Looking Within

Understanding Type & Emotional Intelligence

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Our Objectives

Self-Awareness
- Understand your communication preferences and style
- Understand your processing preferences and style
- Understand the impact of these on others

Awareness of Others
- Understand thinking/processing styles that differ from your own
- Understand differences in values and defaults around communication

Skill Building
- Learn to recognize preference differences
- Work across differences and use them to work with others and lead effectively

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The Myers Briggs Type Indicator (MBTI)

Background
- Created by Katherine Briggs & Isabel Briggs Myers, observers of human behavior
- Derived from work of Carl Jung

Patterns
- Focus on how people gather and process information
- Differing but predictable and differing patterns of behavior

Wide Use
- Used worldwide for more than 50 years
- 3 million tests administered in U.S. annually


Exercise: Your Results
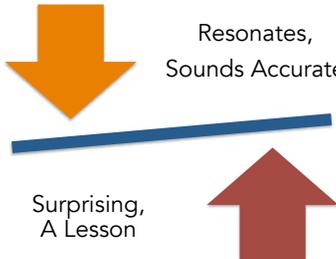
Resonates, Sounds Accurate

Surprising, A Lesson

Context for Using MBTI

Context for Using MBTI

"There will always be people who take our very human desire to put things in categories to extremes, and try to capitalize on it. The biggest problem with Myers-Briggs is what happens when any useful descriptor gets turned into dogma."

"Any means for busy adults to take time to comprehend ourselves and see how our styles converge and diverge from others has a use - and more honestly, it's fascinating . . . I'm optimistic about its potential to make us feel less alone and less hamstrung by our imperfections."

Sarah Seltzer, WIRED Magazine 2015

Context for Using MBTI

- No right or wrong answers.
- Not a measure of intelligence, maturity, motivation, or mental health.
- Skepticism is fine!
- Beware of stereotyping, labeling - type indicates preferences, NOT skills or abilities
- Don't use as an excuse to underperform on a team
- Mostly consistent over time, but people do adapt

Understanding Preference


Preference strengths vary

Born with it
- Natural/innate
- Automatic
- Effortless

Shaped by environment

Extraversion Sensing Feeling Judging

Introversion iNtuition Thinking Perceiving
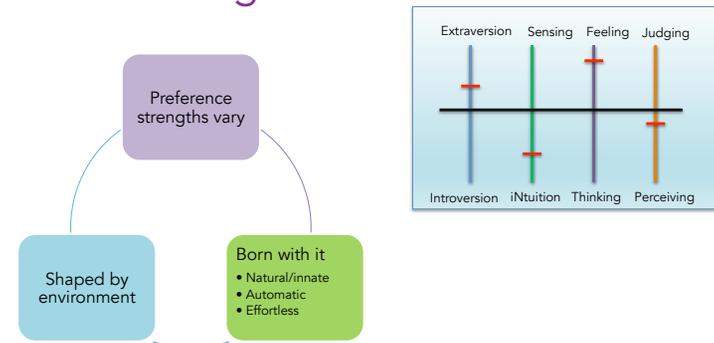
Receiving & Using Information

Perception (Receiving info)
- Sensing
- iNtuition
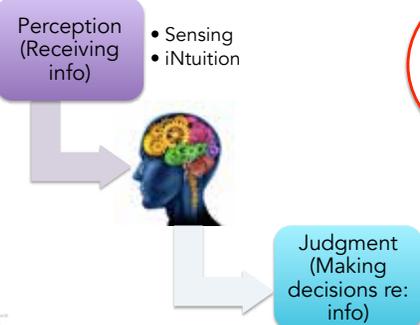
Judgment (Making decisions re: info)
- Thinking
- Feeling

- Generally use ONE method at a time
- You will develop a preference

Focusing Energy

Focusing Energy

E/I	
Extravert Focus on the outer world of things, people, and events	**Introvert** Focus on the inner world of thoughts, feelings, and reflections

Focusing Energy: Sub-Elements

Extraversion		Introversion
Outgoing		Private
Socially Proactive		Socially Reactive
Dynamic		Calm
Open		Reserved
Interactive		Contemplative

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Focusing Energy: Collaboration

Extraverts - remember to	Introverts – remember to:
• Pause. Make room for introverts to participate	• Structure meetings to allow for full discussion; prepare yourself in advance to contribute
• Don't judge introverts as shy, or as less effective leaders	• Don't judge extraverts as domineering
• Signal in advance what you want to discuss (email, agenda, etc.)	• Help extraverts know when you need more space/time to contribute your best ideas
• Structure meetings so everyone participates – each person says one pro and one con	• Appreciate extraverts' ability to create energy for a team

Exercise: Receiving Information

Describe what you see.

