



Leveraging Personality Type Behaviors for Effectiveness

Confidential Multi-Rater Feedback Report for

Everyperson Sample

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Introduction

Knowing, flexing, and doing drive effectiveness. You have to "know" your current behavior and the desired behavior before you can implement adjustments. Being able to "flex" your range of behaviors enhances your effectiveness when you "do" what is required to lead in your context. **Type 360®** provides you with the knowing, suggestions for flexing, and an action plan to implement — to do what is required to be effective.

Your **Type 360®** Report provides you with essential insights on the (a) frequency, (b) importance, and (c) effectiveness of behaviors that relate to the eight mental resources or processes that make up your personality and psychological type. Your report gives you action tips to increase your effectiveness and a broader range of use of your mental resources. The sections of this report are as follows:

- Section 1: What the numbers and graphs mean
- Section 2: The characteristics of your raters
- Section 3: Aggregate summary (The "BIG Picture") and Type Patterns
- Section 4: Matrix of Effectiveness, Frequency, and Importance
- Section 5: Blind Spots — Self rated higher than all others average
- Section 6: Hidden Strengths — Self rated lower than all others average
- Section 7: Analyzing and Reasoning Processes (Extraverted Thinking, Te)
- Section 8: Critiquing and Theorizing Processes (Introverted Thinking, Ti)
- Section 9: Connecting with Others, Demonstrating Empathy (Extraverted Feeling, Fe)
- Section 10: Evaluating Merit, Values, Ideals (Introverted Feeling, Fi)
- Section 11: Providing a Pragmatic Action Oriented Focus (Extraverted Sensing, Se)
- Section 12: Cataloging Information Precisely (Introverted Sensing, Si)
- Section 13: Seeing Context, Associations, and Trends (Extraverted Intuiting, Ne)
- Section 14: Visualizing Future Options, Scenarios (Introverted Intuiting, Ni)
- Section 15: Written comments on each dimension
- Section 16: Action Tips
- Section 17: Your Effectiveness Plan

Personality or psychological type is a model about the use of eight basic mental processes common to all individuals. The model presumes that all eight processes are available to each individual; however, each of us relies on some processes more than others. This preference results in patterns, tendencies, and trends in behavior that are generally consistent over time and situation.

This report is designed to identify those aspects of the eight processes that you appear to use and how you use them. The goal of the report is to (a) clarify how you use the eight processes, (b) identify which processes you need to learn more about, and (c) suggests development of those processes you do not use as regularly or as efficiently. Note that observed behaviors associated with introverted processes are seen as by-products of the internal aspects of personality type.

Personality Processes and Resources

All behavior is initiated by how an individual perceives and judges experience. The perceptions and evaluations are sorted through a host of lenses—previous experiences, and situational pressures to name a few. All of these, however, are subject to the range of mental processes an individual uses to perceive and evaluate what is happening to him or her. Importantly, these are not static processes as these processes contribute to behavior in everything we do. These mental processes are personality resources.

The model of psychological type, originated by C.G. Jung, suggests four modes of perceiving and four modes of evaluating experience that work within each of us. These produce eight mental resources with which we develop patterns. A variety of personality assessments that are self report tools use a four letter code to indicate how an individual sees himself or herself. This code does not make the eight resources immediately apparent; nonetheless, these are embedded in the code. The type codes most likely associated with these qualities are listed below. **Everyone uses these to some degree:**

Behavioral Expressions	Associated Process	Connects to Type Codes
Analyzing and Reasoning	Extraverted Thinking, Te	ISTJ, ESTJ, INTJ, ENTJ
Critiquing and Theorizing	Introverted Thinking, Ti	ISTP, INTP, ESTP, ENTP
Connecting with Others, Expressing Empathy	Extraverted Feeling, Fe	ISFJ, ESFJ, INFJ, ENFJ
Evaluating Merit, Values, and Ideals	Introverted Feeling, Fi	ISFP, INFP, ESFP, ENFP
Providing Pragmatic Action Oriented Focus	Extraverted Sensing, Se	ISTP, ISFP, ESTP, ESFP
Identifying and Cataloging Information Precisely	Introverted Sensing, Si	ISTJ, ISFJ, ESTJ, ESFJ
Seeing Context, Associations, and Trends	Extraverted Intuiting, Ne	INTP, INFP, ENTP, ENFP
Visualizing Future Options, Scenarios	Introverted Intuiting, Ni	INTJ, INFJ, ENTJ, ENFJ

Section 1: What the Numbers Mean

You and your raters selected three scores on sixty-four behaviors. Using a 1 to 5 scale with 1 indicating infrequent, ineffective, or unimportant and 5 indicating frequent, effective, and mission critical, all raters evaluated the behavior as experienced by them.

The three rating scales are based on the ways to evaluate behavior:

Frequency - Raters are asked to base their ratings on the following criteria:

1	2	3	4	5
Not at all	Seldom or to a little extent	Sometimes or to some extent	Usually or to a great extent	Always or to a very great extent

Effectiveness - Raters are asked the degree to which the behavior is effectively used. Effectiveness is an asset.

1	2	3	4	5
A definite barrier; needs development	A barrier at times; consider development	Neutral	Usually effectively expressed	Definite strength and effectively used

Importance - Given the ratings of frequency of demonstrated behavior, how important is the behavior to your success:

1	2	3	4	5
Not important	Not critical to success but occasionally useful	Important	Very important to success	Essential...failure to demonstrate would create problems

Section 1: What the Numbers Mean

With exception to you and your boss/superior ratings, all other data are provided anonymously. Scores are averaged with each rater group for each item and each scale. Your data are presented in the following form:

Numerical: either an absolute number (e.g. 3, 4) in the case of self and boss ratings, or averages (e.g. 3.14, 3.69, 4.11, etc.) in the case of each of your rater groups-peers, direct reports, and others. This allows for a quick comparison across rater groups.

For example:

Analytical and Reasoning Processes	Boss	Peers	Direct Reports	Other	Self
Actively critiques, identifies long term outcomes	5	3.4	4.1	4.0	3

Guidelines

Keep these guidelines in mind when analyzing the data. The relative application of these rules depends on your situation and context. It is highly unlikely that each and every behavior will neatly fall into distinctive categories of importance, effectiveness, and frequency. Ultimately only you can judge just how important these perceptions are and how to flex your behavior in ways to increase effectiveness as the data trends would suggest.

1. An *important* behavior that is *ineffective* needs immediate attention, especially if *frequently* demonstrated.
2. An *important* behavior that is *effective* but *infrequent* needs a plan to increase its expression.
3. An *important* behavior that is *effective* and *frequently* displayed is a strength which may be overplayed needs a plan to monitor its impact.
4. An *unimportant* behavior that is *ineffective* and *frequently* displayed can create noise and prevent others from clearly seeing your strengths.
5. An *unimportant* behavior that is *effective* and *infrequently* demonstrated reflects a potential that needs to be appropriately employed.
6. An *unimportant* behavior that is *ineffective* and *infrequent* needs to be identified and monitored.
7. Use the norm group comparisons as a point of reference of how you would appear relative to other adults who are seen as leader agile. If higher or lower than the norm group, consider the implications in terms of how that behavior may or may not be working well in your context.

You are encouraged to use the planning guide in Section 17 to identify behaviors that need attention.

Special symbols on the summary page

An asterisk (*) beside a score means that there was a three point spread in that rater group, which is made up of combinations of 1,4; 1,5; 2,5. Notice if there is a pattern among your rater groups or kind of item which would suggest an important trend of perceived differences in demonstrated behavior.

If an exclamation point (!) is next to a score, you are being alerted to a potential overuse. Raters were asked to identify if the behavior may be overused. If two raters indicated that the behavior was overused, the symbol is visible.

