NCSU
Preparing Future Leaders
Seminars

MBTI
Myers-Briggs Type Indicator

Shelly Hoover-Plonk
513-0426
shelly_hoover-plonk@ncsu.edu
THE SIXTEEN TYPES AT A GLANCE

ISTJ

For ISTJs the dominant quality in their lives is an abiding sense of responsibility for doing what needs to be done in the here-and-now. Their realism, organizing abilities, and command of the facts lead to their completing tasks thoroughly and with great attention to detail. Logical pragmatists at heart, ISTJs make decisions based on their experience and with an eye for efficiency in all things. ISTJs are intensely committed to people and to the organizations of which they are a part; they take their work seriously and believe others should do so as well.

ISFJ

For ISFJs the dominant quality in their lives is an abiding respect and sense of personal responsibility for doing what needs to be done in the here-and-now. Actions that are of practical help to others are of particular importance to ISFJs. Their realism, organizing abilities, and command of the facts lead to their thorough attention in completing tasks. ISFJs bring an aura of quiet warmth, caring, and dependability to all that they do; they take their work seriously and believe others should do so as well.

ISTP

For ISTPs the driving force in their lives is to understand how things and phenomena in the real world work so they can make the best and most effective use of them. They are logical and realistic people, and they are natural troubleshooters. When not actively solving a problem, ISTPs are quiet and analytical observers of their environment, and they naturally look for the underlying sense to any facts they have gathered. ISTPs often pursue variety and even excitement in their hands-on experiences. Although they do have a spontaneous, even playful side, what people often first encounter with them is their detached pragmatism.

ISFP

For ISFPs the dominant quality in their lives is a deep-felt caring for living things; combined with a quietly playful and somewhat adventurous approach to life and all its experiences. ISFPs typically show their caring in very practical ways, since they often prefer action to words. Their warmth and concern are generally not expressed openly, and what people often first encounter with ISFPs is their quiet adaptability, realism, and "free spirit" spontaneity.

ESTP

For ESTPs the dominant quality in their lives is their enthusiastic attention to the outer world of hands-on and real-life experiences. ESTPs are excited by continuous involvement in new activities and in the pursuit of new challenges. They tend to be logical and analytical in their approach to life, and they have an acute sense of how objects, events, and people in the world work. ESTPs are typically energetic and adaptable realists who prefer to experience and accept life rather than to judge or organize it.

ESFP

For ESFPs the dominant quality in their lives is their enthusiastic attention to the outer world of hands-on and real-life experiences. ESFPs are excited by continuous involvement in new activities and new relationships. They also have a deep concern for people, and they show their caring in warm and pragmatic gestures of helping. ESFPs are typically energetic and adaptable realists who prefer to experience and accept life rather than to judge or organize it.

ESTJ

For ESTJs the dominant quality in their lives is their need to analyze and bring into logical order the outer world of events, people, and things. ESTJs like to organize anything that comes into their domain, and they will work energetically to complete tasks so they can quickly move from one to the next. Sensing orients their thinking to current facts and realities, and thus gives their thinking a pragmatic quality. ESTJs take their responsibilities seriously and believe others should do so as well.

ESFJ

For ESFJs the dominant quality in their lives is an active and intense caring about people and a strong desire to bring harmony into their relationships. ESFJs bring an aura of warmth to all that they do, and they naturally move into action to help others. Organize the world around them, and to get things done. Sensing orients their thinking to current facts and realities, and thus gives their feeling a hands-on pragmatic quality. ESFJs take their work seriously and believe others should do so as well.
THE SIXTEEN TYPES AT A GLANCE

INFJ
For INFJs the dominant quality in their lives is their attention to the inner world of possibilities, ideas, and symbols. Knowing by way of insight is paramount for them, and they often manifest a deep concern for people and relationships as well. INFJs often have deep interests in creative expression as well as issues of spirituality and human development. While their energy and attention are naturally drawn to the inner world of ideas and insights, what people often first encounter with INFJs is their drive for closure and for the application of their ideas to people's concerns.

