Objectives

The purpose of this exercise is to prepare a team to meet the demands of a real-world challenge—such as bringing in a new leader, implementing a technology solution, or forming a new process—by having team members examine the issue through the lens of their MBTI® Step II™ Sensing (S) and Intuition (N) facet results. This exercise is most helpful for teams anticipating a new challenge or facing a new initiative. You will work with the team (and its leader) to reveal how their facet results affect their perceptions as well as their approach to taking in information and preparing for the new challenge. Through individual work and group discussion, team members will identify ways of using S–N facet insights to work together more synergistically and effectively.

As facilitator, your role will be to lead the discussion and capture learnings about whose preferences align with which information-gathering actions most appropriately. At the end of the exercise, the expectation is that the team will leave with an agreed-upon process—including the assignment of roles and responsibilities—for scoping the current challenge as well as gathering information for future team projects or initiatives.

Note: It is assumed that team members have already received a debrief on their Step II™ results prior to this exercise.

Team size: 10–15 participants
Exercise time: 60–90 minutes, depending on team size, plus approximately of 30 minutes of individual pre-work by each team member prior to the group training.
Materials: Members' Step II™ reports, either the Profile or the Interpretive Report
Flipcharts and markers

Pre-Work Preparation

1. Work with the team leader to identity the key challenge or initiative that will serve as the basis for this exercise. The exercise will have the most impact when it is based on a current, real scenario, one that affects or touches each member of the team.

2. Prior to the group training, review each team member's S–N facet results, making note of each member's most favored facet poles—that is, where their results show the greatest clarity. (For example, an in-preference or out-of-preference score of 5 indicates greater clarity than an in-preference or out-of-preference score of 3; a midzone score indicates the least clarity.) You will assign team members to questions that relate to their two most favored facet poles. To refresh your knowledge of the facet scoring categories, consult your *MBTI® Step II™ User's Guide.*

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3 Email each team member explaining the pre-work assignment and attach his or her Step II report for easy reference. Assign individuals to the questions associated to their two most favored facet poles (see below), instructing them to consider each question in light of the team's current challenge or project. (*Note*: your goal is to have as many questions assigned as possible, so you may need to have some individuals respond to midzone questions or to questions that are not aligned to their most favored facet pole.)

Ask each team member to provide three answers to each of their assigned questions. Advise members that they can anticipate spending approximately 30–45 minutes on this task and request that they bring their responses to the team training session. Also assign questions to the team leader, as he or she must report out during the group discussion as well.

Sensing	Midzone	Intuition
What do we know about the current issue? (Concrete)	How easy is it for us to move from knowing a fact to knowing what that fact might mean?	Why does this information matter for our team? (Abstract)
How did we gain that knowledge? (Realistic)	How do us establish the limits of what we can know or understand from the information provided?	What might be the future impact of this information? (Imaginative)
What will having this knowledge do for us? (Practical)	Can we separate out our best ideas about how this information applies to our work?	What can we make of this information? (Conceptual)
How has this sort of information affected us in the past? (Experiential)	Do we see patterns and, if so, what is their significance?	Do we notice any future-related patterns or trends about this information? (Theoretical)
What does our organization usually do about things like this? (Traditional)	What needs to be changed first based on what we have learned?	How important or relevant is change in our industry or organization to this information? (Original)

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Note: Each time you conduct this exercise the experience will be different. The number of members assigned to each question will depend on the size of the whole team, but typically for a team of 10 there will be at least two individuals in each group (Sensing, midzone, and Intuition). An uneven distribution provides a good topic of conversation during facilitation, as it underscores the effect of facets on the overall style of the team and how members experience new information.

Facilitation Directions

Understanding the Current Challenge (covers first 4 steps)

1 You will need 2 flipcharts and markers on the training day for the group discussion. Then the team convenes, remind everyone of the current challenge they are facing and the objectives for the day:
- To examine how their facet results affect their approach to taking in information and preparing for new challenges
- To identify ways of using S–N facet pole insights to work together more synergistically and effectively on this particular challenge as well as on future projects

2 Ask each team member to report out on his or her assigned questions. (If the team type shows a preference for Judging, you may want to go in order of Sensing facet results, followed by Intuition facet results.) If the team type shows a preference for Perceiving, ask for a volunteer to start). This initial report-out should take about 30–45 minutes. Be sure to allow enough time for each team member to respond.

