Leveraging Personality Type Behaviors for Effectiveness

Confidential Multi-Rater Feedback Report for

John 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: 9

Rater Category	Number	Contact
Boss	1	5
Superior	1	4
Peers	3	3.67
Direct Reports	3	4
Others	1	3

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 Effectiveness Importance	3.13 4.25 4	3.75 ! 3.13 ! 3.75	3.92 * 3.75 * 3.5 *	4.29 * 3.83 * 3.88 *	0 0 0	4.13 3.25 3.5
Critiquing and Theorizing	Frequency Effectiveness Importance	3.63 4.25 3.75	4.38 ! 3.5 ! 3.63	3.71 * 3.79 3.67 *	4.08 * 3.88 * 4.04	0 0 0	4 3.63 3.5
Connecting with Others, Expressing Empathy	Frequency Effectiveness Importance	4.63 3.88 3.88	3.5 ! 3.13 ! 3.25	3.75 * 3.5 3.59	3.92 3.83 3.71 *	0 0 0	3.88 3.38 3.25
Evaluating Merit, Values and Ideals	Frequency Effectiveness Importance	4.25 4.38 4.13	3.38 2.88 3.25	3.79 3.63 * 3.46	4.21 4.04 4.12	0 0 0	3.63 3.13 3.25
Providing Pragmatic Action	Frequency Effectiveness Importance	3.5 4 4.25	3.88 3.38 3.25	3.75 * 3.79 * 3.5	4 * 3.92 3.67 *	0 0 0	4.13 3.88 3.63
Identifying and Cataloging Information Precisely	Frequency Effectiveness Importance	4.13 ! 4.13 ! 4.13	4 ! 3.13 ! 3.5	3.54 * 3.5 3.34 *	3.79 * 3.71 3.71 *	0 0 0	4 3.13 3.25
Seeing Context, Associations, Trends	Frequency Effectiveness Importance	4.38 ! 4 ! 3.88	3.75 3.25 3.5	3.5 * 3.63 3.42 *	3.88 * 3.62 3.67	0 0 0	3.88 3.25 3.13
Visualizing Future Options, Scenarios	Frequency Effectiveness Importance	4 ! 3.88 ! 4.25	2.88 3.5 3.13	4 * 3.63 * 3.79 *	3.88 * 3.79 3.84 *	0 0 0	4 3.13 3.63

Note:
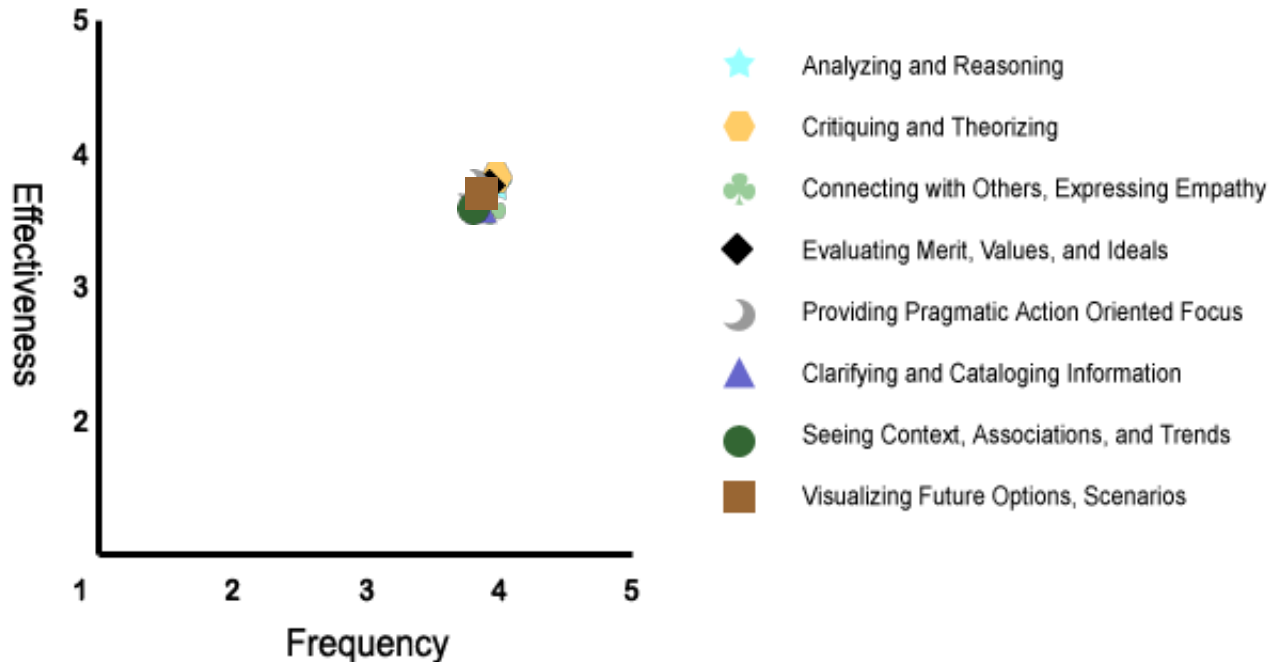(*) indicates a three point spread within the rater group
(!) indicates some raters feel the behaviors may be overused.