INFP
For INFPs the dominant quality in their lives is a deep felt caring and idealism about people. They experience this intense caring most often in their relationships with others, but they may also experience it around ideas, projects, or any involvement they see as important. INFPs are often skilled communicators, and they are naturally drawn to ideas that embody a concern for human potential. INFPs live in the inner world of values and ideals, but what people often first encounter with them in the outer world is their adaptability and concern for possibilities.

ENTP
For ENTPs the dominant quality in their lives is their attention to the outer world of possibilities; they are excited by continuous involvement in anything new, whether it be new ideas, new people, or new activities. Though ENFPs thrive on what is possible and what is new, they also experience a deep concern for people as well. Thus, they are especially interested in possibilities for people. ENFPs are typically energetic, enthusiastic people who lead spontaneous and adaptable lives.

ENTJ
For ENTPs the dominant quality in their lives is their need to analyze and bring into logical order the outer world of events, people, and things. ENTJs are natural leaders who build conceptual models that serve as plans for strategic action. Intuition orients their thinking to the future, and gives their thinking an abstract quality. ENTJs actively pursue and direct others in the pursuit of goals they have set, and they prefer a world that is structured and organized.
## Team Frustrations and Type Dialogue

<table>
<thead>
<tr>
<th>ISTJ</th>
<th>ISEJ</th>
<th>INFJ</th>
<th>INTJ</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Stop working so hard!</em></td>
<td><em>Stop worrying about everyone!</em></td>
<td><em>Stop staring off into space!</em></td>
<td><em>Stop being so stubborn!</em></td>
</tr>
<tr>
<td>Projects get done when we pay attention to facts and to what needs to happen now. Play comes later.</td>
<td>Each team member matters. Attention to each person's needs and wants helps us function well.</td>
<td>Thinking about the future and its implications for our team is vital to team productivity.</td>
<td>A team's vision that's well thought out is worth fighting for!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ISTP</th>
<th>ISFP</th>
<th>INFP</th>
<th>INTP</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Stop nit-picking!</em></td>
<td><em>Stop wearing your heart on your sleeve!</em></td>
<td><em>Stop feeling hurt!</em></td>
<td><em>Stop being so theoretical!</em></td>
</tr>
<tr>
<td>Precision and accuracy of information allows our team to produce good work.</td>
<td>Caring for our teammates displays our humanity and can translate into increased team involvement.</td>
<td>Exploring our deeply held beliefs and values keeps this team on the right path.</td>
<td>Teams need to develop models and carefully analyze concepts before they can begin effective work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ESTP</th>
<th>ESFP</th>
<th>ENFP</th>
<th>ENTP</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Stop being so blunt!</em></td>
<td><em>Stop playing!</em></td>
<td><em>Stop changing your mind and the team's direction!</em></td>
<td><em>Stop generating new actions!</em></td>
</tr>
<tr>
<td>Sometimes this team needs a jolt to get it back to work.</td>
<td>Life should be lived; work should be enjoyed. Happy people are productive people.</td>
<td>This team needs to explore all the options as it gets down to work.</td>
<td>Entrepreneurial teams keep business coming in.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ESTJ</th>
<th>ESEJ</th>
<th>ENFJ</th>
<th>ENTJ</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Stop driving things so hard!</em></td>
<td><em>Stop socializing!</em></td>
<td><em>Stop talking!</em></td>
<td><em>Stop trying to manage us!</em></td>
</tr>
<tr>
<td>Some tough work needs to be done right now.</td>
<td>Friends and relationships keep people committed and loyal to the team.</td>
<td>Knowing each team member well is one of the things that holds this team together.</td>
<td>Someone needs to take charge.</td>
</tr>
</tbody>
</table>
The Zig-Zag Process for Problem Solving

Part I: The Four Steps

1. What is the situation?

2. Gather the facts.

3. Analyze logically the effects of acting on each possibility.

4. Weigh the human consequences of acting on each possibility.

The Zig-Zag is a way of understanding the problem-solving process. Your first task is to understand the four steps of the process, shown in the diagram below.
“WIN-WIN WORK STRATEGIES”

- Individual differences affect interpersonal communications.
  - How people "hear" things, depends on their preferences.

