

# TYPE INTRODUCTION TRAINING

## Introductory Half Day Design

### Number of Participants:

- Minimum: 12 participants
- Ideal: 18 participants
- Maximum: 24 participants

### Time Required:

- 3 to 4 hours

### Objectives:

- To present type theory in a way that is accurate, engaging and practical
- To actively involve workshop participants
- To demonstrate type differences and similarities on all preference scales through experiential group exercises and active group discussion
- To lead participants through an action planning process that boils learning down to a set of core next steps

### Design Options:

- OKA has produced *MBTI Introduction Workbook* as a resource to help structure and support the flow of this (or any) MBTI introduction training. It includes the concept of preference, the dichotomies, a process for type validation, profiles of each of the 16 types, a number of type applications and an action plan—all in one tight volume. This design does not require the use of this workbook, but in this training design write-up, **you will find page references for the *MBTI Introduction Workbook* in red and parentheses for those who use this support tool (IW, Page #).**
- OKA has produced MBTI PowerPoint Slides as a resource to help structure and support the flow of this (or any) MBTI introduction training. The slides support the *MBTI Introduction Workbook* but are not dependent upon it. In the event you decide to use the MBTI PowerPoint Slides, in this training design write-up, **you will find slide references for the MBTI PowerPoint Sides in green and parentheses for those who use this support tool (PPT Slide #).**
- OKA has produced MBTI Introduction, a DVD presentation of an interactive introductory session. This DVD was produced to serve as either a video that can be shown in whole or in part to training groups or as a model and information source for trainers to use behind the curtain. This training design write-up does not detail the use of the DVD within this design, but doing so is an effective way to tailor and supplement this MBTI introductory design.



- This is an experiential design—employing a number of dichotomy-specific experiments or exercises to assist participants in discovering and validating their type preferences. To manage both time and the volume of data (flip chart output) in the room, this design doubles up on the exercises, running exercises on two dichotomies at a time (first the functions—S/N and T/F, then later in the design the attitudes—E/I and J/P).
  - If you wish to have each participant experience each dichotomy, be aware that though a rich design, it takes more time and produces far more participant-generated data to acknowledge and process. Running every participant through every exercise is a more effective design to be used with intact work teams and groups of about 18 and fewer. When group size exceeds 20 to 24 participants, this design gets a bit unwieldy. Regardless of group size, it is a tightly scheduled design that requires careful attention to time guidelines.
  - Experienced with many different client needs and training demands, OKA has designed a number of variations on this core training design. Consider these variations and augmentations to help make you successful with any group you face:
    - Variation #1: Large group delivery (30 to 80+)
    - Variation #2: Small group delivery (2 to 11)
    - Variation #3: Type introduction with group or outcome-specific focus embedded within it (conflict, communication, leadership, change management, et cetera)
    - Variation #4: Under-represented or nonexistent preferences (no Fs or no Ps, et cetera)
    - Variation #5: Delivering something beneficial in a small amount of time (2 hours to as little as 30 minutes)
    - Variation #6: Using type without the MBTI assessment
    - Variation #7: Using the MBTI Self-Scoring Form
- Time designations are given on the broad topics of this design to give you some idea of time flow and distribution. It is OKA's belief that effective type training is process-heavy, if not process-driven, so tight time frames are not prescribed in this write-up. This may be frustrating to those trainers who want a schedule laid out in small time increments – we encourage you to establish your own timeline after a few workshops if you find that to be a helpful tool.
- Of course, feel free to experiment and alter this design to suit your training style and any specific need or focus your group may have. This is a tried and tested design, but it is best when treated as a foundation that is tailored to your style and delivered with your voice track. Have fun making it your own.

### Pre-Workshop Trainer Tasks:

1. This design assumes you have administered the Indicator prior to the training session.
2. Sort the participants into S, N, T or F groups by clarity categories—trying to compose groups with mostly Clear and Very Clear preferences. Avoid having any group represented by only one participant—3 is a good minimum to aim for. At the top end, avoid groups larger than 8 participants.



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3. Re-sort the participants into E, I, J or P groups by clarity categories—trying to compose groups with mostly Clear and Very Clear preferences. Again, avoid having any group represented by only one participant—3 is a good minimum to aim for. At the top end, avoid groups larger than 8 participants.
4. If individual participants are Slight on both type elements being sorted, then give them (form an additional group of these participants) the role of observer, and they will be given a specific task when the others are given a type-specific assignment. If you use observers, create a distinct group by calling their names and having them assemble and wait for their assignment like their colleagues (as opposed to saying, “if I didn’t call your name in one of these four groups, you are an observer.”) It is important that participants with Slight clarity not be made to feel like left-overs, and if processed correctly, these participants can help legitimize the learning and “sell” the impact of type on the group by sharing their observations.
5. Select the exercises and handouts you will use for each scale (OKA offers multiple exercise options and handouts for each dichotomy).
6. Prepare presentation points for each preference scale (Consult “Type Introduction Presentation Notes”).
7. Prepare an agenda for the workshop on flip chart paper or a PowerPoint slide to share with the participants as you begin the day. (This could also be shared with a client who may want to know about the design for the day or to reproduce as an agenda prior to the workshop).

