

Using *YOU: Being More Effective in Your MBTI® Type* in Coaching, Teams, and Leadership Development Training

Application Tips Guidebook

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Overview

The popularity of *YOU: Being More Effective in your MBTI® Type* prompts me to provide some additional application tips for professionals who use the material in coaching, developing teams, and training leadership development initiatives. The suggested tactics come from years of working with this material and will allow for successful application.

Each section of this guidebook is designed to provide the “ideal” tactic for using the book and an “on the go” tactic which can be used when the ideal is not possible.

Past Patterns Are Not Destiny

One of the confusions with using personality type material is an assumption that the patterns of the types on which this work is based means that an individual cannot change relevant performance behavior. Awareness of the patterns that make up the type behavior is a “starting point” of change. The patterns reveal probable and likely issues for the individual who is not aware of his or her behavior and give a great lens for understanding how the individual can approach change within the context of these trends and patterns. As with all matters of self-awareness, the goal is to invite consideration of how an individual might select a path toward greater competency and effectiveness.

As a framework, personality type proposes that eight mental processes are busy at work (e.g. gathering data and acting on the information). Our tendency is to develop habits of mind and on occasion to over-rely on some and under-rely on other mental processes. This leads to blind spots and stallers in our efforts to be more effective in some situations while contributing to success in other situations.

Learning Strategies and Tactics

Just as there are tendencies in manager and leader behavior associated with the types, there are learning strategies and tactics that vary by the types. *YOU* is carefully crafted to recommend the tactics most appropriate to a given type on a specific development issue.

Chapter Organization

So that you are aware of the “architecture” of the book, keep in mind that each chapter is organized in the following way:

- Type with dominant and auxiliary mental processes identified. Type theory proposes that an individual has a leading mental process that is balanced with a complementary process.
- Percentages of the type in the population and in studies of managers are provided as a point of reference.

- Typical strengths—a list of the behaviors and perspectives of this type (which is 90% the by-product of analyzing multi-rater data)
- Type table—the location of the type on the type table
- Type quote—a statement that gets at the core quality of the type
- Habits of Mind—gives the hallmark patterns of the type, with specific reference to the key mental processes being used or displayed
- Typical Communication Behaviors—identifies the qualities associated with influencing others
- Learning Strategy—specific behaviors or perspectives this type uses to learn or address new challenges
- Interpersonal Qualities related to Motivation—Behaviors and qualities observed when the type is engaged and making things happen. (This is noted as “interpersonal” because the descriptors are the by-product of rater views.)
- Blind Spots—Qualities that the type does not recognize or, to a degree, acknowledge what others see in their behavior
- Stress-Related Behavior—Behaviors on display as stress increases
- Potential Barriers to Effectiveness—Descriptors raters identify as problems and stallers to the effectiveness of the type
- Being More Effective Strategies—five or six specific mission-critical areas to enhance effectiveness with targeted learning tips
- Overusing Patterns (Strategies for adjustment)—five or six areas that can lead to problems as the type overuses strengths with targeted learning tactics

- Application case or situation—provided as a prompter for the type to think about how the type behaves in a particular business-related context

In each section of this guidebook, you will find a grid with the chapter headings and application suggestions. This represents the “on the go” use of the material when you do not have time to do the ideal.

Next Step

Properly understood and used, *YOU* and this guidebook will aid your work with others. Personality type invites individuals to consider how they perceive things and act on these perceptions - which sometimes works well and other times do not. It can be said that the goal is to help make perceptions clearer and judgments more sound as a result of using personality type to its fullest. This guidebook has this aim: helping you help others use the rich information in *YOU* to enhance individual effectiveness.

Coaching

There are almost as many definitions of “coaching” as there are coaches. At the root of these various perspectives is this assumption: awareness of behavior needs to lead to acceptance before clarity to action can occur. It is not sufficient to “know” your behavior patterns; you have to accept that these patterns exist, have a consequence in the world, and vary in effectiveness. *YOU* is designed to identify patterns for each type, how these patterns “play out” in working with others, and how to both leverage the patterns and adjust behavior to increase individual effectiveness.