- Useful communication must be
  - Listened to
  - Understood
  - Considered without hostility

- To reduce irrelevant friction, try to match presentation to type of individual you want to convince.
- Will overcome impression that what is going to be said may be irrelevant or unimportant.

WHEN E's WORK WITH I's

- Write out idea, plan and present it ahead of time to allow time for reflection.
- Don't expect an immediate reaction. Give time to reflect, consider.
- Take time to talk 1:1 – or in very small group.
- Develop trusting relationship.

WHEN I's WORK WITH E's

- Project energy, enthusiasm
- Speak up (project voice)
- Use nonverbal behavior, e.g., facial expressions
- Be action-oriented – a doer!

WHEN S's WORK WITH N's

- State big idea first. Know what your main point is.
- Give prospect of an interesting possibility, before getting down to facts.
- If need help with an idea, ask ‘N’ for help.
- Avoid automatic negative reaction to ‘N’s sketchy plans-
  - "It might work if..."
  - What would you do about this...that?

WHEN N’s WORK WITH S’s

- Work out the details of your idea before presenting it.
- Give explicit statement of the problem to be solved.
- Be factual.
- Have a definite plan of action.
- Listen for data you might have forgotten to consider. Revise your idea or plan to take that information into account.
WHEN T's WORK WITH F's

• Mention points of agreement before bringing up points of difference.
• Start presentation with a concern for the people involved.
• Ask for people-oriented data:
  o How do you feel about it? Why?
  o How would others feel? Why?
• Count people's feelings among the causes/facts to be reckoned with...and accordingly.

WHEN F's WORK WITH T's

• Address task "up front".
• Arrange comments in a logical way:
  o Beginning
  o Sequence of points
  o End
• Use pros and cons.
• Avoid too much "process" talk.
• Use calm, assertive communications skills to plainly state the feeling aspects of the situation.

WHEN J's WORK WITH P's

• Be flexible. Listen for new information. Readjust thinking.
• Don't demand immediate answers. Leave matter open-ended as long as you can.

WHEN P's WORK WITH J's

• Plan ahead. Use timelines. Set deadlines. Live by them.
• Be ready to make decisions when necessary.
• Avoid inappropriate diversions, jokes.

SUMMARY:
STRATEGIES FOR WORKING WITH DIFFERENT TYPES

• Establish quickly that communication promises something of worth.
• Definition of "worth" varies from type to type.
• Stress the unsolved part of the problem, rather than condemning the whole idea, plan, or recommendation.
• Recognize that compromise between different types is often necessary.
• RESULT: Better solutions, since all factors have been considered.

Source Unknown / From the files of Tierza Watts
COMMUNICATION STRATEGIES WITH PERSONS OF DIFFERENT PSYCHOLOGICAL TYPES

To Communicate with Extraverts
- Talk to them, preferably face-to-face; don't use writing (as a primary means of communicating) to them unless necessary or as a follow-up.
- Present to groups, since extraverts will want to interact/consult with others.
- Respond immediately to questions, comments, etc.
- Emphasize action.
- Entertain them socially in addition to (or even while) doing business.

To Communicate with Introverts
- Write to them first, then talk.
- Allow them plenty of time for prior thought.
- Allow them plenty of time for reflection afterwards.
- Present to individuals.
- Gently draw them out.
- Don't drag them to social functions; just stick to business, in the business setting.

To Communicate with Sensing Types
- Be certain to make clear to them what you are talking about.
- Stay down to earth and practical.
- Give plenty of facts and evidence.
- Go into detail, and don't skip over things.
- Emphasize tangible results (especially near term as opposed to far in the future).
- Use plenty of concrete examples.
- Keep it simple if possible and appropriate, and be careful to ensure and verify that they are following you.

To Communicate with Intuitive Types
- Give the big picture, the broad implications, the long term possibilities.
- Emphasize concepts and ideas.
- Don't get bogged down in details.
- Stress unmet challenges that could be overcome; try to inspire them.
- Emphasize the novel, the unusual, the innovative.
- Present what they need and then let them "take the ball and run with it"; expect and welcome their ideas and additions, modifications, etc.