Section 2: The Characteristics of Your Raters

As you review your report, keep in mind the *perspective* of your raters. Those who work with you on a daily basis are likely to see behaviors differently from those who only interact with you on an occasional basis. This does not mean the perceptions are less or more valuable; only you are encouraged to recognize a likely difference in how they experience your behavior.

If you have a rater group which indicates infrequent contact, then expect their scores to be somewhat lower. This means teasing out the trends requires attention and study. It is likely that though the score may lower, the relative lows and highs may reflect what is true with groups that see you more regularly.

Total Number of Respondents: 10

Rater Category	Number	Contact
Boss	1	4
Superior	2	4
Peers	3	2.33
Direct Reports	3	4.67
Others	1	2

Note: Contact range is:

- 1 = interact rarely
- 2 = interact infrequently
- 3 = interact monthly
- 4 = interact weekly
- 5 = interact daily

Please be advised that there is only one rater in either the Peer, Direct Report and Others categories. To guarantee rater anonymity, we have excluded this score from the report.

Section 3: Aggregate Summary

Summary of Competency Importance

Average ratings are provided.

Personality Type Processes		Boss	Superior	Peers	Direct Reports	Other	Self
Analyzing and Reasoning	Frequency	3.63	3.88	3.83	3.75 *	0	3.63
	Effectiveness	3.88	3.13	3.13	3.21 *	0	2.75
	Importance	3.25	3.19	3.25	3.38 *	0	4
Critiquing and Theorizing	Frequency	4	3.63	3.71	3.83	0	3.63
	Effectiveness	3.5	2.94	3.29	3.33 *	0	2.88
	Importance	3.63	2.94 *	3.29	3.67 *	0	3.13
Connecting with Others, Expressing Empathy	Frequency	3.5	4.06	3.38 *	3.71 *	0	4
	Effectiveness	3.38	3.13	3.25	3.21	0	3
	Importance	2.63	3.25	3.12 *	3.25 *	0	3.5
Evaluating Merit, Values and Ideals	Frequency	3.75	3.69	3.75 *	3.87 *	0	3.75
	Effectiveness	3.63	3.38	3.29	3.42 *	0	3.38
	Importance	3.5	3.44	3.33	3.54	0	3.13
Providing Pragmatic Action	Frequency	3.75	3.63	3.21 *	4.04 *	0	3
	Effectiveness	3.13	2.94 *	3.13	3.58 *	0	3.38
	Importance	2.75	3.25	3.13	3.71 *	0	3.13
Identifying and Cataloging Information Precisely	Frequency	3.25	3.56	3.67 *	3.83	0	3.38
	Effectiveness	3.25	2.88 *	3.54	3	0	3
	Importance	3.5	2.88	3.29	3.63	0	3
Seeing Context, Associations, Trends	Frequency	3.63	3.81	3.71	4.04 *	0	4.13
	Effectiveness	3.38	3.38	3.42 *	3.75	0	3
	Importance	3.63	3.25	3.12 *	3.92	0	3.63
Visualizing Future Options, Scenarios	Frequency	3.5	3.75	3.92 *	4.33	0	4
	Effectiveness	3.38	3.13	3.21	3.58 *	0	3.25
	Importance	3.38	3.19	3.21	3.96 *	0	3.88

Note:

(*) indicates a three point spread within the rater group

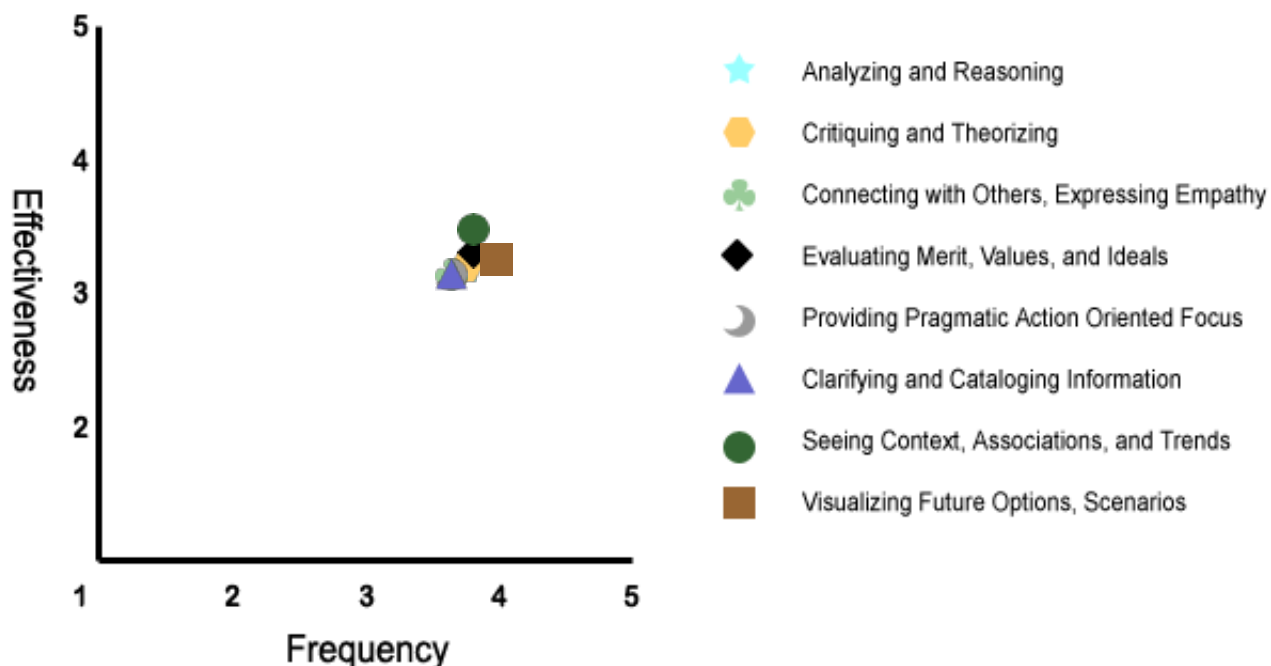
(!) indicates some raters feel the behaviors may be overused.

Section 4: Matrix of Effectiveness, Frequency, and Importance

By integrating data points for frequency, effectiveness, and importance you are more likely to identify areas of focus for your development.

Frequency, Effectiveness, Importance Grid

To assist with you with a way to see how the data relate, scales have been plotted on the following grid. The average of all raters (without your scores) for each of the eight dimensions in terms of the frequency and the effectiveness are plotted below. Scales which also received an average score of 4.25 for importance are in **red**.



Comments

The following comments are provided as suggestions. For a comment to be listed, your raters indicated that the Type 360® personality type process was important at a 4.25 or higher. Given your raters responses, the areas of consideration should be:

Your raters did not score the importance of any dimension at or above 4.25. Therefore, there are no suggested comments at this time.

Perceived Use of Type Processes

Your raters identified different aspects of how the expression of your behavior is experienced. They rated the frequency, effectiveness, and most important processes for effectiveness. Keeping in mind that introverted processes produce a secondary expression of an inner dynamic, your raters have identified how these expressions affect them.

