

TYPE INTRODUCTION TRAINING

Variation #6: Using the MBTI Self-Scoring Form

The fundamental goal of type is better self-management through increased self-awareness.

To this end, OKA believes that the most effective way to introduce type to people is through an interactive discussion or workshop that includes type-based experiments and a rich assortment of data on the theory and its application, so that participants can self-assess their type preferences before they ever get back their MBTI results. This approach allows for much better type validation, which in turn increases the likelihood that type will move beyond being merely a quick hit to actually becoming a tool, a vocabulary, a framework through which an individual can be more effective on the personal, interpersonal, team or organizational levels.

For over 30 years, OKA has developed type-based training designs that achieve these high standards. While there are many different ways to tailor and fine-tune a program, the core OKA approach to type training is embodied in the Introductory Half Day and Full Day designs. This write-up is concerned with using these general, time-tested designs while using the MBTI Self-scoring Form.

- If using the MBTI Self-scoring Form, administer the tool with your group (never administer the self-scoring form via mail or prior to the session), reading the group the instructions printed right on the front page of the assessment form. Instruct everyone to set the form aside—UNSCORED—once they have finished answering the 93 items. Participants will be given time to score the assessment—but only after an introduction to type and its concepts.
- Using the MBTI Self-scoring Form prevents you from setting up experiments or type-specific exercises prior to the participants' getting back their Report Forms, so there would need to be a few specific changes made to either the Half or Full Day design regarding when these exercises could be done.
- In lieu of pre-arranging your groups and setting up and doing small group type exercises (in function groups and then later in attitude groups), let participants know that they will be asked to participate in some experiential exercises or experiments later in the workshop to verify or validate their type preferences, but that predicting and understanding those type preferences is what the first part of the training will focus on.
- During the presentation of each dichotomy, ignore the written instruction to process the exercise results and simply cover the other elements of the dichotomy presentation, leading the participants to a decision on their type preferences.
- Once you finish discussing and teaching to the Outer-world Orientation Attitude (Judging and Perceiving), remind the group that all results are hypotheses that need to be validated; they should never take MBTI results at face value (PPT Slide #32).
- In lieu of handing out Report Forms, have each participant retrieve their MBTI Self-scoring Form (completed earlier) and walk them through the process of scoring the form—floating through the crowd to help with the calculation and tabulation.



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- Once finished, collect the question sheets from the self-scoring forms—participants keep the Report Form page, but not the questions themselves, which should not leave the room or be left with the participants.
 - Determine both your self-assessed type and your reported type (PPT Slide #33 & #34)
 - Ask: “How many of you guessed your all four of your preferences correctly?; three correctly?, etc.”. Also ask, “How many were surprised by the results?”
 - **Caution:** About 3/4 of the group should have guessed at least three of their four preferences. If not, it’s a flag for the trainer(s). Perhaps the trainer: did not give clear definitions and examples; or was biased in presenting the preferences.
- As part of this type exploration and type validation process, you now have participants self-select into preferences groups to do exercises either one or two dichotomies at a time. You can set up and process these groups as you otherwise would have. This process, however, is aimed more at participants confirming their preferences as opposed to exploring (through experimentation) them.
- While you make up time on the front end of this design by removing all exercises from the session, you tend to add that much time at the end of the session, and you also add more time administering and scoring the assessment using the self-scoring form, so saving time is not a good reason to use this form.
- While OKA suggests that impact of the training allowed by the MBTI Self-scoring Form is inferior, in general, to the impact of a training design that allows for a pre-sorted group experiment or exercise experience, the MBTI Self-scoring Form is a well-constructed tool. The time to use it would be, in OKA’s opinion, when a client or client system does not allow for any pre-work. If you have a group that will give you 3-4 hours of training time, but cannot allow for any work to be done upfront, then the self-scoring option is an appropriate way to bring type into that group given the time and work constraints they have.

