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MBTI® Step II™ Forum: Activities Series

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About the Speaker: Sherrie Haynie, M.Ed.

Sherrie Haynie serves as a consultant for CPP, Inc. She is an MBTI® Master Practitioner and MBTI® Certification Program faculty member. She currently consults with a multitude of Fortune 500 companies of all sizes. In addition to providing MBTI certification training, Sherrie develops and facilitates OD initiatives for leadership, coaching, team building, performance management, and strategic planning. With a focus on organizational results, Sherrie previously consulted for GM, Ford Motor Company, Delta Airlines, and Wayne State University.





Agenda

- Overview of the MBTI® Step I™ & Step II™ assessments
- Activities that address:
 - Midzone results
 - Step II facet differences
 - Team building
 - Leadership development
 - Coaching & career development
- Resources to Guide You
- Special Promotion
- Questions & Answers





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Overview: MBTI® Step I™ & Step II™ Instruments



Step I™ and Step II™ Instruments

Form M (Step I) instrument:

- 93 items
- Produces only Step I results
- Available in a range of formats

Form Q (Step II) instrument:

- 144 items (including the 93 Step I items)
- Produces Step I and Step II results
- Must be computer scored to produce Step II results





Step II™ Results

EXTRAVERSION (E) ↔ **(I) INTROVERSION**

Initiating
Expressive
Gregarious
Active
Enthusiastic

Receiving
Contained
Intimate
Reflective
Quiet

SENSING (S) ↔ **(N) INTUITION**

Concrete
Realistic
Practical
Experiential
Traditional

Abstract
Imaginative
Conceptual
Theoretical
Original

THINKING (T) ↔ **(F) FEELING**

Logical
Reasonable
Questioning
Critical
Tough

Empathetic
Compassionate
Accommodating
Accepting
Tender

JUDGING (J) ↔ **(P) PERCEIVING**

Systematic
Planful
Early Starting
Scheduled
Methodical

Casual
Open-Ended
Pressure-Prompted
Spontaneous
Emergent

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Step II™ Facets

- Facets are components of the four dichotomies
- They provide insight into an individual's distinctive ways of expressing type
- Particular patterns of facets within a dichotomy may reflect ways in which less preferred aspects of personality are expressed
- Facet scores do not always have to match the overall type preference results: out-of-preference results



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MBTI® Step II™ Activities

Midzone Results



Midzone Results

A facet score of 0 or 1 (on either side)—no better or worse than any other result

Possible reasons:

- Situational use of each of the poles of the facet
- Habitual use of both poles of the facet
- Could reflect behaviors “required” at work

Step II activities acknowledge midzone scores to demonstrate when environment and innate type pull an individual situationally.



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MBTI® Step II™ Activities

Extraversion–Introversion
Facets



E-I Facets

Initiating

**Basic approach to connecting
with others**

Receiving

Expressive

**Communicating feelings,
thoughts, and interests**

Contained

Gregarious

**Breadth and depth of our
connections**

Intimate

Active

**How we prefer to
learn and participate**

Reflective

Enthusiastic

**Level and kind of
energy**

Quiet



Activity: Initiating–Receiving

Form three groups based on your results on the first facet:

Initiating **2–5**

Midzone **1–0–1**

Receiving **2–5**

Discuss and prepare to report:



Activity: Initiating–Receiving

- How do you introduce yourself at a social (non-work) party?
(Imagine that, of the 50 people present, you know the host and five others)
- How many people do you interact with during the party?
- When do you leave?



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MBTI® Step II™ Activities

Sensing–Intuition Facets



S–N Facets

Concrete

**How we perceive the world and
what we focus on**

Abstract

Realistic

**“Common sense” or
“What can I imagine?”**

Imaginative

Practical

**Apply information or
explore concepts**

Conceptual

Experiential

**The kinds of information
we trust**

Theoretical

Traditional

**The meaning and value
of traditions**

Original



S–N Facet: Impact on Learning

- Select the facet where you have the most diversity. If all even, then select either Concrete–Abstract or Experiential–Theoretical.
- Create three groups (midzone in middle).

Discussion questions:

1. How do you like to learn?
2. When you are required to learn outside your preferred learning style, how does that affect you?
3. As a leader, how can you adapt to accommodate and optimize learning for other types you lead?
4. As a team member, how can you adjust your environment for optimal learning?