#### Agenda

- Introduction
- Gathering Information
- Making Decisions
- Charging Your Battery
- Dealing With the World
- Receiving and Validating Your Results
- Action Planning and Closing

#### Materials Needed:

1. Flip chart pads (at least 2—preferably 4)
2. Markers
3. Masking tape
4. PowerPoint projector and screen (optional)
5. Preference Profiles for participants to validate type preferences (consider using OKA’s *MBTI Introduction Workbook*, *Type Talk At Work*, *Workplace Profiles* or the *TypeWatching Profiles*)



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6. Four Dichotomies Handout--to allow participants to take notes and self-assess their preferences (consider using OKA's Four Dichotomies Handout)
7. An Action Plan—either a handout, a PowerPoint slide exercise or a flip chart page that takes participants through an action planning process (Consult OKA's Action Plan Handout options)

## RUNNING THE WORKSHOP

### Introduction (30 to 45 minutes)

1. Welcome the group, state objectives, review agenda and tell audience that you will not hand back scored results until they have discussed and explored all four preference scales.
2. Ask participants to introduce themselves if they don't already know one another (e.g., go around one-by-one asking for name, job, location, and one personal sharing that is non-job related (e.g., I brew beer as a hobby).
3. Convey to the group the purpose of the workshop. Post on flip chart paper, if desired, the following:

“Better self-management through heightened self-awareness. The fundamental gift of type is self-management.”

4. Introduce the history of the MBTI (Consider choosing from OKA's History and Foundation Handouts). (PPT Slide #2) Discuss what the MBTI assessment is and is not (IW, 2)

- The MBTI assessment is a framework and process yielding better self-management through greater self-awareness. It is also a self-administering and highly actionable tool, a vocabulary allowing people and groups to speak more effectively about needs, expectations, preferences and conflict styles, and the most popular psychological assessment in the world (PPT Slide #3).
- The MBTI assessment is NOT a measure of skill or ability, an indicator of intelligence or mental health, a predictor of success or performance, or a valid or ethical tool upon which to base hiring, firing, promotion or compatibility decisions (PPT Slide #4).

5. Conduct one of the following as a preference activity such as:
  - Handwriting (Ask participants to write their name and the date as they normally would and then again with their pen in their non-preferred hand.) (PPT Slide #5)
  - Handedness (Ask participants to fold their hands and interlock their fingers. Ask them to then unfold their hands and do the same thing but by putting the other thumb on top.)
  - Arm Folding (Have participants fold their arms on their chest and then ask them to reverse their arms and re-fold them.)
6. Establish that type is based on Jung's work, which asserts we are born with our personality preferences.



7. Segue into discussing that the goal of the training is for each participant to determine her/his preference—not for left or right handedness, but for one or the other in a series of dichotomies: Extraversion/Introversion, Sensing/iNtuition, Thinking/Feeling and Judging/Perceiving (IW, 3) (PPT Slide #6).
8. Share that the training will take them through each pair of concepts one at a time—giving them experiment data, stories and other information, all leading to an invitation for each participant to assess his/her preferences. When everyone has discussed and explored each dichotomy and self-assessed preferences, you will hand out individual report forms—enabling them to validate their type preferences (PPT Slide #6).
9. Indicate that a small group task/experiment is forthcoming, and assemble participants into the first round of experiment groups (S, N, T and F—but numbered as 1, 2, 3, and 4 so as not to bias them or spoil the experiment). Remember: if there are unassigned people (due to Slight preference clarity or not having their results, perhaps), they become observers and are assigned to a 5<sup>th</sup> group, to be assigned the task of floating silently—without participating—between both groups to note the difference in both groups' content and process.
10. Conduct the selected S/N and T/F exercises (see MBTI Exercises, Tips and Handouts) and have the participants sit down. Turn around or cover up the exercise data until you are ready to process them. Groups 1 and 2 (S/N) you will get to right away, but groups 3 and 4 (T/F) will follow on later.

