



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

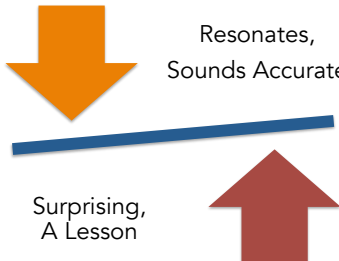





The Myers Briggs Type Indicator (MBTI)

Background	Patterns	Wide Use
<ul style="list-style-type: none"> • Created by Katherine Briggs & Isabel Briggs Myers, observers of human behavior • Derived from work of Carl Jung 	<ul style="list-style-type: none"> • Focus on how people gather and process information • Differing but predictable and differing patterns of behavior 	<ul style="list-style-type: none"> • Used worldwide for more than 50 years • 3 million tests administered in U.S. annually

Exercise: Your Results



Context for Using MBTI

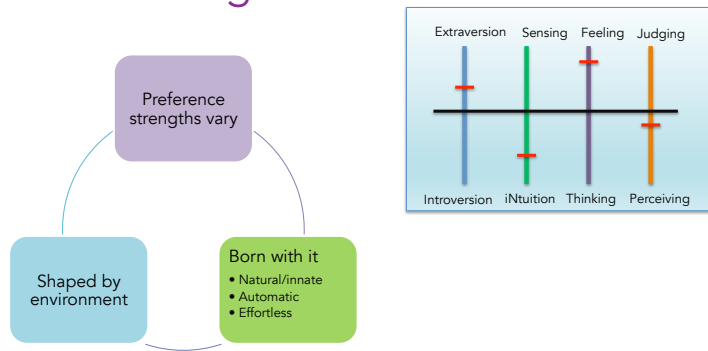


Context for Using MBTI

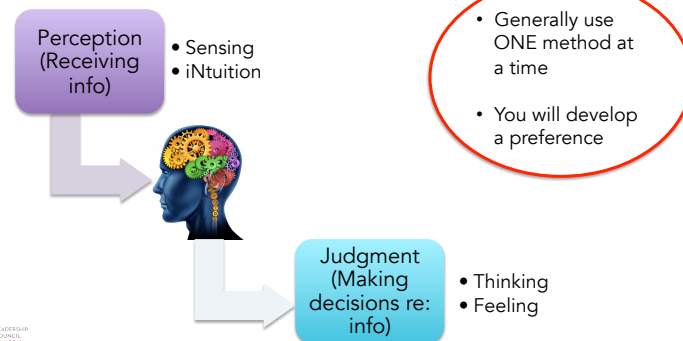
- No right or wrong answers.
- Not a measure of intelligence, maturity, motivation, or mental health.
- Skepticism is fine!
- Beware of stereotyping, labeling - type indicates preferences, NOT skills or abilities
- Don't use as an excuse to underperform on a team
- Mostly consistent over time, but people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



Understanding Preference



Receiving & Using Information



Focusing Energy



Focusing Energy

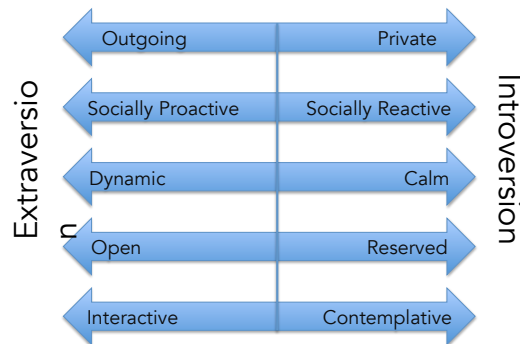
E/I

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



Focusing Energy: Collaboration

Extraverts - remember to

- Pause. Make room for introverts to participate
- Don't judge introverts as shy, or as less effective leaders
- Signal in advance what you want to discuss (email, agenda, etc.)
- Structure meetings so everyone participates – each person says one pro and one con

Introverts – remember to:

- Structure meetings to allow for full discussion; prepare yourself in advance to contribute
- Don't judge extraverts as domineering
- Help extraverts know when you need more space/time to contribute your best ideas
- Appreciate extraverts' ability to create energy for a team



Exercise: Receiving Information



Describe what you see.