Ideal

Strategy 1

If you have used the VOICES® multi-rater tool or the Leadership Architect® Card Sort, your coachee will have a list of competencies that he or she experiences as strengths and those that are identified as in need of development. Using the *YOU Placemat* or *YOU-Leadership Architect® Development Supplement* will enable your client to see the overlaps between the self-sort and the type-related research. After identifying these overlaps, go to the type chapter in *YOU* so your client can find specific development tips related to those overlaps. Importantly, *FYI: For Your Improvement* is directly linked to the Placemat and Development Supplement and is vital to use as a coach.

Keep in mind that if you are using the MBTI® Step II report, you may find that the Facet descriptions explain variations from the *YOU* type descriptions. With the Facets as described in *YOU*, development tips associated with these qualities are provided as well. Facets are outlined on page 6 of the Introduction and described in depth on pages 554-717 in *YOU*.

Strategy 2

The behavior patterns described in each *YOU* type chapter are more important than the four letter code. For this reason, you are encouraged to focus more on the descriptions that fit than on which code is “right.” Sometimes individuals are not entirely clear about their type pattern so you need various strategies to help clarify which behaviors are more important to explore.

If an individual is “unclear” about his or her type, see if the lack of clarity is about one preference or two. Review the *YOU* type descriptions of those types that are contiguous to the reported type (the code on the actual report). The structure of the type table, which is in every chapter, gives you quick guidance. Let’s say that an individual said, “The S, T, and J preferences are clear but the E and I aren’t.” Notice that in the ST column you can quickly identify ISTJ and ESTJ as possible options.

If the coachee said, “The S and J are right but I’m not sure of the rest,” then you will see ISTJ, ISFJ at the top and ESTJ, ESFJ at the bottom of the type table for ease of recognition.

If the individual is clear about the E or I preference, then we have reduced the focus to either the bottom two rows or top two rows. If the individual is clear about S and N, then we have reduced the focus to the first two columns or second two columns, etc. Look at your coachee’s four letter code, locate it on the type table, and listen for preferences the individual feels is clear and unclear. Think of the typical type table as a quick reference guide as follows:

E or I				S or N				T or F				J or P			
I	I	I	I	S	S	N	N	T	F	F	T	J	J	J	J
I	I	I	I	S	S	N	N	T	F	F	T	P	P	P	P
E	E	E	E	S	S	N	N	T	F	F	T	P	P	P	P
E	E	E	E	S	S	N	N	T	F	F	T	J	J	J	J

The integrated four letter codes are organized as follows:

ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ

Sometimes when an individual is unclear about his or her type, it is useful to look at Stress-Related Behaviors which often tell the tale of the natural, true pattern. Each *YOU* chapter has a section on Stress-Related Behavior and this is useful for talking about what the individual most relies on during stress and what emerges when stress is prolonged.

If an individual is unclear about his or her type and the tactics outlined above have not worked, have the coachee describe feedback he or she has received in the past and how they corrected the situation. The feedback from the past often links with Interpersonal Qualities Related to Motivation and Potential Barriers to Effectiveness. These two sections of *YOU* are driven by multi-rater data from several tools and are more likely to relate to feedback individuals have received in the past.

Strategy 3

Let's say that the individual feels that he or she is *clear about their type* but feels that he or she *appears quite differently* from how the type "is supposed to behave." The Facets become a valuable tool for exploring how you can have a preference but feel somewhat at variance from that preference. For example, an individual may be clear about being an Introvert but is Expressive, Enthusiastic, and Participative.

As the coach, it is important to know that the Facets are scored *independently* from the preferences. Further, not all Facets are "created equal" in terms of their relationship to the preference. For example, Extraversion is strongly related to Initiating but mildly related to Gregarious-Intimate facet behaviors. This means that while an individual may have a preference for Extraversion, he or she may also be more Intimate (preference for one-to-one interactions) in interpersonal style. Or, an individual may have a preference for Introversion but a high score (4 or 5) on Gregarious.

YOU provides three layers of Facet information.

