement, Influence and Connection you can then move on to pull the profile together and look at links across the profile and how the scores may work together across the need areas.

This feedback structure works particularly well when providing feedback in a one-to-one setting. You may decide to alter the format slightly if providing group feedback. You can do this by introducing the three need areas and following the same structure up to the point of asking the group to predict their own scores for each need area, before moving on to return questionnaire results all at once. There are PowerPoint slides available to download from the FIRO knowledge bank on www.opp.com.

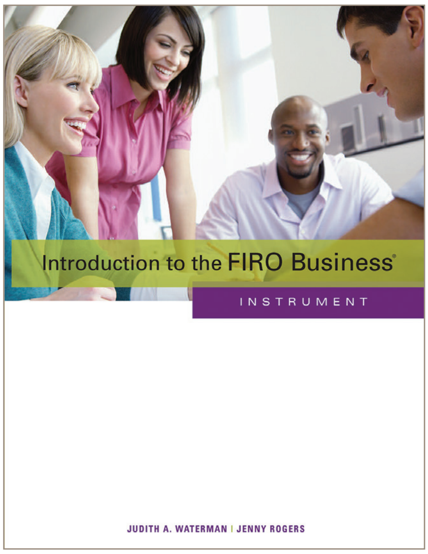
By the end of exploring the three need areas, the feedback card matrix will gradually be building up.



Exploring the whole profile

Once you have revealed all the respondent's scores you can start to explore the whole profile and explore links and connections between the scores. This is also an opportunity to further build on the purpose and context of the feedback session as agreed in the introduction.

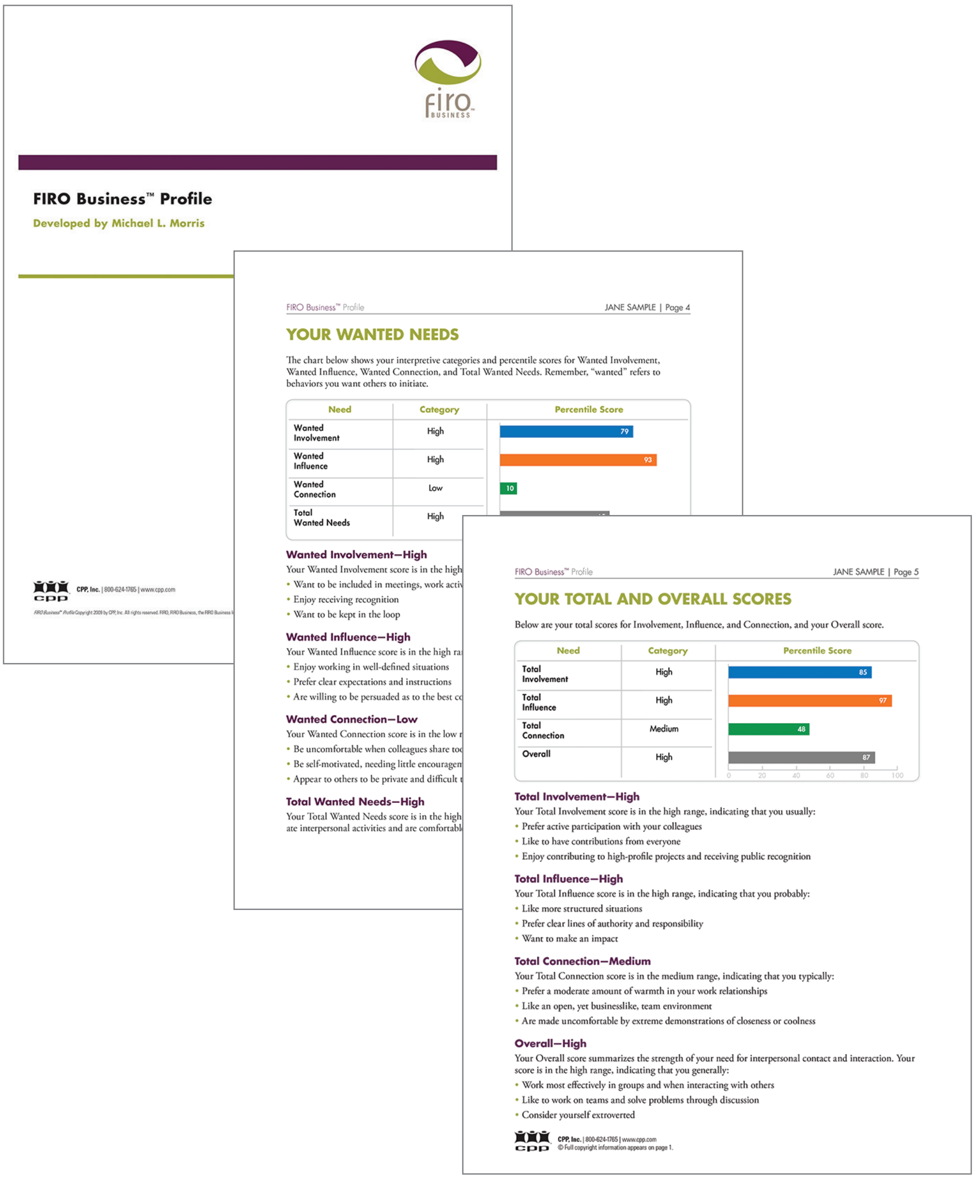
The client's understanding of their scores is greatly enhanced by an opportunity to read *Introduction to the FIRO Business Instrument,* as it provides further contextual information about the groupings of scores.