Receiving Information

S/N

Sensing

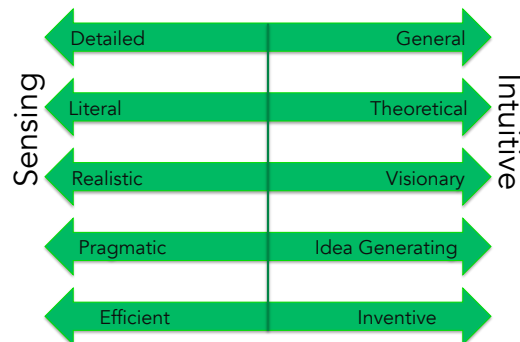
Prefer to take in info via the five senses – sight, sound, feel, smell, and taste

iNtuition

Focus on meaning, associations, and relationships; add to real/concrete info



Receiving Information: Sub-Elements



Receiving Information: Collaboration

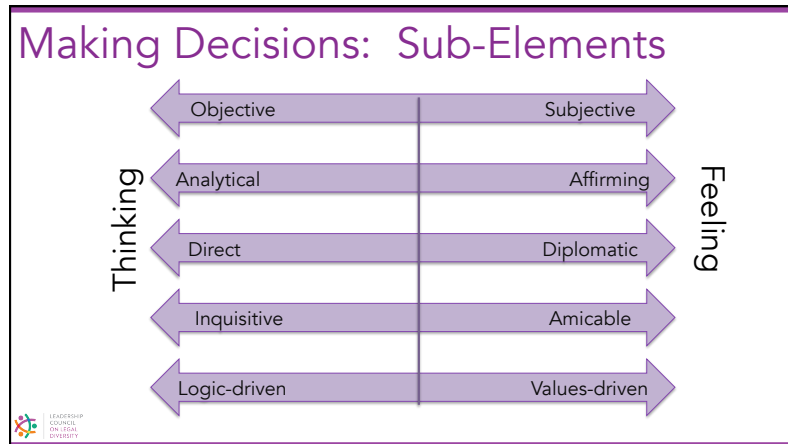
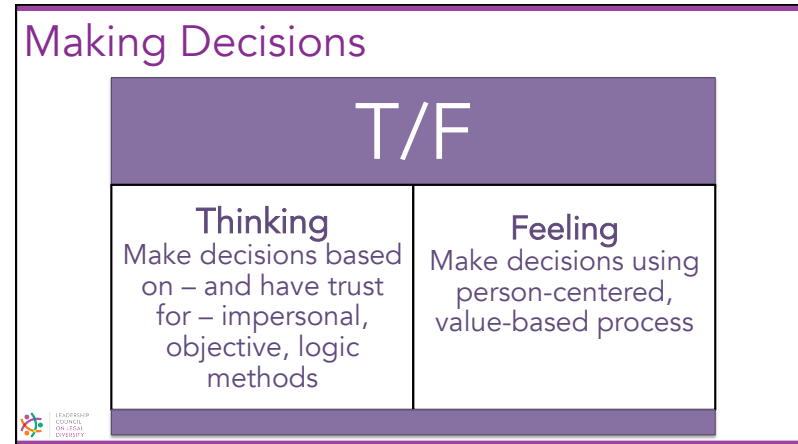
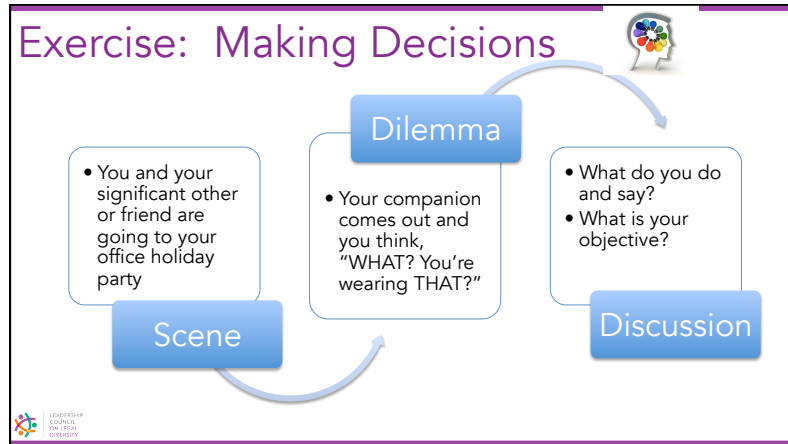
iNtuition - remember to