Receiving Information

S/N	
Sensing	**iNtuition**
Prefer to take in info via the five senses – sight, sound, feel, smell, and taste	Focus on meaning, associations, and relationships; add to real/concrete info

Receiving Information: Sub-Elements

Sensing		Intuitive
Detailed		General
Literal		Theoretical
Realistic		Visionary
Pragmatic		Idea Generating
Efficient		Inventive
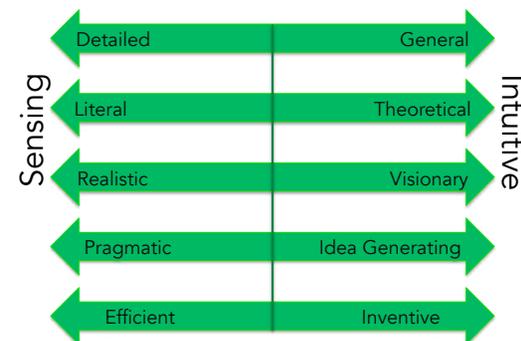
Receiving Information: Collaboration

iNtuition - remember to	Sensing – remember to:
• Accept that Ns need high-level framework – set context first.	• Be specific when giving assignments and describing context
• Help Ns see that sometimes the devil is in the details by showing big picture implications	• Acknowledge the importance of detail/facts
• Don't judge Ns as impractical or unobservant	• Don't judge S colleagues as slow or mundane when you have rapid big picture insights
• When giving feedback, share overall implications to help Ns accept the need to change	• When giving feedback, use specific details, constructive advice, and praise

Exercise: Making Decisions

Scene
- You and your significant other or friend are going to your office holiday party

Dilemma
- Your companion comes out and you think, "WHAT? You're wearing THAT?"

Discussion
- What do you do and say?
- What is your objective?
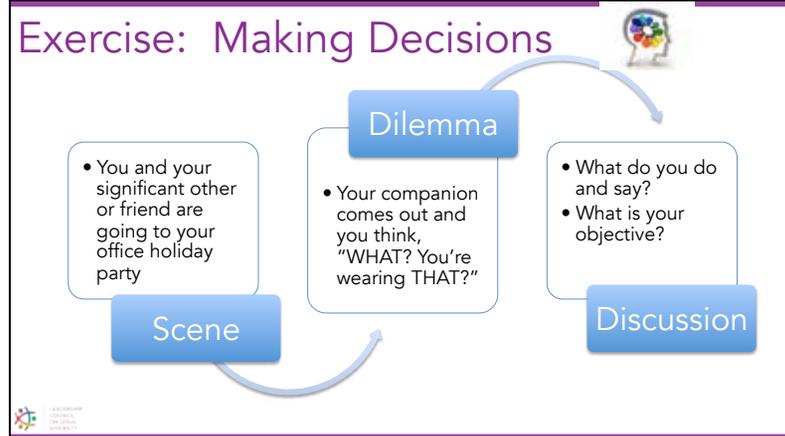
Making Decisions

T/F	
Thinking Make decisions based on – and have trust for – impersonal, objective, logic methods	**Feeling** Make decisions using person-centered, value-based process

Making Decisions: Sub-Elements

Thinking | | Feeling

Objective	Subjective
Analytical	Affirming
Direct	Diplomatic
Inquisitive	Amicable
Logic-driven	Values-driven
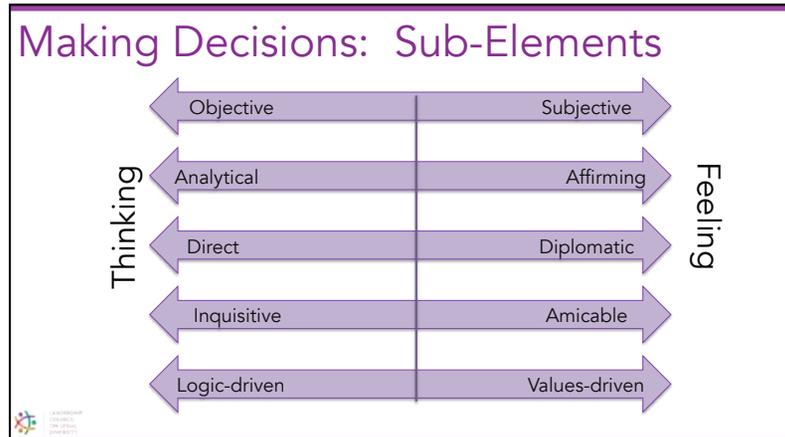
T or F?