The following steps are useful in exploring the whole profile:

- Discuss the total need scores and the overall need score
- Consider the difference between the Wanted and Expressed scores
- Look at potential links between scores
- Discuss learning and next steps

The *FIRO Business Profile Report* (shown below) can help you in making these interpretations.



FIRO Business™ Profile

Developed by Michael L. Morris

FIRO Business™ Profile JANE SAMPLE | Page 4

YOUR WANTED NEEDS

The chart below shows your interpretive categories and percentile scores for Wanted Involvement, Wanted Influence, Wanted Connection, and Total Wanted Needs. Remember, "wanted" refers to behaviors you want others to initiate.

Need	Category	Percentile Score
Wanted Involvement	High	79
Wanted Influence	High	93
Wanted Connection	Low	10
Total Wanted Needs	High	

Wanted Involvement—High

Your Wanted Involvement score is in the high

- Want to be included in meetings, work activ
- Enjoy receiving recognition
- Want to be kept in the loop

Wanted Influence—High

Your Wanted Influence score is in the high ra

- Enjoy working in well-defined situations
- Prefer clear expectations and instructions
- Are willing to be persuaded as to the best co

Wanted Connection—Low

Your Wanted Connection score is in the low r

- Be uncomfortable when colleagues share too
- Be self-motivated, needing little encouragem
- Appear to others to be private and difficult t

Total Wanted Needs—High

Your Total Wanted Needs score is in the high ate interpersonal activities and are comfortabl

FIRO Business™ Profile JANE SAMPLE | Page 5

YOUR TOTAL AND OVERALL SCORES

Below are your total scores for Involvement, Influence, and Connection, and your Overall score.

Need	Category	Percentile Score
Total Involvement	High	85
Total Influence	High	97
Total Connection	Medium	48
Overall	High	87

Total Involvement—High

Your Total Involvement score is in the high range, indicating that you usually:

- Prefer active participation with your colleagues
- Like to have contributions from everyone
- Enjoy contributing to high-profile projects and receiving public recognition

Total Influence—High

Your Total Influence score is in the high range, indicating that you probably:

- Like more structured situations
- Prefer clear lines of authority and responsibility
- Want to make an impact

Total Connection—Medium

Your Total Connection score is in the medium range, indicating that you typically:

- Prefer a moderate amount of warmth in your work relationships
- Like an open, yet businesslike, team environment
- Are made uncomfortable by extreme demonstrations of closeness or coolness

Overall—High

Your Overall score summarizes the strength of your need for interpersonal contact and interaction. Your score is in the high range, indicating that you generally:

