

# How Is My “Learning Grain” Shaped?

**PERSONALITY**

DRIVE OR  
MOTIVATION IN  
LIFE

EARLY DEVELOPMENTAL  
EXPERIENCES



# Activity: MBTI®

Complete the Myers-Briggs Type Indicator (MBTI®)



# Why Use the MBTI® Instrument?



The MBTI®

Is a ***self-report instrument***

Is ***nonjudgmental***

Indicates ***preferences***

***Sorts*** instead of measures

Is ***well researched***

Deals with everyday behavior of ***normal*** people

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# Activity

Score your MBTI®





**Where do you prefer to focus your attention?**

**How are you oriented?**

**How do you get your energy?**



**From external events**



**From solitude**

# How Are You Energized?



## EXTRAVERSION

- External/exterior
- Outside thrust
- Talk thoughts out
- Breadth
- Involved with people, things
- Interaction
- Action
- Do-think-do

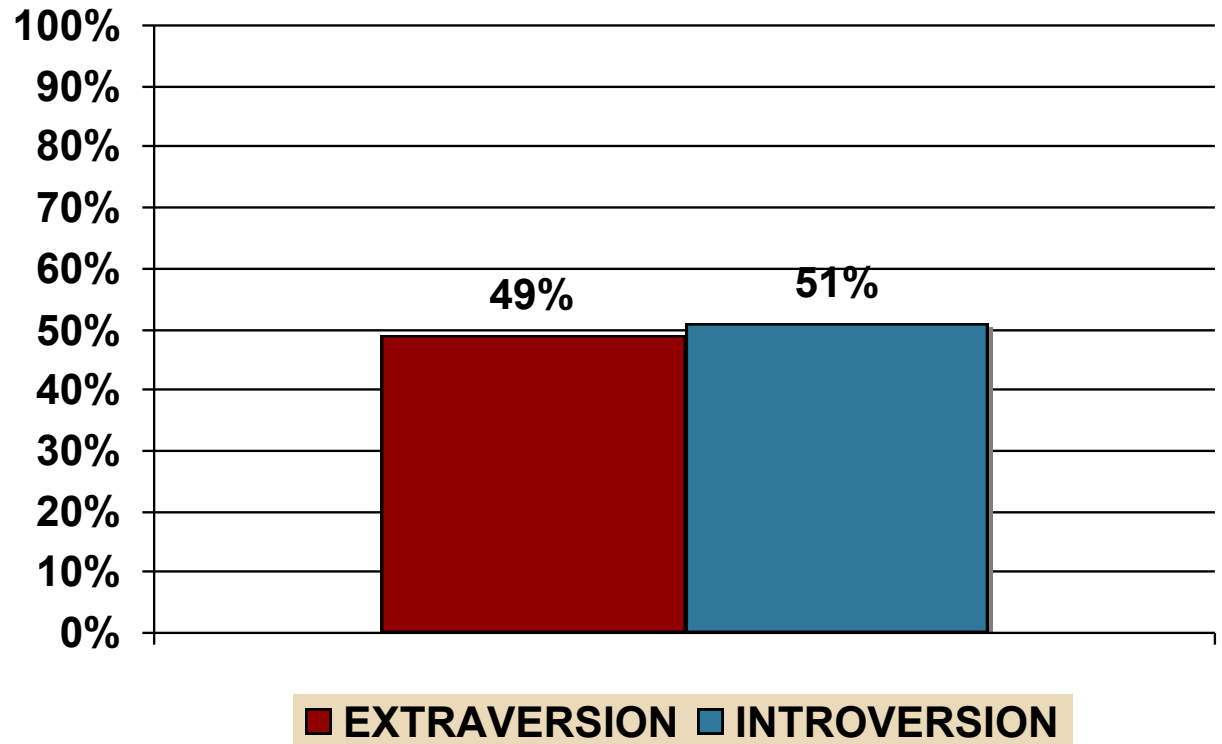
## INTROVERSION

- Internal/interior
- Inside pull
- Keep thoughts in
- Depth
- Work with ideas, thoughts
- Concentration
- Reflection
- Think-do-think

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# Where are YOU?



# Extraverts' Advice to Introverts

- Be assertive.
- Express your ideas.
- Show your emotion—it's okay to let others see you as human.
- Be friendly—talk more.
- Be more upbeat—show a lively nature.
- Invite us to an activity once in a while.
- Don't take things too seriously.
- Smile more—you are hard to approach.
- Be more playful—don't worry what others think.
- Tell me if you like or dislike what I'm saying.
- Be flexible.

# Introverts' Advice to Extraverts

- Respect my privacy—don't take up my space.
- Don't put us in the spotlight.
- Don't demand an immediate response—give us information and let us have time to digest...and...give us time to answer.
- Tone down—don't overwhelm us with your bluster.
- Pay closer attention to what we are saying.
- Give us more facts and less small talk.
- Don't betray something we told you in confidence.
- Put your brain in gear before your mouth takes off.
- Be patient—it takes longer for us to express ourselves.
- Don't judge me as dull because I'm quiet.
- Learn to listen—just because we don't fight you for center stage, doesn't mean we don't have something to say.

# Strategies for **E's** to Improve Communication with **I's**

Avoid asking questions that invade personal space.

Don't put **I's** suddenly in the limelight—they need time to plan ahead.

Ask for specific information you need—don't assume introverts will give it unless asked.

Give introverts as much time to think about ideas or decisions as you can allow.

Slow down—adjust your energy to a calmer level if you want an introvert's genuine response.

# Strategies for I's to Improve Communication with **E's**

Show interest, emotion, and involvement.

Don't withdraw.

