

## Charisma: The Art of Relationships Q & A

### Introduction

1. How would you use the term *degree of accommodation* to describe dogs and cats? Dog people have high degrees of accommodation. Cat people have a low degree of accommodation.

2. List at least four benefits of viewing the classroom as a kennel.

- Understanding ourselves and others
- Accepting ourselves and others
- Understanding how our and others' "catness" and "dogness" are situational
- Separating our and others' intentions from actions
- Interpreting our and others' behaviors more accurately
- Enticing cats to be cooperative
- Providing new ideas on resolving conflict
- Knowing which conflicts to not try to resolve
- Managing difficult personalities
- Luring a cat to see the benefits of being a team member
- Improving our leadership to attract more cats
- Understanding cultural differences

3. What are three *Cautions* regarding dogs and cats?

The three cautions regarding dogs and cats are:

1. Context: People behave differently in different contexts.
2. Expectations: One's expectations of what is cat-like and dog-like behaviors are based on the culture one comes from.
3. Comparison: How cat-like and dog-like one is, compared with how cat-like and dog-like the people around you are.

### Chapter One: My Pet Tag

4. We each have a dog-part and a cat-part of ourselves. Describe how your self-image was influenced. From page 15, mention three categories where you are more dog-like and three categories where you are more cat-like.

(various answers)

5. Draw the *Person & Position Axes*; label the four quadrants.

Top left – High Position and High Person

Bottom left – High Person and Low Position

Top right – High Position and Low Person

Bottom right – Low Person and Low Position

6. What is the difference between *Levels of Responsibility* and being responsible?

*Levels of Responsibility* refer to the amount and degree of sophistication of one's *levels of responsibility*. "Being responsible" means that one is fulfilling one's Levels.

7. What is the connection between Levels of Responsibilities and cats & dogs?  
The connection between Levels of Responsibilities and cats & dogs is the higher the position of responsibility, the more likely cats are found.

### Chapter Two: CART

8. *CART* is an acronym that describes the four descriptors that distinguish a cat (position) from a dog (person). Explain?  
*CART* is an acronym that describes the four descriptors that distinguish a cat (position) from a dog (person). The letters stand for:

Challenge  
Ambition  
Risk  
Tension

Dogs can have a high degree of the first two traits. Cats usually have a high degree of all four traits.

9. How do dogs review their day? What is a recommended way of reviewing your day?  
Dogs review their day in first person pronoun, "I really blew it today." The recommended way of reviewing your day is three part:

1. Use third person pronoun ("He/she really blew it today") or refer to your position ("The manager really blew it today").
2. Laugh.
3. Plan for the next time a similar situation might occur in an arrogant, cat first person pronoun, "What I plan to do is..."

### Chapter Three: Charisma

10. How does one become more Charismatic?

Using the diagonal line on the Cat/Dog axes, estimate whether you are in the bottom left quadrant of Dog or the top right quadrant of Cat. Then learn the behaviors and traits of the opposite diagonal quadrant.

11. Having completed the previous question, from pages 37-45, what are 5 behaviors and traits you want to practice?

(answers vary, make sure there are 5 behaviors and traits)

Influence and Power [The following information is not in the book. Please study this question and answer]. What are the non-verbals of Influence and power?

| Trait       | Influence                                     | Power          |
|-------------|---|----------------|
| Approach    | From the side                                 | From the front |
| Eye contact | Avoid; look where you want the person to look | Eye contact    |
| Length      | Brief   | Lengthy        |
| Verbal      | Little or none                                | A lot          |

|           |              |            |
|-----------|--------------|------------|
| Proximity | Farther away | Very close |
|-----------|--------------|------------|

Remember to breathe low.

#### **Chapter Four: Catnip**

12. What are the ingredients of Catnip?

[The answers have been reorganized from the book.]