For the purposes of inviting you to be more mindful of using your talents and accessing abilities you may not utilize as often, please review the data highs and lows below:

Frequency Ratings

	Most Frequently Observed	Least Frequently Observed
Extraverted Process	Seeing Context, Associations, and Trends (Extraverted Intuiting, Ne)	Connecting with Others, Expressing Empathy (Extraverted Feeling, Fe)
Introverted Process	Visualizing Future Options, Scenarios (Introverted Intuiting, Ni)	Identifying and Cataloging Information Precisely (Introverted Sensing, Si)

Effective Ratings

	Most Effective Observed	Least Effective Observed
Extraverted Process	Seeing Context, Associations, and Trends (Extraverted Intuiting, Ne)	Connecting with Others, Expressing Empathy (Extraverted Feeling, Fe)
Introverted Process	Evaluating Merit, Values, and Ideals (Introverted Feeling, Fi)	Identifying and Cataloging Information Precisely (Introverted Sensing, Si)

Importance Ratings

	Most Important Observed	Least Important Observed
Extraverted Process	Seeing Context, Associations, and Trends (Extraverted Intuiting, Ne)	Connecting with Others, Expressing Empathy (Extraverted Feeling, Fe)
Introverted Process	Visualizing Future Options, Scenarios (Introverted Intuiting, Ni)	Identifying and Cataloging Information Precisely (Introverted Sensing, Si)

While it is natural for us to have patterns that reflect our type, it is also possible to develop other aspects of ourselves in more intentional ways. For good type development to occur, a couple of important considerations are:

- All types are equally effective but in different ways
- All types are equally effective but not at all times
- When our type pattern doesn't help us deal with challenges, we need to flex
- Learning to flex more intentionally gives us a greater range of behavior and greater opportunity at being effective at work and at home

Four letter Type

From the perspective of your raters, there are patterns of use among the eight type processes. What they experience may not be your actual preferred type, it is useful to know how they experience your behavior. If the following type results are different from your self-reported type, get more feedback and read all of the associated chapters in *YOU: Being More Effective in Your MBTI® Type* to get a sense of all of the talents and capacities you are using.

Keep in mind there **may not be alignment** between what is frequent, effective, and important. As you think about making positive and healthy choices in managing your stress and the daily demands you face, give the following items some reflection:

- You need to consider if a frequent pattern is working for or against your goals.
- You need to consider if the most effective expression of your type pattern comes easily or requires a stretch; in which case, paying attention to your coping strategies for building resilience is important.
- You need to consider if the most important type pattern needed now is a short-term or long-term pressure and if it is a stretch that requires you to pay attention to your energy and to manage your behavior in different ways from your current strategies.

Frequent

Your raters identified the following type pattern as most frequent: INFJ

Effective

Your raters identified the following type pattern as most effective: ENTP

Important

Your raters identified the following type pattern as most important: ENFP

Section 5: Blind Spots — Self Rated Higher

Listed below are all of the items your raters indicated at least .75 points lower than your self-rating. This would indicate that you may not be fully aware of how others experience your behavior. In general these are blind spots and merit gaining additional feedback. No distinction is made as to rated importance of the behavior.

(!) indicates that the behavior was identified as potential overuse.

Frequency of Behavior

Boss

1. Shows an awareness of multiple options and long term possibilities
2. Makes decisions based on analysis, expertise, and seasoned judgment
3. Shows effective listening skills
4. Learns by talking and working with others
5. Applies well-defined criteria for evaluating mission critical competencies
6. Open to revising understanding about people and situations
7. Identifies accountabilities & responsibilities
8. Makes associations between experiences to enhance understanding
9. Enjoys learning from unfamiliar and novel tasks
10. Learns by following specific steps and procedures

Superior

1. Enjoys learning from unfamiliar and novel tasks
2. Shows an awareness of multiple options and long term possibilities
3. Creates a context for constructive discussions, especially during conflict
4. Provides project details and action oriented direction
5. Uses innovative solutions to challenging situations
6. Learns by aligning personal ideals with tasks and challenges (e.g. says openness is important and is willing to take risks to learn)
7. Learns by talking and working with others
8. Identifies "gaps" and deficiencies in expertise in self and others
9. Shares a personal perspective of a situation
10. Learns by following specific steps and procedures

Effectiveness of Behavior

Boss

1. Learns by taking risks through trial and error
2. Shows effective listening skills
3. Delegates appropriately based on established and proven expertise
4. Identifies "gaps" and deficiencies in expertise in self and others
5. Works consistently to remove barriers to potential relationships and to enhance long-term relationships.
6. Creates a context for constructive discussions, especially during conflict
7. Actions are congruent with stated values
8. Deploys expertise in a timely, focused way
9. Seen as a "down to earth" individual
10. Displays openness and tolerance of differences

Superior

1. Displays openness and tolerance of differences
2. Delegates appropriately based on established and proven expertise
3. Shows effective listening skills
4. Learns by taking risks through trial and error
5. Uses practical tactics to manage stress
6. Seeks to create an exact and precise understanding of goals when working with others
7. Is direct and straightforward when disagreeing with others
8. Critically questions decision criteria
9. Creates a context for constructive discussions, especially during conflict
10. Identifies sequential stages for taking action in situations

Peers

Peers

1. Acknowledges others' emotions and paraphrases to facilitate rapport with others
2. Learns by talking and working with others
3. Sees and uses leverage points in the organization to facilitate effective change
4. Creates a context for constructive discussions, especially during conflict
5. Displays openness and tolerance of differences
6. Learns by taking risks through trial and error
7. Shows an awareness of multiple options and long term possibilities
8. Uses innovative solutions to challenging situations
1. Displays openness and tolerance of differences
2. Learns by taking risks through trial and error
3. Shows effective listening skills
4. Seeks multiple perspectives
5. Enjoys learning from unfamiliar and novel tasks
6. Identifies "gaps" and deficiencies in expertise in self and others
7. Works consistently to remove barriers to potential relationships and to enhance long-term relationships.
8. Deploys expertise in a timely, focused way
9. Seen as a "down to earth" individual
10. Learns by aligning personal ideals with tasks and challenges (e.g. says openness is important and is willing to take risks to learn)

Direct Reports

1. Learns by talking and working with others
2. Shows an awareness of multiple options and long term possibilities
3. Seeks to create an exact and precise understanding of goals when working with others
4. Uses innovative solutions to challenging situations
5. Compassionate in managing discontent during change

Direct Reports

1. Shows effective listening skills
2. Works consistently to remove barriers to potential relationships and to enhance long-term relationships.
3. Analyzes complex situations, looking for multiple elements and interdependent factors to understand what is going on
4. Delegates appropriately based on established and proven expertise
5. Shows an awareness of multiple options and long term possibilities
6. Deploys expertise in a timely, focused way
7. Compassionate in managing discontent during change
8. Learns by aligning personal ideals with tasks and challenges (e.g. says openness is important and is willing to take risks to learn)
9. Displays openness and tolerance of differences
10. Uses practical tactics to manage stress

Section 6: Hidden Strengths — Self Rated Lower

Listed below are all of the items your raters indicated at least .75 points greater than your self-rating. This would indicate that you have not fully appreciated how others experience your behavior. In general these are hidden strengths. No distinctions are made in regards to rated importance.

(!) indicates that the behavior was identified as potential overuse.