### **Perceiving Function – Sensing & iNtuition (20 to 30 minutes) (IW, 4-5)**

1. Process the S/N exercise according to the instructions—pulling in the observers' data and insights if any were used here.
2. Theory presentation/overview of the Perceiving Function
  - All life begins when we notice something and take in data, which we do with our Perceiving Function. There are two ways we take in data—Sensing and iNtuition. Though we all use both of these functions, we have a hard-wired preference for one over the other (PPT Slide #8).
  - Myers believed this preference to be the most important discriminator in learning. How we perceive our world impacts how and what we learn about it (PPT Slide #9).
  - Many theorists and practitioners see this preference as the most important in communication style (PPT Slide #9).
  - While in this function, people are open to receiving information about the world around them and are not focused on making a decision about the information. People with a preference for Sensing like specifics while those preferring iNtuition prefer more general information (PPT Slide #9).
  - Remember—you can and do access both functions, but theory suggests you prefer one over the other (PPT Slide #9).
3. Review list of effective words describing Sensing and iNtuition (PPT Slide #10)



Sensing	iNtuition
Present/Past Focus	Future Focus
Here-and-now	Possibilities
Specifics	Generalities
Details	Patterns
Literal	Figurative
Actual	Theoretical
Sequential	Random
5 Senses	6 <sup>th</sup> Sense

4. Stories, Examples and Applications
5. Discuss how/what each function contributes to life and the workplace (PPT Slide #11)
6. Ask, “What questions do you have about Sensing and iNtuition?” (PPT Slide #12)
7. Before moving on to the next preference scale, have the participants guess their preference for Sensing or iNtuition and mark with an “X” or a circle this preference in their *MBTI Introduction Workbook* or whatever type ballot they are using (PPT Slide #12).

### **BREAK (10 minutes)**

### **Judging Function – Thinking & Feeling (20 to 30 minutes) (IW, 6-7)**

1. Process the T/F exercise according to the instructions—pulling in the observers’ data and insights if any were used here.
2. Theory presentation/overview of the Judging Function
  - Once we take in data, we then make a decision; we do this with the Judging Function. There are two ways we can make a decision: Thinking or Feeling. This does not refer to thoughts and feelings, but rather the preferred process of reaching a conclusion. Though we all use both of these functions, type theory asserts that we prefer one over the other (PPT Slide #14).
  - Jung called the Judging Function the Rational Function, noting that both Thinking and Feeling judgments have a rationale (PPT Slide #15).
  - While in the function, people are focused on deciding what to do, not on gathering new information (PPT Slide #15).
  - Thinking deciders have emotions and feelings—they just prefer to make decisions logically and objectively, and Feeling deciders can make sound, intellectually compelling decisions—but they will likely be subjectively derived (PPT Slide #15).



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- Remember—you can and do access both functions, but theory suggests you prefer one over the other (PPT Slide #15).
- Review list of effective words describing Thinking and Feeling (PPT Slide #16)

Thinking	Feeling
Objective	Subjective
Cause-effect Logic	Person-Centered Values
Clarity	Harmony
Analytical	Circumstantial
Problem 1 <sup>st</sup>	People 1 <sup>st</sup>
People 2 <sup>nd</sup>	Problem 2 <sup>nd</sup>
Critique	Appreciate
Justice	Mercy

- Stories, Examples and Applications
- Discuss how/what each function contributes to life and the workplace (PPT Slide #17)
- Ask, “What questions do you have about Thinking and Feeling?” (PPT Slide #18)
- Before moving on to the next preference scale, have the participants guess their preference for Thinking and Feeling and mark with an “X” or a circle this preference in their *MBTI Introduction Workbook* or whatever type ballot they are using (PPT Slide #18).

### Experiments—Round 2 (10 to 15 minutes)

- Indicate that a small group task/experiment is forthcoming, and assemble participants into the second round of experiment groups (E, I, J and P—but numbered as 1, 2, 3, and 4 so as not to bias them or spoil the experiment). Remember: if there are unassigned people (due to Slight preference clarity or not having their results, perhaps), they become observers and are assigned to a 5<sup>th</sup> group, to be assigned the task of floating silently—without participating—between both groups to note the difference in both groups’ content and process.
- Conduct the selected E/I and J/P exercises (see MBTI Exercises, Tips and Handouts) and have the participants sit down. Turn around or cover up the exercise data until you are ready to process them. Groups 1 and 2 (E/I) you will get to right away, but groups 3 and 4 (J/P) will follow on later.