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**.

★	Analyzing and Reasoning
⬡	Critiquing and Theorizing
♣	Connecting with Others, Expressing Empathy
◆	Evaluating Merit, Values, and Ideals
☽	Providing Pragmatic Action Oriented Focus
▲	Clarifying and Cataloging Information
●	Seeing Context, Associations, and Trends
■	Visualizing Future Options, Scenarios

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	Analyzing and Reasoning (Extraverted Thinking, Te)	Seeing Context, Associations, and Trends (Extraverted Intuiting, Ne)
Introverted Process	Critiquing and Theorizing (Introverted Thinking, Ti)	Visualizing Future Options, Scenarios (Introverted Intuiting, Ni)

Effective Ratings

	Most Effective Observed	Least Effective Observed
Extraverted Process	Analyzing and Reasoning (Extraverted Thinking, Te)	Seeing Context, Associations, and Trends (Extraverted Intuiting, Ne)
Introverted Process	Critiquing and Theorizing (Introverted Thinking, Ti)	Identifying and Cataloging Information Precisely (Introverted Sensing, Si)

Importance Ratings

	Most Important Observed	Least Important Observed
Extraverted Process	Analyzing and Reasoning (Extraverted Thinking, Te)	Seeing Context, Associations, and Trends (Extraverted Intuiting, Ne)
Introverted Process	Critiquing and Theorizing (Introverted Thinking, Ti)	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: INTP

Effective

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

Important

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

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. Provides project details, clear direction
2. Identifies specific methods to reduce stress
3. Delays impulses for long-term gains
4. Is a student of how the organization works
5. Learns by "thinking things through"
6. Considers a range of logical choices before acting
7. Sees innovative solutions to challenging situations
8. Makes decisions based on analysis, expertise, and seasoned judgment
9. Identifies accountabilities & responsibilities
10. Seeks to create a consensual and exact, precise understanding of goals

Superior

1. Actions are congruent with values
2. Displays a value of openness and tolerance
3. Encourages tough questions, analysis
4. Anticipates multiple options, possibilities
5. Sees the importance of multiple methods of verifying information, perceptions
6. Fosters commitment to decisions made
7. Has a strategic view of decision outcomes
8. Anticipates needs for future expertise in a given task
9. Concrete, sequential learner
10. Utilizes expertise in a timely, focused way

Peers

1. Seeks multiple perspectives
2. Uses logical frameworks that accommodate new insights
3. Displays a value of openness and tolerance
4. Links experiences to see broader implications

Effectiveness of Behavior

Boss

1. Provides project details, clear direction
2. Demonstrates a belief in others' abilities to be resilient
3. Is a student of how the organization works
4. Analyzes historical patterns !
5. Fosters commitment to decisions made
6. Open to revising understanding
7. Seen as a "down to earth" individual
8. Anticipates needs for future expertise in a given task
9. Seeks multiple perspectives !