Frequency of Behavior

Boss

1. Builds processes and procedures with an action-oriented mindset
2. Usually knows who, what, and when on projects or in situations
3. Uses precise language when sharing ideas or analyzing situations
4. Actively solicits feedback from others to strengthen mutual understanding
5. Evaluates options related to the "mission" of the organization or unit
6. Considers a range of logical choices before acting
7. Actions are congruent with stated values
8. Actively uses multiple methods to verify information
9. Demonstrates an achievement and results-oriented approach
10. Sees and uses leverage points in the organization to facilitate effective change

Superior

1. Actively uses multiple methods to verify information !
2. Builds processes and procedures with an action-oriented mindset
3. Delays impulses for long-term gains
4. Usually knows who, what, and when on projects or in situations
5. Considers a range of logical choices before acting !
6. Provides hands-on and pragmatic support to strengthen relationships
7. Uses logical frameworks that accommodate new information
8. Actively solicits feedback from others to strengthen mutual understanding

Effectiveness of Behavior

Boss

1. Uses logical frameworks that accommodate new information
2. Usually knows who, what, and when on projects or in situations
3. Uses metaphors and analogies when communicating
4. Acknowledges others' emotions and paraphrases to facilitate rapport with others
5. Works to clarify relationship roles and boundaries
6. Actively solicits feedback from others to strengthen mutual understanding
7. Encourages teaming as a way to use expertise
8. Evaluates options related to the "mission" of the organization or unit
9. Shares a personal perspective of a situation
10. Develops personal mastery of essential skills, while compensating for weaknesses

Superior

1. Uses logical frameworks that accommodate new information
2. Demonstrates effective "debating" skills
3. Has a strategic view of decision outcomes
4. Evaluates options related to the "mission" of the organization or unit
5. Acknowledges others' emotions and paraphrases to facilitate rapport with others
6. Provides hands-on and pragmatic support to strengthen relationships
7. Generates multiple options
8. Shares a personal perspective of a situation
9. Usually knows who, what, and when on projects or in situations
10. Uses innovative solutions to challenging

- 9. Identifies sequential stages for taking action in situations
- 10. Encourages teaming as a way to use expertise

Peers

- 1. Usually knows who, what, and when on projects or in situations
- 2. Delays impulses for long-term gains
- 3. Actively uses multiple methods to verify information
- 4. Evaluates options related to the "mission" of the organization or unit
- 5. Demonstrates an achievement and results-oriented approach
- 6. Makes associations between experiences to enhance understanding

Direct Reports

- 1. Delays impulses for long-term gains
- 2. Builds processes and procedures with an action-oriented mindset
- 3. Actively uses multiple methods to verify information
- 4. Learns by taking risks through trial and error
- 5. Is direct and straightforward when disagreeing with others
- 6. Identifies sequential stages for taking action in situations
- 7. Critically questions decision criteria
- 8. Shifts gears easily, seems comfortable with uncertainty and ambiguity
- 9. Usually knows who, what, and when on projects or in situations
- 10. Uses logical frameworks that accommodate new information

Peers

- 1. Uses logical frameworks that accommodate new information
- 2. Makes associations between experiences to enhance understanding
- 3. Open to revising understanding about people and situations
- 4. Uses metaphors and analogies when communicating
- 5. Evaluates options related to the "mission" of the organization or unit
- 6. Acknowledges others' emotions and paraphrases to facilitate rapport with others
- 7. Uses innovative solutions to challenging situations
- 8. Actively uses multiple methods to verify information
- 9. Provides hands-on and pragmatic support to strengthen relationships
- 10. Learns by thinking things through before taking action

Direct Reports

- 1. Delays impulses for long-term gains
- 2. Uses logical frameworks that accommodate new information
- 3. Demonstrates effective "debating" skills
- 4. Makes associations between experiences to enhance understanding
- 5. Uses innovative solutions to challenging situations
- 6. Learns by thinking things through before taking action
- 7. Evaluates options related to the "mission" of the organization or unit
- 8. Provides hands-on and pragmatic support to strengthen relationships
- 9. Has a strategic view of decision outcomes
- 10. Encourages teaming as a way to use expertise

Section 7: Analyzing and Reasoning (Extraverted Thinking, Te)

Analyzing and Reasoning Process	<p>Analyzing and reasoning about experience means looking at the aspects of the cause-effect nature of events and situations. This process analyzes to find "better answers" and reason through situations for logical options.</p> <p>In personality type, these behaviors emanate from Thinking that is externally driven or extraverted thinking (Te).</p>
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Asks tough questions when analyzing situations	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3	3.33	3.67		4
Effectiveness	4	2.5	2.33	3.67		3
Importance	4	4	3	3.67		5

Considers a range of logical choices before acting	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4.5 !	3.33	3		3
Effectiveness	4	4 !	2.67	3		3
Importance	2	3 !	3.33	3		5

Demonstrates an achievement and results-oriented approach	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	4	3.67 *		3
Effectiveness	4	3	3.67	3		3
Importance	3	3	3	3.33 *		4

Demonstrates effective "debating" skills	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3.5	4	4.67		4
Effectiveness	2	3.5	2.33	3.33		1
Importance	3	3	3.33	3		3

Applies well-defined criteria for evaluating mission critical competencies	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	3.5	4.33	3.67		4
Effectiveness	4	2.5	3.33	3.67 *		3
Importance	3	2.5	3.67	3.67 *		5

Makes decisions based on analysis, expertise, and seasoned judgment	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	4	3.67	4		4
Effectiveness	4	3	3.67	3		3
Importance	3	3	3.33	3.67		4

Actively solicits feedback from others to strengthen mutual understanding	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	3.67	2.67		3
Effectiveness	5	3	3.67	2.67		3
Importance	5	3	3	2.33		2

Identifies accountabilities & responsibilities	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	4.5	4.33	4.67		4
Effectiveness	4	3.5	3.33	3.33		3
Importance	3	4	3.33	4.33		4

Section 8: Critiquing and Theorizing (Introverted Thinking, Ti)

Critiquing and Theorizing Processes	<p>Mental function that prompts us to critically analyze a situation. This pushes us to look for a "working theory" or framework to explain a situation. It sees the matrix of variables at work in various settings.</p> <p>In personality type, these behaviors emanate from Thinking that is introverted (Ti).</p>
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Learns by thinking things through before taking action	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3.5	4	4.33		4
Effectiveness	4	2.5	3.67	3.67		2
Importance	5	2	3.33	3.67 *		3

Uses logical frameworks that accommodate new information	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.67	4		3
Effectiveness	5	3.5	3.67	3.67		1
Importance	4	3.5 *	3	4.33		2

Develops personal mastery of essential skills, while compensating for weaknesses	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4	3.67	4		4
Effectiveness	4	3	3.33	3.33		2
Importance	3	3	3.33	3		3

Uses precise language when sharing ideas or analyzing situations	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	3	3.67	4		3
Effectiveness	3	3	3.67	3 *		3
Importance	4	3.5	2.67	4.67		3

Identifies "gaps" and deficiencies in expertise in self and others	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3	3.67	4.33		4
Effectiveness	2	3	2.67	4.33		4
Importance	3	3	3.33	4.33		4

Critically questions decision criteria	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3.5	3.67	4		3
Effectiveness	3	2	2.33	3		3
Importance	3	2.5	3.67	3		2

Seeks to create an exact and precise understanding of goals when working with others	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4	3.33	2.67		4
Effectiveness	3	2.5	3.67	3.33		4
Importance	3	3	3.67	3.67		4

Analyzes complex situations, looking for multiple elements and interdependent factors to understand what is going on	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4	4	3.33		4
Effectiveness	4	4	3.33	2.33		4
Importance	4	3	3.33	2.67		4

Section 9: Demonstrating Connections with Others (Extraverted Feeling, Fe)

Connecting with others, Demonstrating Empathy	<p>Mental function that pushes us to connect with others, to show empathetic understanding, and to connect in social contexts. It drives us to find community and to seek common ground with others.</p> <p>In personality type, these behaviors emanate from Feeling that is extraverted (Fe).</p>
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Learns by talking and working with others	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.67	3.33		5
Effectiveness	3	2.5	2.33	3		3
Importance	3	3	2.33	3		4

Connects with individuals regardless of status or position	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	3.33	3.33		4
Effectiveness	4	3	3.33	2.67		3
Importance	1	3	3	2.67		5

Acts on cues from others regarding their needs and reactions	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4.5	3.33	4		4
Effectiveness	3	4	3	4		3
Importance	2	4	3.33	3.67		4