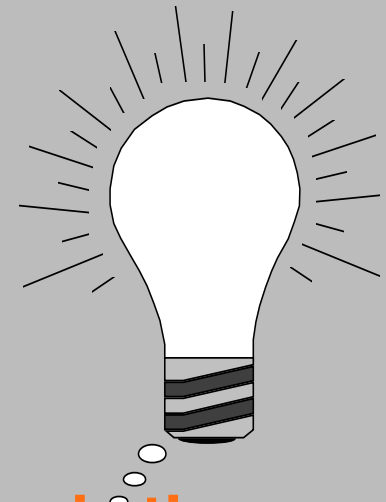
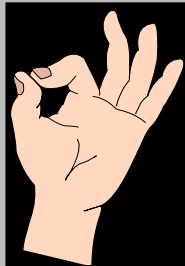
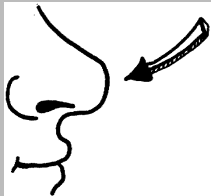
Open up—respond more verbally and non-verbally.

Occasionally invite an **E** to an active event.

Don't talk too long at one time—extraverts prefer short bursts rather than long monologues.

# How do you gather information from the world around you?

Using the Senses



Using inspiration

*i.e., How do you know what you know?*



# How Do You Take In Information?

## SENSING

Present orientation

What is real

Practical

Facts

Perfecting established skills

Utility

Step-by-step

The five senses

## INTUITION

Future possibilities

What could be

Theoretical

Inspirations

Learning new skills

Novelty

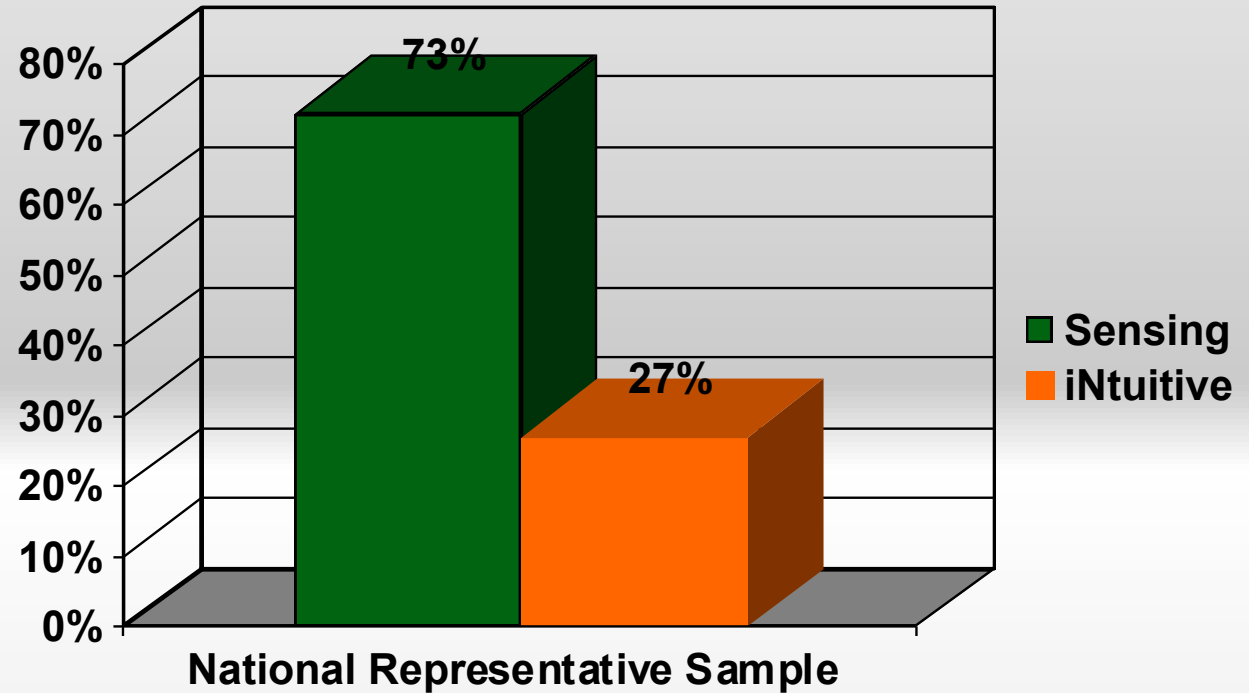
Insight-by-insight

The sixth sense, a hunch

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# Where are YOU?



# ***Sensing Types Need iNtuitives:***

**To bring up new possibilities.**

**To supply ingenuity on problems.**

**To read the signs of coming change.**

**To see how to prepare for the future.**

**To have enthusiasm.**

**To watch for new essentials.**

**To tackle difficulties with zest.**

**To show that the joys of the future are worth looking for.**

# **i**ntuitives Need **s**ensing **Types:**

**To bring up pertinent facts.**

**To apply experience to problems.**

**To read the fine print in a contract.**

**To notice what needs attention now.**

**To have patience.**

**To keep track of essential details.**

**To face difficulties with realism.**

**To remind that the joys of the present are  
important.**

# Potential Problems for the Sensing

May try to move too quickly to fix something—may patch it, rather than resolve it.

May be too direct and harsh—failing to get the information needed to fully understand.

May cut corners to get the task finished.

May not see the implications of actions.

May be so certain as to how people should be that she/he may appear like a “know-it-all.”

Under stress, may run over people’s rights, become cold, insensitive, pushy, domineering.

# Potential Problems for the Intuitive

May be out of touch with reality and miss what's going on.

May be so abstract that it is difficult to communicate with people.

May fail to give other people transitions to link ideas; because they see information internally, they forget that others need pictures painted.

May appear impatient with routine and mundane thinking.

May be disorderly in verbalization so that others cannot follow their thoughts.