To Communicate with Thinking Types
- Get straight to the point; be as brief, concise, and pithy as you can and still be able to present a complete and cogent argument.
- Present clear goals and objectives; precisely define terms and explain what you mean.
- Present advantages and disadvantages, including all known pros and cons.
• Emphasize rational processes and consequences.
• Use logical, not emotional, arguments; play to the head, not the heart.

To Communicate with Feeling Types

• Be warm and friendly; treat them kindly in large ways and small; make them feel special.
• Begin with appreciation, areas of agreement.
• Emphasize human benefits and happiness.
• Remember that you cannot “logic them into submission.”
• Use personal anecdotes and examples, and let them know some personal details about you. (This gives them the chance to like you and feel they have things in common with you, considerations that are especially important to feeling types.)

To Communicate with Judging Types

• Be prompt and punctual. (If presenting to a group, and some—most likely the Ps!—haven’t shown up, not the scheduled starting time and announce exactly how long you will wait for stragglers; if possible, go ahead and do something the others can catch up with later.
• Be sure you are well organized in your presentation; let them know your plan, and follow it; be sure to begin at the beginning and end at the end.
• Be decisive, not wishy-washy; draw conclusions.
• Expect a quick decision on their part; don’t figure you can go back and fill in the blanks or change things later.
• Emphasize schedules, deadlines, and timetables (but remember you will be held to them).
• Don’t bomb them with the unexpected—they hate surprises!

To Communicate with Perceiving Types

• If presenting to a group, don’t start right on the dot; half of them won’t be there, and they will be mad at you for following the schedule so tightly.
• Present things in tentative, modifiable form; present options.
• Let them draw conclusions.
• Avoid deadlines if possible, and don’t press them for an immediate decision. (Presented with a now or never demand, they may very well react by doing nothing.)
• Follow up, since they may need a gentle nudge once they’ve had plenty of time to make up their minds.
• Don’t be too slick in your presentation; you can actually turn them off and/or make them suspicious this way.

Summary prepared by and © 1994 by Tom Carskadon
Mississippi State University Psychology Department
See Resources handout for sources covering this material.
PSYCHOLOGICAL TYPES AND RELATIONSHIPS

Extraverts
- Need action and activity to relax best.
- Need sociability, gatherings, many friends and acquaintances.
- May see introverts as reclusive, stick-in-the-mud, boring.
- May have trouble understanding an introvert’s need for quiet, privacy.
- May see introverts as rude, disinterested, or stupid.

Introverts
- Need quiet and privacy to relax best.
- Often prefer being with a few close friends, small groups.
- May dislike parties, but feel they should go anyway.
- May want to satisfy all of an extravert’s social needs, may feel rejected when they can’t.
- May misinterpret an extravert’s behavior as flirtatious.
- May see extraverts as shallow, boisterous, obnoxious.

Sensing types
- Like to focus on down-to-earth concrete things.
- May prefer fairly conventional pastimes and conversations.
- May see intuitive types as impractical dreamers and exaggerators.

Intuitive types
- Love to focus on possibilities.
- May prefer unconventional pastimes, abstract conversations.
- May see sensing types as unimaginative, literal-minded.

Thinking types
- Are naturally logical, analytical, critical.
- Tend to express affection carefully and somewhat infrequently.
- May be puzzled by seemingly illogical feelings.
- Dislike having things said to them over and over.
- May see feeling types as illogical, oversensitive, fuzzy-minded.

Feeling types
- Are naturally warm, empathic.
- Respond much better to praise than to criticism.
- May have difficulty being logical and not repeating themselves.
- May see thinking types as cold, uncaring, hostile, overly critical.

Judging types
- Like things to be planned, organized, structured, carried out as planned.
- Like to make decisions quickly.
• Like their surroundings (and partners) to be neat, clean, orderly.
• May see perceiving types as indecisive, procrastinating, unreliable.
• May see perceiving types as lazy, slobs.

Perceiving types
• Like to delay decisions, keep options open; change plans readily.
• May want to satisfy impulses on the spur of the moment.
• May have high tolerance for mess, disorder, chaos.
• May see judging types as compulsive, nagging, unadaptable.