- Accept that Ns need high-level framework – set context first.
- Help Ns see that sometimes the devil is in the details by showing big picture implications
- Don't judge Ns as impractical or unobservant
- When giving feedback, share overall implications to help Ns accept the need to change

Sensing – remember to:

- Be specific when giving assignments and describing context
- Acknowledge the importance of detail/facts
- Don't judge S colleagues as slow or mundane when you have rapid big picture insights
- When giving feedback, use specific details, constructive advice, and praise





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 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

- Engage in personal and social conversations with Fs; this builds trust
- Avoid being dismissive of concern about how a decision will “make people feel”
- Pay attention to interpersonal dynamics, or find people to help advise you on them
- Leverage F skills and enthusiasm to build team morale

Feeling – remember to:

- Accept that there are trade-offs between “fair” and “right” approaches
- Appeal to T’s logical approach to encourage behaviors to work more effectively with people
- Be less defensive about feedback from Ts – it’s not personal, it’s business
- Don’t overdo team bonding around personal issues



Engaging with the External World



Engaging with the External World

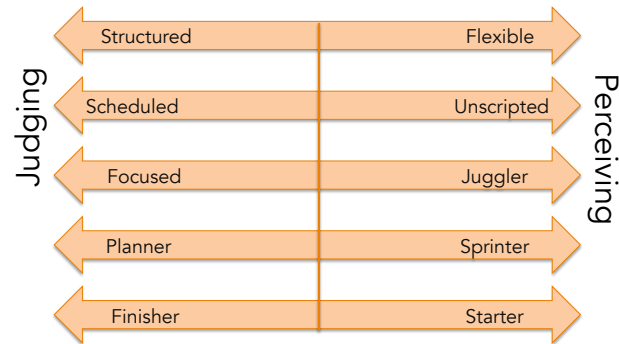
J/P

Judging
Prefer external world to be organized/orderly; see decisions that need to be made

Perceiving
Seek to experience the world, not organize it; see options that need to be explored



External World: Sub-Elements



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%



ESTJ	ESTP	ENTJ	ENFJ
Candice Shin Betty Richmond Megan Wood Leigh Nathanson Nick Maza Jasmine Winton Christopher Bordenave 10.6%	7 Michael Gaston-Bell Hanna Kim Shant Shah Juliane Rodriguez 6.1%	5 Dwaune Dupree Maylak Chin Sam Roberts Jackson Murley Kyle Demomas 7.6%	1 Elyn Kamke 1.5%
ISTJ	ISTP	INTJ	INFJ
12 Ailin Lee Kristin Beneski Heather Fanagan Emmanuel Moya Gloria Garman Nithi Guevarghese Tiffany Keda Linhde Nguyen Luke Modoud Carla Jordan-Detamore Victoria Rosales Alexia Brancato 18.2%	4 Sara Rosenberg Dscar Ramello Zalka Pierre Andrew Lim 6.1%	3 Mark Johnson Erin Collins Neoru Jewell 4.5%	6 Kate Harmon Clara Jimenez Candace M Ruth Johnson Meredith Siler Kim Tran 9.1%
ESFJ	ESFP	ENTP	ENFP
9 Nita Gang Saba Syed Lavelle Payne Jilliana Liu Erica Lopez-Moleman Megan Lawson Vasee Hadda Tiffany Wynn Simone Hicks 13.6%	0 ESFP 0.0%	4 Efrain Gonzalez Casiya Thamel Wesley Burnett Yves Nguyen 6.1%	6 Travis Sumter Stephanie Tennant Kasson Scoble Punam Kaji Meera Chandamouli April Johnson 9.1%
ISFJ	ISFP	INTP	INFP
3 Cheryl Williams Ryan Steyman Latoya Sawyer 4.5%	1 Carlos Ramirez 1.5%	1 Emily Garber 1.5%	1 Melanie Carter 1.5%