# How do you make decisions?

**Objective**



**Values/Beliefs**



# How Do You Make Decisions?

## THINKING

- Logical system
- Head
- Objective
- Justice
- Critique
- Principles
- Reason
- Firm but fair

## FEELING

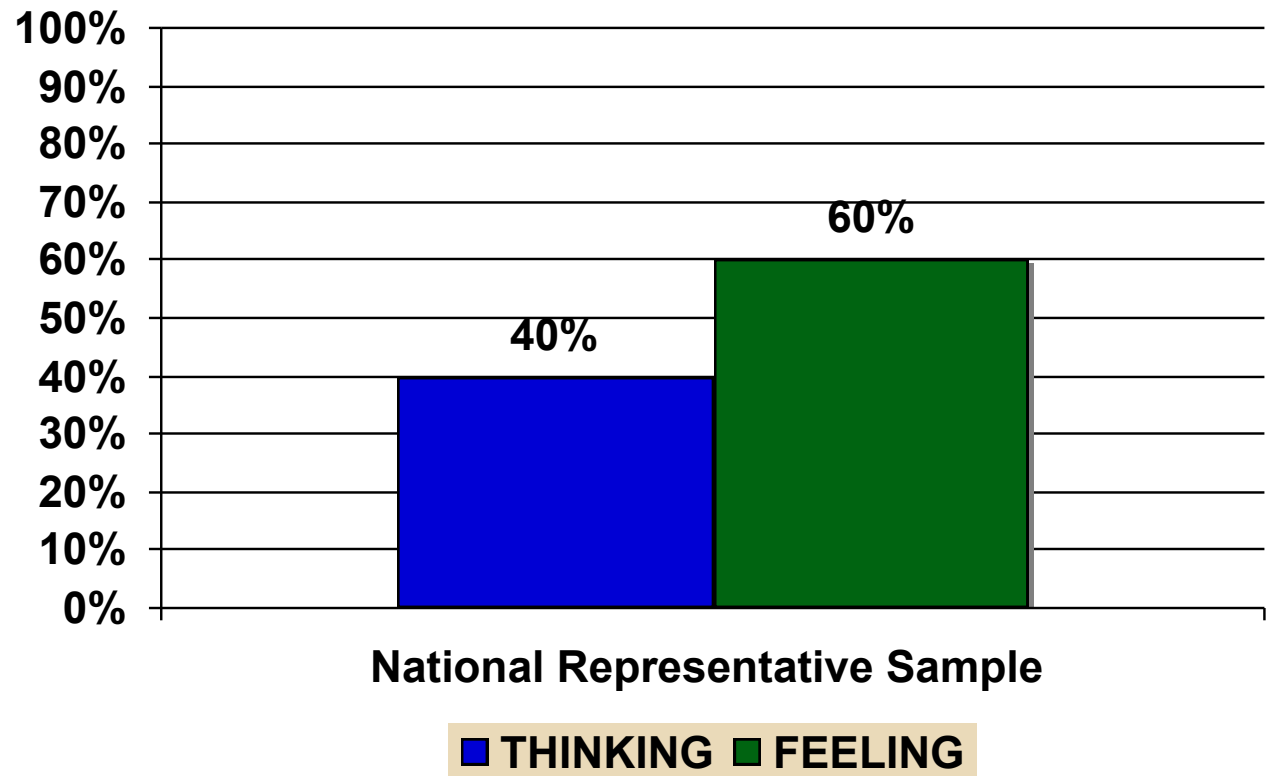
- Values system
- Heart
- Subjective
- Mercy
- Compliment
- Harmony
- Empathy
- Compassionate

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# Where are YOU?



# Thinkers Need Feeling Types:



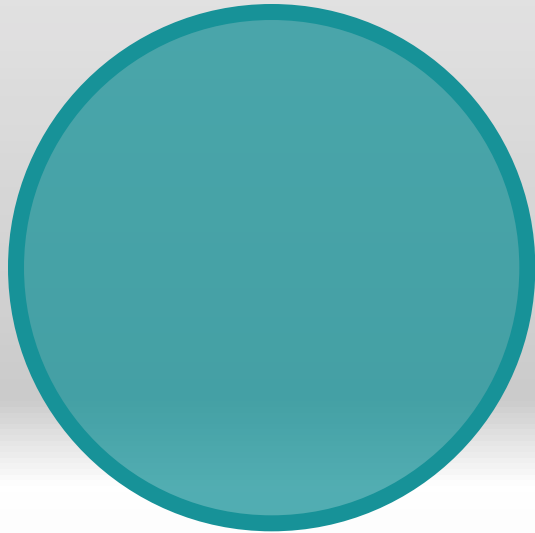
- To persuade.
- To conciliate.
- To forecast how others feel.
- To arouse enthusiasm.
- To teach.
- To sell.
- To advertise.
- To appreciate the thinker.

# Feeling Types Need Thinkers:



- To analyze.
- To organize.
- To find the flaws in advance.
- To reform what needs reforming.
- To hold consistently to a policy.
- To weigh "the law and the evidence."
- To fire people when necessary.
- To stand firm against opposition.