Using the team skills rubric, evaluate your performance in each area.

Individual Contribution performance:
When my group had the Shakespeare slideshow, I changed the background to dogs. I also put "#YOLO" on my slide instead of content. I would make it flash by using ⌘Z and ⌘Y to make it appear and disappear. My group then locked me out of the presentation.

Collaboration performance: In the group project about teaching the class about conflict, I just pasted pictures of sharks into the slides. I did not listen to my teammates when they told me to stop adding sharks. I was then locked out of the presentation.

In the heat of the moment, I also subscribed them all to Martha Stewart's online newsletter. I also described the project to many other people as "crappy", "badly designed", or "my group members are morons". My group then locked me out of the presentation.

T or F?

Based on your self-evaluation, how could you improve your performance as a team member?

Conclusion:
What I could improve based on these examples:
- I could try to actually help the team.
- I could stop distracting my teammates.
- I could stop pasting sharks, #YOLO, and other irrelevant things into the slides.
- I could share ideas with my team when I have good ones.
- I could help my team members with their parts of the project.
- I could give useful feedback instead of complaining about my team.
- I could listen to what my teammates say.

Focusing Energy: Collaboration

Thinking – remember to	Feeling – remember to:
• Engage in personal and social conversations with Fs; this builds trust	• Accept that there are trade-offs between "fair" and "right" approaches
• Avoid being dismissive of concern about how a decision will "make people feel"	• Appeal to T's logical approach to encourage behaviors to work more effectively with people
• Pay attention to interpersonal dynamics, or find people to help advise you on them	• Be less defensive about feedback from Ts – it's not personal, it's business
• Leverage F skills and enthusiasm to build team morale	• Don't overdo team bonding around personal issues

Engaging with the External World

Engaging with the External World

J/P	
Judging	**Perceiving**
Prefer external world to be organized/orderly; see decisions that need to be made	Seek to experience the world, not organize it; see options that need to be explored

External World: Sub-Elements

Judging			Perceiving
Structured			Flexible
Scheduled			Unscripted
Focused			Juggler
Planner			Sprinter
Finisher			Starter
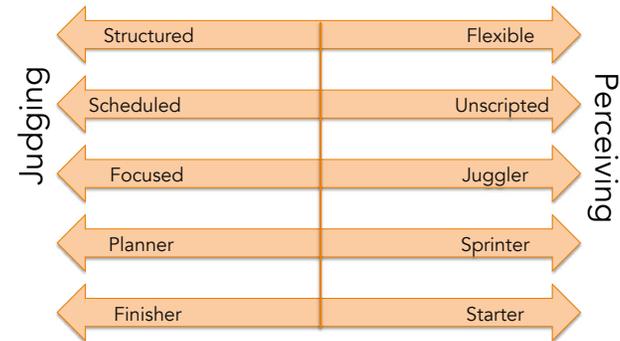
## External World: Collaboration

Judging – remember to

- Realize that P's ability to adapt to change is a benefit when teams are under pressure
- Suspend judgment about how Ps work – judge based on results, not how you perceive their process or stress level
- Be flexible when under pressure; listen to alternative approaches Ps may offer

Perceiving – remember to:

- Accept the J internal need for order/closure. Meet them halfway: communicate re: deadlines, use checklists, create/send agendas
- Show up and deliver on time - or let people know you can't
- Develop a process to narrow options – you can't keep them all open

Type Distribution Among Lawyers

ESTJ	ESTP	ENTJ	ENFJ
10.3%	3.3%	9.0%	2.9%
ISTJ	**ISTP**	**INTJ**	**INFJ**
17.8%	3.9%	13.1%	2.7%
ESFJ	**ESFP**	**ENTP**	**ENFP**
2.7%	0.5%	9.7%	5.2%
ISFJ	**ISFP**	**INTP**	**INFP**
4.2%	1.4%	9.4%	3.9%