Shows effective listening skills	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	4	3.33	3.67		4
Effectiveness	3	3	3.33	2.33		5
Importance	2	3	3 *	2.67		5

Encourages teaming as a way to use expertise	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.67	4 *		3
Effectiveness	4	3	3	3.33		2
Importance	3	3	3.33	3.33		2

Fosters commitment to decisions made	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.67	3.33 *		4
Effectiveness	3	2.5	3.67	3.33		3
Importance	3	3	3.33	3.33		2

Acknowledges others' emotions and paraphrases to facilitate rapport with others	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4	2.67	3.67		4
Effectiveness	4	3.5	3.67	3		2
Importance	4	3.5	3	3.33 *		3

Demonstrates optimism and a belief in others' abilities to be resilient during change	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.33 *	4.33		4
Effectiveness	3	3.5	3.67	4		3
Importance	3	3.5	3.67	4		3

Section 10: Evaluating Merit, Values and Ideals (Introverted Feeling, Fi)

Evaluating Merit, Values, Ideals	<p>Mental function that pushes us to examine how the current state of affairs fit with the mission and values of the individuals involved. It seeks harmony between action and ideals, which often include taking care of all of the individuals involved in constructive ways.</p> <p>In personality type, these behaviors emanate from Feeling that is introverted (Fi).</p>
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Learns by aligning personal ideals with tasks and challenges (e.g. says openness is important and is willing to take risks to learn)	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3	3.67 *	4		4
Effectiveness	4	3.5	3	3		4
Importance	3	3	4	3		3

Displays openness and tolerance of differences	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4	3	4.33		4
Effectiveness	3	2.5	3	4		5
Importance	4	4	3.67	4		3

Actions are congruent with stated values	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	3	3	3.33		3
Effectiveness	2	3	3	3.33		4
Importance	3	3	2.67	3		4

Shares a personal perspective of a situation	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	3	4.33	4		4
Effectiveness	4	3.5	3.33	3		2
Importance	3	3.5	3	4		3

Works to build a team made up of individuals with different talents	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4.5	4.33	4.33		4
Effectiveness	4	4	3.67	3.67 *		3
Importance	3	4	3.33	4.67		3

Evaluates options related to the "mission" of the organization or unit	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	4.33	3.33 *		3
Effectiveness	4	3.5	3.67	3.67 *		2
Importance	4	3.5	3.67	3.33		3

Works to clarify relationship roles and boundaries	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.67	4.67		4
Effectiveness	5	3.5	3	3.67		3
Importance	4	3.5	3	3.67		3

Compassionate in managing discontent during change	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.67	3		4
Effectiveness	3	3.5	3.67	3 *		4
Importance	4	3	3.33	2.67		3

Section 11: Providing Pragmatic Action (Extraverted Sensing, Se)

Providing a Pragmatic Action-Oriented Focus	Mental function that drives us to focus in the moment, to attend to present, concrete circumstances. It pushes us to pay attention and to move quickly through a situation. In personality type, these behaviors emanate from Sensing that is extraverted (Se).
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Learns by taking risks through trial and error	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	3.5	2	4.67		3
Effectiveness	2	2.5 *	2	3.67		4
Importance	2	3	2.67	4.67		4

Actively uses multiple methods to verify information	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4.5 !	3.33	4 *		2
Effectiveness	4	2.5 !	3.67	3.33		2
Importance	2	3.5 !	3	4 *		3

Seen as a "down to earth" individual	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3.5	3.67	4		3
Effectiveness	2	3	2.67	4.33		4
Importance	1	4	2.67	3.67		3

Shares concrete illustrations to make a point	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	3.5	3.33	3		3
Effectiveness	4	3	3.67	4		3
Importance	3	3.5	3.67	3.33 *		2

Deploys expertise in a timely, focused way	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	4.33	4		4
Effectiveness	2	3.5	2.67	2.67		4
Importance	4	3.5	3.67	3		3

Provides project details and action oriented direction	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	2.5	3.33 *	3.67		4
Effectiveness	4	2.5	3.67	4		3
Importance	3	2.5	3.67	3.67 *		5

Is direct and straightforward when disagreeing with others	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	3.5	3	4.33		3
Effectiveness	3	3	3.67	3.33 *		4
Importance	3	2.5	2.67	3.67		3

Builds processes and procedures with an action-oriented mindset	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	2.67	4.67		2
Effectiveness	4	3.5	3	3.33		3
Importance	4	3.5	3	3.67		2

Section 12: Identifying and Cataloging Information Precisely (Introverted Sensing, Si)

Clarifying and Cataloging Information Precisely	<p>Mental function that drives us to get information clarity and to verify and catalog information. It pushes us to anchor our reactions and sensations to experience so that we have a library of information to call on in future events.</p> <p>In personality type, these behaviors emanate from Sensing that is introverted (Si).</p>
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Learns by following specific steps and procedures	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	3	4.33	4		4
Effectiveness	2	3	3	3		3
Importance	4	2.5	3.33	4.33		2

Open to revising understanding about people and situations	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	3.5	4	4		4
Effectiveness	4	2.5	4	3		2
Importance	3	2.5	3.33	3.67		3

Uses practical tactics to manage stress	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	2	3	4		3
Effectiveness	5	2.5	3.33	3		4
Importance	2	3	3.33	3		4

Usually knows who, what, and when on projects or in situations	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	4	3		2
Effectiveness	5	3.5	2.33	1.67		2
Importance	5	3	3.33	2.67		3

Delegates appropriately based on established and proven expertise	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	3.5	3.67	3.33		4
Effectiveness	2	2	4.33	2.67		4
Importance	5	2.5	3.33	3		3

Identifies sequential stages for taking action in situations	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4	3.33	4.33		3
Effectiveness	2	2	4	3.67		3
Importance	3	3.5	3	3.67		3

Provides hands-on and pragmatic support to strengthen relationships	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4	3.67	3.67		3
Effectiveness	2	3.5 *	3.67	3.67		2
Importance	3	2.5	3	4.33		2

Analyzes historical patterns for understanding root causes in situations	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4.5	3.33 *	4.33		4
Effectiveness	4	4	3.67	3.33		4
Importance	3	3.5	3.67	4.33		4

Section 13: Seeing Context, Associations, Trends (Extraverted Intuiting, Ne)

Seeing Context, Associations, and Trends	<p>Mental function that pushes us to look for linkages, identify possibilities, brainstorm, and explore ideas and concepts. It serves to get leaders to articulate ideas about the future and to solicit data about contextual factors that affect plans and actions.</p> <p>In personality type, these behaviors emanate from Intuiting that is extraverted (Ne).</p>
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Makes associations between experiences to enhance understanding	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	1	3	4	3 *		3
Effectiveness	1	3	4	4		2
Importance	2	3	3.33 *	3.33		3

Seeks multiple perspectives	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.67	3.67 *		4
Effectiveness	4	4	3.33	4		5
Importance	3	4	3	3.67		5

Uses innovative solutions to challenging situations	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3.5	4	3.67 *		5
Effectiveness	4	3	3.67 *	4		2
Importance	2	3	3.33	4		4

Uses metaphors and analogies when communicating	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4 !	4	4.33		4
Effectiveness	5	2.5 !	3.67	3		2
Importance	4	3 !	4 *	3.67		4

Identifies innovative ways to use talents of others	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	3.5	3.67	4.33		4
Effectiveness	3	4	3.33	3.67		3
Importance	5	3.5	2.67	4.33		3

Generates multiple options	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4.5	3.33	4.33		4
Effectiveness	4	4.5	3.33	2.67		3
Importance	5	3.5	3	3.33		3