# **How do you approach life, draw conclusions, get closure?**



**Are we finished?**

**Let's keep things open.**



# How Do You Approach Life?

## JUDGING

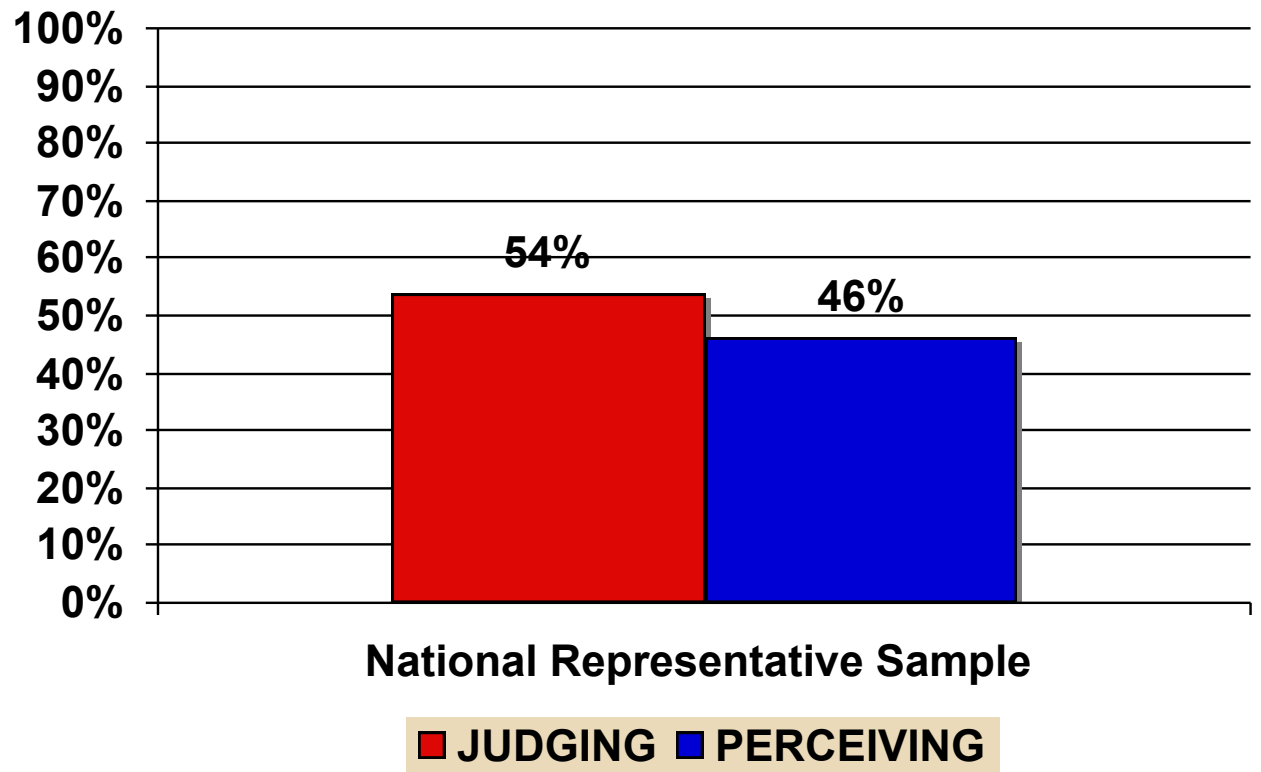
- Decide about information
- Regulate
- Control
- Settled
- Run one's life
- Set goals
- Closing off
- Organized

## PERCEIVING

- Attend to, gather information
- Flow
- Adapt
- Tentative
- Let life happen
- Seek options
- Opening up
- Flexible

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# Where are YOU?

# Judging -- Perceiving

*Control is one of the major issues in the Judging-Perceiving dimension.*

## Judging leaders ...

- Want to control the environment—schedules , events, people, the plan for the process and outcome, etc.
- Have strong ideas about authority.
- Want all the information about a project even though they are only responsible for part of the work.
- Want closure or the need to “get things finished.”

## Perceiving leaders ...

- Control their participation in the environment.
- Like to understand the process.
- Have a high tolerance for ambiguity.
- Are able to adapt as they go.

# Contributions to Change

## **SENSING**

What is the best of the past?

## **INTUITION**

Where do we want to go?

## **THINKING**

What is the worst of the present?

## **FEELING**

What values are we in danger of ignoring or losing?



# Type Distribution of the U.S. National Representative Sample

ISTJ 11.6%	ISFJ 13.8%	INFJ 1.5%	INTJ 2.1%
ISTP 5.4%	ISFP 8.8%	INFP 4.4%	INTP 3.3%
ESTP 4.3%	ESFP 8.5%	ENFP 8.1%	ENTP 3.2%
ESTJ 8.7%	ESFJ 12.3%	ENFJ 2.5%	ENTJ 1.8%