During the report-outs, use one flipchart to note your observations and key takeaways, and note those of the team leader. On the second flipchart. For example, you may sense that the team appears to struggle with certain aspects of information gathering, while the team leader may note that there are other organizational dependencies to be addressed for the team to gain sufficient access to information on past practices.

3 As you listen to each member's responses, your goal is to facilitate a discussion that allows the team to understand the strengths that each member brings to the exploration phase of new projects and to identify blind spots within the team. Ask team members to reflect on which of the questions listed in the chart above they tend to focus on more or give more thought to when they are trying to learn more about their current situation, and which ones get less attention. Talk about where members' facet results are in-preference or out-of-preference and whether some members might be shouldering more than their share in some aspect of data gathering.

As you have members share their answers to the questions, ask about how the questions relate to each other. Is there a relationship between one question and the next—that is, is the

answer to one question going to determine how other members will proceed with their work? For example, if one person learns about a future trend, does that change the direction of the team's work for the future? Members with more in-preference results may tend to be the go-to people for certain roles. It might be beneficial to take some tasks off their plate and assign them to others who have an interest in that area to appropriately share the workload.

4 After all members have reported out, turn the team's attention to the notes that you and the team leader have made. Compare your observations and discuss them with the team as needed. For example, the team leader might note that there doesn't seem to be anyone on the team to tackle the practical side of this new challenge and that potentially serious execution flaws may be the result. Discuss the implications with the group.

Preparing for New Challenges

1 Now that you've explored the current challenge from the lens of different facet poles and individual preferences, spend the remainder of the session (approx. 30–45 minutes) devising an action plan for tackling new projects. Who will work more in the background, getting all the necessary new information about the situation? Who will strategize and brainstorm ideas about the implications of the information and what exactly will happen next?

2 Begin by identifying each of the facet pole questions to a team "owner" who will be accountable for that aspect of scoping future projects or initiatives with an eye toward achieving a balanced approach and a shared workload, making sure that no one team member is taking on the majority of tasks. Also, look for opportunities and team member interest in trying on new roles, or flexing, to either fill in team gaps or to create development opportunities.

Document each person's role and gain commitment from the team to adhere to this approach when asked to scope their next project or initiative. In guiding the discussion, you can help members recognize the value of delegating tasks to teammates who may have more proficiency and interest in managing some areas than do others. The more teammates are able to understand and appreciate differences, the more they may be able to trust and buy in to how others are taking in information.

An Example of the Activity in Action

This exercise can help a team experience the benefit of assigning individuals tasks and work related to their natural areas of interest based on their facet results. Following is an example of this exercise used successfully in the past.

Scenario: A team of attorneys working for the state writes arguments to keep prisoners incarcerated who are eligible for parole the following year. They serve to enforce the original sentence imposed by

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the judge, and their arguments provide rationale and data for the judge to consider in denying parole. If after the upcoming election a new governor takes office, especially if he or she is from a different political party, there will likely be personnel changes on the team. The team has four months to plan for the transition to new leadership or the continuation of the existing leadership.

Exercise: Team members must imagine what their work life will be like if the current governor stays in office, as well as what changes will likely occur if a new governor takes over.

Following are some questions members would likely ask themselves as they address the situation, based on their facet results on Sensing or Intuition.

Sensing
- Who is currently serving as governor, and what is his or her political party affiliation? (Concrete)
- Is the current governor likely to keep the same people in positions of power or shift them based on the current state budget? (Realistic)
- If he or she keeps the same people, how will our policies change, or will they stay the same? (Practical)
- How have such transitions gone in the past? (Experiential)
- How much time is needed to implement the change—that is, getting new people in their positions? (Traditional)

Intuition
- How many team members do we stand to lose if a new governor takes office? (Abstract)
- How will the new governor's politics affect judges' decisions on the kinds of cases we argue— that is, will judges tend to be stricter about certain crimes than others? (Imaginative)
- Which of our functions would have to be curtailed if we lost personnel or financial resources? (Conceptual)
- How will the current governor's policies and their success or failure affect the stability of our department and the need for our services? (Theoretical)
- Can we learn more about how the new governor might approach some of our more difficult cases before this person comes into office, and will we need to adapt our arguments based on his or her philosophies? (Original)