- Work most effectively in groups and when interacting with others
- Like to work on teams and solve problems through discussion
- Consider yourself extroverted

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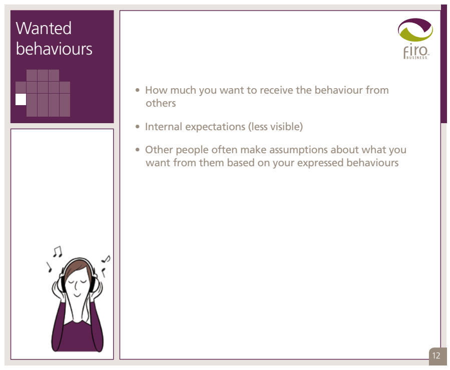
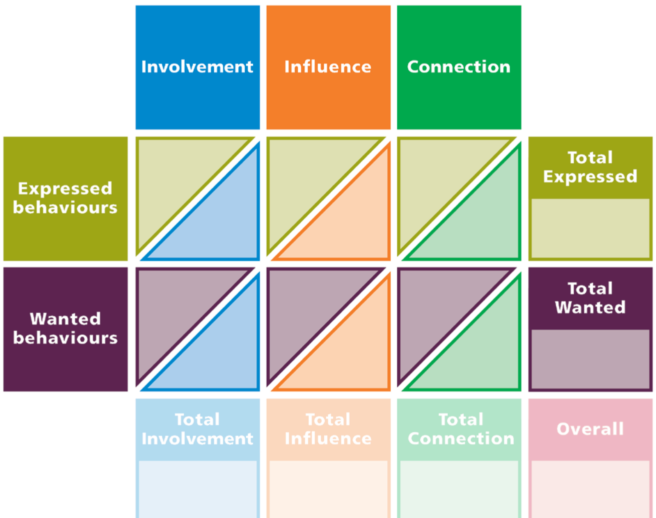
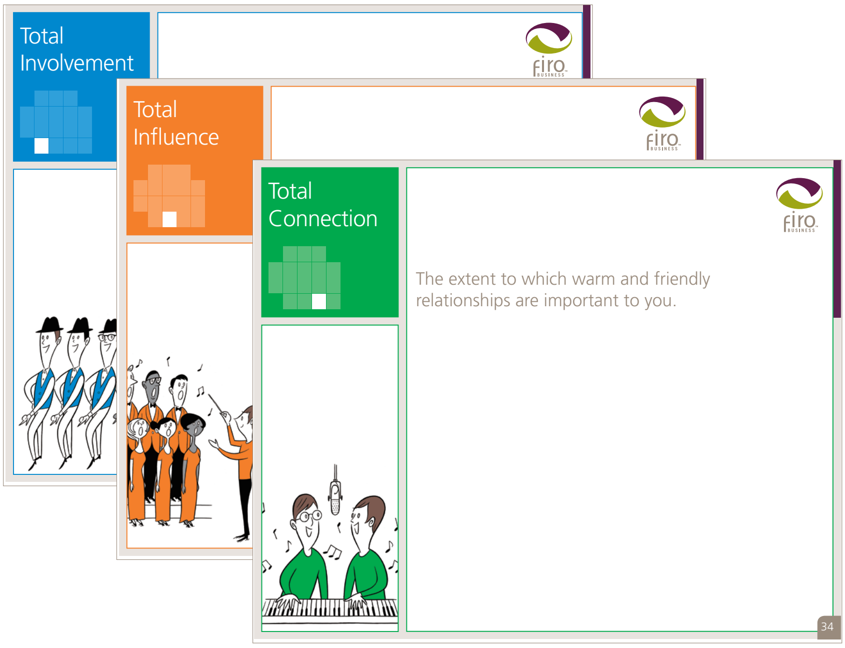
Exploring the difference between Expressed and Wanted sum scores can be a useful technique for exploring with the individual how they go about getting their needs met. Look at any disparity between their Expressed and Wanted scores, and how this plays out in practice.