Layer 1: Facet-relatedness to the Preference (p. 556) alerts you to those Facets most associated with the Preference (1) to least associated (5). For practical purposes, this means that when working with an individual, the coach needs to keep in mind that a Facet score that is in the opposite direction of the Preference is a reflection of life learning and not a confusion about the true Preference. Also, if an individual is unsure about a Preference, and if the Facet score of the scale most associated (listed as 1 on page 556) with the Preference is a 4 or 5, then it is likely that the Facet score indicates the true Preference. For example, if an individual had a preference score of 1 for Introversion but an Initiating score of 5, there is a very good chance that the preference is truly Extraversion. In this situation as a coach, I would explore the pressures and transitions the individual is currently experiencing to see how many environmental factors are distorting the responses.

Layer 2: The Facets serve specific purposes as listed on p. 557. There are more Facets of the Preferences than are measured by the inventory; thus, the targeted purposes of those Facets that are measured may lead your coachee to explore specific behaviors. I encourage turning the Facet descriptors found on this page into prompters such as "Tell me about a time when.." or "Share an illustration of how you demonstrate this behavior."

Layer 3: Learning tips associated with each dimension of the Facets are provided on pages 558-717. This is useful for specific development plans. If a coachee wants to work on a particular Facet behavior that is in the opposite direction of his or her preference, select a Facet that is listed as a 5th or 4th in relatedness to the preference as these will be easier to work on than those listed as 1st or 2nd in relatedness.

“On the Go” Tips when Coaching

The following suggestions are intended to either utilize the information in each category or to encourage the coachee to reflect on how he or she addresses these behaviors.

Chapter Heading	Application Suggestion
Type with dominant auxiliary process	Refer to the three bullet descriptors on page 7 for each of the eight mental processes as a “quick description.” Also, looking over this list can lead to clarifying type. Have the coachee read the eight processes and identify which are more descriptive. The first four are related to perceiving and the second four related to judging. Select one from each category (perceiving and judging). Quickly cross-reference the selected mental processes with the table on page 9 to see the four letter codes that may be relevant to explore. For example, if the coachee said that the Extraverted Intuiting and Introverted Feeling descriptors are most compelling, then the four letter codes to review are ENFP and INFP.
Population/Manager percentages	Use this to explore the question of what it may mean to be a manager whose preferences may be significant at odds with the general population or at odds with the typical manager. For example, an ISFP is 1.2% of managers while ENTJs make up 13% of the manager population. This means that an ISFP is likely to be a minority among other managers, and this is likely to be a source of stress. Exploring how the individual deals with this difference is often useful.
Typical strengths	When a coachee needs confirmation of strengths, look at the list and ask a rating question such as “On a scale of 1 to 5, with 5 being very descriptive, rate each of these terms or phrases.”
Type table	This provides an orientation of a type both in terms of the columns (ST, SF, NF, NT) and contiguous types for reflection in the event that an individual expresses some uncertainty about his or her type.
Type quote	Ask, “If this was true for you, what would this mean about your approach to relationships/problem-solving/teams?”
Basic Habits of Mind	When a coachee needs confirmation of primary qualities, look at the descriptors and ask a rating question such as “On a scale of 1 to 5, with 5 being very descriptive, rate each of these terms or phrases.” If there are no “very descriptive” responses, repeat with the descriptors on page 7 of the mental processes and use page 9 to clarify which mental processes are more often used.

Typical Communication Patterns	To identify which patterns are more descriptive of issues, look at the list and ask a rating question such as “On a scale of 1 to 5, with 5 being very descriptive of communication patterns, rate each of these terms or phrases.”
General Learning Strategy	Ask your coachee how to apply this strategy to dealing with an identified developmental challenge.
Interpersonal Qualities Related to Motivation	Ask your coachee which of these qualities works most effectively and why.
Blind Spots	Ask coachee about previous feedback that was a surprise. Which of these descriptive phrases are a surprise?
Stress-Related Behavior	Ask your coachee to look at the list and ask a rating question such as “On a scale of 1 to 5, with 5 being very descriptive, rate each of these terms or phrases.” To add to these descriptors, explore the coping tactics that the coachee uses when under stress.
Potential Barriers to Effectiveness	Identify which of these barriers are the most difficult and easiest to address and why.
Being More Effective	Prioritize the most important item from the list for focus on a development plan.
Overusing Patterns	Identify the behavior that is most likely to be an overused quality and discuss how to moderate the behavior.
Application Case	Explore how this situation reflects the coachee’s situation and how to use the strengths of the type to address it.