# **Review Your Type Description *Interpretive Report***

# MBTI “Prayers”



# **An ENTP prayer:**

**Help me follow  
established procedures  
today.**

***On **second** thought, I'll settle for a  
few minutes.***



# **An ENTJ prayer:**

**Help me to  
*slow***

***downandnotrush  
throughwhatIdoAmen.***



# **An ENFJ prayer:**



**Help me  
to do  
only what**

**I can, and trust  
you for the rest.**

***Do you mind putting that in writing?***

# **An ENFP prayer:**



**Help me  
keep  
my mind  
on  
one th**

*Look! A Bird!*

**ing  
at a time.**

# **An ESFJ prayer:**



**Help me to  
not try to  
RUN  
EVERYTHING.**

**But, if you  
need some help,  
*just ask!***



# **An ESFP prayer:**



**Help me  
to take  
things  
more**

**SERIOUSLY**

**especially  
parties and  
dancing!**



**An ESTJ prayer:**

**Give me  
patience**

**AND**

**I MEAN**

**RIGHT**

***NOW!***

# **An ESTP prayer:**

**Help me to take  
*responsibility*  
for my own actions,  
even though they're  
usually**

**NOT  
MY  
FAULT!**



# **An INFJ prayer:**

**Help me not  
be a**

# **Perfectionist**

***(Did I spell that correctly?)***



# **An ISTJ prayer:**

Help me to begin  
**relaxing**  
about little details

tomorrow at

**11.41.32 A.M.**



# **An INTP prayer:**

**Help me be  
less independent,**

**but let me  
do it**

**my  
way.**



# **An INTP prayer:**

**Help me to  
finish  
everything I sta**



# **An INTJ prayer:**

**Keep me open  
to others' ideas,**

***WRONG***

**though they  
may be!**





# **An ISFJ prayer:**

**Help me to be  
more laid back,**

**and help me  
to do it**

**EXACTLY**

***RIGHT!***



# **An ISFP prayer:**



**Help  
me to  
STAND UP  
for my  
Rights!**

**(if you don't mind my asking)**

# **An ISTP prayer:**

**Help me to  
consider  
people's  
feelings**

**even if  
most of them**

**ARE**

**HYPERSENSITIVE!**



**AMEN!**

# Learning Grain Defines Lifelong Rules

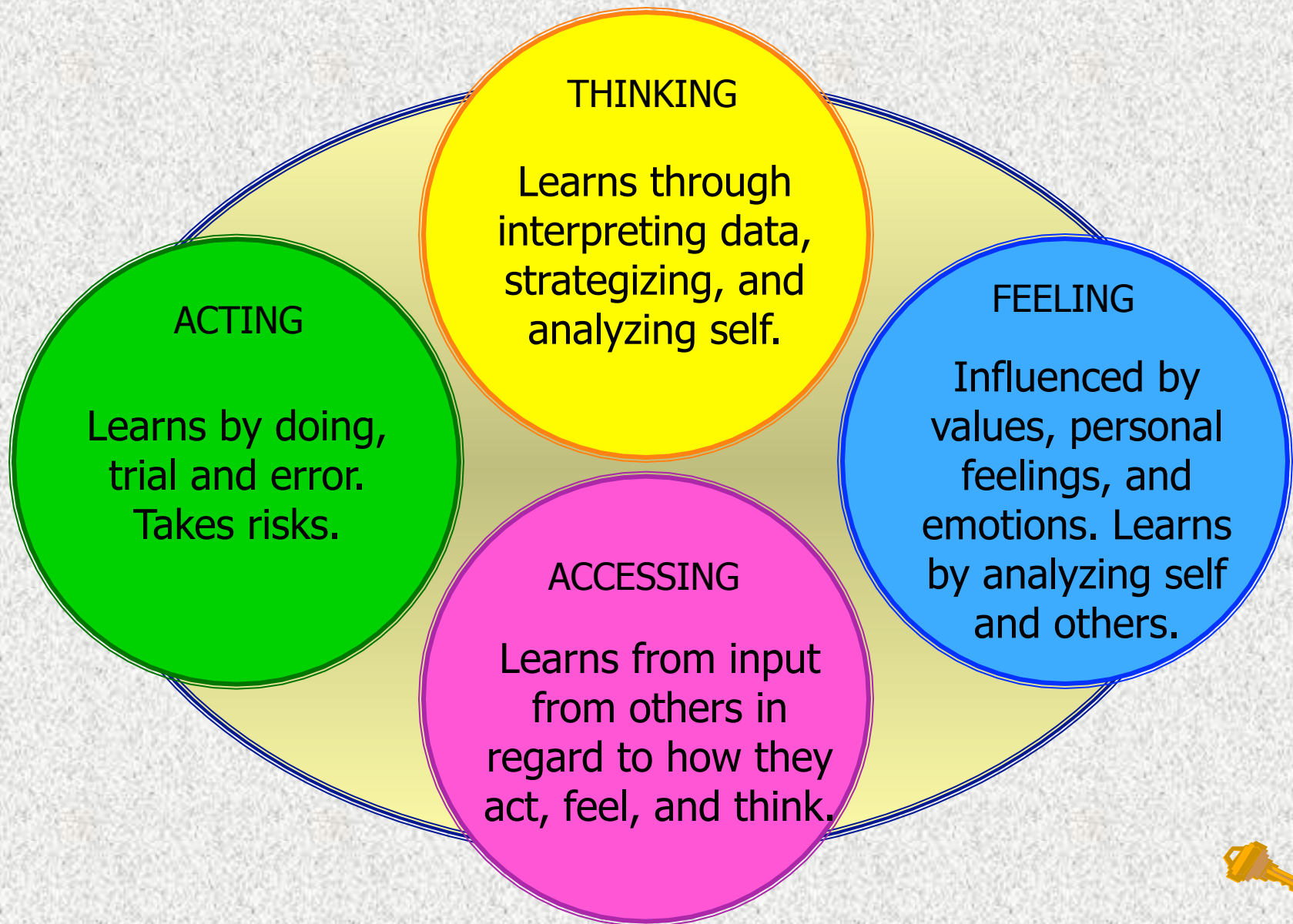


- Which problems we choose to tackle
- Living -- Impact on how we prefer to do things
- Strategies we develop for being successful
- Strategies that get in the way of our success



# Learning Preferences

Thinking, Feeling, Accessing, Acting Circles



# Going against the grain is literally confronting our personal demons.

*"Let me get this straight. You want me to pick something I hate, attack it with tactics I don't understand, and get feedback on how lousy I'm doing. I can hardly wait."*



# How does the **PROCESS** of “Learning from a Master: Yourself” play out?



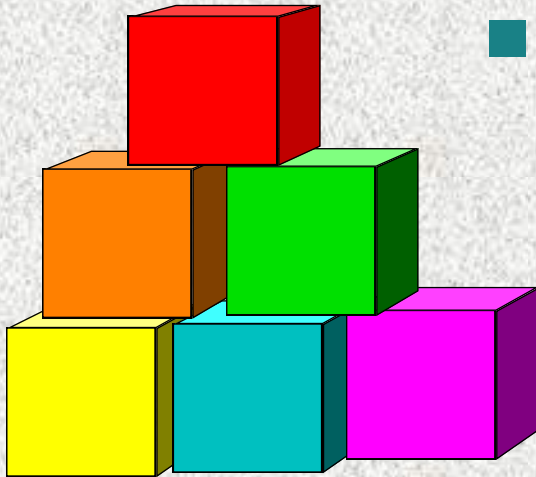
- Through a variety of tough challenges.
- By “going against the grain” of previously successful patterns and habits.
- By expanding the domain of one’s strengths -- learning new processes for doing things differently.