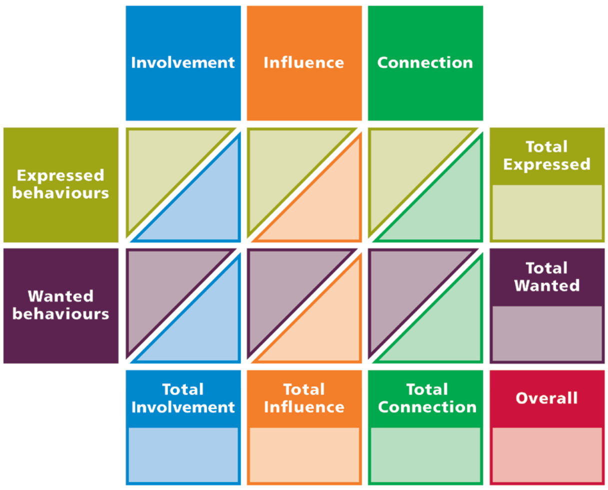


- Where Expressed and Wanted scores are similar, the individual is generally giving consistent messages and will adjust what they initiate with what they receive.
- Those with higher Expressed scores than Wanted tend to be initiators, but may not always be open to input or feedback, or may interrupt others.
- Those with higher Wanted than Expressed scores can become frustrated as others may not give them as much attention as they desire or may not be aware of their needs.

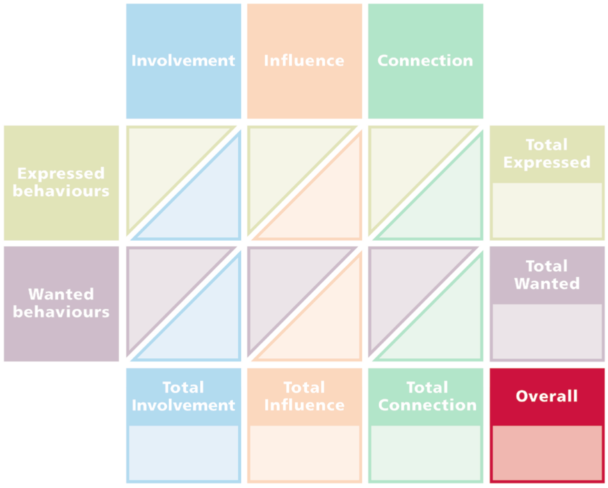


The total need scores for each area indicate the amount of interpersonal need that the respondent has in that area. The largest sum score for the need area indicates the greatest interpersonal driver for that individual; when the sum scores for a need area are equal, Connection often has the greatest impact on the expression of the profile, followed by Influence, and then Involvement. You could ask your client questions here around what is most important for them in relationships at work or at home.





The overall need score indicates the strength of the individual's interpersonal needs. Higher scores indicate enjoyment of extensive involvement with others, while lower scores indicate a preference for less interpersonal involvement. During the feedback discussion, you may be able to draw a link between this and your client's comments in the introduction about how they generally get on with people.



FIRO Business profiles can be interpreted both ***interpersonally*** and ***intrapersonally***. This section focuses on the intrapersonal interpretation of a profile – looking at the scores comparatively within an individual's FIRO Business profile. Chapter 6 provides examples of interpersonal interpretation – comparing an individual's scores with another group or individual.