Teams

Assuming the team mission and the allocation of team talent is adequately addressed, the type information in *YOU* can be of value with three critical team issues: enhancing trust, facilitating learning team skills, and team leadership.

Avoid

Many trainers assume that if all members of the team know the other team members’ type, then communication will be enhanced. In fact, introduced at the wrong time, team members can use type-related concepts to create a wedge in communication, reduce, if not eliminate, the potential of trust, and generally distract team members from dealing with real team issues. Timing is critical for the introduction of type to be useful for team development.

As a general rule, no one on a team needs to know the other team members’ types in order for the use of type frameworks to be valuable. The single most important application of type is for

the team to decide on a critical competency or standard that everyone on the team is to meet and then for each team member to develop a plan to achieve that standard, given his or her type. For example, if the team decided that giving and receiving feedback is essential, then the question becomes how an ESTJ or INFP or ISTJ, etc. achieves this standard. The personal learning application of type is most powerful.

Ideal

Using *The Team Architect®: The T7 Team Effectiveness Model* is an excellent way to get a team discussing the key areas of strength and development that are needed. For example, item #3 “There is an observable sense of commitment in the team” could be identified as essential to a given team’s effectiveness. The individual team member, aware of his or her type, needs to consider how this behavior can be achieved. An ENTP may define the “observable sense” as lots of talking about ideas while an INFJ may behaviorally define the same phrase as respectful attention to each team member’s contribution. Team members need to be aware that their display of the behavior will vary by type. It is more important to discuss how this variability is *demonstrated* than the differences in preference letters of team members. Invite team members to review their type description in *YOU* and answer these two questions: (1) What do I need to do to achieve this team standard/expectation? and (2) What do I need from other team members to support my effort to achieve this standard or expectation? All of this can be facilitated without team members sharing his or her type.

Combining this with *The Leadership Architect®* competency sort for each team member to identify the competencies he or she brings to the team helps drill down to the key behaviors that matter for a given team’s performance. Only when the target behaviors are identified is using personality type most powerful as a learning tool. When the targets have been established (e.g. #12 Conflict Management), it is vital for each member of the team to review his or her *YOU* chapter to identify ways to achieve this competency within the framework of his or her type.

To underscore the value of the model and the point made above, in open team conversation (rather than individual development planning as a team member) a team can use the concepts of type without knowing the specific team members’ types. For example, a team can say, “Let’s see if we have enough Sensing information, Intuiting patterns/observations.” or “Let’s ‘Think’ about the logic and explore the ‘Feeling’ values/ideals involved in the decision we are going to make.” This is a helpful use of type concepts without anyone feeling exposed or coerced in sharing something about themselves they are not ready to do.

If trust has been established and if the team has the level of interpersonal skill that makes knowing team members’ types advantageous, then sharing type perspectives about issues or topics can be very valuable. When a team has achieved the kind of trust that sharing personal type preferences does not become a source of ridicule, team members stand to gain a great deal by an individual sharing an idea. For example, an ENTJ may say, “My NT’ish voice from my type really wants to drive us to look at the overall systems implications, and I want to do so without negatively affecting the F’ish values of the group. Help me figure out how we can do that.” This kind of self-disclosure is both inviting and respectful, indicating positive intention for everyone. To do this well, each individual needs to know his or her type and understand how

different one's own type is from others. When using *YOU*, have an individual fully explore the implications of his type as described in the book, instruct him to become an "expert" on his opposite type," and have him share how he will work respectfully with that difference.