Slide 1

TypeCoach

Slide 2

Type Distribution: This Group

ESTJ		ESTP		ENTJ		ENFJ	
10.3%	14.2%	3.3%	5.4%	9.0%	10.7%	2.9%	1.8%
ISTJ		**ISTP**		**INTJ**		**INFJ**	
17.8%	8.9%	3.9%	1.8%	13.1%	3.6%	2.7%	5.4%
ESFJ		**ESFP**		**ENTP**		**ENFP**	
2.7%	19.6%	0.5%	1.8%	9.7%	1.8%	5.2%	1.8%
ISFJ		**ISFP**		**INTP**		**INFP**	
4.2%	10.7%	1.4%	1.8%	9.4%	5.4%	3.9%	5.4%

Slide 3

Exercise: Application

How do these differences cause challenges for EACH of you?

Think of someone with a different style from yours

How might you work better together?

Turn to your neighbor and discuss

Slide 4
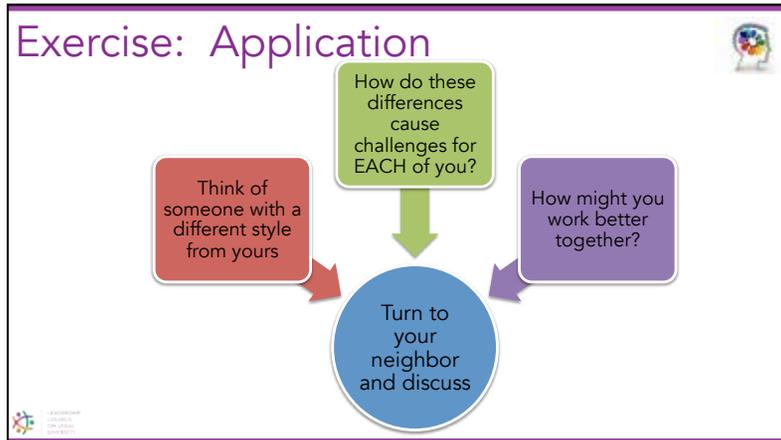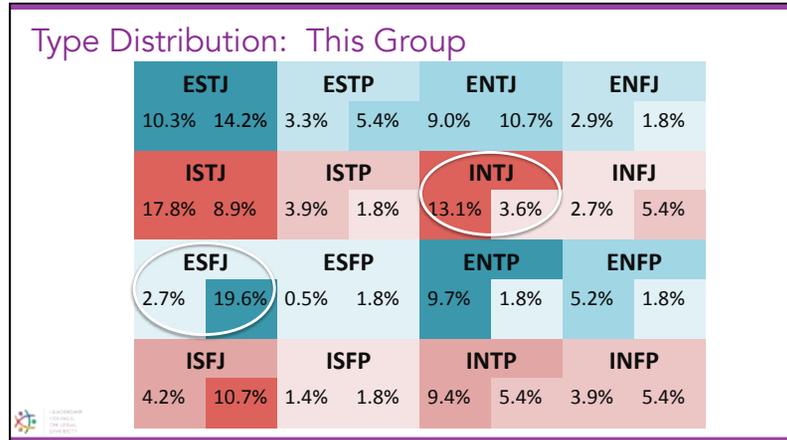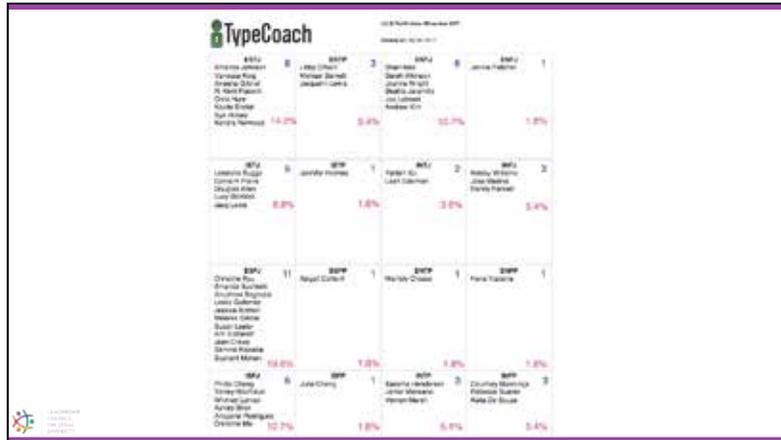
The Essentials of Emotional Intelligence

What Makes A Leader?