Applying

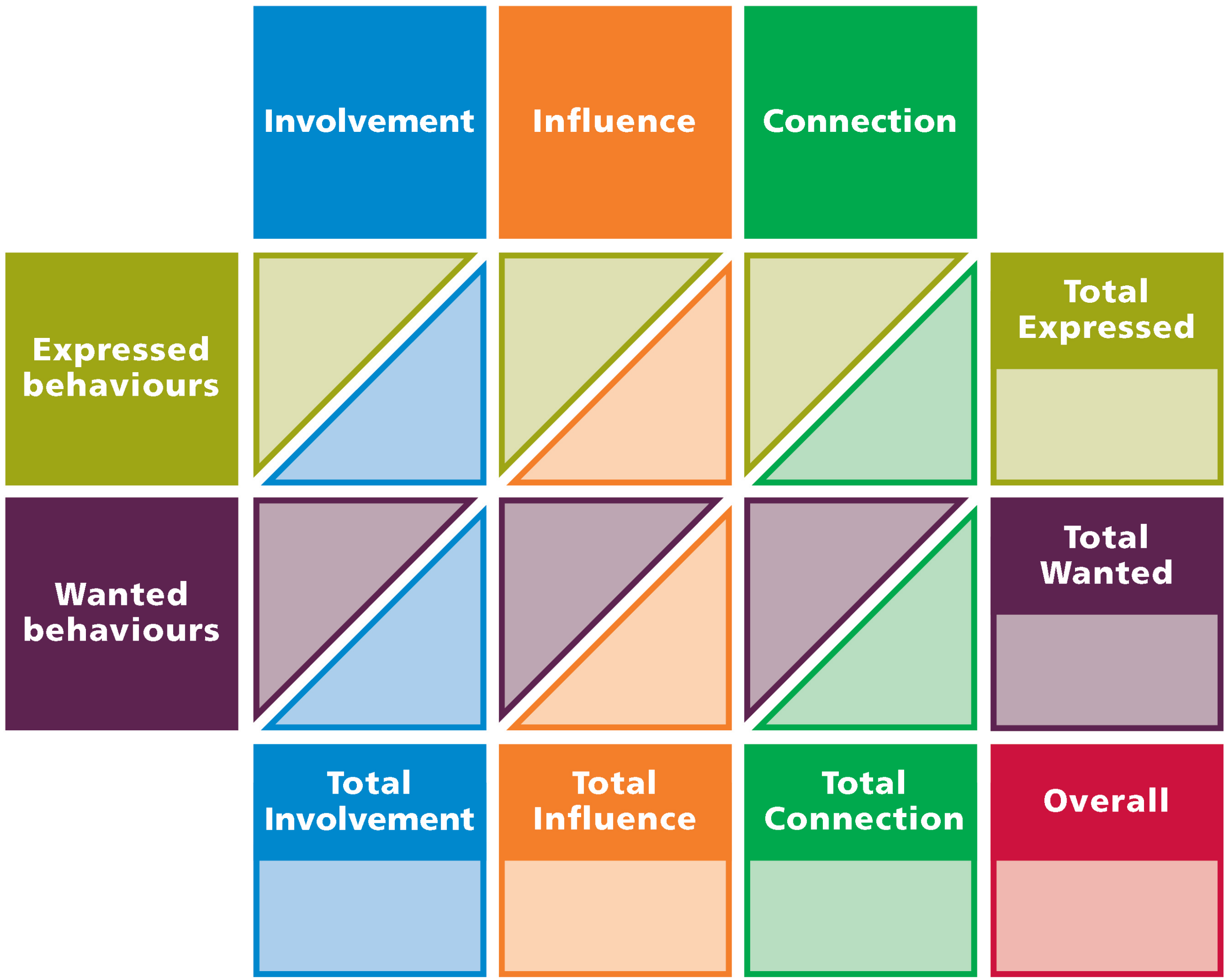
When concluding a FIRO feedback session, discuss with the client how the session links back to their objective for completing the questionnaire. There are feedback cards relating to leadership, job satisfaction, organisational culture and joining teams. These are for practitioner use, providing information about the applications and indicative questions to explore with clients.