Source Unknown / From the files of Tierza Watts
How Different Types Procrastinate

The bad news is, all types can and do procrastinate at times. The good news is that understanding why and when you procrastinate can help you to minimize procrastination.

Why do students procrastinate?
1. They don't have the level of skill needed to do the job comfortably
2. They don't have sufficient interest or motivation to do the job
3. They're afraid they'll be a failure at the job—procrastination gives them a way to avoid confronting their feared failure
4. They're afraid they'll succeed and have to face the consequences of success—higher expectation from others, doing better than friends, no longer being accepted by or fitting in with family or the old crowd.
5. Procrastination can be a way to express rebellion

IN-P's procrastinate because:
1. They naturally resist closure
2. They have trouble ending the information/idea gathering stage and beginning the actual writing or production. May become overwhelmed with all the information they've found. SUGGESTIONS: Break the project into small steps. Impose artificial deadlines for each step of the project. Keep touching bases with your teacher on your project progress.
3. They can be perfectionists, so their vision of what they want to accomplish may seem impossible; they may find it hard to write a paper if they can't get the opening sentences exactly right. SUGGESTIONS: Try free-writing warm-ups. Skip the introduction and begin writing the body paragraphs first. Keep reminding yourself that your perfectionist desires aren't realistic. Don't be so self-critical.
4. They get caught up in an interesting project and neglect more routine work.

IS-P's procrastinate because:
1. They naturally resist closure
2. They'd rather be doing something more fun right now. SUGGESTIONS: Break project into small steps; reward yourself after each step is done. Develop time management skills.
3. They lack motivation, interest. SUGGESTIONS: Find motivators—career goals, pleasing parents or teachers with good grade (ISFPs), practical applications, avoiding consequences of late work. Tough self-discipline to acknowledge and maintain priorities.

EN-P's procrastinate because:
1. They naturally resist closure
2. They're pulled by so many interests that focus is difficult to maintain. SUGGESTIONS: Learn to say "no" to some activities.
3. Overwhelmed because over committed. SUGGESTIONS: Tough self-discipline to acknowledge and maintain priorities.
4. Physically exhausted because they try to do too much and continually underestimate how long each activity will take. SUGGESTIONS: Learn to double your first assessment of how long an activity will take.
5. Highly attracted to pulling off success at the last possible moment.

IN-J's procrastinate because:
1. They get immobilized by too many ideas
2. They get conflicting messages from their "N" (attracted to new possibilities, likes open-endedness) and "J" (attracted to order, structure, likes decisiveness) sides. SUGGESTIONS: Learn to get the two sides of your personality to talk to one another.
3. Can be perfectionists, so their vision of what they want to accomplish may seem impossible; they may find it hard to write a paper if they can't get the opening sentences exactly right. SUGGESTIONS: Try free-writing warm-ups. Skip the introduction and begin writing the body paragraphs first. Keep reminding yourself that your perfectionist desires aren't realistic. Don't be so self-critical.

E-TJ's procrastinate because:
1. don't normally procrastinate
2. may be a "situational procrastinator" who avoids a task that makes them feel incompetent, or not in control. SUGGESTION: Although psychologically difficult for you, seek help to bring up your skill level.
3. may be a "situational procrastinator" who fears success because they fear rejection (girlfriends who don't want to seem smarter than their boyfriends; students who fear they'll outgrow their family if they get too smart; students who are afraid they'll be rejected if they seem too smart). SUGGESTIONS: Seek good role models and mentors. Honestly explore your conflict between success and fear of rejection.

E-SJ's procrastinate because:
1. don't normally procrastinate
2. may be a "situational procrastinator" who feels conflict between completing work and some relationship need—work and the relationship may seem in competition. SUGGESTION: Learn to articulate the conflict you feel.

The best approach to solving procrastination is to face up to the real reasons you procrastinate.

Source Unknown / From the files of Tierza Watts
The MBTI and Time Management

Extraversion

Es are most motivated when approaching active tasks and may neglect more typically introverted tasks like reading and studying. They sometimes work inefficiently because they leap into tasks without planning and work by trial-and-error. They need to learn that tasks can sometimes be completed more efficiently if they attempt to plan a bit before acting.

