

Introduction to the MBTI

Presented by
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Why MBTI?

- Simple, memorable, portable, applicable
- Studies since 1942: CAPT archive
- .001 correlations with NEO-PI
- Used by CCL
- Translated into many languages
- Used in EMBA training
- Synergies in specific work processes

Recognizing Extraversion and Introversion

Extraversion

A person may prefer extraversion if he/she:

- Initiates discussion
- Interrupts/asks questions
- Wants dialogue, face-to-face interaction
- Makes direct eye contact, physical contact

Introversion

A person may prefer introversion if he/she:

- Allows others to initiate discussion
- May give monologues
- Bases discussions on thorough written preparation
- May be tentative about eye contact or physical contact

Exercise for Extraversion/Introversion

PLAN A PARTY THAT
YOU WOULD REALLY
ENJOY.

PLEASE DISCUSS FOR
FIVE MINUTES.

Checklist for Extraverts and Introverts

Did you remember to give the following things to those with a preference for Extraversion?

- A chance to develop ideas through discussion
- Lots of spontaneous, verbal information and/or feedback
- Active participation in the process
- Opportunities to interact with people

Did you remember to give the following things to those with a preference for Introversion?

- Time to reflect and develop ideas internally before responding
- Careful, written information and/or feedback
- The opportunity to work or reflect alone in a quiet atmosphere
- Protection from interruptions

Recognizing Sensing and Intuition

Sensing

A person may prefer sensing if he/she:

- Focuses on facts, specific problems, examples
- Talks about applications, deliverables, the next step
- Is energized by the nuts and bolts phase

Intuition

A person may prefer intuition if he/she:

- Focuses on the overview, context, and connections
- Talks about explanations, patterns, and systemic implications
- Is energized by the design phase

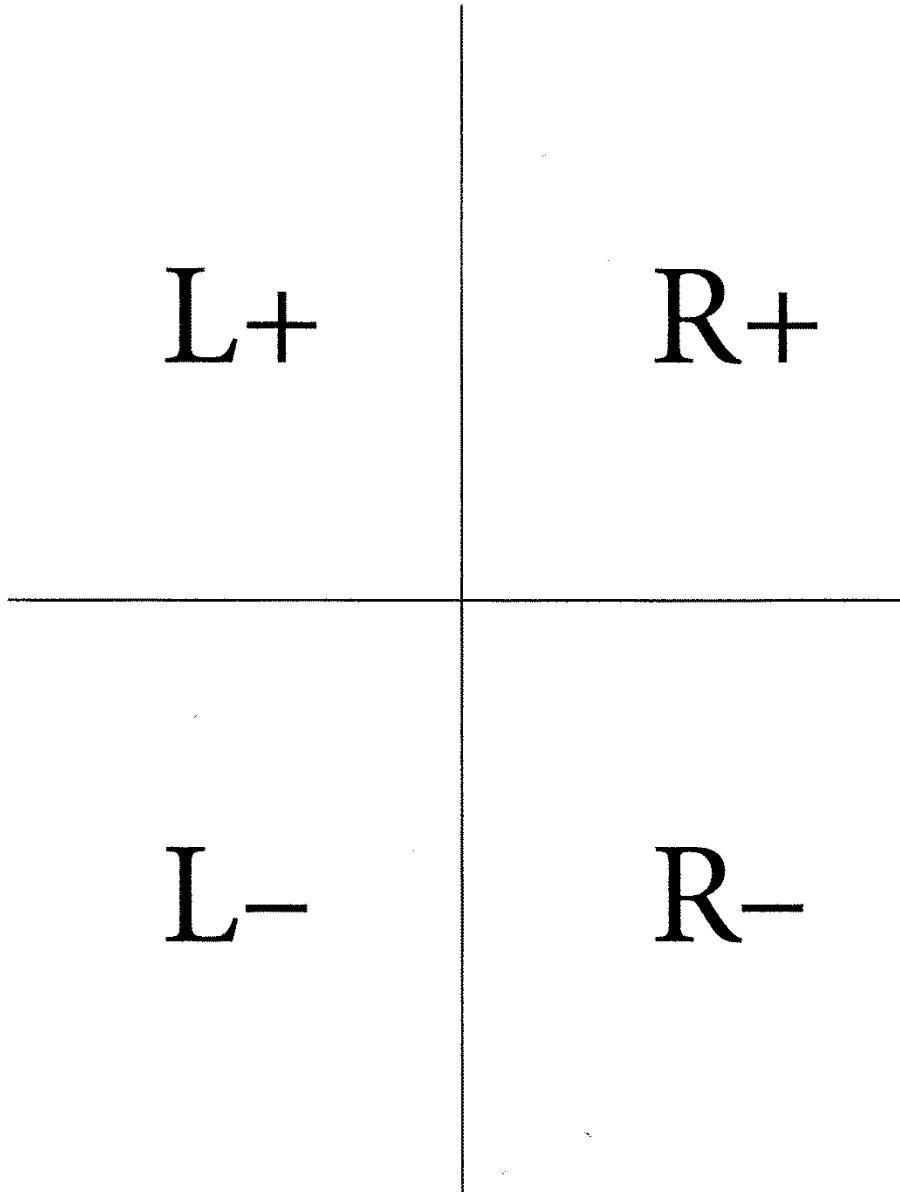
Improve Brainstorming with Sensing-1

1. The day before brainstorming, all individuals of the team recall and write down an experience solving a problem similar to the present problem.
2. On the day of brainstorming, begin with regular brainstorming, writing down all ideas generated.
3. Then each team member reads, in turn, his/her previous experience. Other team members listen to the narrative, then point to brainstormed ideas that the person can actually do.

Improve Brainstorming with Sensing-2

4. When all have shared, only those ideas in which individual team members have showed competency are kept.
5. Then the brainstorming team becomes the action team, with each member assigned roles and responsibilities based on historical competencies.

POLARITY MANAGEMENT



Psychological Types: Practical Application.

Reframing Resistance

Using Intuition

When introducing a change, ask persons resisting change:

1. What can we NOT afford to change, no matter what we do?

How can we make these transferable?

Would you help me do this?

2. How could the proposed change go wrong?

Reframing Resistance Using Intuition-2

Reframing answers to #1 = Resources

Reframing answers to #2 = Guideposts

Resistant persons become valued
members of the change team.

Exercise for Sensing/Intuition

WHAT IS THIS?



Checklist for Sensing Types and Intuitive Types

Did you remember to give the following things to those with a preference for Sensing?

- Step-by-step information and explanations
- Concrete examples and practical applications
- Appreciation/positive feedback for their carefulness and thoroughness
- Enough specific and realistic data

Did you remember to give the following things to those with a preference for Intuition?