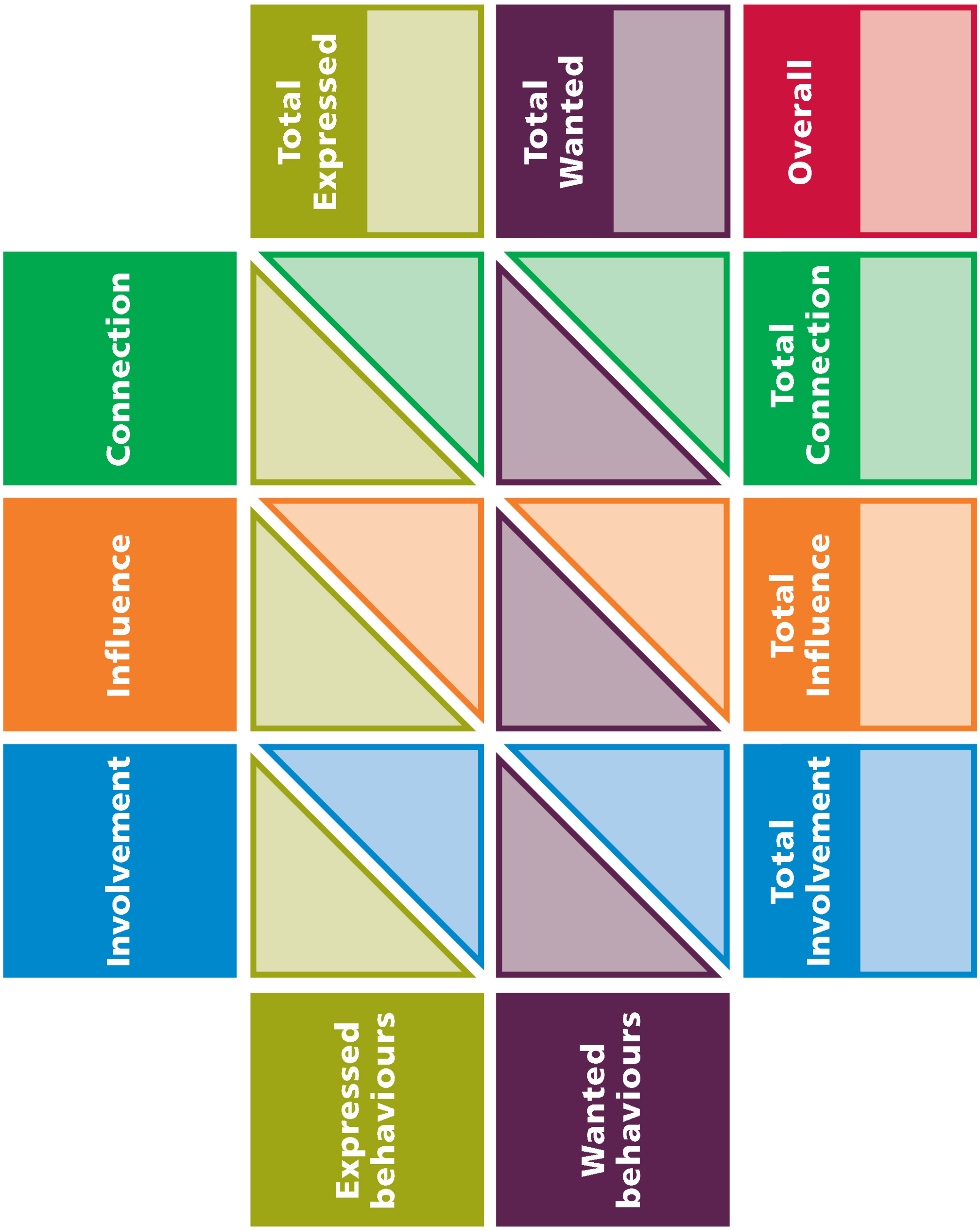
Variations for experienced practitioners

There are many variations possible to this feedback process. In this guide, the recommended process is illustrated and described. Experienced FIRO practitioners choose the most appropriate process to suit the needs of their clients. There are many possible ways of providing feedback and these are described below.

If time is short, it is not essential to ask the client to predict their results. However, it can be more challenging to gauge the degree of self-awareness a client has around their behaviours without these predictions.

When working in one-to-one or group sessions, you may wish to vary the structure according to how the client is responding. In a group setting some practitioners prefer to explore all the need areas prior to returning actual results. In one-to-one sessions, practitioners may wish to drip feed the results after exploring each need area in turn.