Sensing

Ss often avoid more theoretical tasks and can sometimes spend more time on the details of a task than necessary. Ss may also become locked into their routine approaches to tasks, even when these approaches are inefficient.

Thinking

Ts tend to schedule what they feel are the most important tasks first, even if these tasks are the most unpleasant ones. The unfortunate consequence is that Ts sometimes never get around to more rewarding and relaxing activities.

Judgment

Js tend to be natural time managers, with one important caveat. They are good at making schedules and sticking to them, but they are not always flexible. They need to learn how to “plan to be spontaneous.” They need to plan to stop at key intervals and re-evaluate their schedules.

Introversion

Is may have longer attention spans for reading and studying, but they often avoid more typically extraverted tasks, e.g. scheduling meetings, returning phone calls, etc. They naturally like to contemplate a task before beginning it, but they may think too long before acting. It is often more efficient to simply leap into a task.

Intuition

Ns often have to redo tasks because they neglected important details; they also tend to avoid routine chores. They may want to complete each task (even if it is writing a memorandum) in a unique way, which may be more time consuming.

Feeling

Fs tend to schedule the tasks about which they care the most, whether or not these are the most pressing ones. They may avoid tasks that are not connected to their personal values.

Perception

The more spontaneous Ps are often reluctant to make schedules. When they do, they often fail to follow them or conveniently lose their “list of things to do.” Ps may also over commit themselves and have trouble meeting important deadlines. Ps need to learn how to prioritize and concentrate on the most important tasks.
Questioning Styles

Every question has three parts—the question itself, the response and the feedback given by the questioner. The nature of appropriate feedback depends on the type of questions asked. For example:

ST: Practical question; appropriate feedback at level of fact correctness or incorrectness.
SF: Personal question; appropriate feedback will acknowledge, describe, and clarify response.
NT: Problem-solving question; appropriate feedback will expand on cause and effect or analytical reasoning.
NF: Possibilities questions; feedback will show appreciation of divergent or productive mechanisms utilized

Response time varies depending on the style of question:

ST: shortest response time, immediate recall; 1-3 seconds
SF: recognition of personal feelings; 3-5 seconds
NT: cause and effect, compare and contrast, analysis; 5-7 seconds
NF: ability to think through possibilities, combinations of new/different ways; 10 seconds

Response time may depend on who’s answering:

ST questions may be very difficult for the NF.
SF questions may be difficult for the NT.

Sample questions for each type:

ST: What is the name of...?
    What did you see happening?
    How can you prove that...?
    Demonstrate...
    What facts are most important?

SF: How do you feel about...?
    What do you like about...?
    How did you feel when...?

NT: Can you infer the relationship between...?
    Why is...?
    Induce...?
    What is the main issue here?

NF: What if...?
    Can you describe alternative?
    How many ways are there to...?
    What might have happened if...?

Adapted from Bates/Keirsey, "Please Understand Me" C. 1976 by Brownsword/Kroeger.
Myers-Briggs Type Indicator

Shelly Hoover-Pizzik
Assistant Director, Career Resources

NC STATE UNIVERSITY

Objectives of this Session

- Increase self-awareness
- Discover differences in people concerning energy source, information gathering, decision making & life style
- Develop an appreciation for individual gifts & strengths
- Learn how to capitalize on yours & others' strengths to enhance your team's performance
- Identify areas or opportunities for personal or professional development

NC STATE UNIVERSITY

By the end of class, you will be able to:

- Describe the Myers-Briggs Type Indicator
- Describe the characteristics of your own MBTI type
- Explain the differences between your type and other MBTI types
- Explore how the MBTI can be used in a work/team environment and for career development

NC STATE UNIVERSITY

Guidelines

- All workshop data should remain confidential
- Everyone has a preferred pathway to excellence
- We are all resources to others in the group
- Questions are encouraged
- We do not have to agree; we do need to understand
- There are great variations within the 16 types
- Personality type does not explain everything
- When it comes to people – there are few simple answers

NC STATE UNIVERSITY

The MBTI is ...