Superior

1. Seen as a "down to earth" individual
2. Encourages tough questions, analysis
3. Anticipates needs for future expertise in a given task
4. Concrete, sequential learner
5. Displays a value of openness and tolerance
6. Fosters commitment to decisions made
7. Learns effectively by talking, accessing, and working with others
8. Utilizes expertise in a timely, focused way
9. Shows effective listening skills
10. Critically questions decision criteria

Peers

1. Open to revising understanding
2. Seen as a "down to earth" individual
3. Uses logical frameworks that accommodate new insights
4. Critically questions decision criteria
5. Analyzes historical patterns
6. Delays impulses for long-term gains
7. Links experiences to see broader implications

for learning
5. Open to revising understanding
6. Identifies specific methods to reduce stress
7. Anticipates multiple options, possibilities
8. Demonstrates effective "debating" skills
9. Usually knows who, what, and when
10. Encourages tough questions, analysis

Direct Reports

1. Seeks personal mastery, compensates for weaknesses
2. Learns by doing
3. Encourages tough questions, analysis
4. Usually knows who, what, and when
5. Seeks multiple perspectives
6. Open to revising understanding
7. Sees the importance of multiple methods of verifying information, perceptions
8. Links experiences to see broader implications for learning
9. Concrete, sequential learner
10. To demonstrate understanding, paraphrases emotions and content of interchanges

for learning
8. Learns by doing
9. Displays a value of openness and tolerance
10. Concrete, sequential learner

Direct Reports

1. In tune with personal implications of learning
2. Considers a range of logical choices before acting
3. Open to revising understanding
4. Seen as a "down to earth" individual
5. Uses logical frameworks that accommodate new insights
6. Anticipates multiple options, possibilities
7. Learns by doing

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. Identifies "gaps" and deficiencies in expertise in self and others
2. Encourages teaming as a way to synthesize expertise
3. Creates a context for constructive discussions, especially during conflict
4. Provides "hands on" support
5. Works to build a team made up of individuals with different talents
6. Uses a future-oriented approach when communicating
7. Analyzes historical patterns !
8. Shows effective listening skills
9. Works to clarify relationship roles and boundaries
10. Uses metaphors and analogies when communicating

Superior

1. Analyzes historical patterns
2. Shares concrete illustrations to make a point
3. To demonstrate understanding, paraphrases emotions and content of interchanges !
4. Actively solicits feedback from others to identify efficiencies !
5. When disagreeing, demonstrates respect
6. Generates ideas on leverage points in the "systems" in the organization
7. Is a student of how the organization works !
8. Critically questions decision criteria
9. Works to clarify relationship roles and boundaries
10. Makes decisions based on analysis, expertise, and seasoned judgment !

Peers

Effectiveness of Behavior

Boss

1. Evaluates options related to the "mission" of the organization or unit
2. Provides "hands on" support
3. Identifies accountabilities & responsibilities
4. Works to build a team made up of individuals with different talents
5. Actively solicits feedback from others to identify efficiencies
6. Identifies "stages" and sequences involved in issues
7. When disagreeing, demonstrates respect
8. Works consistently to remove barriers to potential relationships and to enhance long-term relationships.
9. Generates ideas on leverage points in the "systems" in the organization
10. Works to clarify relationship roles and boundaries

Superior

1. Uses a future-oriented approach when communicating
2. When disagreeing, demonstrates respect
3. Works consistently to remove barriers to potential relationships and to enhance long-term relationships.
4. Generates multiple options
5. Shares concrete illustrations to make a point
6. To demonstrate understanding, paraphrases emotions and content of interchanges !
7. Actively solicits feedback from others to identify efficiencies !
8. Provides "hands on" support
9. Demonstrates effective "debating" skills
10. Compassionate and tough in managing discontent during change

1. Identifies "gaps" and deficiencies in expertise in self and others
2. Evaluates options related to the "mission" of the organization or unit !
3. Compassionate and tough in managing discontent during change
4. Shows effective listening skills
5. Identifies accountabilities & responsibilities
6. Uses a future-oriented approach when communicating
7. Uses metaphors and analogies when communicating
8. Works consistently to remove barriers to potential relationships and to enhance long-term relationships.
9. Shares concrete illustrations to make a point