Involvement
Influence
Connection
Expressed behaviours
Total Expressed
Wanted behaviours
Total Wanted
Total Involvement
Total Influence
Total Connection
Overall


Involvement
Influence
Connection
Total Expressed
Total Wanted
Overall
Total Involvement
Total Influence
Total Connection
Expressed behaviours
Wanted behaviours

FIRO feedback checklist

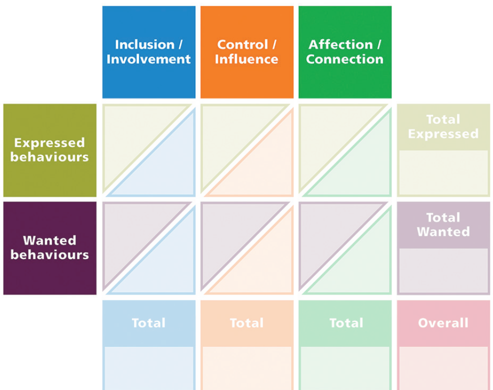
CONTRACTING

- ❑ Asked the participant how they experienced completing the questionnaire
- ❑ Provided an overview of applications
- ❑ Discussed confidentiality and boundaries of professional practice
- ❑ Agreed an objective or purpose for the session
- ❑ Explained process and structure

INTRODUCING

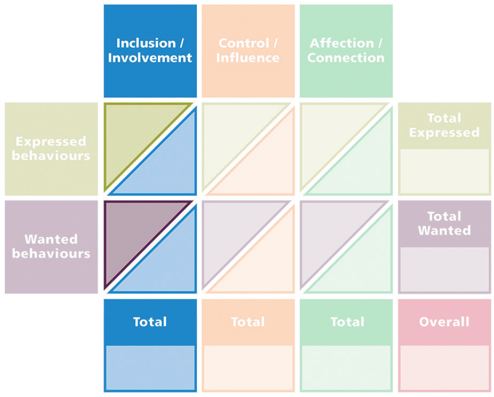
- ❑ Explained the FIRO name
- ❑ Provided at least brief background information about the FIRO instrument
- ❑ Discussed the concept of interpersonal needs
- ❑ Explained scoring: frequency and selectivity (can do this now, at the start of the matrix, or when returning scores)

DISCOVERING



- ❑ Gave a brief overview of all three need areas
- ❑ Explained Expressed and Wanted behaviours

Inclusion/Involvement



- ❑ Described Inclusion/Involvement in depth
- ❑ Gave behavioural examples of low and high scores for Expressed Inclusion/Involvement
- ❑ Gave behavioural examples of low and high scores for Wanted Inclusion/Involvement
- ❑ (Optional – predict scores H,M or L)
- ❑ Returned and discussed FIRO scores
- ❑ Explored Expressed Inclusion/Involvement
- ❑ Explored Wanted Inclusion/Involvement
- ❑ Explored client's reactions to scores
- ❑ Related scores to client's objective

Observer's name .... Date ....

OPP assessed .... Standard achieved Y/N ....

Peer assessed ....

Section	Pass	Comments
Introduction		
Theory		
Inclusion/Involvement		

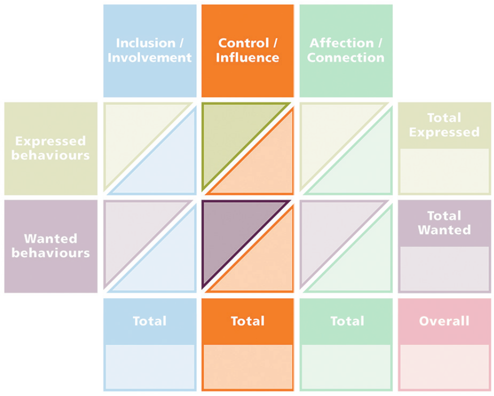
General feedback skills

- ❑ Developed rapport with client
- ❑ Included the client and achieved a balance between input and discussion
- ❑ Used materials appropriately
- ❑ Made effective use of open questions
- ❑ Followed format and timings
- ❑ Demonstrated active listening
- ❑ Maintained a client focus
- ❑ Created a safe environment
- ❑ Used appropriate body language