- A chance to do it their way
- The big picture, a framework
- Appreciation/feedback for their leaps outside the usual boundaries, for their “impractical ideas”
- A chance to play around with the pieces, to create different routes

Recognizing Thinking and Feeling

Thinking

A person may prefer thinking if he/she:

- Focuses first on task or business
- Is low-key, researched, logical
- Wants accuracy, is stressed by mistakes, redundancy

Feeling

A person may prefer feeling if he/she:

- Focuses first on the working relationship
- Is expressive, connective, personal
- Wants consensus, is stressed by conflict

Feeling Words

Pleasant

Confident

Glad

Thrilled

Encouraged

Reassured

Close

Excited

Passionate

Sure

Unpleasant

Distressed

Sad

Depressed

Discouraged

Abandoned

Alone

Bored

Disinterested

Confused

Exercise for Thinking/Feeling

SHOULD YOU EVER
LOAN MONEY TO A
FRIEND?

PLEASE DISCUSS
FOR FIVE MINUTES.

Checklist for Thinking Types and Feeling Types

Did you remember to give the following things to those with a preference for Thinking?

- Logical reasons for everything
- A chance to ask “why” questions
- A chance for achievement and acknowledgment
- A sense of fairness in rules and procedures

Did you remember to give the following things to those with a preference for Feeling?

- Lots of approval and positive feedback (7:1)
- A chance to see how facts/ideas relate to people
- Individual recognition
- A chance to identify and act on values and on personal priorities

Recognizing Judging and Perceiving

Judging

A person my prefer judging if he/she:

- Uses goals to regulate present behavior
- Wants regular feedback about progress-to-goal
- Emphasizes planning, strategy, control
- Is stressed by last minute revisions, unaccountability

Perceiving

A person my prefer perceiving if he/she:

- Seeks options to maximize present opportunity
- Learns from natural consequences as things unfold
- Emphasizes timing, tactics, adapting
- Is stressed by overplanning and micromanagement

Exercise for Judging/Perceiving

HOW DO YOU LIKE TO
GET READY TO GO
ON VACATION?

PLEASE DISCUSS FOR
FIVE MINUTES.

PRIORITIZATION EXERCISE

Assign a number to each item of a list you wish to prioritize. Then proceed through a sequence of paired comparisons until you have compared every item to every other item. This permits in-depth, qualitative comparisons involving each item. Sum up the number of times each item was picked as more important or urgent as compared to the other items. The item that was picked most frequently has the highest priority; the item with the second highest total is second, etc.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Paired Comparisons:

1	2																
1	3	2	3														
1	4	2	4	3	4												
1	5	2	5	3	5	4	5										
1	6	2	6	3	6	4	6	5	6								
1	7	2	7	3	7	4	7	5	7	6	7						
1	8	2	8	3	8	4	8	5	8	6	8	7	8				
1	9	2	9	3	9	4	9	5	9	6	9	7	9	8	9		
<u>1</u>	<u>10</u>	<u>2</u>	<u>10</u>	<u>3</u>	<u>10</u>	<u>4</u>	<u>10</u>	<u>5</u>	<u>10</u>	<u>6</u>	<u>10</u>	<u>7</u>	<u>10</u>	<u>8</u>	<u>10</u>	<u>9</u>	<u>10</u>

Number of times chosen: 1 = ; 2 = ; 3 = ; 4 = ; 5 = ; 6 = ; 7 = ; 8 = ;
 9 = ; 10 =

Highest priority: _____ Date: _____

Checklist for Judging Types and Perceiving Types

Did you remember to give the following things to those with a preference for Judging?

- Schedules, timelines, and structures
- A chance to organize and plan projects
- A sense of completion and closure
- Appreciation for their clarity and decisiveness

Did you remember to give the following things to those with a preference for Perceiving?

- A chance to be spontaneous
- A chance to explore options and be flexible
- Rewards for working—the process—as well as the results
- Appreciation for seeing things that a focus on completion may miss

Leveraging Type Differences: Do More with Less and Do it Faster

E/I Synergy: Communication

S/N Synergy: Problem-Solving

T/F Synergy: Persuasion/Leadership

J/P Synergy: Change Management

COMMUNICATION SKILLS

E <ul style="list-style-type: none"> • Need a good verbal presentation • Want to “engage” you to learn about project; allow for questions, interruptions, dialogue • May decide quickly and verbally; watch for this and do not “oversell” • Cover the major points at a fast pace; do not go into too much detail • Do not presume an E will remember you next week; use reminders like phone calls, mailings, updates; this feeds the E need for variety, contact, action • E’s want to do something now about an external need or crisis; be ready to deliver 	I <ul style="list-style-type: none"> • Need a good written proposal to review • Need time to reflect about detail or implications of a project • Do not usually decide quickly unless they have thought through beforehand • Should not be bothered too much with telephone calls, literature: updates: tell him/her in advance about the planned contact • Even in crisis or urgent needs, I’s will take time to do the right thing after deliberating; do not rush 	S <ul style="list-style-type: none"> • Begin with facts, build to “big picture” • Use simple, practical examples • Emphasize implementation, the next step • See systems as a number of facts/projects • Stay in here-and-now 	N <ul style="list-style-type: none"> • Begin with the “big picture”, fill in facts • Make connections between facts, ideas • Comment on unseen implications, future projections • Discuss project as part of system • Show interest in creative ideas or enthusiasms
T <ul style="list-style-type: none"> • What you say counts more than how you say it • Be logical, researched • Be low-key, conservative, businesslike • Emphasize soundness, reliability, statistics • Avoid generalizations, repetition, incoherence 	F <ul style="list-style-type: none"> • How you say it counts more than what you say • Emphasize human benefits • Use eye contact, smile, be warm and personal • Support service or project with first-hand testimonials, personal feedback • Show genuine interest in the clients as a person 	J <ul style="list-style-type: none"> • Justify project through precedent • No surprises! • Find out the schedules, priorities, criteria, goals of the client and stick to them • Stay organized • Give feedback so that J “stays on track” towards goals 	P <ul style="list-style-type: none"> • Allow for last minute adjustments • Concentrate on increasing P’s present adaptability, options • Diplomatically remind P that a decision must be made within certain time constraints

How to recognize communication styles:

E—engages you to learn about project, wants to discuss first

I—reflects about project before discussing it, wants to read about it/see it first

S—keeps conversation on facts, figures, real experience

N—describes what the project means, how it relates to things or improves them

T—accuracy, logic, research count more than personal relationship

F—personal, cares about human reactions, personal relationship counts more than project

J—feels important sticking to goals, priorities, schedules

P—feels happy increasing options, realistic adapting

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Product/Service _____ Department _____

E	I	S	N
T	F	J	P

Name _____ Type _____

Department _____

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COMMUNICATION STYLE PREFERENCES

Type	1	2	3	4
ISTJ	T	S	F	N
ISFJ	F	S	T	N
ISTP	S	T	N	F
ISFP	S	F	N	T
INFJ	F	N	T	S
INTJ	T	N	F	S
INFP	N	F	S	T
INTP	N	T	S	F
ESTJ	T	S	N	F
ESFJ	F	S	N	T
ESTP	S	T	F	N
ESFP	S	F	T	N
ENFJ	F	N	S	T
ENTJ	T	N	S	F
ENFP	N	F	T	S
ENTP	N	T	F	S

1. How you speak
2. How you listen, write
3. Renewal and sensitivity to critique
4. Possibly unaware

Source: "Communication Style Preferences and Adjustments as an Approach to Studying Effects of Similarity in Psychological Type," by Flavil R. Yeakly, Jr., *Research in Psychological Type*, Vol. 5, 1982, p. 33. Used with permission.