Direct Reports

1. Works to clarify relationship roles and boundaries
2. Works to build a team made up of individuals with different talents
3. Actively solicits feedback from others to identify efficiencies
4. Generates ideas on leverage points in the "systems" in the organization
5. Identifies "gaps" and deficiencies in expertise in self and others
6. Identifies accountabilities & responsibilities
7. When disagreeing, demonstrates respect
8. Shares concrete illustrations to make a point
9. Evaluates options related to the "mission" of the organization or unit
10. Uses precise language

Peers

1. Delegates appropriately based on established and proven expertise
2. Evaluates options related to the "mission" of the organization or unit !
3. Works consistently to remove barriers to potential relationships and to enhance long-term relationships.
4. Identifies "gaps" and deficiencies in expertise in self and others
5. Generates multiple options
6. Actively solicits feedback from others to identify efficiencies
7. Identifies accountabilities & responsibilities
8. Identifies "stages" and sequences involved in issues
9. Works to build a team made up of individuals with different talents
10. Uses a future-oriented approach when communicating

Direct Reports

1. Evaluates options related to the "mission" of the organization or unit
2. Identifies accountabilities & responsibilities
3. Provides "hands on" support
4. Uses a future-oriented approach when communicating
5. Works consistently to remove barriers to potential relationships and to enhance long-term relationships.
6. Works to clarify relationship roles and boundaries
7. Actively solicits feedback from others to identify efficiencies
8. When disagreeing, demonstrates respect
9. Generates multiple options
10. Identifies "stages" and sequences involved in issues

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

Analyzing and Reasoning Process	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. In personality type, these behaviors emanate from Thinking that is externally driven or extraverted thinking (Te).

Encourages tough questions, analysis	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3	3.67 *	3.67		5
Effectiveness	4	2	3.33	3.33		4
Importance	4	3	3.67	3.33		4

Considers a range of logical choices before acting	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	4.33	4.33		5
Effectiveness	5	4	4.33	3.67		5
Importance	4	4	3.67	3.67		4

Achievement and results-oriented	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4 !	3.67	4 *		4
Effectiveness	4	3 !	3.67	4		4
Importance	5	4 !	3 *	4		4

Demonstrates effective "debating" skills	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4	3.67	4.67		5
Effectiveness	4	4	4	4		3
Importance	5	4	4.33	4.67		4

Applies well defined criteria to work competencies	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	3	4	4.33		4
Effectiveness	4	4	3.67	3.67		3
Importance	4	4	3	3.67		4

Makes decisions based on analysis, expertise, and seasoned judgment	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	5 !	4 *	4.33		4
Effectiveness	4	3 !	3.67	4		3
Importance	3	4 !	3.33	3.67 *		3

Actively solicits feedback from others to identify efficiencies	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4 !	3.67	4.67		3
Effectiveness	4	3 !	3.67 *	3.67 *		2
Importance	4	4 !	3	3.67 *		3

Identifies accountabilities & responsibilities	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	3	4.33	4.33		3
Effectiveness	5	2	3.67	4.33		2
Importance	3	3	4	4.33		2

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

Critiquing and Theorizing Processes	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. In personality type, these behaviors emanate from Thinking that is introverted (Ti).

Learns by "thinking things through"	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	4.33	4.33		5
Effectiveness	4	4	4.33	4 *		4
Importance	4	3	4 *	4		4

Uses logical frameworks that accommodate new insights	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	5	2.67	4.67		5
Effectiveness	5	5	3.33	4		5
Importance	4	4	3	4.33		4

Seeks personal mastery, compensates for weaknesses	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	5	4.67	3.33 *		5
Effectiveness	4	4	3.67	4		4
Importance	4	5	4	3.67		4

Uses precise language	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.33	4.33		3
Effectiveness	4	3	4	4		3
Importance	4	3	4	4.67		3

Identifies "gaps" and deficiencies in expertise in self and others	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	3	4.33	3.67		2
Effectiveness	4	2	4	3.67		2
Importance	4	2	4	3.67		3