DISCOVERING

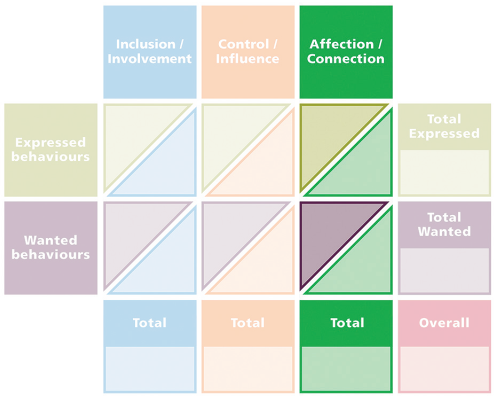
Control/Influence

- ❑ Described Control/Influence in depth
- ❑ Gave behavioural examples of low and high scores for Expressed Control/Influence
- ❑ Gave behavioural examples of low and high scores for Wanted Control/Influence
- ❑ (Optional – predict scores H,M or L)
- ❑ Returned and discussed FIRO scores
- ❑ Explored Expressed Control/Influence
- ❑ Explored Wanted Control/Influence
- ❑ Explored client's reactions to scores
- ❑ Related scores to client's objective



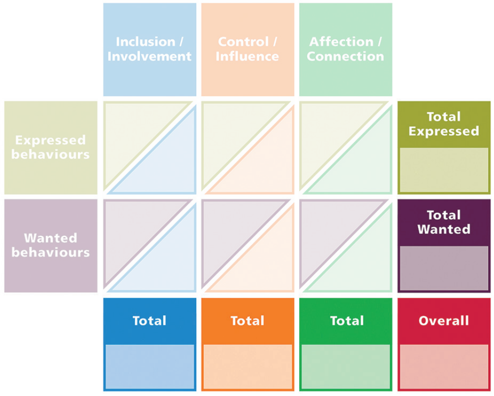
Affection/Connection

- ❑ Described Affection/Connection in depth
- ❑ Gave behavioural examples of low and high scores for Expressed Affection/Connection
- ❑ Gave behavioural examples of low and high scores for Wanted Affection/Connection
- ❑ (Optional – predict scores H,M or L)
- ❑ Returned and discussed FIRO scores
- ❑ Explored Expressed Affection/Connection
- ❑ Explored Wanted Affection/Connection
- ❑ Explored client's reactions to scores
- ❑ Related scores to client's objective



Total needs scores

- ❑ Explored total Expressed and Wanted scores
- ❑ Explored total need area scores and core driver
- ❑ Explored overall total need score
- ❑ Related scores to client's objective



Closing the session

- ❑ Summarised session points and agreed action points
- ❑ Provided client with a copy of their *FIRO Report*
- ❑ Provided client with a copy of *Introduction to the FIRO-B instrument* or *Introduction to the FIRO Business instrument*

Observer's name.. Date.......................

Section	Pass	Comments
Control/Influence		
Affection/Connection		
Total needs		

OPP assessed ❑ Standard achieved Y/N ❑

Peer assessed ❑

General feedback skills

- ❑ Developed rapport with client
- ❑ Included the client and achieved a balance between input and discussion
- ❑ Used materials appropriately
- ❑ Made effective use of open questions
- ❑ Followed format and timings
- ❑ Demonstrated active listening
- ❑ Maintained a client focus
- ❑ Created a safe environment
- ❑ Used appropriate body language

Top tips from FIRO feedback practitioners

The following are a collection of 'top tips' from newly qualified FIRO practitioners who have completed the OPP FIRO Qualifying Programme. They are intended to provide examples of how other FIRO practitioners found their first few feedback sessions after the course, and their advice to other newly qualified practitioners.

"I've learnt to really use the visual aids. At first I wasn't sure how to use the illustrations to talk about behaviours, but now I find them a useful way of introducing the need areas and starting a dialogue."

"I have tried various different approaches to the feedback session to maintain a sense of curiosity with my client. I find that by asking my client to predict their scores and then to reveal their true scores one at a time, I maintain their buy-in to the process as they see their profile grow. It also allows me to work with my client to explore their scores while they are still focused on one need area."

"Something I have been working on is to recognise strengths as well as areas for development in the profile. I find that sometimes people jump straight to a potential weakness in their score and I have had to learn and develop my skills to encourage them to see strengths as well."