DYNAMICS: DECISION-MAKING QUESTIONS

To include *Sensing*, ask:

- What has past experiences shown us?
- What can be verified?
- What is observable?
- What is going on right now?

To include *Intuition*, ask:

- How do the facts relate?
- What interpretation can be made?
- What patterns exist?
- What are the possibilities?

To include *Thinking*, ask:

- What are the logical consequences?
- What are the pros, cons, and interesting alternatives?
- What will be most effective?
- What goal is being served?

To include *Feeling*, ask:

- How much do I care?
- What exceptions need to be made?
- What are other people's feelings?

Sensing and Writing	Intuition and Writing
<p>Process: Sensing types tend to prefer explicit detailed and specific directions. When given general directions, they need to interpret them by making them more concrete. They generate ideas best from direct experience (if E) or concrete observation (if I). Their preferred prewriting exercises move from the collection of sensory data to the development of abstract concepts in a step-by-step process. Their first drafts tend to be a recording of facts that may not be related to a central theme or idea. They feel more comfortable when following a specific pattern that is what the teacher wants or is "tried and true," such as the five paragraphs theme. Their focus on isolated specifics often causes them to have a concrete coherence without a global cohesion of text. One word may cohere to the next until they drift off the topic. At the sentence level, they may lose sight of their point, writing sentences in which clauses are not logically connected. Even during a first, they closely attend to mechanics (grammar, spelling, handwriting, etc.) Similarly, they often tend view revising as merely "correcting" or proofreading. They should be encouraged, when revising, to explain the implications of the data presented in the first draft by adding or rewriting topic sentences, thesis statements, summaries, etc.</p> <p>Strengths: Sensing types excel at presenting factual information. As a result, they may excel at writing descriptions and technical reports</p> <p>Weakness: They fail to present the idea behind the observation. They may fail to see the unique demands of each assignment and adjust to those demands</p> <p>Blocks: Sensing types follow previously used patterns or "rules" too rigidly. When the pattern or "rule" does not meet the demands of the present assignment, they become blocked. They may also become blocked when they fail to interpret general directions. Unless given a specific principle to separate important from unimportant details, they may become overwhelmed by large amounts of data. It too concerned about mechanics, sensing types can have the development of their thoughts interrupted.</p>	<p>Process: Intuitive types tend to write best when given general directions from which they can create their own goals. Developing a unique approach to the topic is an important part of the prewriting phase. They generate ideas quickly, almost unconsciously. At their best they tend also to write quickly, letting one idea trigger another and paying little attention to mechanics. They will tend to innovate organizational patterns. In the first drafts, they present generalities without examples. Their revisions may be more effective if they resolve the unnecessary complexities of their ideas, check their facts, and, as a last step, clean up the mechanics of spelling, punctuation, and the like.</p> <p>Strengths: Intuitives tend to excel at presenting theories and concepts and at devising new unusual approaches to writing.</p> <p>Weaknesses: They tend to forget to include concrete examples and may not provide the reader with background information. They tend may also fail to follow directions closely.</p> <p>Blocks: Intuitives sometimes become blocked through trying to make even a simple writing task (such as a memo) unique. As they generate ideas, they become blocked by the escalating complexity of the topic (esp. if P). In such cases, they need to get back to earth, to apply their ideas to concrete situations, which both tests and simplifies their abstractions.</p>

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Thinking and Writing

Process: Thinking types tend to select topics that can be written about with distance rather than self-involvement. They organize their ideas (if N) or data (if S) into systems. In their introductions, they often establish a point of view and then argue against it. They tend to make organizational decisions by following a structure (such as an outline). If the structure dictates the inclusion of material, it is included. If not, it is excluded. Unsurprisingly, their essays often read like an outline. While writing they tend to focus on the content rather than how the material is presented to the audience. They value feedback that is given with a clear rationale (such as, "It is important for you to provide more details so that your reader will better understand your ideas"). In revising, they may need to enliven their writing with some personal examples and qualify blunt statements.

Strengths: Thinking types tend to excel at writing logically, objectively, and analytically. Their essays are often well organized.

Weakness: They may regard their beliefs as being universally held (esp. if E) and thus be abrasive or dogmatic. They may objectify ideas and examples to a point where they lack personal interest. As a result, readers may regard their writing as being cold.

Blocks: Thinking types may become blocked when not given a clear rationale and regard an assignment as an "academic exercise". They may also become blocked when they perceive that they are treated unfairly (such as with arbitrary grading practices). They may also find it difficult to write on topics that draw upon feelings or personal experience. If they are unable to adopt or develop an organizational structure, they may find it difficult to make organizational decisions.

Feeling and Writing

Process: Feeling types prefer topics that they can care about; they often complain about topics that are "boring." Thus, deciding how a writing act is of value to them is an important part of their prewriting phase. While writing, they tend to draw upon personal experience (an inner experience if I and outer if E). Their introductions will often begin with a personal example. They rely less on structure than thinking types. They often begin with a sentence and then follow "the flow" (their own subjective thought process). They also make organizational decisions by anticipating the reader's reaction to their prose. If they feel the reader needs additional information, they will include it, even when it violates a structure or outline. In general, they tend to focus more on how the message is delivered to the audience than on content. They write best when given personal encouragement and feedback that focuses on the possible reactions of the audience (such as, "How do you feel that your audience will react to this statement?"). If overly criticized, they may wish to ignore revising or writing in general; when revising, they may need to clarify the content and improve their organization.

Strengths: Feeling types tend to excel at topics that draw upon feelings, and thus are good at making contact with the audience. They qualify their statements, but their writing will actually reflect a deep personal conviction. Their writing often contains personal examples and reflects a concern to make their writing interesting.

Weaknesses: Their writing may lack a clear organizational structure (esp. E, S, or P) and be overly sentimental (esp. if E).

Blocks: Feeling types may become blocked when trying to follow an outline or when too rigidly following an organizational pattern (esp. if S). They find it difficult to write critically if they believe that the criticism may hurt someone's feelings. They may also become blocked if their personal values are not involved. Often their concern to make their writing interesting will cause them to struggle to find the exact phrase, the precise opening sentence that will capture the reader's attention.