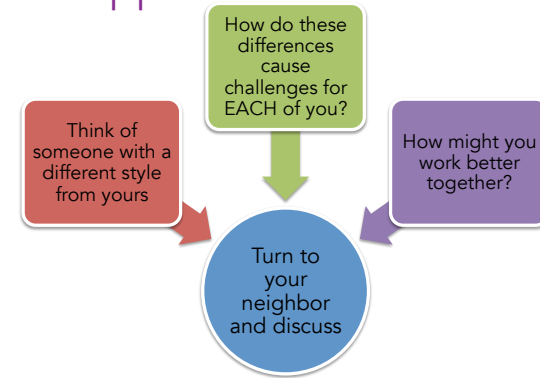


Type Distribution: This Group

ESTJ 10.3% 10.6%	ESTP 3.3% 6.1%	ENTJ 9.0% 7.6%	ENFJ 2.9% 1.5%
ISTJ 17.8% 18.2%	ISTP 3.9% 6.1%	INTJ 13.1% 4.5%	INFJ 2.7% 9.1%
ESFJ 2.7% 13.6%	ESFP 0.5% 0.0%	ENTP 9.7% 6.1%	ENFP 5.2% 9.1%
ISFJ 4.2% 4.5%	ISFP 1.4% 1.5%	INTP 9.4% 1.5%	INFP 3.9% 1.5%



Exercise: Application



The Essentials of Emotional Intelligence



What Makes A Leader?



Emotional intelligence is the *sine 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.

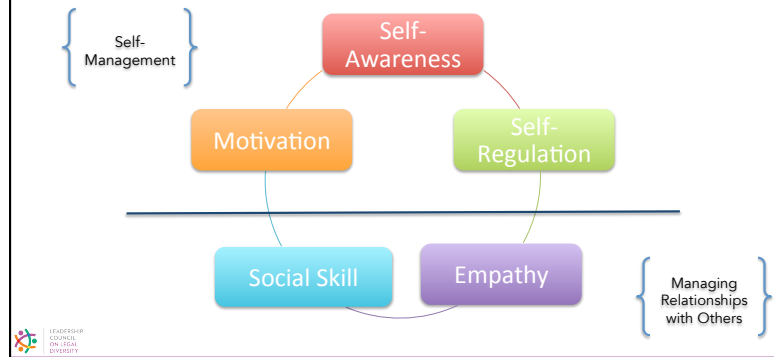


EQ & Leadership

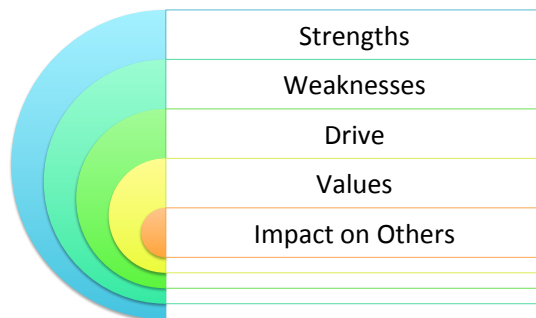
- Based on analysis of competency models and performance metrics at 188 global companies.
 - Emotional intelligence is **twice** as important as IQ and technical skills
 - The higher a star's performer's rank, the more EQ showed up as a reason for his or her leadership effectiveness
 - Divisions of senior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



Core Elements of EQ



Self-Awareness

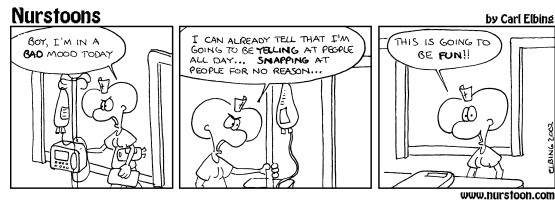


Self-Awareness

Strengths	Weaknesses	Drive & Values	Impact
<ul style="list-style-type: none"> • Play to strengths • Self-confident 	<ul style="list-style-type: none"> • Admit failure • Seek Feedback • Candor, self-deprecating 	<ul style="list-style-type: none"> • Know what motivates you • Know and act on values 	<ul style="list-style-type: none"> • On self • On others • On work