Creates a context for constructive discussions, especially during conflict	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3.5	4	5		5
Effectiveness	2	3	3	4.67		4
Importance	3	2.5	3.33	4.67		4

Sees and uses leverage points in the organization to facilitate effective change	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4.5	3	4		4
Effectiveness	4	3	3	4		3
Importance	5	3.5	2.33	4.33		3

Section 14: Visualizing Future Options, Scenarios (Introverted Intuiting, Ni)

Visualizing future Options, Scenarios	<p>Mental function that drives us to seek alternatives, imagine future choices, and anticipate outcomes. It pushes us to innovate and find alternative paths to solving problems and imagining better solutions.</p> <p>In personality type, these behaviors emanate from Intuiting that is introverted (Ni).</p>
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Enjoys learning from unfamiliar and novel tasks	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	3	4.33	4.33		5
Effectiveness	3	3	2.33	4		4
Importance	5	3	2.67	3.67		5

Shows an awareness of multiple options and long term possibilities	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	3	4	3.33		5
Effectiveness	4	3	3.33	2.67		4
Importance	3	3	3.33	3.33 *		3

Delays impulses for long-term gains	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	4	3.67	4.67		2
Effectiveness	4	2.5	3.33	5		2
Importance	3	3	3.33	4.67		5

Expresses a future-oriented or scenario based approach when communicating with others	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3.5	4	4.33		4
Effectiveness	4	3	4	3.33 *		3
Importance	4	3.5	3.33	4.67		5

Anticipates need for future expertise on a project	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	3.67	4.67		4
Effectiveness	4	2.5	3.33	2.67		3
Importance	3	3	3.33	3.33		3

Has a strategic view of decision outcomes	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.67 *	4.67		4
Effectiveness	1	3.5	2.67	3.67		2
Importance	2	3	3	4.33		3

Works consistently to remove barriers to potential relationships and to enhance long-term relationships.	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4.5	4	3.67		4
Effectiveness	3	4	3.67	3		5
Importance	4	3.5	3.33	3.33		4

Shifts gears easily, seems comfortable with uncertainty and ambiguity	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4	4	5		4
Effectiveness	4	3.5	3	4.33		3
Importance	3	3.5	3.33	4.33		3

Section 15: Written Comments on Each Personality Type

Please note that each bullet represents a different statement from all of your rater groups. No editing of comments has occurred.

Analyzing and Reasoning

- Mr. Sample is an active learner. He keeps up with industry trends and tries out new ideas all the time.
- Prefers the tried and true learning' doesn't seem to learn from others' mistakes
- Seems to look for new ways of doing things
- Is open to learning from others
- Learning from others is a challenge; learning through analysis is a strength.
- Doesn't show much interest in learning from others
- Seems to look for opportunities to gain a lesson or two from experiences.
- Everyperson is a bit too rigid to learn from trial and error, and this is a problem.
- Everyperson works actively to be an agile learner.
- Everyperson needs to take more risks and be willing to fail to learn in really challenging situations.
- Everyperson seeks to learn quickly.

Critiquing and Theorizing

- Mr. Sample makes changes quickly. Sometimes he forgets to keep us all totally informed.
- Will adjust behavior and strategies as needed
- Willing to flex as needed
- Is willing to make adjustments as needed, after a thorough "case" is made for a new tactic
- Depends on the situation.
- Often digs in on an issue and rarely adapts to others' concerns
- Often able to change or flex as needed, depending on circumstances
- Everyperson is willing to shift, though rarely does.
- Everyperson is open and willing to flex, depending on the factors.
- Everyperson is open and able to adjust.
- Everyperson is often able to adjust but sometimes personal reactions get in the way.

Demonstrating Connections with Others

- Mr. Sample can get hot under the collar from time to time.
- Stays calm.
- Keeps calm, especially in tense situations
- Controls reactions effectively; stays calm
- Seems to be discerning
- Doesn't show much, one way or the other on hot issues
- Keeps cool and calm, even in stressful situations
- Everyperson doesn't show emotions.
- Everyperson shows a great deal of self-discipline.
- Everyperson seems to be able to manage emotions and direct energies to productive outcomes, especially when things are tense.
- Everyperson seems to have clear priorities and acts accordingly.

Evaluating Merit, Values and Ideals

- Mr. Sample uses several strategies for communicating key ideas.
- Shares information on a regular basis
- Shares information though not always comprehensive
- Eager to share information as needed
- Could be more attentive to big picture issues
- Shares just what Everyperson thinks you need to know. Needs to be more thorough and forthcoming.
- Thorough and often over-the-top with details
- Everyperson gives too many details when sharing information and too little big picture.
- Everyperson communicates information effectively, though sharing more of the mission and vision would be a good thing.
- Everyperson shares just enough detail; it would be useful to share contextual information more frequently.
- Everyperson shares information readily with others.

Providing Pragmatic Action

- Mr. Sample has a great sense of team member talent and capabilities.
- Makes every effort to align talents with tasks
- Has a great team' uses talents of others well
- Has a talented team with team members working with their strengths
- Has a solid team; selects strong candidates.
- Seems to rely on a few people.
- Seems to know where team talents are best applied
- Everyperson seems to pay favorites, giving special tasks to a select few.
- Everyperson actively aligns talents with tasks.
- Everyperson seems to use team members well.
- Everyperson has built a strong team.

Identifying and Cataloging Information Precisely

- Mr. Sample is quick decision maker and he works hard to make sure we are all included in discussions.
- Makes Decisions in a timely way
- Makes quick decisions---sometimes makes decisions before having all the data
- Makes decision in a timely way
- Makes decisions on evidence.
- Waits too long to pull the trigger. Needs to be more timely.
- Could make decisions more quickly
- Everyperson waits too long on key decisions.
- Everyperson makes thorough decisions.
- Everyperson sometimes suffers from paralysis by analysis.
- Everyperson could use more attention to using various decisions strategies.

Seeing Context, Associations, Trends

- Mr. Sample has great relationships with his direct reports; his peers don't seem to appreciate his perspective.
- Needs to build relationships with key individuals in other departments
- Works hard to strengthen relationships
- Takes the time and invests the effort to help strengthen relationships
- Seems to give up when a few tries don't produce results
- Doesn't show much interest in working with others outside of department.
- Active at building relationships with others, especially in different departments

- Everyperson seems to want to strengthen relationships but rarely does. Spends time with friends and those who are in the "in" circle.
- Everyperson is eager to have productive relationship. I really appreciate the straightforward way conflict is managed.
- Everyperson is warm and thoughtful.
- Everyperson works hard at working well with others.

Visualizing Future Options, Scenarios

- Mr. Sample does whatever it takes to make change happen.
- Does a great job of nursing us through change. Needs to pay more attention to how we feel during change issues
- Keeps us informed during changes
- Has been a good guide through a number of key changes in our work life this year
- Could benefit from looking at analysis and transitions
- Treats everything as if it is the same. Hardly accommodating to others during change.
- Often able to see how to deal with the big picture
- Everyperson is often off track when it comes to dealing with complex changes.
- Everyperson nurtures change and transitions effectively.
- Everyperson seems to focus on details during change situations when focusing on long term outcomes would be better.
- Everyperson can get overly concerns with details when dealing with strategy.

Section 16: Type 360® Development Guide

Mental Process — Thinking that is Extraverted (Te)

Definition — Mental function that pushes us to critique, debate, explore all aspects of a problem or situation to make it better. It seeks to find the important underlying principles in a circumstance and to manifest this principle in active ways.

Importance — Essential to problem solving and identifying effective/efficient strategies. Leaders are often rewarded for the clarity of their analysis and thoroughness of their problem solving which this function promotes.