Emotional intelligence is the sina qua non of leadership. Without it, a person can have the best training in the world, an incisive, analytical mind, and an endless supply of smart ideas – but he still won't make a great leader.

EQ & Leadership

- Based on analysis of competency models and performance metrics at 188 global companies.
  - Emotional intelligence is **twice** as important as IQ and technical skills
  - The higher a star's performer's rank, the more EQ showed up as a reason for his or her leadership effectiveness
  - Divisions of senior managers who had high EQ outperformed yearly earnings goals by 20%

Core Elements of EQ

Self-Management

Self-Awareness

Motivation

Self-Regulation

Social Skill

Empathy

Managing Relationships with Others

Self-Awareness

Strengths
Weaknesses
Drive
Values
Impact on Others

Self-Awareness

Strengths	Weaknesses	Drive & Values	Impact
• Play to strengths • Self-confident	• Admit failure • Seek Feedback • Candor, self-deprecating	• Know what motivates you • Know and act on values	• On self • On others • On work

Self-Regulation

Ability to control or redirect disruptive impulses or moods

Self-Regulation

Biological Impulses
• Inner Dialogue
• Control
• Channel

Reflect
• Suspend judgment
• Seek information
• Consider alternate reasons

Impact
• Trust
• Integrity

Motivation

Relishing achievement for its own sake

• Passion for the work
• Seek out creative challenges
• Love to learn
• Great pride in a job well done
• Want to do things better
• Seek "stretch" assignments
• Eager to explore new approaches
• Care about scores / metrics
• Correlates to enhanced commitment to the organization

Empathy

Empathy

- Understanding other people's emotional makeup
- Thoughtfully considering other people's feelings as *part* of decision-making process
- More critical than ever: teams, globalization, talent retention

Social Skill

- Building rapport with others to move them in desired direction: friendliness with a purpos

Social Skill

- Ability to find common ground
- Assume nothing important can be done alone
- Adept at managing
- Adept at persuading
- Continually building bonds (networks!)

Exercise: EQ + Type

Self-Management

Self-Awareness

Motivation

Self-Regulation

Social Skill

Empathy

Managing Relationships with Others

Can EQ Be Learned?

EQ is governed by limbic system neurotransmitters

(Limbic system is the root of feelings, impulses, and drives)
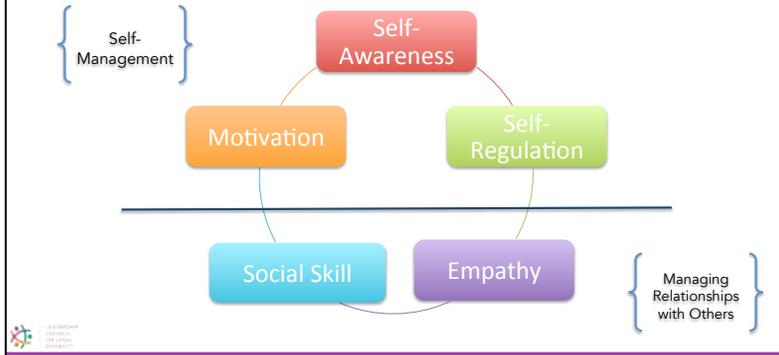
Can EQ Be Learned?

- Neocortex governs analytical and technical ability.
- We teach to the neocortex – grasps concepts, logic.
- EQ can be taught only if we reach the limbic system: motivation extended practice, and repeat feedback.

Exercise: Can EQ Be Learned?

BRAINSTORM

CONSULTOR

Exercise: Strengths & Development

Strengths
- Past use of your natural strengths (write down)

Development Areas
- Biggest workplace adjustment you've made or want to (write down)

Discuss
- Discuss in small groups

MBTI Tools – Next Steps

- Type verifier (already completed)
- Today's discussion
- Type coach videos
- Type-to-type tool
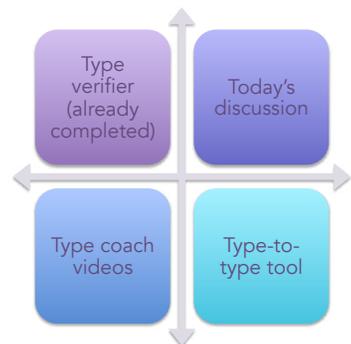
The Type-to-Type Resource

Type-to-Type Example: ISTP to INFP