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	Sensing	Intuition	Thinking	Feeling
Feedback	<ul style="list-style-type: none"> -specific behaviors -based on data, examples -enact specific action steps 	<ul style="list-style-type: none"> -overall patterns -based on meaningful framework -connect action plan to ongoing, larger picture 	<ul style="list-style-type: none"> -clear, accurate consistent -opinion, then reaction -focus on task, capabilities -tough questions, then connect 	<ul style="list-style-type: none"> -assure connection through nonverbal rapport -reaction, then opinion -focus on efforts, interpersonal work -connect, then tough questions
Decision-Making	<ul style="list-style-type: none"> -based on data -ground rules clear and specific -conflict over accuracy of facts -specific, actionable outcome 	<ul style="list-style-type: none"> -based on thorough overview -ground rules inclusive and systematic -conflict over interpretation of facts -outcome integrated into ongoing system 	<ul style="list-style-type: none"> -based on logic, impersonal consequences -imprecision, inconsistency not tolerated -truth, then connection 	<ul style="list-style-type: none"> -based on values, interpersonal effects -devaluing others, injurious conflict not tolerated -connection, then truth
Meetings	<ul style="list-style-type: none"> -stick to agenda -applications -present business -implementation -specific results, actionable 	<ul style="list-style-type: none"> -amplify agenda -innovation -new business -design -integrated into system 	<ul style="list-style-type: none"> -accurate, logical agenda -relates through tough questions, challenges -output requirements 	<ul style="list-style-type: none"> -inclusive, facilitative agenda -connects through appreciation, win-win proposals -developing people

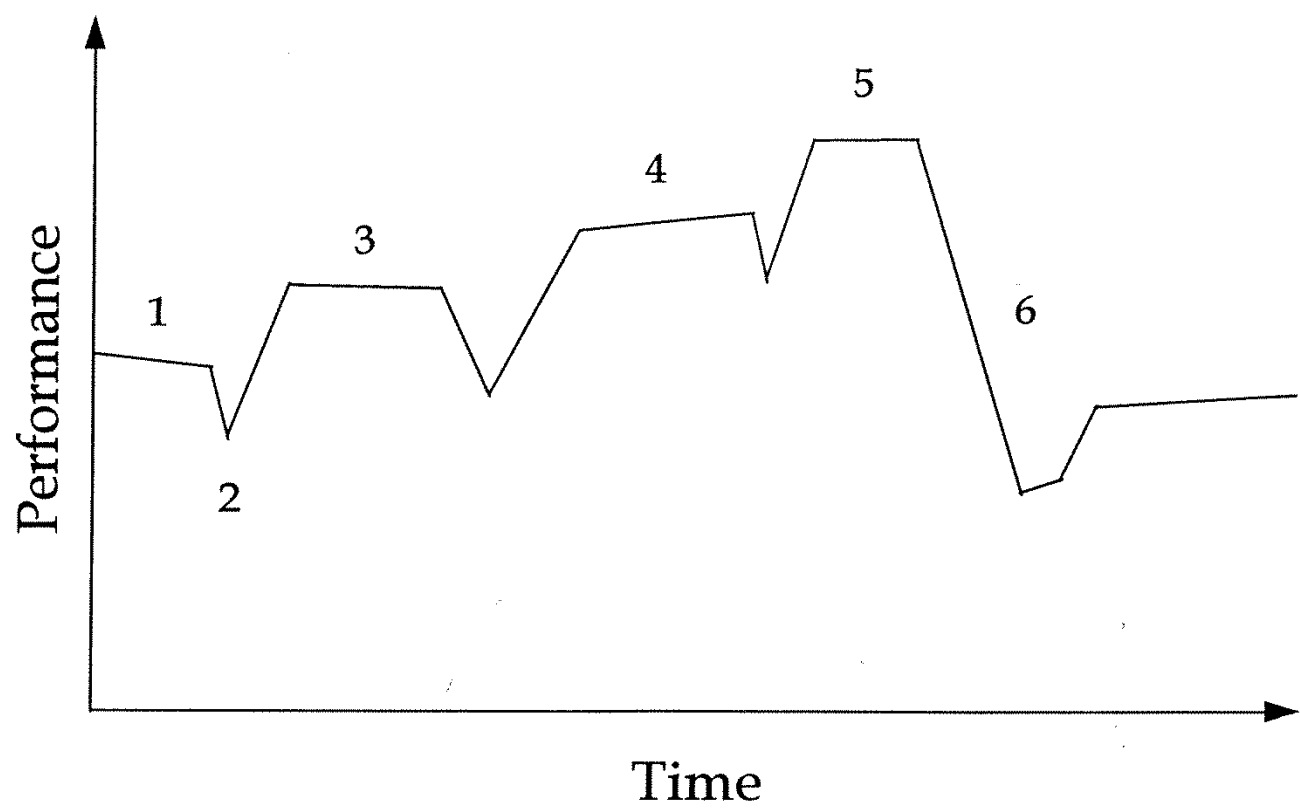
POSSIBLE ENVIRONMENTAL STRESSORS FOR PERSONS OF DIFFERENT TYPE PREFERENCES

<p>EXTRAVERSION</p> <ul style="list-style-type: none"> -isolation -under-stimulation -slow, unvaried work -writing assignments <p>SENSING</p> <ul style="list-style-type: none"> -no precedent -no examples, applications -factual inaccuracies -inferential leaps <p>THINKING</p> <ul style="list-style-type: none"> -illogical, inaccurate -purely personal concerns -dual relationships -incompetence <p>JUDGING</p> <ul style="list-style-type: none"> -loss of control -no goals, schedule -wasted time, money -no feedback about progress 	<p>INTROVERSION</p> <ul style="list-style-type: none"> -interrupted concentration -dealing with strangers -quick external changes -speaking assignments <p>INTUITION</p> <ul style="list-style-type: none"> -completely traditional -no concept or model -misinterpretations -required step-by-step <p>FEELING</p> <ul style="list-style-type: none"> -disconnected, uncaring -task emphasis only -burnout -conflict <p>PERCEIVING</p> <ul style="list-style-type: none"> -loss of options -no opportunity -no extra time, money -micromanagement
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Having to operate outside one's type preference can be stressful. To manage this:

1. Be well rested (if possible);
2. Rehearse/practice ahead of time;
3. Play tag-team (ask someone who has that preference for advice or help).

Graph 3 - B



	In Their Dominant	In the Grip of Their Inferior They Can Be:	Common Triggers of Their Inferior:	"Helps"
ESTJ, ENTJ Extraverted Thinking	<ul style="list-style-type: none"> •Make decisions •Look for truth, effectiveness and commitment •Enjoy leadership 	<ul style="list-style-type: none"> •Hypersensitive to others' criticism •Prone to emotional outbursts •Uncomfortable with their own feelings 	<ul style="list-style-type: none"> •Violation of their core values •Accusations of coldness •Remorse at one's unfeeling actions 	<ul style="list-style-type: none"> •Solitude •Rest •Assessment of limitations
ISFP, INFP Introverted Feeling	<ul style="list-style-type: none"> •Known as trustworthy and affirming •Focus on the best in others •Maintain inner harmony 	<ul style="list-style-type: none"> •Judgmental •Critical attitude toward others •Acting before thinking things through 	<ul style="list-style-type: none"> •Negative atmosphere •Fear of loss or failure in a relationship •Violation of values 	<ul style="list-style-type: none"> •Time •Acknowledgement of the effect of criticism on others •Emphasize established skills
ISTP, INTP Introverted Thinking	<ul style="list-style-type: none"> •Observe objectively in order to find truth •Adeptly use logical analysis, applying that analysis to people and events •Known for depth of knowledge 	<ul style="list-style-type: none"> •Overly defensive when trying to prove the "logic" of their feelings •Excessively sensitive over relationships •Too emotional 	<ul style="list-style-type: none"> •When others are overly emotional •Situations which appear arbitrary or uncontrollable •Having no time for reflection 	<ul style="list-style-type: none"> •Solitude spent on activities they enjoy •Physical activity •Having others give them space
ESFJ, ENFJ Extraverted Feeling	<ul style="list-style-type: none"> •Depend on feelings as more rational than logic •Known for sensitivity to the needs of others •Able to easily and appropriately express emotion 	<ul style="list-style-type: none"> •Overly critical and domineering •Sidetracked by poor logic •Compulsively search for answers through books or unusual philosophies 	<ul style="list-style-type: none"> •Being asked to compromise a value •Misunderstood or belittled by others •Too much conflict as opposed to harmony 	<ul style="list-style-type: none"> •Change in routine •A new project •Confide in an understanding friend or to self through journaling