- a self-report instrument
- nonjudgmental
- an indicator of preferences
- a way to sort, not to measure
- well researched
- rich in theory
- professionally interpreted
- used internationally

NC STATE UNIVERSITY

Factors that Influence Behavior

You

Situational Factors
Historical Factors

Developmental Issues
Dispositional Behavior
Background and History
- Based on Swiss psychologist Carl Jung’s “Type” Theory (1920s)
- Behavior is individual and predictable
- Developed by Katherine Briggs (mother) and Isabel Myers (daughter) (1940s)
- 40+ years of research
- Most widely used personality indicator in the world
- Approximately 1 to 3 million people are administered the MBTI each year

The MBTI does not measure...
- IQ
- Psychiatric disturbances
- Emotions
- Trauma
- Stress
- Learning
- “Normalcy”
- Maturity
- Illness
- Affluence

Unethical Uses of the MBTI...
- Hiring
- Selecting
- Promoting
- Rewarding

Assumptions of Type Theory
- Preferences are inborn.
- Environment enhances or impedes expression of type.
- We use both poles at different times, but not with equal confidence
- All of the types are equally valuable.

Preference Scales

**Extroversion**          **Introversion**

**Sensing**          **Intuition**

**Thinking**          **Feeling**

**Judgment**          **Perception**

Where do you prefer to focus your attention? Where do you get energy? The E-I Dichotomy

<table>
<thead>
<tr>
<th>Extroversion</th>
<th>Introversion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention focused outward; people, things, action</td>
<td>Attention focused inward; concepts, ideas, inner impressions, feelings</td>
</tr>
<tr>
<td>Using trial and error with confidence</td>
<td>Considering deeply before acting</td>
</tr>
<tr>
<td>Relaxed and confident</td>
<td>Reserved and questioning</td>
</tr>
<tr>
<td>Scanning the environment for stimulation</td>
<td>Probing inwardly for stimulation</td>
</tr>
<tr>
<td>Seeks variety and action</td>
<td>Seeks quiet for concentration</td>
</tr>
<tr>
<td>Wants to be with others</td>
<td>Wants time to be alone</td>
</tr>
<tr>
<td>Live it, then understand it</td>
<td>Understand it, before live it</td>
</tr>
</tbody>
</table>
Main Key Words
- **Extraversion**
  - Energized by being with others (outer world)
  - Breadth
  - Sociable
  - Initiates
  - Interaction
  - Multiple relationships
  - Many

- **Introversion**
  - Energized by being alone (inner world)
  - Depth
  - One-to-one discussion
  - Reflects
  - Concentration
  - Close relationships
  - Few

**MBTI Key Words**

**Sensing**
- Facts
- Data
- Detail
- Realistic
- Literal
- Actuality
- Present
- Utility
- Sequential
- Repetition
- Conserve

**Intuition**
- Meanings
- Associations
- Possibilities
- Speculative
- Figurative
- Theoretical
- Future
- Fantasy
- Random
- Variety
- Change

**MBTI Key Words**

**Thinking**
- Decisions based on the logic of the situation

**Feeling**
- Decisions based on impact on people

**MBTI Key Words**

**Thinking**
- Analysis
- Objective
- Logic
- Impersonal
- Critique
- Reason
- Criteria
- Head
- Justice
- Analyze

**Feeling**
- Sympathy
- Subjective
- Human
- Personal
- Appreciate
- Values
- Circumstances
- Heart
- Harmony
- Empathize

**How do you prefer to take in information? The S-N Dichotomy**

- Sensing
  - Perceiving with the Five Senses
  - Reliance on experience and actual data
  - Practicality
  - In touch with physical realities
  - Attending to the present moment
  - Live life as is
  - Prefers using learned skills
  - Pays attention to details
  - Makes few factual errors

- Intuition
  - Perceiving with memory and associations (Sixth Sense)
  - Seeing patterns and meanings
  - Innovation
  - Seeing possibilities
  - Future possibilities for the future
  - Change, rearrange life
  - Prefers adding new skills
  - Looks at "big picture"
  - Identifies complex patterns