Cats are impressed with *intelligence*. Here are the ingredients of *talking* intelligence:

1. Talk with gestures
2. Pause with a frozen hand gesture
3. Only move gesture, head, and lips when you speak again.

Here are the ingredients of *non-talking* intelligence. Hold your forearms in one the following three positions:

- A. Forearms at the side
- B. Forearms parallel to the ground
- C. One forearm at the side and the other forearm parallel to the ground.

13. How does a speaker join and separate pieces of content? When should one do each style?

To join pieces of content:

1. Talk with gestures
2. Pause with a frozen hand gesture
3. Only move gesture, head, lips when you speak again

Use this approach when pieces of content are similar to each other

To separate pieces of content:

1. Freeze a gesture at the end of saying something
2. Move to a new location by looking down
3. Settle
4. Then talk

Use this approach when pieces of content are not similar to each other – especially if one piece of content is volatile and you don't want to contaminate another piece of content.

14. When you make a mistake, how is it easier to recover from your dog part or your cat part?

When you are in your cat-part, it doesn't bother you as much that you make a mistake.

15. What are the non-verbal ingredients of Congruency?

- A. Maintain eye contact
- B. No blinking – keep eyes wide open
- C. Use short phrases and sentences
- D. Pause often and longer than normal
- E. Freeze hand gesture during the pause between words

- F. Breathe abdominally during pauses
- G. Hold hand and body still
- H. Use whispery voice

### Chapter Five: Bonding – Reading a Person

16. How does a person form a relationship with a *dog*?

Form a relationship with a dog by:

- Being in front of the person
- Leaning towards the person
- Having soft, empathetic eye contact
- Listening by making encouraging sounds
- Saying the person’s name and asking questions
- Nodding the head

17. How does a person form a relationship with a *cat*?

We form relationships with a cat by enticing the cat. The cat chooses to let us lead them.

18. How does the chart on p. 67 help you *read* a person?

The more a person’s traits are just from the cat column or just the dog column, the more likely the other traits of that column apply. When we mention the person’s traits that are not obvious, they are fascinated with *how we know that about them* – it is a tease.

19. Explain how the concept of **calibrating** helps you know how to interact with someone?

A human being can operate from their *person* or from their *position*. Knowing the behaviors associated with the two personas helps you to respond “in kind.”

Here is a chart of those behaviors:

| Body Language | Cat/Position/Credibility | Dog/Person/Approachability           |
|---------------|--------------------------|--------------------------------------|
| Body          | Sitting very straight    | Leaning forward                      |
| Head          | On top of shoulders      | Forward and titled                   |
| Listening     | Head still & silent      | Head bobs, makes sounds              |
| Wrist         | Straight                 | Bent                                 |
| Weight        | Evenly distributed       | Body slanted, more weight on one leg |

20. [Pages 74-76] What are the four axioms regarding Approachable and Credible Voices?

- Lower level people and female superiors use the approachable voice to invite person-to-person communication. Subordinates are expected to use this voice when engaging with superiors.
- High level people and male superiors use the credible voice to focus on the issue level of communication. When a subordinate effectively uses a credible voice, the superior will give more credence to what is said.

- When a superior increases her approachable voice pattern and the subordinate doesn't match her by also using an approachable voice pattern, the superior is *personally* hurt.
- When a superior increases her credible voice pattern, she expects the subordinate to operate from the approachable voice pattern indicating submissiveness; if the subordinate doesn't, the superior may perceive that her position is not being honored.

21. What is Two vs. Three-point Communication and how does it fit with subordinate-superior communication?

Two-point communication is talking with eye contact; three-point communication is when one is looking at a visual display of information.

When communicating with a superior, the suggestion is to use the approachable voice pattern when doing two-point communicating and use the credible voice pattern when doing three-point communication.

22. What is **Linguistic-Neuro** and when might someone use this technique?

Linguistic-Neuro is a technique of making statements of possibilities and watching the other person's reaction(s). Use this approach when you need information that the other person has but you don't have permission to openly ask.