## Energy Flow Attitude – Extraversion and Introversion (20 to 30 minutes) (IW, 8-9)

1. Process the E/I exercise according to the instructions—pulling in the observers’ data and insights if any were used here.
2. Theory presentation/overview of the Energy Flow Attitude
  - Type theory describes two worlds—an outer world of action, people, places and things and an inner world of thoughts, concepts and ideas. Our preferred world is our source of energy. Extraversion was the word Jung coined for those who energize externally. Introversion was the term for those whose batteries are charged internally (PPT Slide #21).
  - Jung coined both the terms Extravert and Introvert to describe the direction of our energy flow (PPT Slide #22).
  - To access the true strength of the Introvert, we must allow reflective time even if perceived by others as a “waste of time.” (PPT Slide #22)
  - To access the strength of Extraverts, we must allow them to talk, to “brain-dump” or think out loud – even if perceived as redundant or a “waste of time.” (PPT Slide #22)
  - The “open door” policy is the Extraverted model and the “behind closed door” policy is an Introverted model. Organizations must provide for both to be successful and typologically balanced (PPT Slide #22).
  - Remember—you both extravert and introvert, but theory suggests you prefer one over the other (PPT Slide #22).
3. Review list of effective words describing Extraversion and Introversion (PPT Slide #23)

Extraversion	Introversion
Externally Directed	Internally Directed
toward people, places and things	toward ideas, thoughts and concepts
Action	Reflection
Gregarious	Reserved
Expressive	Contained
Publicly Disclosing	Publicly Guarded
Speak-to-think	Think-to-speak
Breadth	Depth

4. Stories, Examples and Applications
5. Discuss how/what each attitude contributes to life and the workplace (PPT Slide #24)
6. Ask, “What questions do you have about Extraversion and Introversion?” (PPT Slide #25)



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- Before moving on to the next preference scale, have the participants guess their preference for Extraversion and Introversion and mark with an “X” or a circle this preference in their *MBTI Introduction Workbook* or whatever type ballot they are using (PPT Slide #25).

### **BREAK (10 minutes)**

### **Outer-World Orientation Attitude – Judging and Perceiving (20-30 minutes) (IW, 10-11)**

- Process the J/P exercise according to the instructions—pulling in the observers’ data and insights if any were used here.
- Theory presentation/overview of the Outer-world Orientation Attitude
  - Of the two core functions in type theory, Judging and Perceiving, one is public more often than not—and the other is private. This preference indicates the function that is our public face. Judgers’ public face is one of judgment, structure and order. Perceivers’ public face is one of perception, open-endedness and adaptability (PPT Slide #27).
  - By adding this dimension to the indicator, Myers made explicit what Jung’s work only implied (PPT Slide #28).
  - Judgers prefer to use the Judging Function (T/F) in the outer world. This tends to make their behavior look decisive, structured and organized (PPT Slide #28).
  - Perceivers prefer to use the Perceiving Function (S/N) in the outer world. This tends to make their behavior look spontaneous, flexible and adaptable (PPT Slide #28).
  - Remember—you can and do access both attitudes, but theory suggests you prefer one over the other (PPT Slide #28).
- Review list of effective words describing Judging and Perceiving (PPT Slide #29)

<b>Judging</b>	<b>Perceiving</b>
Closure	Options
Structured	Open-ended
Ordered	Go-with-the-flow
Decisive	Tentative
Scheduled	Flexible
Control	Adapt
Directive	Non-directive/Facilitative

- Stories, Examples and Applications



5. Discuss how/what each attitude contributes to life and the workplace (PPT Slide #30)
6. Ask, “What questions do you have about Judging and Perceiving?” (PPT Slide #31)
7. Before moving on to the next preference scale, have the participants guess their preference for Judging and Perceiving and mark with an “X” or a circle this preference in their *MBTI Introduction Workbook* or whatever type ballot they are using (PPT Slide #31).

### Receiving and Validating Results (20 to 30 minutes) (IW, 12)

1. Remind the group before you pass out their Report Forms that all results are hypotheses that need to be validated; they should never take MBTI results at face value (PPT Slide #32).
2. Hand out the Report Forms to the program participants
3. Determine both your self-assessed type and your reported type (PPT Slide #33 & #34)
4. 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; was biased in presenting the preferences

5. Read type profiles of all types you are considering (PPT Slide #34)
6. Highlight points of agreement and mark Xs beside points of disagreement (PPT Slide #34)
7. Count and compare points of agreement and disagreement to reveal tighter fits (PPT Slide #34)
8. Give marked up profiles to colleagues for their input and feedback (PPT Slide #34)
9. Give marked up profiles to family and friends for their input and feedback (PPT Slide #34)
10. For some, validating type takes time and consideration. (PPT Slide #34)

### Workshop Wrap-Up (10 to 20 minutes)

1. Suggest ideas for how to put today's learning and resources into some practical applications (IW, 32-39 and/or Practical Applications of Type Handout). Indicate follow-up workshops, if available.
2. Ask group what remaining questions they have—and answer them
3. Have participants engage in an action plan—either the one printed in the *MBTI Introduction Workbook* or another action plan. Remember that effective action plans are introverted and extraverted, so give participants time to reflect on the action plan questions and then to discuss or disclose their insights or conclusions to a partner, a small group or the whole group if time allows (IW, 38), (PPT Slide #35).
4. If you wish to have participants fill out an evaluation form, do so at this time and adjourn the group.