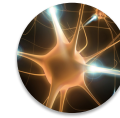
Self-Regulation



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 purpose

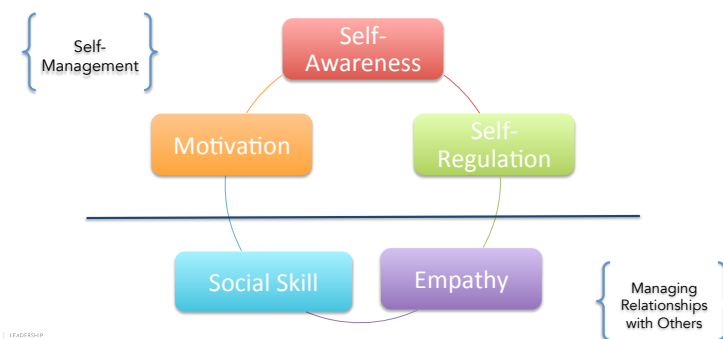


Social Skill

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

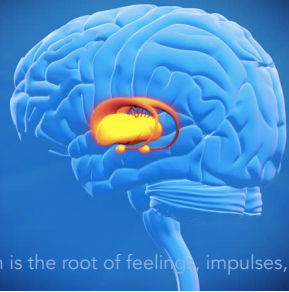


Exercise: EQ + Type



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?



Exercise: Strengths & Development



Strengths

- Past use of your natural strengths (write down)

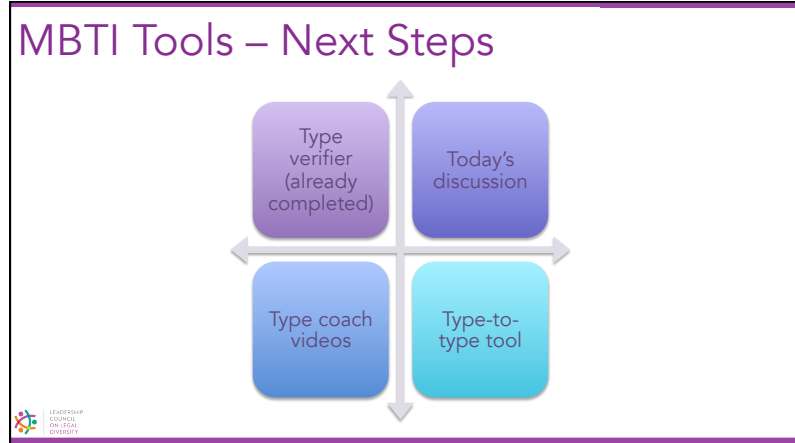
Development Areas

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

Discuss

- Discuss in small groups





The Type-to-Type Resource

Traditionalists (SJs)	Experiencers (SPs)	Conceptualizers (NTs)	Idealists (NFs)
ESTJ Thomas Gargan Barbara Bourne	ESTP Kara Murray Wendy Franco	ENTJ Brooke Adams	ENFJ Tina Miller Wendy Franco
ISTJ Thomas Gargan Barbara Bourne	ISTP	INTJ Tina Miller Wendy Franco	INFJ Tina Miller Wendy Franco

Type-to-Type Example: ISTP to INFP

top ten tips for ISTPs working with INFPs

Description

TREAD LIGHTLY
There is no need to be overly-direct or blunt with this type. As one of the more sensitive and "in tune" types, they will often take feedback personally if you are too direct or critical. If you are, it often has a counter-productive impact on their motivation and productivity.

KEEP CRITICISM TO AN ABSOLUTE MINIMUM
People of this type are typically more upset than you are if they've let you down. It isn't necessary to share every ounce of "constructive" feedback. Stick with feedback that is essential, use a light touch, and in general aim to have your compliments significantly outnumber your suggestions.