	In Their Dominant	In the Grip of Their Inferior They Can Be:	Common Triggers of Their Inferior:	"Helps"
ESTP, ESFP Extraverted Sensing	<ul style="list-style-type: none"> •Take in and sort all the data the senses provide •Accept the world at face value •Enjoy life everyday 	<ul style="list-style-type: none"> •Imagining doom and gloom •Misinterpreting the motives of others •Obsessed with mystical life views 	<ul style="list-style-type: none"> •Over-commitment •Being forced to make decisions about the future •Having too much structure at work 	<ul style="list-style-type: none"> •Contingency planning •Solitary activities such as gardening, exercise •The help of others to adjust priorities
INTJ, INFJ Introverted Intuition	<ul style="list-style-type: none"> •Demonstrate intellectual clarity •Sort intuitive hunches accurately •Have long-term, novel perspectives 	<ul style="list-style-type: none"> •Overindulgent in sensing (TV, food) without enjoyment •Approaching the world as an enemy •Overwhelmed by sensory data 	<ul style="list-style-type: none"> •Dealing with details •Experiencing unexpected events •Too much Extraverting 	<ul style="list-style-type: none"> •"Space" •Quite, natural surroundings •Using Thinking to find solutions or Feeling to allow oneself to be less serious
ISTJ, ISFJ Introverted Sensing	<ul style="list-style-type: none"> •Exhibit efficiency, calmness, and attention to specifics •Focused on the present and perfecting the tried and true •Aware of their sensory experiences 	<ul style="list-style-type: none"> •Anxious over facts and details •Reckless and impulsive •Worried about possible future disasters 	<ul style="list-style-type: none"> •Experiencing change, prospect of the unknown •When others deny reality (especially dominant Intuitives) •Overdoing reliability and efficiency 	<ul style="list-style-type: none"> •Finding others who will take them seriously •Delegating details •Working through auxiliary Thinking to find Feeling solutions
ENFP, ENTP Extraverted Intuition	<ul style="list-style-type: none"> •Focus on their vision on the big picture •Pursue new ideas optimistically •Identify future trends with uncanny ability 	<ul style="list-style-type: none"> •Depressed and withdrawn •Obsessed with details and information •Focused on physical symptoms 	<ul style="list-style-type: none"> •Overcommitted and tired •Attending to details •Violating of important values of principles 	<ul style="list-style-type: none"> •Mediation •Positive use of sensing—physical exercise, sleep, healthy diet •Using Thinking or Feeling to lend perspective

Source: *Work It Out* by Sandra Krebs Hirsh with Jane A. G. Kise. Palo Alto, CA: Davies-Black, 1996. Reprinted with permission.

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Psychological Types: Practical Application, 2005 -

Type Characteristics Underlying Conflicts

Extroverts <ul style="list-style-type: none"> ▪ Prefer to develop solutions by talking it through ▪ Often change direction or topic during course of discussions ▪ Experience Introverts as "withholding." 	Introverts <ul style="list-style-type: none"> ▪ Prefer measured pacing and need talk-free time for internal processing ▪ Need a more intense focus, and to come back to ideas after consideration ▪ Experience Extraverts as "invasive."
Sensing Types <ul style="list-style-type: none"> ▪ Define the problem based on concrete events and on what actually happened ▪ Seek explanations and solutions based on experience ▪ Experience Intuitive types as "unrealistic." 	Intuitive Types <ul style="list-style-type: none"> ▪ See specific behavior as part of an underlying pattern that is the real problem ▪ Seek theoretical explanations and solutions ▪ Experience Sensing types as "shooting down their ideas" or blocking progress
Thinking Types <ul style="list-style-type: none"> ▪ Search for logical alternatives and apply them to everyone ▪ Believe that if a problem can be defined accurately and the relevant evidence gathered, there will be a "correct" solution ▪ Experience Feeling types as "irrational, inconsistent, and illogical." 	Feeling Types <ul style="list-style-type: none"> ▪ Search for individual solution that works for people ▪ Believe the solution will be found by gathering many perspectives and finding the answer that fits everyone's needs ▪ Experience Thinking types as "cold and uncaring."
Judging Types <ul style="list-style-type: none"> ▪ Need structure, decisions, and closure ▪ Create plans, structures, and time frames to achieve goals ▪ Experience Perceiving types as people they cannot count on to follow through 	Perceiving Types <ul style="list-style-type: none"> ▪ Need flexibility, and want decisions to grow out of the process ▪ Have faith in their own internal sense of timing; want to be trusted to meet goals in their own ways ▪ Experience Judging types as "hemming them in."

Source: Adapted from Myers, Isabel B., McCauley, Mary H., Querk, Naomi L., and Hammer, Allen L., (1998). MBTI® Manual, (3rd ed.). Palo Alto, CA: Consulting Psychologists Press, Inc. Used with permission. Type In Action! © 2002 by Barbara D. Matthews and Catharine A. Larkin. Published by Consulting Psychologists Press, Inc. Permission is hereby granted to reproduce this master for workshop use. Duplication for any other use, including resales, is a violation of copyright law. MBTI is a registered trademark of Consulting Psychologists Press, Inc.

Your two middle letters of type (ST, SF, NF, NT) can each be divided in two based on the direction in which the function is used. If the function, (e.g. Thinking) is used externally, it is called Extraverted Thinking; if it is internally directed, it is called Introverted Thinking (IT). Externally and internally directed functions are different that they seem like different capacities, and they are activated by different kinds of questions. They are now called function-attitudes. On the chart below, find your four-letter MBTI preference code, then circle around your four-letter MBTI and the eight two-letter function-attitudes beneath your type code. Numbers indicate rank-ordering of the function-attitudes according to usage: 1=most used, 2=second most,

ESTJ	ESFJ	ENFJ	ENTJ	ESTP	ESFP	ENFP	ENTP
1. ET	EF	EF	ET	ES	ES	EN	EN
2. IS	IS	IN	IN	IT	IF	IF	IT
3. EN	EN	ES	ES	EF	ET	ET	EF
4. IF	IT	IT	IF	IN	IN	IS	IS
5. IT	IF	IF	IT	IS	IS	IN	IN
6. ES	ES	EN	EN	ET	EF	EF	ET
7. IN	IN	IS	IS	IF	IT	IT	IF
8. EF	ET	ET	EF	EN	EN	ES	ES

ISTJ	ISFJ	INFJ	INTJ	ISTP	ISFP	INFP	INTP
1. IS	IS	IN	IN	IT	IF	IF	IT
2. ET	EF	EF	ET	ES	ES	EN	EN
3. IF	IT	IT	IF	IN	IN	IS	IS
4. EN	EN	ES	ES	EF	ET	ET	EF
5. ES	ES	EN	EN	ET	EF	EF	ET
6. IT	IF	IF	IT	IS	IS	IN	IN
7. EF	ET	ET	EF	EN	EN	ES	ES
8. IN	IN	IS	IS	IF	IT	IT	IF

From ideas by John Beebee (2001), [Exploring the Eight Functions](#) (Videotape). Louisville, KY, Type Resources.

