

10 – MYERS-BRIGGS TYPE INDICATOR® (CHAPTER 6)

Overview Statement: Everyone is the same, and yet everyone is unique. This is the mystery of personality. Leaders try to understand this mystery so that they may better understand their people.

Connection to the Curriculum: Ties in with a central theme of chapter six in *Learn to Lead*, Team Leadership.

Estimated Time: 25-30 Minutes

Resources Required: *Learn to Lead*, Module Two; Whiteboard (or chalkboard, butcher paper or easel pad).

***Special Note:** This lesson requires some advanced preparation. Before teaching this lesson, instruct the cadets to Google® MBTI, take one of the free inventories and bring their four-letter preference back to the squadron for this lesson. Instruct the cadets that completing these self-tests provide only an estimate of personality types similar to ones that you would expect by completing the comprehensive instrument evaluated by a certified leader. For our purposes, we are simply exposing cadets to the concept of personality inventories, like the MBTI.*

Key Terms:

Personality – “Individual traits that endure over long periods of time.” Encarta Dictionary

Personality – “The sum of thoughts, feelings, and behaviors that make someone unique.” *Learn to Lead*, Module Two

INTRODUCTION

Attention: Everyone cross their arms. No problem. Now, try to cross your arms the opposite way. You had to think a few seconds, didn't you?

Motivation: There is no right or wrong way to cross our arms, but we have developed a preference for crossing our arms the way we do.

Overview: It is preferences that we will focus upon today. Specifically, we will overview a popular preference inventory, the Myers-Briggs Type Indicator®, or MBTI.

Your role in this discussion is to be an active participant. You are free to share your views with each other. Please be involved and considerate of one another. My role will be to take notes on what you say, and I may occasionally ask a question or two. There are no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT 1: FOUR DIMENSIONS OF TYPE

During World War II, Isabel Myers and her daughter, Katherine Briggs, created an inventory based on Carl Jung's theory of psychological types. Since then, the Myers-Briggs Type Indicator® has become one of the most popular personality preference inventories in history.

Personality may appear to be a vague, shapeless, squishy, concept. To help people understand personality and talk about it intelligently, the MBTI offers a useful way to talk about personality. Its system of preferences helps explain why people favor certain approaches to life.

Personality type, according to Myers and Briggs, does not tell us who will be smart, who will be charming, or who will find success in life. Rather, the MBTI merely attempts to describe our different flavors of personality based upon our preferences for word pairs focusing on four dimensions:

1. How we are energized

- E (Extraversion) – Energized by interacting with others
- I (Introversion) – Energized by solitary activities

State: In this part of the inventory, “extravert” does not necessarily mean “outgoing;” it simply means that you prefer to draw your energy by being with others. Likewise, “introvert” does not necessarily mean “shy;” it simply means that you prefer to recharge your batteries by being alone.

Question: How does our E or I preferences affect our relationships with others?

2. How we gather information

- S (Sensing) – Concrete
- N (iNtuition) – Abstract

State: Sensors are interested in the specific details. In a cadet or military environment, the sensor will want to follow rules and regulations to the letter. Rather than focusing on the specifics or details of a situation, intuitives look at the big picture. The more abstract the concept, the better. In

a cadet or military environment, intuitives will try to place rules and regulations in context and follow them in spirit, if not always literally.

Question: Describe how both the S and the N contribute to CAP.

3. How we decide

- T (Thinking) – Objective, relies more on objective criteria
- F (Feeling) – Subjective, spends some time thinking about worth or values

State: If you are a thinker, logic, reason, and sober analysis are what you bring to the problem-solving process. To persuade a thinker to go along with your idea, you have to present your argument objectively and show that your plan is logical. In contrast, a feeler will bring their heart to the problem-solving process. Feelers are careful to resolve problems in a way that is consistent to their understanding of basic fairness, right and wrong. Feelers do not see problems; they see people.

Question: Is encampment supposed to be fun or to be disciplined? Respectfully defend your answer. {If most of the cadets in the class are Ts, then the group may conclude too quickly. This is one of the dangers of group-think, so you can ask a follow-up question, like, “What are the dangers of everyone in a group agreeing together quickly?”}

4. How we organize our lives

- J (Judging) – Following a plan
- P (Perceiving) – Keeping options open

State: Judgers value structure, order, predictability. When wrestling with a decision, judgers prefer that matters be settled. Constant list-makers, judgers are always trying to cross tasks off their lists so they can move on to the next scheduled project. In contrast, flexibility and spontaneity are the perceiver’s favorite words. Perceivers dislike feeling regimented, and may even enjoy a chaotic environment.

Question: Think about someone that is opposite of your letter, J or P, and how they are organized. Describe what might bug you about their organizational skills. Describe what you can learn from your opposite.

MAIN POINT 2: 16 DIMENSIONS OF TYPE

With four dimensions, each with two preferences, the math works out such that there are sixteen combinations possible in the MBTI:

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

Every person will fit into one. Which of the sixteen types is the best? None is. Different types only demonstrate that we are different! The self-test that you took before coming to today's lesson revealed your MBTI 4-letter code. The self-test may have also given you a description of what the 4-letter code represents. For comparison, here are some descriptions from Myers-Briggs.org:

ISTJ

Quiet, serious, earn success by thoroughness and dependability. Practical, matter-of-fact, realistic, and responsible. Value traditions and loyalty.