Trust

In a team context, trust usually means (a) team members will do as they have promised, (b) information shared in confidence is protected, and (c) that the intention of communication is for the well-being and performance of those involved. As a general rule, it is a good idea to have a team define trust and tease out how members of the team seek to achieve this kind of standard. As a team facilitator you know high levels of trust exist when team members easily give and receive feedback.

Knowing someone's type only helps build trust when an individual understands that each type communicates in different ways, all with the same positive intent. Comments and suggestions below are intended to identify ways to achieve this goal.

YOU and Trust Building

Activity 1: After everyone has verified his or her type, have them review the aspects of his or her type as presented in *YOU*. Invite each team member to identify at least one key behavior that promotes building trust and one behavior that could unintentionally generate distrust. For example, an ESTJ team member may say "I build trust by arriving early before our start time because I am really committed to the group. I may unintentionally generate distrust by questioning those who are late." After all the key behaviors have been identified, invite a conversation for how to leverage the trust builders to overcome the potential derailers.

Activity 2: After everyone has verified type, have team members identify how they prefer to deal with conflict. Have them extrapolate from the type descriptions how they manage conflict and how conflict is managed by their opposite type. They should focus especially on the communication patterns, interpersonal patterns, stress-related patterns, and how overused qualities of each type plays into dealing with conflict. Discuss strategies to address conflict in constructive ways.

Facilitating Learning Team Skills

A team has to be a learning environment or it will fail to respond to the changing demands the group is facing. Type can be useful at two levels in learning. First, the individual team member needs to enhance his or her learning ability, and specific sections of *YOU* are intended to achieve this for each type. Secondly, the team has to operate like a learning community in which lessons are extracted from experience and immediately applied.

YOU and the Individual Team Member Learning

Activity 1: Ask team members to review the quote at the start of the chapter and the General Learning Strategy descriptors to discuss their learning needs. Invite a discussion about how learning is most often achieved by a given type. Using the descriptions of other types, identify the learning blind spots that may exist within the group. For example, if the team is made up of ST types, what may be ignored from the SF, NF, and NT perspectives? Read the General Learning Strategy, as presented in *YOU*, for a couple of those types who are missing from this group.

YOU and the Team Learning Environment

Activity 2: Team members need to articulate their learning needs to the team. They need to outline what contributes to their learning and what impedes their learning. As the facilitator, write the opening quotes of each of the types on the team on newsprint (easel paper) without any identifying information. Ask the group to discuss what the quote suggests regarding a mindset as to how an individual approaches learning. Select one of the key characteristics from the General Learning Strategy section from *YOU* for each of the types on the team and for several types not represented on the team. List them accordingly: “Qualities associated with this team”, and another column, “Qualities not associated with this team.” Ask the group to discuss how this reflects the learning climate of the group in terms of assets and potential stretches.

Team Leadership

We will agree that team “management” is about controlling the priorities and applying the resources of a team while team “leadership” is about engendering team commitment to goals and strategies. The various dimensions of leadership (e.g. initiating, facilitating, envisioning, etc.) can be enhanced through a personal understanding of one’s type. The point of view in this section is that team leadership is potentially owned by everyone on the team not just a specific individual. The suggestions are intended to engage the leadership capacities in each team member, not necessarily focused on the team chairperson at any given time.

YOU and Team Leadership Exploration

Activity 3: Ask each team member to read his or her *YOU* chapter and make a list of attributes he or she feels is essential to teamwork. Ask team members to pay careful attention to the Being More Effective and Overusing Type Patterns sections of their individual chapters. Ask them to explore how these attributes will help teams deal with the following:

- Ambiguity of mission, process, goals
- Creativity in problem-solving
- Motivating team members and relevant non-team members to work toward team goals
- Planning

- Being more strategically and organizationally agile as a team
- Implementing team innovations through organizational systems

These are among the most difficult team issues and skills to address. These are approached very differently, given the types. It is important to both identify the strengths of the team members in addressing these challenges and what may be missing given the team composition. This invites team members to see the power of knowing their type and how valuable other types are to creating the synergy essential to teaming.

