

Applying Type Preferences

Objectives

- To highlight and experience the ways in which type preferences support and hinder success in any chosen topic or endeavor
- To help participants validate a type preference
- To facilitate the group's dialogue about how opposite preferences both appreciate and frustrate
- To illustrate how strengths and weaknesses are intricately linked and both are rooted in type preferences
- Note: This exercise is useful for reviewing a particular scale if you have some extra time at the end of an introductory workshop.

Trainer Instructions

1. Select an MBTI dichotomy on which to focus or agree to explore multiple dichotomies. Select dichotomies for which both poles of that dichotomy are represented in the group by at least two people.
2. Select a topic on which to focus—leadership, team effectiveness, conflict, feedback, et cetera—whatever topic that is relevant to the group.
3. Have the participants self-select into preference-specific groups, and provide each group with flip chart paper and markers. The flip chart should be bisected vertically with a (+) over the left column and a (-) over the right column.
4. On flipchart paper or a PowerPoint slide, present the following questions in three successive rounds for the each group to answer.

If Leadership is chosen as a topic, the groups would get the following questions (adapt for other topics):

Round 1: groups brainstorm and write down responses in the left hand column (under the + sign) of their flip charts

- In what ways does your chosen preference support effective leadership?

Category

Any or all of the MBTI dichotomies

Exercise Stage

Beyond Basics

Number of Participants

Minimum: 2 per group

Ideal: 3-5 per group

Maximum: 10 per group

Time Required

Minimum: 30 minutes

Maximum: 60 minutes

(Time will vary by group size)

Materials Needed

- Flip chart paper
- Markers
- Masking tape
- Specific [dichotomy handouts](#) and/or [MBTI Introduction Workbook](#) (all optional)



Round 2: groups move to the flip chart for the opposite preference (Es go to I chart; Is go to E chart; et cetera. Groups then review and respond to the data produced in Round 1 and brainstorming the question below, write their data in the right hand column (under the – sign) of their flip charts

- Read and consider the data the first group listed on the page—this is a listing of ways in which your non-preference supports effective leadership as seen by people with that preference. Mark with a question mark any item that you do not understand or do not agree with. Make no other addition or alteration to the data generated in Round 1.
- In what ways does this preference inhibit or hinder effective leadership (answers to be put in right hand column).

Round 3: groups go back to their first charts to respond the following instruction.

- You now need to hone all the data on the chart and report out the most important data that you see on the page
 - Pick the five most important ways in which this preference supports effective leadership (circle or check these items clearly) and
 - Pick the top two or three ways in which the preference inhibits or hinders effective leadership (circle or check these items clearly).

Debriefing Instructions

1. Have each group verbally share their reports. You, as a trainer, must listen carefully and correct any misrepresentations of type preference. For instance, “My Extraversion preference is an asset to leadership because it helps me to stay on task and get the job done.” Such a statement would confuse Extraversion with Judging behaviors, and such misstatements should be gently affirmed but removed from this discussion.



2. Note that within each group report out, the ways in which a preference hinders leadership effectiveness are attached to the benefits. For instance, Judging is a leadership benefit by focusing on outcomes, structures and schedules. However, Judging hinders effective leadership by being closed and inattentive to new information and change. Well, these negative qualities tend to be the by-products of the positive qualities. It is unusual to have one without the other. This point should be made repeatedly with each group that reports out. The bottom line is that every type is hard-wired to succeed in leadership, AND every type is wired to hinder effective leadership—often at the same time.
3. An effective next step of this exercise is to have participants pair up (trios also work) with someone in the large group/class with whom I feel comfortable. With this partner, participant visit/consider the various charts around the room that summarize their preferences (for example, someone with INFP preferences would visit the I, N, F and P charts) and write down the benefits and liabilities they feel resonate and seem most relevant to them. Each person—by so doing—is creating their own personalized leadership profile, which could feed a personalized action plan quite effectively.