USING FUNCTION-ATTITUDES TO BRING PRECISION TO TEAM PROBLEM-SOLVING

<p>INTROVERTED SENSING</p> <p>Focuses on an internal storehouse of accurate detailed memories concerning both external facts and internal reactions, for retrieval and applications to present situations.</p> <ul style="list-style-type: none"> • What is my personal experience with similar problems? • What has not worked in the past? • What must be in place for a solid start? • How do we evaluate incremental progress? 	<p>INTROVERTED THINKING</p> <p>Makes decisions/takes actions using internally consistent principles and logic. Develops explanatory models to categorize/integrate experience. Enjoys complex puzzles; challenges self and others to high performance, then observes and evaluates results.</p> <ul style="list-style-type: none"> • What principles apply here? • How can this be improved? • What logical consequences follow from this? • Where are the flaws and inconsistencies? • What is redundant?
<p>EXTRAVERTED SENSING</p> <p>Focuses on accurate, intense, perception of present facts and their immediate impact, resourceful with the present moment, energetic, experimental.</p> <ul style="list-style-type: none"> • What exactly is going on? • What present resources are available? • What is feasible? • What is first? • What is in the way? 	<p>EXTRAVERTED THINKING</p> <p>Makes decisions/takes action through efficient organizing of external environment. Quick to find "actionable: areas acts decisively to achieve goals.</p> <ul style="list-style-type: none"> • What are the costs/consequences of each alternative? • How does this affect current priorities? • What happens if we do nothing? • What is actionable right now? • What is irrelevant?
<p>INTROVERTED INTUITION</p> <p>Focuses on internal images and meaningful configurations, seeking systemic leverage through comprehensive understanding of long-term patterns.</p> <ul style="list-style-type: none"> • What patterns should we be aware of? • What model, system, or theory might be useful? • How is this analogous to other situations? • What systemic leverage can be used? 	<p>INTROVERTED FEELING</p> <p>Makes decisions/takes action based on personal values. Intensely committed to inner values; seeks community with like-minded others. Alert proposals/situations that compromise values. Promotes harmonious working conditions and seeks supportive working agreements.</p> <ul style="list-style-type: none"> • How is this decision consistent with values important to each individual? To the group? To the organization? • What values are implicit in each alternative? • Who will be the people affected by this decision/action (stakeholder, customers, coworkers)? • Who will resist this action? Why?
<p>EXTRAVERTED INTUITION</p> <p>Focuses on external possibilities, creating new approaches, pointing out useful patterns, enabling new connections and ideas.</p> <ul style="list-style-type: none"> • Have we brainstormed all the possibilities? • What are the best/worst case scenarios? • What implications have not yet been discussed? • Who is involved in the big picture (stakeholders, customers, partners)? 	<p>EXTRAVERTED FEELING</p> <p>Makes decisions/takes action based on external values. Actively appreciates shared values and promotes inclusiveness, cooperation. Interpersonally persuasive and focuses on making organizations serve need of people. May avoid conflict.</p> <ul style="list-style-type: none"> • How are people going to be served by this decision/action? • What will be the reactions to this decision/action? • How can differing needs, interests, and values be included? • How can we support persons will make this happen?

To examine a team's "blind side," each person on the team shares his/her #1 and #2 function attitude letters with the rest of the team. Everyone on the team tallies which function attitudes have been shared as #1 and #2 in usage on the chart below:

Function Attitude	#1	#2
IS	_____	_____
ES	_____	_____
IN	_____	_____
EN	_____	_____
IT	_____	_____
ET	_____	_____
IF	_____	_____
EF	_____	_____

After everyone has shared and all #1 and #2 functions are tallied, are there any function attitudes that have NO tally marks in #1 and #2? These are the functions that are likely to be underused or unused in team discussions and especially in team problem-solving. In effect, these represent the "blind side" of the team--what you "don't know you don't know." If there are one or more function attitudes with no tally marks (no one representing these functions), the team might look at the page "Using Function-Attitudes to Bring Precision to Team Problem-Solving" and study the questions associated with the unrepresented function attitude(s). The team can then build these questions into team meetings as "ticklers," to remind team members to ask these questions for balanced problem-solving.

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CUSTOMIZING CONFLICT MANAGEMENT BY LEVERAGING PSYCHOLOGICAL TYPE DIFFERENCES

Conflict can become quickly unproductive when individuals ask different opening questions based on psychological type. To better understand what questions you need to have answered first in a conflict, rank order the following sets of questions according to your MBTI's "function attitudes," writing a #1 to next to your dominant (most used), a #2 next to your auxiliary (second most used), and so on, until you have ranked all eight function-attitude sets of questions. The questions sets ranked #3 and #4 will be somewhat familiar but underutilized; #5 and #6 will seem new to you, and #7 and #8 will seem foreign.

Compare your rank-ordering of questions with the rank-ordering by another person who has different type preferences. What questions might he/she need to have answered first? Good conflict management involves extending yourself to answer the OTHER PERSON'S #1 and #2 FIRST, before insisting on having your own questions answered. This courtesy can disarm unproductive conflict from the get-go.

My Ranking MBTI function attitudes

EXTRAVERTED SENSING

1. What is happening here and now that causes the conflict?
2. What inaccuracies/unchecked facts on either side contribute to the conflict?
3. What can we say/do right now to solve this?

INTROVERTED SENSING

1. Have I experienced a similar conflict? What worked/did not work in its solution?
2. How is the present conflict different? What do I need to do differently?
3. What irregularities/violations of procedure contributed to the conflict? What will make a solution sustainable?

EXTRAVERTED INTUITION

1. What unexplored external factors contribute to this conflict?
2. Could brainstorming or reframing bring new resources for solving this conflict?
3. What alternatives could get the conflict "unstuck"?

INTROVERTED INTUITION

1. Is there a bigger pattern or trend that contributes to this conflict?
2. Would perspective come from each individual writing out the conflict and proposed solutions?
3. What are the system implications of proposed solutions?

EXTRAVERTED THINKING

1. What are the pros and cons of each side of the conflict?
2. What needs to be organized to lead to a solution?
3. What present methodology/procedures can lead to a solution?

INTROVERTED THINKING

1. What principles or models are assumed by either side in the conflict?
2. Is there a methodology that all parties can agree to?
3. Does this conflict lead to a necessary improvement?