Actions: To develop more fully:

- Enroll in a critical thinking course.
- Discuss the problem solving methods used by individuals you consider extraordinary analysts.
- Take a college course in logic.
- Seek a mentor who can coach you in executive decision making.
- Identify ways to enhance your presentation of your analysis of a project or issue.
- Subscribe to *The Systems Thinker®* (Pegasus Communications, Inc).
- Read Edward DeBono's *Six Thinking Hats*.
- Take on a project that requires analytical reports and presentations.
- Engage with individuals in completely different fields and explore the underlying logic of their kind of work.

Resources:

DeBono, Edward. *Thinking Course*. New York: Petancor Press, 1985.

Miller, P.C. and Gorman, T. *Big League Business Thinking*. Prentice-Hall, 1994.

O'Connor, Joseph & McDermott, Ian. *The Art of Systems Thinking*. San Francisco: Harper Collins Publishers, 1997.

YOU: Being More Effective in Your MBTI® Type

See these chapters: ISTJ, ESTJ, INTJ, ENTJ to see a comprehensive look at extraverted thinking.



FYI: For Your Improvement

See the following chapters: (Essential) 1, 17, 30, 58, 59 (Important) 35, 46, 63 (Useful) 5



Section 16: Type 360® Development Guide

Mental Process — Thinking that is Introverted (Ti)

Definition — Mental function that prompts us to critically analyze a situation. This pushes us to look for a "working theory" or framework to explain a situation. It sees the matrix of variables at work in various settings.

Importance — Leaders need to explore the pros and cons of options, and to consider how the current evidence fits into a perspective in order to provide a rational explanation for actions.

Actions:

Develop the following:

- Cause/Effect analysis decision trees.
- Problem solving journal — identify themes and patterns in approaches and blind spots.
- Study challenging cases from your industry.
- Enroll in a logic course.
- Read Edward DeBono's *Six Thinking Hats*.
- Make it a goal to always identify three alternatives for consideration when making a decision and create a list of ten criteria to evaluate each alternative.
- Make a list of your main assumptions and biases about an important situation and identify how these influence your analysis.
- Get permission to observe a product development team in action; later interview team members to discuss the logic behind their approach.

Resources:

Bazerman, Max. *Judgment in managerial decision making*. New York: John Wiley & Sons, 2002.

Brown, M, et al, *Why TQM fails*. Burr Ridge, Irwin Publishing, 1994.

Mapes, James. *Quantum Leap Thinking*. Los Angeles: Dove Books, 1999.

Stewart, T. *Intellectual Capital — The new wealth of organizations*. New York: Doubleday, 1997.

YOU: Being More Effective in Your MBTI® Type

See these chapters: ISTP, INTP, ESTP, ENTP to see a comprehensive look at introverted thinking.



FYI: For Your Improvement

See the following chapters: (Essential) 17, 30, 46 (Important) 35, 39, 50 (Nice to Have) 59, 63



Section 16: Type 360® Development Guide

Mental Process — Feeling that is Extraverted (Fe)

Definition — Mental function that pushes us to connect with others, to show empathetic understanding, and to connect in social contexts. It drives us to find community and to seek common ground with others.

Importance — The most under used skill among leaders, it is among the most important for building a team and providing necessary support to staff for each individual being led to feel significant, competent, and worthwhile.

Actions:

To develop more fully:

- Interview colleagues who appear to network effectively.
- Take an active listening workshop.
- Practice paraphrasing content and recognized emotional information in interactions.
- Keep a journal of personal feelings and reactions to events and identify parallel situations of those you lead.
- Intentionally identify ways to be more inclusive and expressive of support of others.
- Using a two column table, put in the first column a list of all of the people who are important to you at work and in your community and in the second column identify one thing you can do to strengthen the relationship with that person.
- Ask open ended questions and avoid yes/no questions to foster a better understanding of the needs of others.
- Avoid giving advice and provide forward thinking questions. For example, rather than saying "you should do ...", say "What would happen if you acted on scenario a and scenario b?"

Resources:

Stanfield, R. *The Art of Focused Conversations*. Toronto, Canada: The Canadian Institute of Cultural Affairs, 2000.

Pearman, R. & Albritton, S. *I'm Not Crazy, I'm Just Not You*. Palo Alto: Davies Black Publishing, 1998.

Barker, Larry & Watson, Kittie. *Listen up*. Irvine, CA: Irvine Trade Paperback, 2001.

YOU: Being More Effective in Your MBTI® Type

See these chapters: ISFJ, ESFJ, INFJ, ENFJ to see a comprehensive look at extraverted feeling.



FYI: For Your Improvement

See the following chapters: (Essential) 7, 31, 33 (Important) 10, 36 (Nice to Have) 19



Section 16: Type 360® Development Guide

Mental Process — Feeling that is Introverted (Fi)

Definition — Mental function that pushes us to examine how the current state of affairs fit with the mission and values of the individuals involved. It seeks harmony between action and ideals, which often includes taking care of all of the individuals involved in constructive ways.

Importance — Leaders know that if the actions do not fit with the stated purpose, then they will be experienced as disingenuous and inconsistent.

Actions:

Complete a values sort — link how you spend your time and what you do to the actual values you've identified.

Prepare a "legacy" statement of what is important to you and how you are trying to achieve that legacy. You leave a legacy due to the way you work; the question is simply if the legacy will be by design or by mere chance.

Do a personal behavior-values audit so that you can look at how your behavior aligns with what you value. List all of the key behaviors that you feel are important to your success. Next to each behavior identify how this aligns with what you consider crucial to your way of looking at the world.

Get feedback from others on these items: do you hedge in your commitments? Do you overstate what you can do? Do you share information inappropriately with some "close friends"? Ask for examples and how you could have responded to avoid these perceptions.

Learn to use the following:

- Contradiction Analysis
- Heuristic ideation technique
- Personal balance sheet
- Relational words methods
- Value engineering methods

Resources:

Cooper, Robert. *Executive EQ*. New York, New York: The Berkley Press, 1996.

Crawley, John. *Constructive Conflict Management*. Santa Rosa, Ca: Brealey Publishing, 1998.

Scott, Ted & Harker, Phil. *The Myth of Nine to Five*. Sydney, Australia: Richmond Ventures, 2002.

YOU: Being More Effective in Your MBTI® Type

See these chapters: ISFP, INFP, ESFP, ENFP to see a comprehensive look at introverted feeling.

FYI: For Your Improvement

See the following chapters: (Essential) 7, 29, 33, 41 (Important) 10, 11, 19 (Nice to Have) 42, 54



Section 16: Type 360® Development Guide

Mental Process — Sensing that is Extraverted (Se)

Definition — Mental function that drives us to focus in the moment, to attend to present, concrete circumstances. It pushes us to pay attention and to move quickly through a situation.

Importance — Leaders understand that "in the moment" focus is a powerful tool to communicate the importance of an interaction and to engender a sense of urgency. This process provides for pragmatic action "now."

Actions:

To develop more fully:

- Engage in recreational sports.
- Take an emergency first aid course.
- Enroll in action-oriented simulations.
- Take a "ropes course" and become a facilitator.
- Do a "risk audit". Are you willing to take personal, emotional, financial, or physical risks? What holds you back? What would it take to take more risks?
- Ask to manage a significant organizational crisis or time pressured project.
- Read *Visual Thinking* to get a handle on the role of sensory information on decision making.
- Take an Edward Tufte' workshop on visual display of information (or read his books).
- When considering a decision, make a list of the information you rely on and rate the concrete and abstractness of the information. If more abstract than concrete, you may be missing useful data.

Resources:

Kegan, R.; Lahey, E. *How The Way We Talk Can Change the Way We Work*. San Francisco, Ca: Jossey Bass, 2001.