“On the Go” Tips when working with Teams

Chapter Heading	Application Suggestion
Type with dominant auxiliary process	Without identifying who is associated with each type, list the frequency that the processes show up in the team. For example, if there are three ISTJs, then Introverted Sensing gets three checks and Extraverted Thinking gets three checks. When the tally is done, show which mental processes are most common and absent from the group. Using the bullet descriptors on page 7, and ask the team what the likely pluses and potential pitfalls are with these patterns.
Population/Manager percentages	Do an SSR on the team and compare with the general population and with the manager percentages. SSR simply takes the percentage of the type in the group and divides by the percentage of the base (managers or general population). If greater than 1, more of this type is present than expected; if less than 1, fewer of this type is involved with this team than expected. Explore the implications in terms of team uniqueness.
Typical strengths	Simply listing all of the strengths of the types on the team on newsprint can encourage them to see the tendencies of the group. It is important to explore how this may work for the team and against the team’s success. Are there qualities that are overplayed?
Type table	Useful only in so far as you can discuss tendencies in the group.
Type quote	Ask team members to read their quote out loud and explore what is implied about behavior or perspective that affects team performance.
Basic Habits of Mind	Ask team members to identify one quality or descriptor that they view as especially important to team functioning. What can be done to foster the positive and reduce the negative aspects of this behavior?
Typical Communication Patterns	Identify a key communication challenge these patterns present for team members.
General Learning Strategy	Explore how the learning strategies can be applied at a team level. What can the team do to facilitate quick learning for all team members?
Interpersonal Qualities Related to Motivation	Identify the motivators and discuss how these play into enhancing team focus on tasks.
Blind Spots	Which blind spots are more costly in team performance? What “norm” needs to be established to reduce the blind spots?
Stress-Related Behavior	Use a key behavior from each team member to create a stress meter. Discuss which coping strategies team members employ

	when the stress goes up.
Potential Barriers to Effectiveness	Identify how barriers to effectiveness can interfere with team performance. What can team members do to reduce the barriers and facilitate the strengths for the types present?
Being More Effective	Ask team members to select one strategy to enhance effectiveness that would directly affect team performance. Solicit support from team members to help with this behavior.
Overusing Patterns	Ask team members to select one behavior that he or she feels gets overused from time to time. Ask for feedback about this and suggestions on how this can be managed.
Application Case	Modify the case to fit a team scenario. What does the case reveal about team behavior and the type's challenges?

***YOU* and Training Applications in Leadership Development**

Appropriate staging and framing are essential for the use of the MBTI® and *YOU* when training a group of managers. If you are to enable the managers to leverage the main insights from *YOU*, then attending to how you introduce type in the leadership development conversation is extremely important.

My strongest recommendation is that you use personality type after you have used VOICES® and or a Leadership Architect® card sort activity.

Ideal

Strategy 1—Framing the Leadership Challenge

Use the Leadership Architect® Card Sort so participants will have a list of competencies that he or she experiences as strengths and those that are identified as in need of development. Using the *YOU Placemat* or *YOU-Leadership Architect® Development Supplement* will enable your client to see the overlaps between the self-sort and the type-related research. After identifying these overlaps, go to the type chapter in *YOU* so participants can find specific development tips related to those overlaps.

Keep in mind that if you are using the MBTI® Step II report, you may find that the Facet descriptions explain variations from the *YOU* type descriptions. With the Facets as described in *YOU*, there are development tips associated with these qualities as well. Facets are outlined on page 6 of the Introduction and described in depth on pages 554-717 in *YOU*.

Strategy 2—Dealing with Type Clarity Challenges

Let's say that individuals feel that they are *clear about their type* but feel that they *appear quite differently* from how the type "is supposed to behave." The Facets become a valuable tool for exploring how an individual can have a preference but feel somewhat at variance from that preference. For example, an individual may be clear about being an Introvert but is Expressive, Enthusiastic, and Participative.

As the facilitator, it is important to point out that the Facets are scored *independently* from the preferences. Further, not all Facets are "created equal" in terms of their relationship to the preference. For example, Extraversion is strongly related to Initiating but mildly related to Gregarious-Intimate facet behaviors. This means that while an individual may have a preference for Extraversion, he or she may also be more Intimate (preference for one-to-one interactions) in interpersonal style. Or, an individual may have a preference for Introversion but a high score (4 or 5) on Gregarious.