EXTRAVERTED FEELING

1. Can disputants argue from each other's point of view accurately and sympathetically?
2. What are the common values and interests on both sides? Is there a "win-win" outcome?
3. What methods (e.g., "time out") can manage the emotions of the conflict?

INTROVERTED FEELING

1. What non-negotiable values are at stake on either side?
2. What solutions honor uniqueness and individual differences?
3. How do we keep the connection while forcefully arguing differences?

RANK-ORDERING INFORMATION NEEDS IN CHANGE MANAGEMENT

When facing a change, people have different needs for information based on their psychological type preferences, and different type profiles have different priorities in asking questions about change. Using your function-attitudes priorities according to use, rank-order the following sets of “need to know” questions from “most important” (#1 and #2) to “almost never asked” (#7 and #8):

_____ EXTRAVERTED SENSING

What exactly is going on? Who and what can I use as present resources to deal with the change? How can I keep my options open? How hard and how fast can I push the change? What’s in the way? Who will resist the change and why?

_____ INTROVERTED SENSING

Why do we have to change? What routines/procedures need to change? Who is in charge and who is accountable? What are the goals and time frame? What is the first step? How have we handled this before? How is this change different from what we tried before?

_____ EXTRAVERTED INTUITION

What big factors connect to and affect the change? What are the positive possible outcomes of the change? What are the negative possible outcomes? How does this compare to changes others are making? How and where can I communicate my ideas as the change progresses?

_____ INTROVERTED INTUITION

Is the change part of a larger pattern? What are the implications of the change? How is my understanding of the change different from the leadership’s explanation? How do I communicate where I see the change is leading? How do I simplify my ideas so that others understand them?

_____ EXTRAVERTED THINKING

How do we utilize resources logically and efficiently to accomplish our goals? How does the change impact existing strategy and operations? What protocols can we implement? Who will do the planning and how do we execute the plan?

_____ INTROVERTED THINKING

What is a meaningful framework for the change? What information is missing? What predictive models or theories would help? How are the steps/phases of change logically interconnected? How do I clearly communicate the change framework? What are our “blind spots” in making the transition?

_____ EXTRAVERTED FEELING

Has everyone felt informed and included in preparing for the change? How are people treated who resist the change? How do we keep working relationships with stakeholders and customers during the change? How do we stay open to input, keep morale positive, and manage conflict?

_____ INTROVERTED FEELING

Do people feel included in planning and executing the change? Is the change consistent with core values of the organizations? How will these be maintained? Are there aspects of the change I believe are detrimental to some people? How will the change impact me and others?

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The “Invisible” Rules of Management:

How What I Learned in My Family System is Translated into my Management Behavior.

Think about everyday things you do in the workplace – problem solving, meetings, asking for what you want, collaboration and teaming giving/getting, feedback and critique, celebrating successes, setting goals, handling change, dealing with loss, getting along with peers, superiors subordinates. Take any one topic and think about how you experienced this in your early family. Now, think about how you may have brought these early learnings, as a set of assumptions, into your adult workplace. For example, what assumptions about problem-solving from your family experience do you re-enact in the present-day workplace?

	What I learned in my family:	How I transfer this to the adult workplace:
Problem-solving		
Meetings		
Feedback/ Critique		
Asking for what you want		
Collaboration/ teaming		
Celebrating success		

The “Invisible” Rules of Management:

How What I Learned in My Family System is Translated into my Management Behavior.

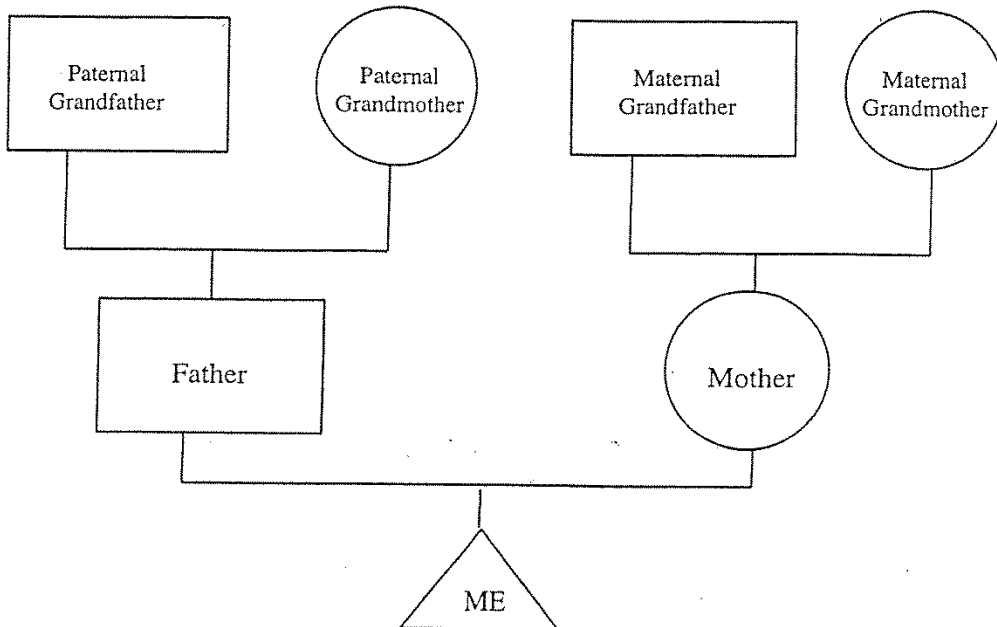
(Continued)

	What I learned in my family:	How I transfer this to the adult workplace:
Setting goals		
Handling change		
Dealing with loss		
Getting along with peers		
Getting along with superiors		
Getting along with subordinates		

Tracing Intergenerational Legacies of attitudes and Feelings

We may be surprised at overreactions we have toward individuals, groups, or situations before. These overreactions may be due to intergenerational legacies of attitude and feeling that we carry without knowing it. We received these before we were emotionally separate from our parents, who in turn may have received them from our grandparents. These feelings and attitudes remain latent until we actually run into an individual, group or attitude which was the original object of the feeling/attitudes, then we experience an overreaction which shocks us. This is particularly prevalent during times of change and reorganization.

To take a proactive approach toward these intergenerational legacies, we might do a "genogram," which is simply a diagram of our family tree that allows us to trace attitudes and feelings across generations. In the figure below, write in the names of parents, grandparents, aunts and uncles, who are you ancestors, and then trace through the generations the attitudes/feelings that were communicated about certain individuals, groups, or situations. For example, you might trace attitudes toward men, toward women, toward sharing decision-making, toward religious groups, ethnic groups, or toward situations such as organizational change. Remember the stories, the jokes, the expressed attitudes and feelings in your family; this may help map out the latent legacies that you might carry without knowing it, especially during times of change.



Relationship Baseline

Instructions: Write into each of the circles below the name of someone who has simply accepted you. This means that they did not base the relationship primarily on your being good-looking, hard-working, intelligent, overly moral, or other qualities. Instead, you felt that they liked you primarily for who you are. These persons could have been family members, childhood friends, teachers, coaches coworkers – anyone who effectively communicated to you that they accepted you. Some of the relationships may no longer exist, but if they continued for any time whatsoever, place the person's name in a circle.