Critically questions decision criteria	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	5	3 *	3.67		4
Effectiveness	5	3	3	3.67		4
Importance	3	4	2.67	3.33		4

Seeks to create a consensual and exact, precise understanding of goals	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	4	4.33		4
Effectiveness	5	4	4	3.67		3
Importance	4	4	3.67	4.67		3

Is a student of how the organization works	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	5 !	3.33 *	4.33		4
Effectiveness	3	3 !	4	4		4
Importance	3	4 !	4	4		3

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

Connecting with others, Demonstrating Empathy	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.
	In personality type, these behaviors emanate from Feeling that is extraverted (Fe).

Learns effectively by talking, accessing, and working with others	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	4.33	4.33		4
Effectiveness	4	2	3.33	3.67		3
Importance	4	3	3.67	4		4

Able to connect with a range of individuals regardless of status, position	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	4.67	4		5
Effectiveness	4	3	3.33	4		4
Importance	4	4	4.33	3.33		4

Takes cues from others regarding their needs and reactions	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	5	2.67	4		4
Effectiveness	5	4	3	3.67		3
Importance	4	4	2.67	3.67 *		3

Shows effective listening skills	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	2	4.67	3.67		3
Effectiveness	4	2	4	3		3
Importance	4	2	4.67	3.33		2

Encourages teaming as a way to synthesize expertise	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	2	2.67	4		3
Effectiveness	4	3	3.33	4.33		3
Importance	5	2	2.67	4		3

Fosters commitment to decisions made	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	2	4.33	4.67		4
Effectiveness	3	3	4	4.33		4
Importance	4	2	3.67	4.67		3

To demonstrate understanding, paraphrases emotions and content of interchanges	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	5 !	3.33 *	3		4
Effectiveness	4	4 !	3.33	4		3
Importance	3	4 !	3	3		3

Demonstrates a belief in others' abilities to be resilient	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.33	3.67		4
Effectiveness	3	4	3.67	3.67		4
Importance	3	5	4	3.67		4

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

Evaluating Merit, Values, Ideals	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. In personality type, these behaviors emanate from Feeling that is introverted (Fi).

In tune with personal implications of learning	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	5	4.67	3.33		4
Effectiveness	4	3	4	2.33		4
Importance	4	4	3.67	3.33		4

Displays a value of openness and tolerance	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	2	2.67	4.67		5
Effectiveness	4	2	3	5		4
Importance	5	2	2.33	5		4

Actions are congruent with values	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	2	4.67	4		5
Effectiveness	5	3	3.67	4.67		4
Importance	5	3	4	4.33		4

Shares personal evaluation of a situation	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	5	3.33	3.67		4
Effectiveness	4	4	3	3.33		3
Importance	4	5	3	3.33		3

Works to build a team made up of individuals with different talents	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	3	5		3
Effectiveness	5	2	3.67	3.67		2
Importance	5	3	3	3.33		3

Evaluates options related to the "mission" of the organization or unit	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	3	5 !	4.33		3
Effectiveness	5	3	4 * !	4.67		2
Importance	4	3	4 !	4.33		2

Works to clarify relationship roles and boundaries	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3	2.33	4.67		2
Effectiveness	5	2	3.33	4.67		3
Importance	4	3	3.33	5		3

Compassionate and tough in managing discontent during change	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	3	4.67	4		3
Effectiveness	3	4	4.33	4		3
Importance	2	3	4.33	4.33		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).