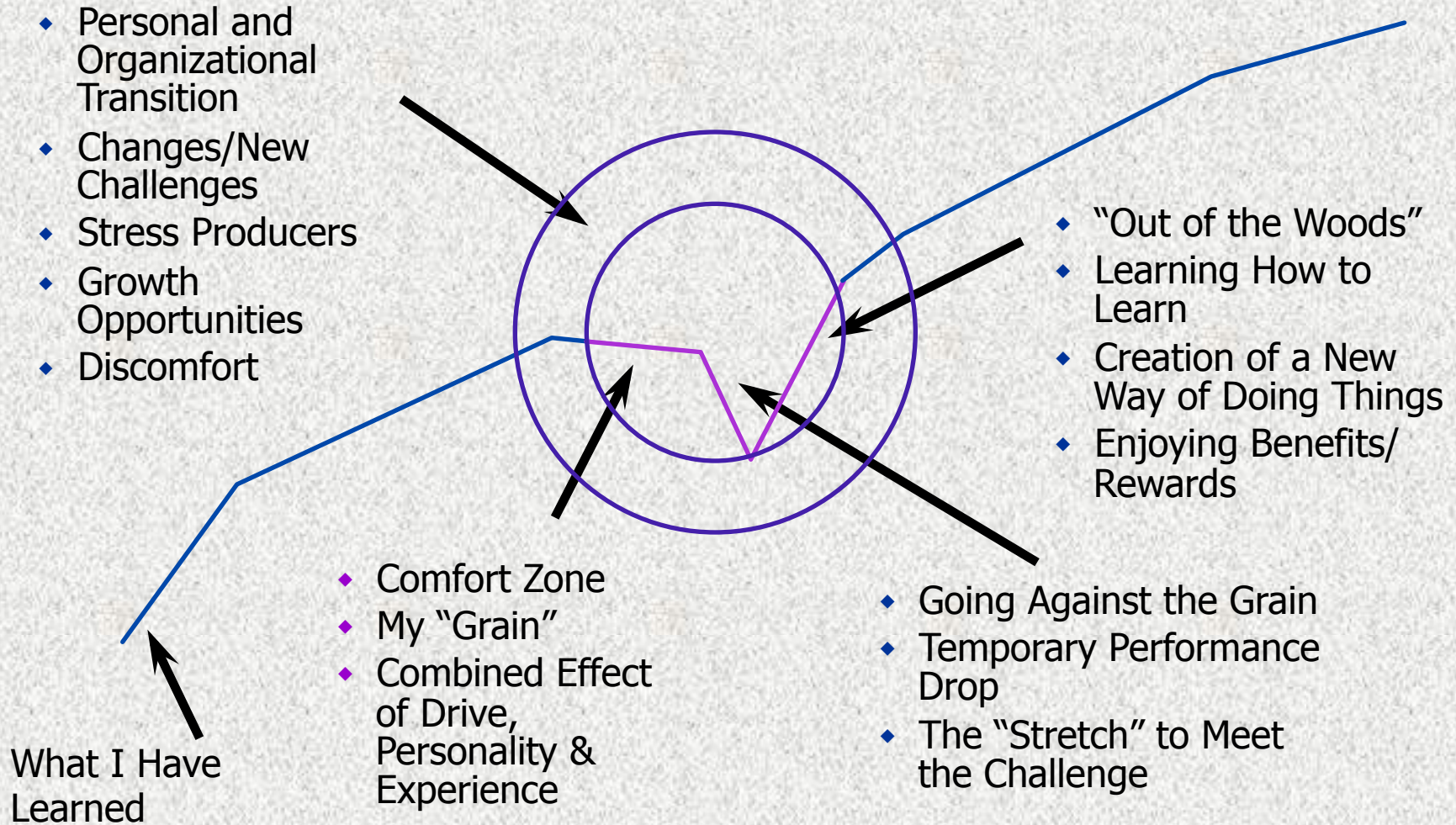


# Recognize That...

- Comfort zones make learning difficult.
- Implementation dip is often used as justification for maintaining *status quo*.
- Benefits of learning/increased performance, in the long run, compensate for dip during the learning process.



# Owning the Implementation Dip



# Going Against the Grain

**Operationally, going against the grain consists of these three components:**

- **Self-awareness**
- **Willingness to tackle new and unpleasant experiences**
- **Flexibility in taking action**



# Effectiveness in going against the grain is, to some extent, a learnable skill.

Effective learners differ in many ways from the less effective.



- Try more tactics.
- Analyze the successes of themselves and others to find relevant parallels and rules of thumb.
- Are relentless self-questioners.