A 3x3 grid of nine empty circles, each with a black outline, arranged in three rows and three columns. These circles are intended for the user to write the names of people who have accepted them.

Benchmark Experiences: Where the Vision Comes Alive

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Every once in a while, each one of us has a "benchmark experience" in our lives. These are experiences that bring out the best in us; we have a natural enjoyment of our work, and we see our work environment, relationships, and tasks interconnect in "the best day we've had in a long time."

In this exercise, try to remember the best work experience you have had at "_____." You can easily recall this experience by using your imagination, which is your picture-memory, to "walk through" your familiar work space, going back in time to places you have been, to find the best experience you can remember. Once you recall the experience, give it a title, then "unpack" the experience, describing what happened in four categories:

Title of Experience

PHYSICAL ENVIRONMENT: (Describe the event like a journalist: inside/outside, day/night, technical/clerical, internally controlled/customer-driven, neat/cluttered, etc.)

SOCIAL ENVIRONMENT: (Types of people/relationships that optimized work for you: outgoing/quiet, formal/informal, frequent contact/solitude, close teamwork/independent activity, etc.)

ACTIVITY: (What you were doing in particular that you enjoyed so much; seems "natural," "fascinating," or "fun;" might be expressed as transferable skills, such as designing, organizing, building, persuading, applying, etc.)

REWARD: (What outcome made the experience rewarding to you in particular? Creativity, teamwork, pleasing customers, salary, etc.)

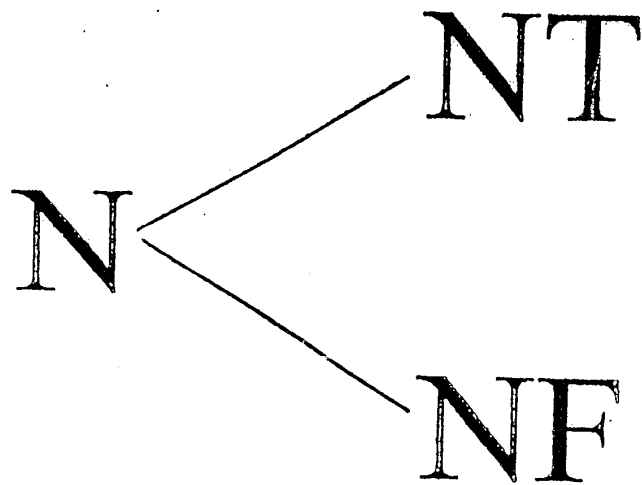
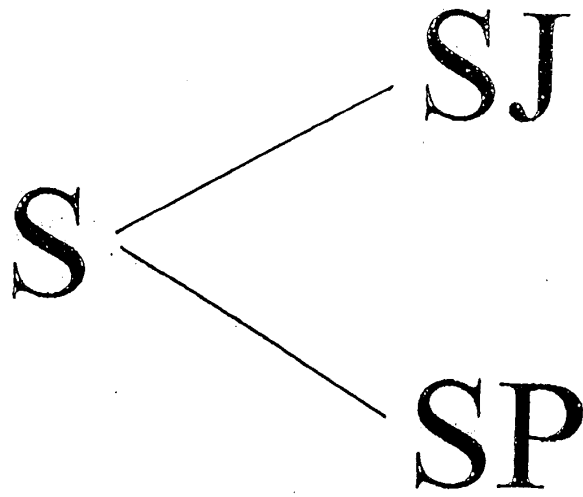
FEEDBACK FOR THE BENCHMARK EXPERIENCE

PHYSICAL ENVIRONMENT: (What elements of the physical environment helped optimize the experience? Inside/outside, day/night, technical/natural, structured/informal, neat/cluttered, etc.)

SOCIAL ENVIRONMENT: (What was is about the relationships that helped optimize the experience? Close contact/distance, familiarity/novelty, ongoing/one-time-only, very focused/open-ended, formal/informal, etc.)

ACTIVITY: (What was it about the activity that was particularly enjoyable or fascinating? What kind of core capability was being used, e.g., organizing, presenting, executing, etc.?)

REWARD: (What seemed particularly motivating for the individual in the experience? How could this be brought forward into today's work environment?)



Two for One: MBTI and Temperament

FOUR MOTIVATIONAL “LENSES”:

- **SJ:** Caretaking, Procedural, Traditional, Responsible
- **NF:** Interpersonal, Articulate, Value-Sensitive, Inspiring
- **SP:** Crisis manager, Risk-taker, Freedom-sensitive, Adaptive
- **NT:** Analytical, Systemic, Architectural, Theoretical

Temperament and Leadership

SJ: Authoritative, Hierarchical,
S.O.P., Thorough, Prudent,
Stabilizing, Efficient, Careful

NF: Morale-building, Connecting,
Cooperative, Communicating,
Inclusive, Affirming

SP: Action-oriented, Adaptive,
Optimistic, Courageous, Realistic,
Utilitarian

NT: Comprehensive, Ingenious,
Model-building, Long-game,
Vision-driven



SELECTED BIBLIOGRAPHY FOR LEARNING MORE ABOUT PSYCHOLOGICAL TYPE

Worktypes by Jean M. Kummerow, Nancy J. Barger and Linda K. Kirby.
New York: Warner Books, 1997.

This is a very good introduction to the ideas of psychological type as applied in the workplace; I recommend it as a first “follow-up” book.

Lifetypes by Sandra Hirsh and Jean Kummerow. \$12.95 Bantam Book.
(Order from CCP: 1-800-624-1765)

This is a good intro to applications of type in a variety of areas: work, home, relationships.

Please Understand Me by David Keirsey and Marilyn Bates, \$11.95

This contains the Instrument, The Keirsey Temperament Sorter, which gives fairly accurate scores on the four dimensions of types, like MBTI. It includes interesting extended descriptions on each of the sixteen types, as well as applications to relationships and leadership.
(Order from Prometheus Nemesis Books, 1-800-754-0039)

Talk Type (Vol. 1) and Talk Type at Work (vol. 2) by Otto Kroger and Janet Theusen. Delacort Press.

These are good anecdotal books, with many examples and applications from Otto Kroger’s extensive experience teaching type seminars. People with sensing preferences enjoy these. Order from CAPT, 1-800-777-2278. Both in paperback, approximately \$12.00 each.

Do What You Are and Nurture by Nature by Paul Tieger and Barbara Barron-Tieger. Little, Brown and Company Publishers, each about \$17.00, paperbacks.

These are excellent books about (1) type and work, with good sections on what each type needs in a work environment, and (2) about parenting practices with children of each type. (Order from CAPT, 1-800-777-2278)

The M.O.M.S. Handbook by Janet P. Penley and Diane W. Stephens. Paperback, about \$16.00: Order from Penley and Associates, Inc. (1-847-251-4936)

This is an excellent, practical book on type as applied to mothering and child care. It affirms many of the varieties of child care/parenting. (M.O.M.S. stands for “Mothers Of Many Styles”).