Learns by doing	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	5	3.67 *	3.33 *		5
Effectiveness	5	4	4	4		5
Importance	5	4	3.67	3.67		4

Sees the importance of multiple methods of verifying information, perceptions	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3	3.67	3.67 *		5
Effectiveness	4	3	3.33	3.67		4
Importance	5	3	3.33	3.33		4

Seen as a "down to earth" individual	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3	3.67 *	4		4
Effectiveness	4	2	3.33 *	4		5
Importance	5	2	3.33	3.33		4

Shares concrete illustrations to make a point	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	5	4	4.33		3
Effectiveness	5	4	4	4		3
Importance	4	5	4	4		3

Utilizes expertise in a timely, focused way	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	3	3.67	4 *		4
Effectiveness	4	3	3.67	3.67		4
Importance	4	3	3	3.33		4

Provides project details, clear direction	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	2	3	4	4.33		4
Effectiveness	2	4	4	4		4
Importance	3	3	3.67	4.33		4

When disagreeing, demonstrates respect	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.33 *	4.33		3
Effectiveness	4	4	3.33	3.67		2
Importance	4	4	3.67	3.67		2

Builds processes and procedures with an action-oriented mindset	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	5	4 *	4 *		5
Effectiveness	4	3	4.67	4.33		4
Importance	4	2	3.33	3.67 *		4

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

Clarifying and Cataloging Information Precisely	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. In personality type, these behaviors emanate from Sensing that is introverted (Si).

Concrete, sequential learner	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	2	3 *	2.67		4
Effectiveness	4	2	3	3.67		4
Importance	5	3	2.67	3.33		4

Open to revising understanding	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	4	3	3.67		5
Effectiveness	4	4	3	3.67		5
Importance	4	4	2.67	3.67		4

Identifies specific methods to reduce stress	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	5 !	3.33	4.67		5
Effectiveness	5	3 !	4	3.67		3
Importance	3	4 !	3.67	4.67		3

Usually knows who, what, and when	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	5	3.67 *	3.67		5
Effectiveness	4	4	3.33	3.67		3
Importance	4	4	3	3		4

Delegates appropriately based on established and proven expertise	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	5	4.67	4.33		4
Effectiveness	4	3	4.67	3.67		2
Importance	4	4	4.67	3.67 *		2

Identifies "stages" and sequences involved in issues	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3	3.67 *	4 *		3
Effectiveness	4	3	3.67	3.67		2
Importance	4	3	3.33 *	3.67 *		2

Provides "hands on" support	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	3	3.67	4		3
Effectiveness	5	3	3.33	4		2
Importance	5	2	3.67	4.33		3

Analyzes historical patterns	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5 !	5	3.33 *	3.33		3
Effectiveness	3 !	3	3	3.67		4
Importance	4 !	4	3	3.33		4

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

Seeing Context, Associations, and Trends	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. In personality type, these behaviors emanate from Intuiting that is extraverted (Ne).

Links experiences to see broader implications for learning	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	5	3	3.67		5
Effectiveness	4	3	3	4		4
Importance	4	4	3	3.33		4

Seeks multiple perspectives	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5 !	4	2.33	3.67		5
Effectiveness	3 !	3	3.67	3.33		4
Importance	4 !	3	3	3.33		4

Sees innovative solutions to challenging situations	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	4.33	4.33		5
Effectiveness	4	3	3.67	3.33		4
Importance	3	3	3.67 *	4		4

Uses metaphors and analogies when communicating	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	3	4 *	3.67 *		3
Effectiveness	5	3	4.33	4		3
Importance	5	3	3.67 *	3.33		3

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

Generates multiple options	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	4	3.33 *	4		3
Effectiveness	3	4	3.67	3.67		2
Importance	3	5	4	3.67		2

Creates a context for constructive discussions, especially during conflict	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	2	3.67	4		3
Effectiveness	4	3	3	4		3
Importance	4	3	3	4.33		2

Generates ideas on leverage points in the "systems" in the organization	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	4	3.33	4.67		3
Effectiveness	5	3	3.67	3.33		3
Importance	5	3	3.33	4		3

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

Visualizing future Options, Scenarios	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. In personality type, these behaviors emanate from Intuiting that is introverted (Ni).