# Leader Success/Derailment

## ■ Variety of Experiences

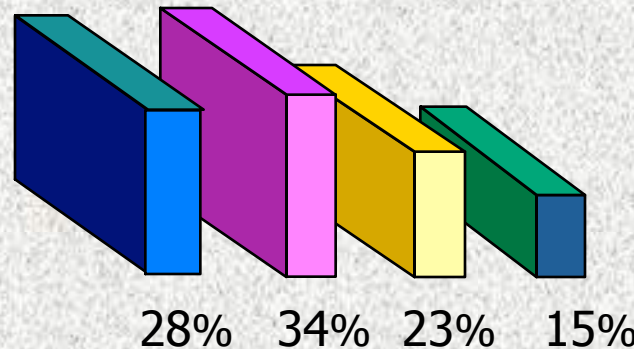


# The Variety of Experiences

## *WOMEN*

N = 78

Events = 268

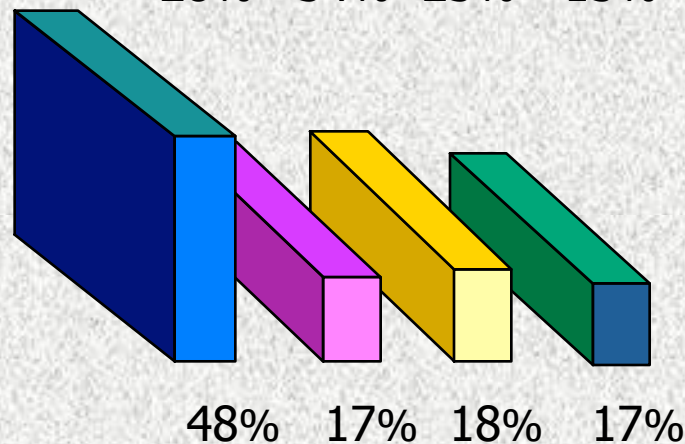


- Challenging Assignments
- Significant Other People
- Hardships
- Other Events

## *MEN*

N = 189

Events = 607

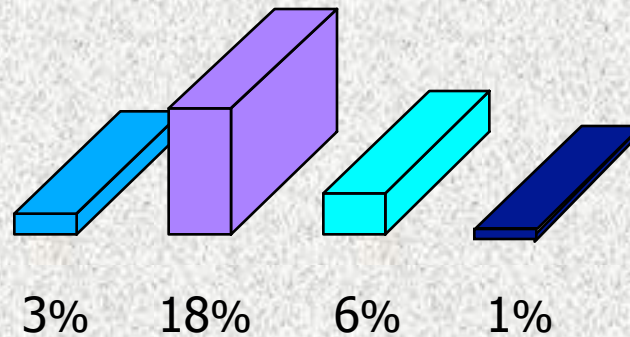


# Challenging Assignments

## *WOMEN*

N = 78  
Events = 268

28%

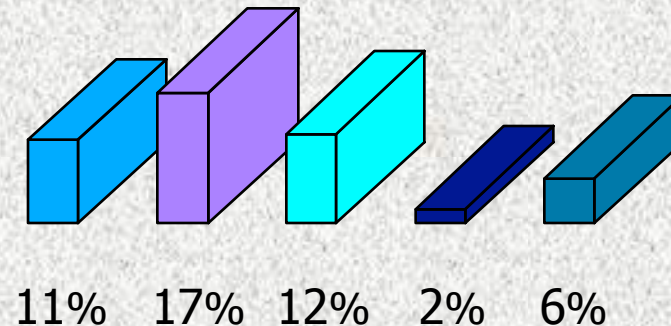


- Scratch
- Fix-It
- Scope
- Projects/Task Forces
- Line to Staff

## *MEN*

N = 189  
Events = 607

48%



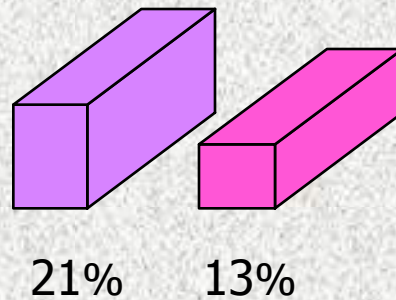
# Other People

## *WOMEN*

N = 78

Events = 268

34%



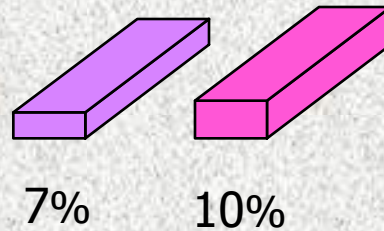
◆ Role Models  
◆ Values Playing Out

## *MEN*

N = 189

Events = 607

17%





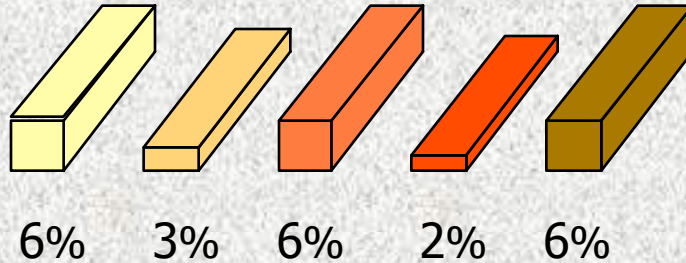
# The Hardships

## WOMEN

N = 78

Events = 268

23%



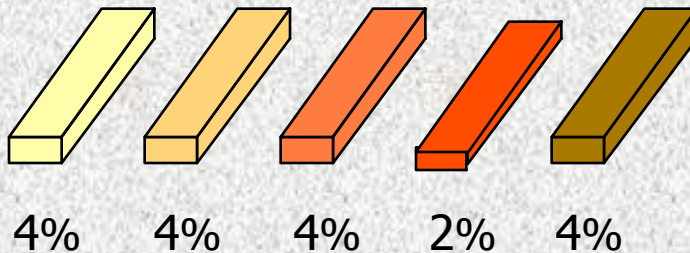
- Business Failures and Mistakes
- Demotions/Missed Promotions/Lousy Jobs
- Breaking a Rut
- Personal Trauma
- Employee Performance Problems

## MEN

N = 189

Events = 607

18%



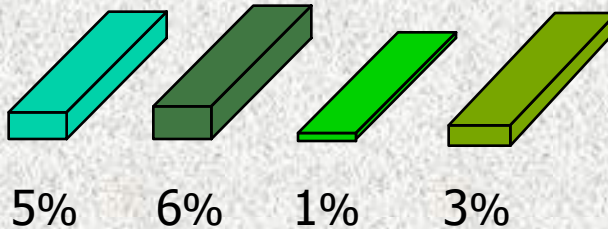
# Other Events

## WOMEN

N = 78

Events = 268

15%



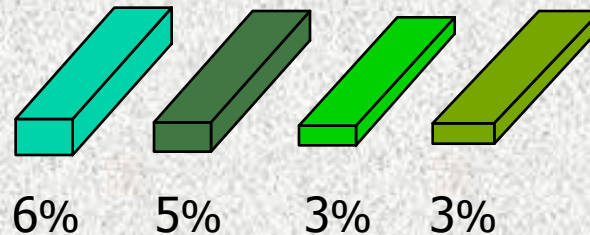
- Coursework
- First Supervisory Experience
- Early Work
- Purely Personal