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MBTI® Step II™ Activities

Thinking–Feeling Facets



T–F Facets

Logical

**Basic stance in decision making:
Ideal style?**

Empathetic

Reasonable

**Consistent and objective or focus
on individuals: Actual style?**

Compassionate

Questioning

**Dealing with differences
of opinion**

Accommodating

Critical

**Probing questions or seeking
consensus**

Accepting

Tough

**How we carry out a
decision**

Tender



T–F Facets: Decision-Making Activity

Using your **results on the first facet**, form a semicircle facing me:

My left-hand side Logical 2–5

Middle Midzone 1–0–1

My right-hand side Empathetic 2–5



T–F Facets: Decision-Making Activity

Choose a real decision-making situation appropriate to the group, or:

Example:

- You have to cut the team's budget by 20%
- What is your first thought about this?





Activity: T–F Facets

Move to your place in the semicircle (based on your result) when I indicate, one facet at a time:

Reasonable–Compassionate

What kinds of criteria do you use in decision making?

Questioning–Accommodating

How do you approach differences of opinion in a group during decision making?

Critical–Accepting

How do you make sure you're making the best decision?

Tough–Tender

How do you implement the decision?



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MBTI® Step II™ Activities

Judging–Perceiving Facets



J-P Facets

Systematic

**General organization
and flow of life**

Casual

Planful

**How we arrange leisure time
and important life events**

Open-Ended

Early Starting

**How we deal with
deadlines and time pressures**

Pressure-Prompted

Scheduled

**Use of routines and schedules
in daily activities**

Spontaneous

Methodical

**Sequencing of smaller tasks
to approach larger ones**

Emergent



J-P Facet: Activity

Form three groups based on your facet results:

- Early Starting
- Midzone
- Pressure-Prompted

Discuss and record:

1. What do you like about your facet result?
2. What are your challenges in working with people on the opposite side?

Midzone group:

- Answer question #1
- Question #2: What are your challenges in working with each side?



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MBTI® Step II™ Activities

Team Building



E-I Facet Results

Initiating	midzone										Receiving				
Expressive	C P A	4	S B	2	1	0	1	2	T	3	4	5	Contained		
Gregarious	C P S	4	A B	2	1	0	1	2	3	4	5	Intimate			
Active	C P	4	3	S	2	1	0	1	T A	2	3	4	5	Reflective	
Enthusiastic	P	4	3	B	2	1	0	1	T S	2	C	3	4	5	Quiet
	S	B	C	2	P A	1	0	1	2	3	4	5	T		

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Using the Step II™ Instrument with Teams

Lead team in analyzing facet distribution on each dichotomy:

Internal:

- How do these similarities or differences affect our teamwork?
- Negotiate team differences

External:

- How do our facet results affect the way we perform our team's function?
- How do they affect how others see us?



Team Decision-Making Activity: Disbursing Money

- You're an organization (or department) of ____ employees with a budget of \$_____.
- There is an ongoing concern about morale.
- You have \$_____ (10% of your budget) to spend in 15 minutes.
- How will you spend it?

Instructions:

- 1. Work as a team for 15–20 minutes.*
- 2. Flipchart your responses.*



Leadership Decision-Making Model

SENSING

Concrete: What do we know? How do we know it?
Realistic: What are the real costs?
Practical: Will it work?
Experiential: Can you show me how it works?
Traditional: Does anything really need changing?

THINKING

Logical: What are the pros and cons?
Reasonable: What are the logical consequences?
Questioning: But what about ...?
Critical: What is wrong with this?
Tough: Why aren't we following through now?

INTUITION

Abstract: What else could this mean?
Imaginative: What else can we come up with?
Conceptual: What other interesting ideas are there?
Theoretical: How is it all interconnected?
Original: What is a new way to do this?

FEELING

Empathetic: What do we like and dislike?
Compassionate: What impact will this have on people?
Accommodating: How can we make everyone happy?
Accepting: What is beneficial in this?
Tender: What about the people who will be hurt?