**MBTI Key Words**

**Extraversion**
- Energized by being with others (outer world)
- Breadth
- Sociable
- Initiates
- Interaction
- Multiple relationships
- Many

**Introversion**
- Energized by being alone (inner world)
- Depth
- One-to-one discussion
- Reflects
- Concentration
- Close relationships
- Few

**MBTI Key Words**

**Sensing**
- Facts
- Data
- Detail
- Realistic
- Literal
- Actuality
- Present
- Utility
- Sequential
- Repetition
- Conserve

**Intuition**
- Meanings
- Associations
- Possibilities
- Speculative
- Figurative
- Theoretical
- Future
- Fantasy
- Random
- Variety
- Change

**MBTI Key Words**

**Thinking**
- Decisions based on the logic of the situation
  - Uses cause and effect reasoning
  - Strove for an objective standard of truth
  - Can be "tough-minded"
  - Fair - want everyone treated equally

**Feeling**
- Decisions based on impact on people
  - Guided by personal values
  - Strove for harmony and positive interactions
  - May appear "tenderhearted"
  - Fair - want everyone treated as an individual

**MBTI Key Words**

**Thinking**
- Analysis
- Objective
- Logic
- Impersonal
- Critique
- Reason
- Criteria
- Head
- Justice
- Analyze

**Feeling**
- Sympathy
- Subjective
- Human
- Personal
- Appreciate
- Values
- Circumstances
- Heart
- Harmony
- Empathize

**MBTI Key Words**

**Extraversion**
- Energized by being with others (outer world)
- Breadth
- Sociable
- Initiates
- Interaction
- Multiple relationships
- Many

**Introversion**
- Energized by being alone (inner world)
- Depth
- One-to-one discussion
- Reflects
- Concentration
- Close relationships
- Few
**MBTI Key Words**

*Judging*
- Planned
- Concrete
- Self-paced
- Purposeful
- Organized
- Structured
- Plan ahead
- Control one’s life
- Set goals
- Systematic
- Structure
- Closure
- Decode information

*Perceiving*
- Spontaneous
- Tentative
- Flexible
- Adaptable
- Open
- Adapt as you go
- Let life happen
- Undaunted by surprise
- Open to change
- Flow
- Options
- Want more

**MBTI Results**

**MBTI Instrument Report**

- Report is produced with 2 kinds of information:
  1. Preference (E, I, S, N, T, F, J, P)
  2. “Clarity” score (Consistency an individual used to select a given preference. Not reflective of skill, competency, or magnitude)

**Use of MBTI results**

*Good*
- Self-awareness for better self-management
- Identification of your behavior tendencies that have positive outcomes
- Identification of your behavior tendencies that have less desirable outcomes
- Linking with other data points to clarify personal or professional developmental opportunities

*Not Good*
- Trying to predict others’ behavior
- Trying to estimate another individual’s type (you must be an extrovert because you are so gregarious)
- Assuming that having a preference plays for you is easily how it would play out for someone else
- Judging behavior (e.g., declaring that an individual “must be a P” because he is always late)

**MBTI Challenge Cards**

**Quote:** You can see things and say “Why?” but I see things that never were and say “Why not?” — George Bernard Shaw

**Behavior:** Acts first, then maybe thinks about it.

**MBTI Challenge Cards**

**Behavior:** Focus is on the present.

**Behavior:** Enjoys being spontaneous.
MBTI Challenge Cards

Quote: A place for everything and everything in its place.—Henry Bohn

Behavior: May spend too much time in thought and neglect to get into action.

MBTI Challenge Cards

Quote: He was a great logic, a great critic, profoundly skill'd in analytic; he could distinguish and divide a hair twixt south and south-west side.—Samuel Butler

Quote: People don't ask for facts in making up their minds. They would rather have one good soul-satisfying emotion than a dozen facts. Robert Leavitt

Experiential Exercises

• Personality type does not explain everything
• When it comes to people -- there are few simple answers
• Part of your MBA journey and Life journey is to keep learning and discovering more about YOURSELF and OTHERS
• Enjoy the process

Remember...

Resources

- Meyers, Isabel Briggs (1998) Introduction to Type. CPP, Inc., CA