## MEN

N = 189

Events = 607

17%



# Differences Between Successful & Derailed Leaders

## Successful Leaders:

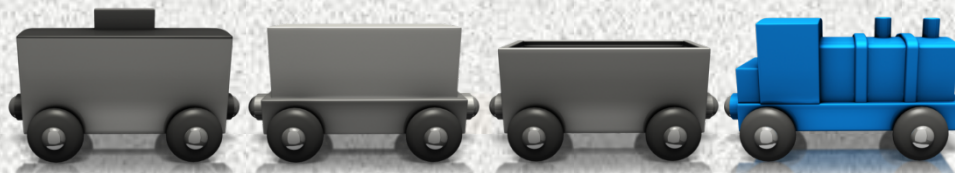
- Had a greater variety in background.
- Maintained composure under stress.
- Dealt with mistakes better.
- Possessed broader interpersonal skills.



# Differences Between Successful & Derailed Leaders

## *Successful Leaders:*

- Were more interested in problem-solving than blame-placing.
- Were receptive to useful feedback.
- Had varieties in leadership experience.
- Kept learning.





# Peak Performers



- Transcend their previous levels of accomplishment.
- Avoid the so-called “comfort zone.”
- Do what they do for the art of it and are guided by compelling internal goals.
- Solve problems rather than place blame.
- Confidently take risks after laying out the worst consequences beforehand.
- Rehearse coming actions or events mentally.





# The Glass Ceiling Study: Five Barriers

Respondents perceived that...

1. They received less prestigious or less visible assignments.
2. They failed to receive enough helpful feedback or communication.
3. They were victims of stereotyping.
4. There was adversity in the work environment - sexual/racial harassment, etc.
5. There was an absence of understanding of work and family policies.



# How Organizations Hinder/Derail Leaders

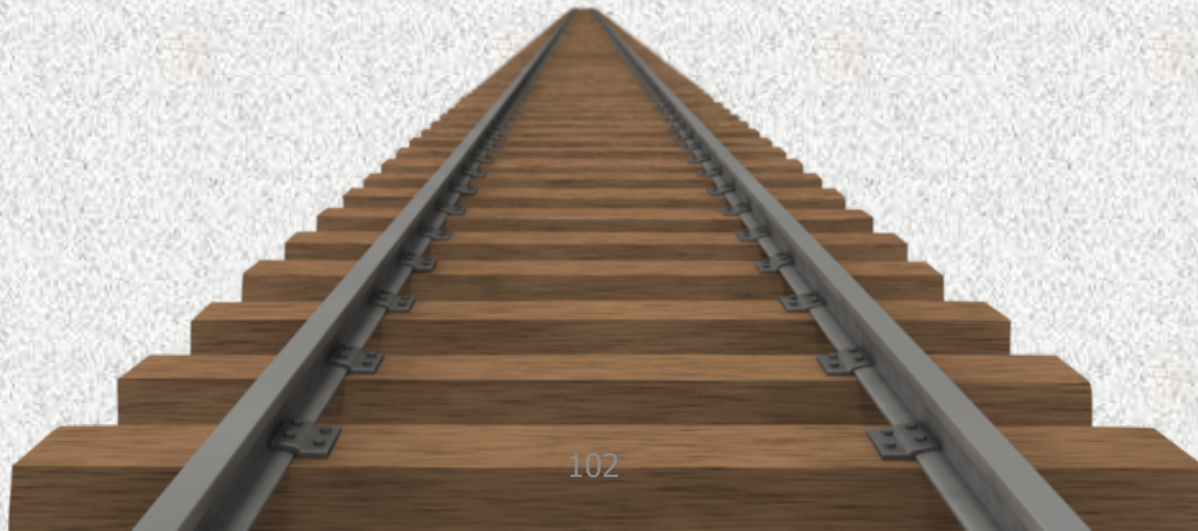
Moving leaders through jobs too quickly.

Developing leaders in vertical stovepipe patterns (line positions).

Allowing strengths to turn into liabilities (overdo).

Protecting leaders from the risk of challenging assignments.

Overreacting to screw-up's/mistakes.



# How Leaders Hinder/Derail Themselves

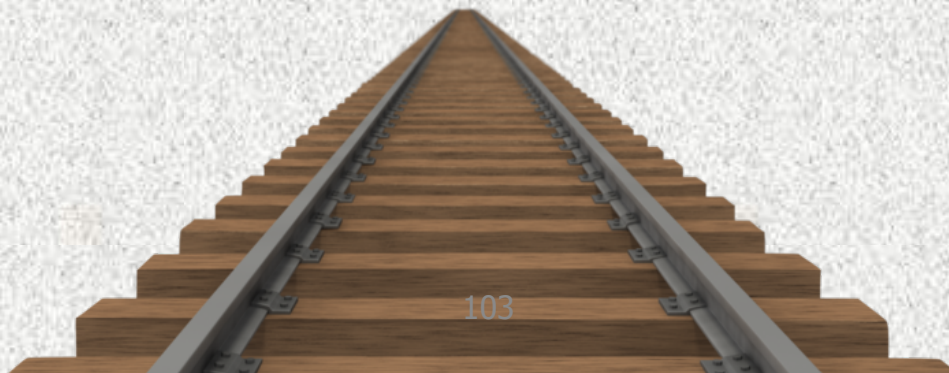
Over-relying on strengths or previously successful strategies. The style that gets you there may not keep you there.

Ignoring or being blind to a serious flaw.

Resisting untested areas - challenges avoided or not faced.

Leading with a narrow or single-minded perspective.

Avoiding ongoing learning. Being a lazy learner.





**Experience is not  
the best teacher –**

**REFLECTION ON  
THE EXPERIENCE**

**is when learning  
takes place.**





**Questions? Comments**

**"Learning from the Master – Yourself"**