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MBTI® Step II™ Activities

Leadership Development



Leadership Bias Activity

Sensing		Intuition	
Concrete		Abstract	
<ul style="list-style-type: none"> ○ Know the facts ○ Use caution when moving into new areas ○ Are convinced by hard data 	<ul style="list-style-type: none"> ○ Enjoy brainstorming activities ○ Come up with symbols and metaphors to explain things ○ Move beyond the topic at hand 		
Realistic		Imaginative	
<ul style="list-style-type: none"> ○ Are convinced by tangible results ○ Stay on top of costs ○ Apply common sense well 	<ul style="list-style-type: none"> ○ Are resourceful in dealing with the unexpected ○ Readily anticipate future needs ○ Like to invent new approaches 		
Practical		Conceptual	
<ul style="list-style-type: none"> ○ Figure out how to make ideas work ○ Are aware of what's working well now and what is not ○ Focus on benefits 	<ul style="list-style-type: none"> ○ Scan constantly for new and different ideas ○ Encourage new ideas from others ○ Have a rich, diverse store of knowledge to contribute 		

Use different-colored pens, all facets

- Select the ones you find essential for a successful employee
- Select the ones you find undesirable
- Bias worksheet



Clarification of My Own Biases and Hot Buttons

Biases/hot buttons that are true of me	Biases not true of me
Biases I've learned to control	Biases that may be true, need to check out

Beyond My Biases

- Now that you are more aware of these distortions, give specific examples of how these biases and hot buttons may be blinding you to other perspectives limiting your leadership abilities.
- What actions can you take to limit the effect of these biases? How can you learn to control these biases, enabling you to open your mind to new perspectives?

Source: Sandra Krebs Hirsh and Jane A. G. Kise, *Using the MBTI® Tool in Organizations* (Mountain View, CA: CPP, Inc., 1999, 2001). Further reproduction is prohibited without the publisher's written consent.



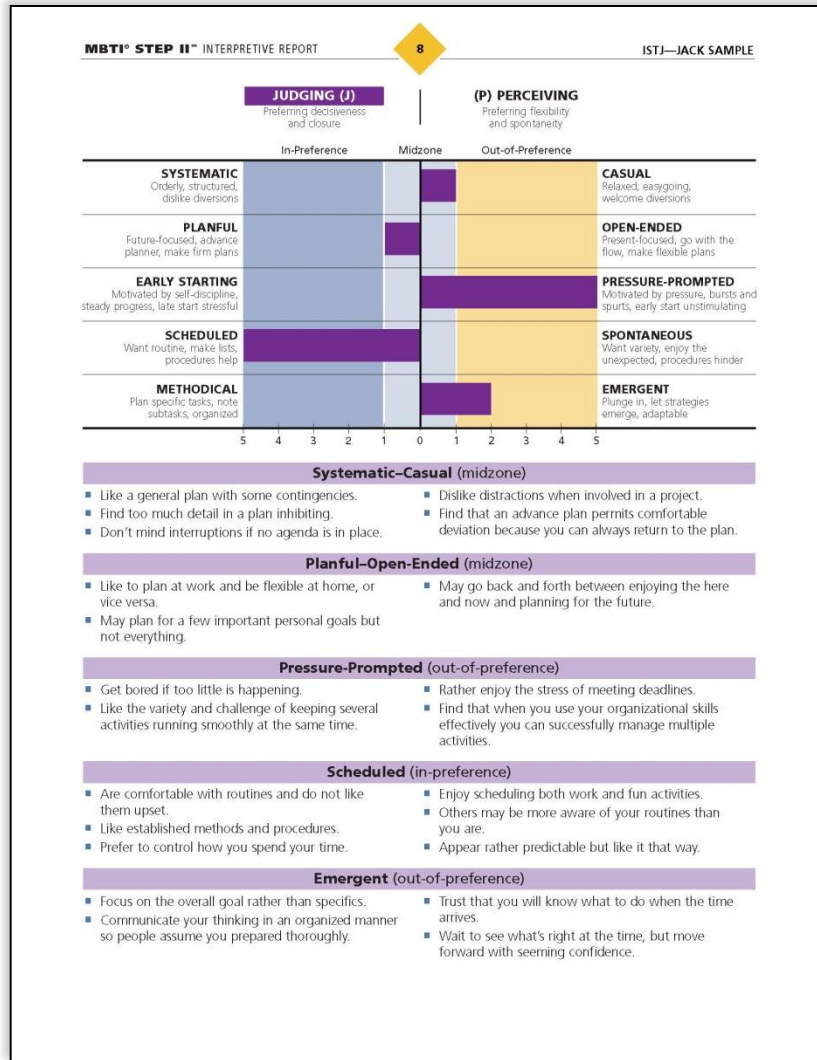
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MBTI® Step II™ Activities

Coaching & Career Development



Identifying Strengths and Development Opportunities



The Step II Interpretive Report provides tremendous feedback for use with coaching, counseling, career development, interviewing preparation and resume content.