Enjoys learning from unfamiliar, novel tasks	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	3	3.67 *	3.67 *		4
Effectiveness	4	3	3.67 *	3.33		3
Importance	5	3	4 *	3		3

Anticipates multiple options, possibilities	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5 !	3	3.33 *	4 *		5
Effectiveness	5 !	3	3.33	3		4
Importance	5 !	3	4	3.67 *		4

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

Uses a future-oriented approach when communicating	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	3	4.33	4		3
Effectiveness	4	5	3.67	4		2
Importance	5	4	3.33	4.67		3

Anticipates needs for future expertise in a given task	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	2	4.33	3.67		4
Effectiveness	3	2	4	4		4
Importance	3	2	4	3.67		5

Has a strategic view of decision outcomes	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	5	2	3.33 *	4.33		4
Effectiveness	4	4	3.67 *	4.33		3
Importance	4	3	3.33	4.33		4

Works consistently to remove barriers to potential relationships and to enhance long-term relationships.	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	4	3	5	4 *		4
Effectiveness	4	4	4	4		2
Importance	5	3	4.33	4		3

Shifts gears easily, comfortable with uncertainty and ambiguity	Boss	Superior	Peers	Direct Reports	Other	Self
Frequency	3	3	4	3.67		4
Effectiveness	3	3	3.67	4		3
Importance	4	3	3.67 *	3.67		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

- Makes for learning easy for himself and others needs to take more time for reflection and "testing" ideas before implementing
- Seeks out new learning opportunities May miss some keybdetails
- Doesn't listen as well as I would like which prevents fast learning
- Quick to take a lesson from evets
- Takes in ideas quickly
- Continues to be a rapid learner
- Used a new strategy when a team initiative wasn't initially successful
- Seems to maximize experience
- Seems to catch on quickly on most issues
- tries alot of things to make it work

Critiquing and Theorizing

- Open to making chanes when the rationale is provided
- Open to trying new ideas Brainstorming comes naturally
- Will adapt
- Asks open questions
- Open to new ways of doing things
- Adapts quickly to changing conditions
- Open to new ideas
- Open to doing things differently
- Too flexible...willing to change his mind too quickly
- Easy to work with

Demonstrating Connections with Others

- has a good sense of timing...knows when to laugh and to focus
- Very calm even under stressful situations
- Is patient even under pressure
- Patient and responsive
- Thoughtful
- Patient
- Seems to take the time necessary to deal with issues
- Patient and thoughtful
- hot head from time to time
- Clearly takes control of his emotions

Evaluating Merit, Values and Ideals

- Great, concise memos....
- Good about sharing key information

- Takes care to formulate a message and deliver it with sensitivity
- Careful to craft a message that works for everyone
- Gives useful information
- Isn't always as clear and succinct as I would like
- Writes well
- Clear and responsive
- Needs to sa less, be more conicse
- Gives concise messages

Providing Pragmatic Action

- identifies talent around him well; puts people in the right jobs
- Helps others clarify how to use their talents
- May delegate too much
- Good at delegating
- Identifies special abilities
- Uses his and others skills effectively
- Uses his talents effectively
- Makes good use of the talents of othiers
- Masterful in using others talents
- Helps others see their strengths

Identifying and Cataloging Information Precisely

- implements with efficiency
- Acts decisively
- Waits too long at times
- Makes decisions quickly
- Takes in the information needed to decide
- Uses logical reasoning
- Needs to collect more information before deciding
- Is careful and thoughtful in decisions
- Too quick sometimes; needs to take in more information
- makes decisions after thoughtful deliberation

Seeing Context, Associations, Trends

- Almost too willing to invest time in people
- Follows up with people to share celebrations and to keep in touch
- Warm and thoughtful but not necessarily enthusiastic
- Builds relationships well
- Seeks out others
- Warm and thoughtful
- Reachesbout to work well with others
- Reaches across groups to build relationships
- Too selective, group around him is too small
- builds relationships and neworks throughout the organization

Visualizing Future Options, Scenarios

- Sees the big picture quick
- Masterful with seeing systems
- Sees the big picture
- Articulates vision and goals
- Sees the big picture and has a future oriented approach
- Sees new strategies for dealing with complex changes
- Makes the difference in managing vision and purpose
- Sees a ten year horizon
- Sees more than I do....unbelieveable range of perceptions about systems and how they work
- clearly undersatnds the systems in a situation

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 disingenuine 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 you 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 Taufte' 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 Taufte' 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)	