### **Chapter Six: Tales from the Kennel – You with Yourself**

23. What are Fisher and Ury's model of Levels of Communication and how does it apply to Dogs & Cats?

Fisher and Ury's model of Levels of Communication indicates that the three levels are:

Relationship  
Motives/Needs  
Issues

Dogs are naturally attracted to the *relationship* and have to be taught to be attentive to the other two levels. Cats are drawn to the *Issue* level and have to be mentored towards the other two levels.

24. [Pages 92-94] What are the four phases of the decision-making process? What are the dynamics when a *proposer* is addressing two people who are listening with different listening styles?

The four phases of the decision-making process are:

Gathering, Evaluating, Deciding, and Implementing

The dynamics when a *proposer* is addressing two people who are listening with different listening styles are:

1. The proposer looks at the approachable listener more than the credible listener.
2. When the proposer looks at the credible listener, the proposer tends to breathe higher.

3. When the proposer has finished presenting the concept and is ready to move to *evaluating* and *deciding*, the proposer tends to look at the credible listener because that listener is seen as a power broker.

25. (pages 102-103) What are the four levels of trainings?

1. Polishing: Reminding the participants of what they already know. It is the equivalent of Stephen Covey's skill of "keeping the sword sharp." (*7 Habits of Highly Effective People*)
2. Mastering: Learning a new skill, practicing it in the training room and actually being able to do the skill.
3. Introducing: Practicing a skill that will need to be practiced further outside the training room in order to be mastered.
4. Inspiring: Demonstrating a set of complex strategies that is currently beyond the participants' ability to practice, but within their perceptual grasp. This is a level where the instructor shows what is humanly possible.

### Chapter Seven" Tales from the Kennel – You with Others

26. [Page 110] Describe the *Voice Patterns of Domination*?

The *Voice Patterns of Domination* is a term to describe how a person using the credible voice pattern will dominate the person using the approachable voice pattern.

27. [Page 117] Duplicate the chart of the connection between voice patterns and breathing.

The connection between voice patterns and breathing is:

| <b>Voice + Breathing</b>            | <b>= Interpretation</b> |
|-------------------------------------|-------------------------|
| Credible voice + high breathing     | = anger                 |
| Credible voice + low breathing      | = definitiveness        |
| Approachable voice + high breathing | = pleading              |
| Approachable voice + low breathing  | = seeking info          |

28. [page 121] Explain how the culture of a group and the style of the manager affect how the group interprets how the manager manages an inappropriate individual.

| <b>Group culture</b> | <b>Manager's style</b> | <b>Group's interpretation</b>  |
|----------------------|------------------------|--|
| Credible             | Credible               | Person-in charge has excellent timing  |
| Credible             | Approachable           | Person-in-charge is seen as <i>soft</i> – needs to intervene sooner                                    |
| Approachable         | Credible               | Person-in-charge seen as harsh   |
| Approachable         | Approachable           | Person-in-charge is naturally patient, and when she finally intervenes, she is bothered by the group's |

|  |  |                                 |
|--|--|---------------------------------|
|  |  | reaction to her interpretation. |
|--|--|---------------------------------|

29. [Pages 130-135] How do *dogs* compare to how *cats* approach the four phases of the Decision-making Process?

Dogs like to brainstorm during the *Gathering* phase of the Decision-making Process, but shy from entering the *Evaluating & Deciding* phases for fear of offending someone. Cats are often bored by the slowness of the *Gathering* phase but are drawn to the *Evaluating & Deciding* phases.

### **Parting Pets**

30. Explain the following saying, "Influence plus power (used judiciously) is charisma."

The saying, "Influence plus power (used judiciously) is charisma" means that a leader prefers using *influence*, but is comfortable switching to *power* when needed.

### **Charisma Questions**

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2. List at least four benefits of viewing the classroom as a kennel.

3. What are three *Cautions* regarding dogs and cats?

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