Source: From the Myers-Briggs Type Indicator® Step II™ Interpretive Report by Naomi L. Quenk, Ph.D., and Jean M. Kummerow, Ph.D. (Mountain View, CA: CPP, Inc.). Copyright 2001, 2003 by Peter B. Myers and Katharine D. Myers. Further reproduction is prohibited without the publisher's written consent.



Identifying Strengths and Development Opportunities

MBTI® STEP II™ INTERPRETIVE REPORT

9

ISTJ—JACK SAMPLE

Applying Step II™ Results to Communicating

All aspects of your type influence how you communicate, especially as part of a team. Nine of the facets are particularly relevant to communication. Your preferences for these nine facets along with tips for better communication appear below.

In addition to the tips in the table, keep in mind that communication for every type includes

- Telling others what kind of information you need.
- Asking others what they need.
- Monitoring your impatience when other styles dominate.
- Realizing that others likely are not trying to annoy you when they use their own communication styles.

Your Facet Result	Communication Style	Enhancing Communication
Initiating–Receiving Midzone	Are willing to introduce people to one another if no one else is doing so.	Be sensitive to the situation in deciding whether to take an initiating or a receiving role.
Expressive–Contained Midzone	Share some of your reactions with others but not all of them.	Consider which people need to hear your reactions and which people don't.
Active–Reflective Midzone	Are comfortable interacting in person or quietly observing, depending on the circumstances.	Pay attention to the style of those with whom you're interacting and try to match that style.
Enthusiastic	Readily show enthusiasm for the subject at hand.	Be careful not to overwhelm and override others; make sure you ask for input.
Concrete	Talk about the here-and-now detail.	Be open to the inferences that can arise from the details.
Questioning	Want to ask questions.	Be selective in choosing questions to ask so as not to intimidate people.
Accepting	Take a naturally inclusive stance toward a broad range of views.	Be aware that others may be frustrated by your refusal to favor one view over the others.
Tough	Embody the phrase, "Let's get on with it!"	Be aware that sometimes your way of moving ahead may be wrong for the situation.
Emergent	Communicate what to do next when you are in the middle of the task.	Try to accommodate those who need more pieces of the task up front.

- Focus first on identifying strengths, facets you are comfortable with and use confidently.
- Identify development opportunities based on your current role or future role in which you feel developing this as a skill would be of benefit.
- Identify what's important in your work environment.
- Seek opportunities to foster a compatible environment.

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Constructive Use of Differences

Isabel Myers' goal for type and the MBTI® instrument:

- Becoming aware of differences
- Acknowledging the value of differences
- Seeking out others with differences
- Practicing new behaviors
- Incorporating different perspectives into our own processes





Isabel Myers' Dream

“Whatever the circumstances of your life, the understanding of type can make your perceptions clearer, your judgments sounder, and your life closer to your heart’s desire.”

–Isabel Briggs Myers





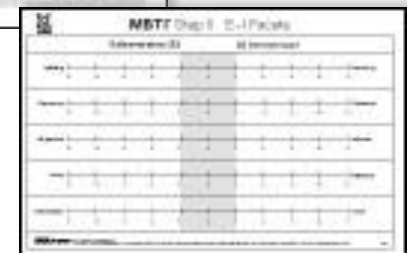
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Resources Especially for You & Special Promotional Offer



MBTI® Step II™ Resources

- ❑ *Working with MBTI® Step II™ Results* (binder)
J. M. Kummerow & N. L. Quenk
- ❑ *MBTI® Step II™ Training Program*
- ❑ *MBTI® Certification Program*
- ❑ *MBTI® Step II™ Facets Posters*
- ❑ *That Sinking Feeling: An Application of MBTI® Type*
Damian Killen, Danica Murphy
www.cpp.com/MBTlactivities





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Questions & Answers



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Thank You

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