Belasco, J & Stead, J. *Soaring with the Phoenix — Renewing the Vision, Reviving the Spirit, and Recreating the Success of Your Company*. New York: Warner Books, 1999.

Bossidy, L., Charan, R, U Burck, C. *Execution: the Discipline of Getting Things Done*. New York: Crown Business Publishing, 2002.

YOU: Being More Effective in Your MBTI® Type

See these chapters: ISTP, ESTP, ISFP, ESFP to see a comprehensive look at extraverted sensing.



FYI: For Your Improvement

See the following chapters: (Essential) 1, 52, 53 (Important) 16, 20, 32 (Nice to Have) 45



Section 16: Type 360® Development Guide

Mental Process — Sensing that is Introverted (Si)

Definition — Mental function that drives us to get information clarity and to verify and catalog information. It pushes us to anchor our reactions and sensations to experience so that we have a library of information to call upon in future events.

Importance — Leaders understand that without concrete, pragmatic information anchored in experience, problem solving is limited.

Actions:

Create both a mind map that shows the links between data points and a list of the categories of information you are relying on when making an important decision. Are you making linkages that can be verified? Are your categories of information complete?

Take an Edward Tufte' workshop on visual display of information (or read his books).

Ask for a data driven detailed project that requires you to attend to information you might otherwise ignore. Notice how dealing with the information aids understanding and how it affects you personally. Do you find that too much detail drains you? Does this mean you need to be aware of this bias in the future?

Develop these skills and methods:

- Backward forward planning
- Delphi technique
- Story boarding technique
- PMI (Plus, Minus, Interaction)
- Sequential attributes matrix methods
- Stakeholder analysis
- Stimulus analysis

Resources:

Cooper, Robert. *The Other 90%*. New York, New York: Crown Publishers, 2001.

Johnson, Barry. *Polarity Management*. AMHERST, Mass: HRD Press, 1996.

Strachan, Dorothy. *Questions that Work*. Ottawa, Canada: ST Press, 2001.

YOU: Being More Effective in Your MBTI® Type

See these chapters: ISTJ, ESTJ, ISFJ, ESFJ to see a comprehensive look at introverted sensing.

FYI: For Your Improvement

See the following chapters: (Essential) 35, 47, 51 (Important) 11, 61 (Nice to Have) 67



Section 16: Type 360® Development Guide

Mental Process — Intuiting that is Extraverted (Ne)

Definition — Mental function that pushes us to look for linkages, identify possibilities, brainstorm, and explore ideas and concepts. It serves to get leaders to articulate ideas about the future and to solicit data about contextual factors that affect plans and actions.

Importance — Builds common ground understanding, promotes brainstorming, and encourages innovation. Leaders rely on this process to explore options and promote problem solving synergy in groups.

Actions:

To develop more fully:

- Enroll in a "leading creatively" program.
- Facilitate "True" brainstorm sessions.
- Keep a "brain dump" journal.
- Create metaphors to explain or describe situations.
- Create joint mind maps with others.
- Read material from the big categories: fiction, non-fiction, scientific, social, spiritual, and psychological.
- Whenever you are problem solving, think of all of the potential opposite perspectives and assumptions that would produce different outcomes. Exercise your "opposition" muscle to create creative tension.
- Practice thinking in metaphors. Whenever you are considering something important, reframe the issue using a metaphor that illustrates underlying issues with which you are dealing.
- Gather three other individuals who are very different from yourself (different department, training, etc.) and do a brainstorming session on an issue or problem. In brainstorming, you list every possible idea or perspective without anyone comment or critical evaluation for a set period of time. After the storm, identify themes and patterns.
- Draw it. When you are working on an issue or problem, draw a picture of what the problem looks like. Ask others to react to the picture. What would they add?

Resources:

Firestine, R. *Leading on the Creative Edge*. Colorado Springs, CO: Pinon Press, 1996.

Palus, Charles & Horth, David. *The Leader's Edge*. San Francisco, Ca: Jossey Bass, 2002.

White, S. & Wright, P. *New ideas about new ideas: insights on creativity with the world's leading innovators*. Cambridge, MA: Perseus Publishing, 2002.

YOU: Being More Effective in Your MBTI® Type

See these chapters: INTP, INFP, ENTP, ENFP to see a comprehensive look at extraverted intuiting.

FYI: For Your Improvement

See the following chapters: (Essential) 2, 14, 40 (Important) 28, 46, 58 (Nice to Have) 64, 66



Section 16: Type 360® Development Guide

Mental Process — Intuiting that is Introverted (Ni)

Definition — Mental function that drives us to seek alternatives, imagine future choices, and anticipate outcomes. It pushes us to innovate and find alternative paths to solving problems and imagining better solutions.

Importance — Leaders understand that vision is part pragmatic reality and part imagined future, which this function helps create. Among its many contributions, this is the process leaders rely on to identify creative and innovative opportunities.

Actions:

Research how to use mind mapping as a way to illustrate who you see things.

Create flow charts which capture the flow of ideas and how these are related.

When in a problem solving situation, think in terms of analogies and metaphors; describe the situation and possible solutions using analogies or metaphors.

Using a large blank sheet of paper, generate a list of every term, phrase, image, thought you have about a situation. Look for themes.

See how many ways you can reframe a problem and potential solutions. Make sure you have at least three reframes so that you see the situation from multiple perspectives.

Allow yourself 30 minutes of total silence for visual thinking. Essentially daydream about the problem or situation and rather than control your thoughts, simply let what emerges be your guide. Some thoughts will not be apparently related but go with it.

Generate two lists: a list of the most recent five examples of when you followed your intuition and it paid off and five examples of when you ignored your intuition and you later regretted it. What keeps you from acting on your own intuitive voice?

Resources:

Haines, Stephen. *Systems Thinking and Learning*. Amherst, Mass: HRD Press, 1998.

Johnson, Robert. *Inner Work*. San Francisco: Harper & Row, 1986.

Kossoff, Leslie. *Executive Thinking*. Palo Alto, Ca: Davies Black Publishing, 1999.

YOU: Being More Effective in Your MBTI® Type

See these chapters: INTJ, INFJ, ENTJ, ENFJ to see a comprehensive look at introverted intuiting.

FYI: For Your Improvement

See the following chapters: (Essential) 2, 14, 46 (Important) 28, 30, 58 (Nice to Have) 52, 64



Section 17: Your Effectiveness Plan

Knowing, flexing, and doing are the three elements of effectiveness. Your 360 data help clarify knowledge about how others experience your behavior. Developing a plan to flex with the range of behaviors you employ and to implement active learning strategies to integrate adjustments to or develop new behaviors is essential to enhance results.

Step 1: Review your report and complete the following grid:

Rating trend	Important Behaviors	Less Important at this time
Frequent	Plan to monitor to prevent overuse of these behaviors:	Identifying useful but not critical behaviors:
Infrequent	Development needed:	Identify how to monitor these behaviors so that when used, they are productive:
Effective	Plan to monitor ongoing effectiveness of these behaviors:	Identify how these behaviors might be used to support increasing frequency or effectiveness of important behaviors:
Ineffective	Create a plan to elevate these toward effective expression:	Identify how to monitor so that these do not create leadership behavior "noise" when used:

Step 2: Identify the key opportunity for the next 90 days. Complete this Goal Planning Worksheet

Goal Identify specific behavior			
Benefits of achieving the goal			
Obstacles to achieving the goal			
Resources to use in achieving this goal			
Specific Action Steps	Step	Action	Due Date
	1.		
	2.		
	3.		
	4.		
	5.		
	6.		
	7.		
Benchmarks (How will you know you are making progress?)			
Goal Accountability Partner (Individual who will contact you regularly about your goal)			