ISFJ

Quiet, friendly, responsible, and conscientious. Committed and steady in meeting their obligations. Thorough, painstaking, and accurate. Strive to create an orderly and harmonious environment at work and at home.

INFJ

Seek meaning and connection in ideas, relationships, and material possessions. Develop a clear vision about how best to serve the common good. Organized and decisive in implementing their vision.

INTJ

Quickly see patterns in external events and develop long-range explanatory perspectives. Skeptical and independent, have high standards of competence and performance – for themselves and others.

ISTP

Tolerant and flexible, quiet observers until a problem appears, then act quickly to find workable solutions. Analyze what makes things work and readily get through large amounts of data to isolate the core of practical problems.

ISFP

Quiet, friendly, sensitive, and kind. Enjoy the present moment, what's going on around them. Like to have their own space and to work within their own time frame. Dislike disagreements and conflicts, do not force their opinions or values on others.

INFP

Idealistic, loyal to their values and to people who are important to them. Curious, quick to see possibilities, can be catalysts for implementing ideas. Adaptable, flexible, and accepting unless a value is threatened.

INTP

Theoretical and abstract, interested more in ideas than in social interaction. Quiet, contained, flexible, and adaptable. Have unusual ability to focus in depth to solve problems in their area of interest.

ESTP

Flexible and tolerant, they take a pragmatic approach focused immediate results. Focus on the here-and-now, spontaneous, enjoy each moment that they can be active with others. Learn best through doing.

ESFP

Outgoing, friendly, and accepting. Enjoy working with others to make things happen. Bring common sense and a realistic approach to their work, and make work fun. Learn best by trying a new skill with other people.

ENFP

Warmly enthusiastic and imaginative. See life as full of possibilities. Make connections between events and information very quickly. Want a lot of affirmation from others, and readily give appreciation and support. Spontaneous and flexible, often rely on their ability to improvise and their verbal fluency.

ENTP

Quick, ingenious, stimulating, alert, and outspoken. Resourceful in solving new and challenging problems. Adept at generating conceptual possibilities and then analyzing them strategically. Good at reading other people. Bored by routine, will seldom do the same thing the same way.

ESTJ

Practical, realistic, matter-of-fact. Decisive. Organize projects and people to get things done, focus on getting results in the most efficient way possible. Have a clear set of logical standards, systematically follow them and want others to also. Forceful in implementing their plans.

ESFJ

Warmhearted, conscientious, and cooperative. Want harmony in their environment, work with determination to establish it. Like to work with others to complete tasks accurately and on time. Want to be appreciated for who they are and for what they contribute.

ENFJ

Warm, empathetic, responsive, and responsible. Highly attuned to the emotions, needs, and motivations of others. Find potential in everyone, want to help others fulfill their potential. Sociable, facilitate others in a group, and provide inspiring leadership.

ENTJ

Frank, decisive, assume leadership readily. Quickly see illogical and inefficient procedures and policies, develop and implement comprehensive systems to solve organizational problems. Enjoy long-term planning and goal setting. Forceful in presenting their ideas.

Question: What do you like about your results?

Question: Why are differences important to a team?

Question: Pick one of the 4-letter codes that are not well represented by our team. What could someone who has that 4-letter code contribute to the team's problem-solving process?

CONCLUSION

Summary: Do not look at MBTI as the definitive statement about your personality. Each of us is more than what a 4-letter code represents. However, personality inventories, like the MBTI, help leaders to better understand both the motivations and the differences in people.

Remotivation: The concept of personality helps a leader to know that people respond to situations using their preferences. Just because someone responds differently than you, doesn't make that person's decisions wrong.

Closure: It is funny how we are all the same – we are all unique!

SUGGESTED ACTIVITIES

Note to the instructor: Every informal discussion should be followed by one or more hands-on activities that reinforce one or more of the concepts being discussed. These activities should last 25-30 minutes, giving about one hour total block of time for the leadership session at a typical CAP meeting (25-30 minutes for the informal discussion, plus 25-30 minutes for the activities).

Along with any questions found in the activities themselves, you should be sure to ask, “**How does this activity tie in with our discussion?**”

CAP recommends activities from the *Learn to Lead Activity Guide* by Rob Smith (published by the Civil Air Patrol). You are free to substitute another activity, or create your own, as long as you tie in with one or more concepts of the informal discussion.

Main concepts for this lesson: **Personality; differences, motivation.**

11 – CONFLICT (CHAPTER 6)

Overview Statement: Where there are people, there will be problems. Conflict is unavoidable. Managing conflict is a normal and inevitable part of leadership.

Connection to the Curriculum: Ties in with a central theme of chapter six in *Learn to Lead*, Team Leadership.

Estimated Time: 25-30 Minutes

Resources Required: *Learn to Lead*, Module Two; Whiteboard (or chalkboard, butcher paper or easel pad).

Key Terms:

Conflict – “A disagreement through which individuals perceive a threat to their needs, interests, or concerns.” *Learn to Lead*, Module Two

Knee-jerk – “Not thought through.” Encarta Dictionary