Strategy 3—Using Elements from the Chapters

The following techniques or methods can be used with any section of the chapter. Several examples are used to illustrate the process, but keep in mind all elements of the chapter can serve an awareness and educative purpose.

Procedure

- Step 1 Create a list of the types in the group. Ideally, create a type table which shows the frequency of types present in the group.
- Step 2 Select a factor that you feel is important, given the goals of the group. Create a list of qualities, mental processes, quotes, communication strengths or challenges of all of types that are in the group. For example, if you have 8 ISTJs, 4 ESTJs, 4 ESFJs, 8 INTJs, 3 ENFJs, and 4 ENTJs, write out the ISTJ, ESTJ, ESFJ, INTJ, ENFJ, and ENTJ chapter quotes, or list the hallmark qualities, or list the communication strengths, etc. Provide this either in a handout or write it on newsprint.
- Step 3 After the presentation and personal type verification procedure, share the handout/newsprint created in Step 2 above. Ask the group to explore what these quotes, qualities, behaviors mean for leaders. Identify the positive contributions and the potential challenges if “over used”.
- Step 4 Have each participant read his or her chapter of *YOU* and discuss with a learning partner how the leadership discussion from Step 3 and their type insights suggest leadership strengths and potential development challenges.
- Step 5 Create a development plan based on the insights from above.

OR

After Step 4, ask the participants to look up their opposite type and contrast their strengths and development challenges. With a learning partner in the group, ask participants to sketch out a coaching plan when working with someone so different.

OR

After Step 3, have participants discuss the talent management for their organization, if these qualities described their company, or implications for developing teams, if these qualities are present.

“On the Go” tips for Training Leaders

With groups, it is important to have an introduction to type in which participants have a chance to identify with a type before they receive their individual report. The reason for having the self-verification process is to preclude the Barnum Effect and to engage participants in learning about the value of all preferences and types before receiving the printed report.

Chapter Heading	Application Suggestion
Type with dominant auxiliary process	Have participants look at the bullet points of their dominant and auxiliary processes as outlined on page 7. Discuss how these processes are at work in their leadership style.
Population/Manager percentages	Point out that all types are in all jobs but with different frequencies. It is vital that participants understand that the type does not predict success in a job.
Typical strengths	Ask participants to identify their favorite strength and how this serves them in their roles. Ask them to discuss how they would coach someone to develop this quality more.
Type table	Point out that all types are in all jobs but with different frequencies. It is vital that participants understand that the type does not predict success in a job.
Type quote	Have a representative of each of the types in the group read their quote out loud. Ask what the quote indicates about a perspective on leadership.
Basic Habits of Mind	Ask participants to identify their favorite habit of mind and how this serves them in their roles. Ask them to discuss how they would coach someone to develop this quality more.
Typical Communication Patterns	Ask representatives of the types in the room to discuss the benefit and possible miscommunication that their pattern may engender.
General Learning Strategy	Ask representatives of the types in the room to discuss the benefit of their learning strategy and the possible problems associated with assuming that everyone approaches learning new things in the same way.
Interpersonal Qualities Related to Motivation	Ask representatives of the types in the room to discuss the benefit that their pattern may engender.
Blind Spots	Ask representatives of the types in the room to discuss which part of the blind spot list is most important for them to pay attention to and why.
Stress-Related Behavior	Group the types and ask them to identify their best stress-management strategies.
Potential Barriers to Effectiveness	Ask representatives of the types in the room to discuss how they overcome these barriers when they arise.
Being More Effective	Ask representatives of the types in the room to discuss one of the effectiveness tips that is most challenging and why.
Overusing Patterns	Ask representatives of the types in the room to discuss how their patterns can become overused and how they develop more self control on those patterns.
Application Case	Ask “type alike” groups to read the case and discuss. Ask them to provide a report on key insights about their type to the whole group.