



FACILITATOR'S NOTES

IMPROVING DECISION MAKING Using Myers-Briggs® Type to Understand Decision-Making Style

INTRODUCTION

Welcome to the *Improving Decision Making* workshop.

Workshop Objectives

This workshop is designed to enable participants to

- Increase their understanding of their preferred decision-making style
- Build awareness of what can inhibit high-quality decision making
- Learn how personality preferences influence people's decision-making style
- Develop strategies to make both individual and group decision making more successful
- Put together an action plan to enhance their decision making

Note: This workshop is intended to be used in conjunction with the MBTI® Step I™ Personal Impact Report, but it can also be used with the MBTI® Step I™ Decision-Making Style Report.

Workshop Materials

This workshop facilitator kit contains the following materials.

Welcome Email

We recommend that you send the welcome email included in this kit to participants 1 to 2 weeks prior to the workshop. The email ensures that participants are aware of the objectives of the workshop and sets the expectation that they will talk about their experience of decision making and share their Myers-Briggs® type preferences at the event. The email also asks participants to send you their best-fit type. Knowing the distribution of type in the group in advance will allow you to prepare groupings for workshop activities. It will also highlight type preferences that are missing so that you can prepare examples in advance.



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Facilitator's Notes

These facilitator's notes contain instructions to help you prepare to deliver the workshop, a workshop agenda, and a lecture script and instructions.

Training Slides

The PowerPoint training slides are ready for you to use as they are, or to incorporate into an existing program. Prior to the workshop, be sure to edit slides 1 and 2 to add your name, credentials, and experience. Also complete slides 35, 36, and 41 with information specific to your session.

Worksheet and Handout

- **Improving Decision Making Worksheet:** This multipage participant worksheet is provided as a PDF file. The worksheet provides space for participants to both record their reflections and learning throughout the workshop and put together an action plan. Print one copy of the worksheet for each participant.
- **Timings for the "Decision-Making Clock" Activity:** This handout provides instructions informing participants when they need to move around the "clock" during the activity. Print one copy of the handout for each participant.

Additional Materials

This workshop was designed with flexibility in mind, so some alternative materials are suggested and are available from CPP, Inc.

Participant Reports

For each participant, you will need to purchase an online MBTI administration for one of the reports listed below. For the ideal user experience, use the MBTI® Step I™ Personal Impact Report (PIR) and the *Introduction to Type® and Decision Making* booklet.

- **MBTI® Step I™ Personal Impact Report (PIR):** The workshop is designed to be used in conjunction with this report, which provides participants with comprehensive information to support their learning both during and after the session to develop decision making and other applications.
- **MBTI® Step I™ Decision-Making Style Report:** If you prefer to use a report that provides content that focuses primarily on decision making, this report is a suitable alternative.

These report options are referenced throughout these notes.

Introduction to Type® and Decision Making (optional)

This booklet provides in-depth information about the impact of type on decision making. It is particularly useful for the "Your Decision-Making Style," "Group Decision Making," and "Action Planning" activities. It provides specific information about each of the 16 MBTI® types, which you may find helpful in the activities and debriefs, and participants will find useful for learning about their own and others' decision-making styles. It is strongly recommended that you provide each participant with a copy of this booklet if you are using the PIR rather than the Decision-Making Style Report.

MBTI® Type Table

This tool enables participants to see the distribution of MBTI types in the group and proves a useful prompt for conversation and learning throughout the workshop. It is particularly useful for the “Group Decision Making” activity. You can either purchase a poster version from cpp.com or draw a type table on a flipchart.

Preparing for the Workshop

Complete the following tasks prior to the workshop.

Prepare Participants and Set Expectations

A critical factor in successfully delivering any workshop is ensuring that participants understand the workshop’s goals and objectives, as well as what will be expected of them in terms of sharing information and participating in group activities.

To ensure that participants arrive with the right mind-set, communicate essential information and set expectations, as detailed in the welcome email provided on your USB flash drive.

An important part of preparing participants is explaining to them that they will be using their Myers-Briggs profile during the workshop and that they will be asked to participate in activities that involve being open about their emotional response to situations. It is important that you clarify that they should share only what they are comfortable sharing and that you offer them the opportunity to ask questions or share concerns before the day of the workshop. The welcome email contains all this information and also asks participants to send you their Myers-Briggs best-fit type prior to the workshop so that you can plan pairings and groupings effectively.

For the “Your Decision-Making Style” activity, you will be asking individuals to discuss a big decision they made recently. What is meant by a “big” decision will be different things for different people, but it should be one that has involved some thought. It could be a personal decision, such as buying a new house, or one that is work related, such as going for a promotion or taking on a project or a new client. To give participants a chance to reflect on this, the introductory email asks them as prework to pick a recent big decision and to come to the workshop prepared to talk about it with a partner.

For the “Group Decision Making” and “3 Model” activities, you will be asking the group to problem-solve around a decision they will have to make in the future. This problem solving works best if the decision is a real one that is relevant for the whole group and that the group can influence. Examples of such decisions might include

- How can we increase sales over the next quarter?
- How can we engage employees through a change?
- How can we most effectively launch a new service?
- How can we improve the way we manage customer complaints?

The more specific, tangible, and practical the decision, the better. If the group is actually a team, it is worth discussing with the team’s manager what would be a good topic for them to explore. Alternatively, if the group you are working with is not a team, it is worth contacting your stakeholder for recommendations for a topic that would appeal to the whole group. This information is not included in the welcome email, as it is recommended that you have this discussion verbally.

If you are working with a team, you may want to ask the team leader if he or she would like to say a few words at the start of the workshop to set participants' expectations and hopes for the day. If you are going to do this, be sure to give the team leader plenty of advance notice so that he or she can reflect on what to say. This is not included in the welcome email.

Make Sure That Participants Know Their Best-Fit Myers-Briggs® Type

Before attending the workshop, participants should already have taken the Myers-Briggs assessment and had their results interpreted by an MBTI® Certified Practitioner. You will need to find out all participants' best-fit preferences (for Extraversion or Introversion, Sensing or Intuition, Thinking or Feeling, Judging or Perceiving) so that you can plan the groupings for some of the activities. The welcome email asks participants to send you this information in advance of the session. Make sure that you allow enough time for reviewing results prior to the workshop.

Prepare the Workshop Materials

Prepare the PowerPoint training slides by adding your name and credentials to the first two slides. Also complete slides 35 and 40 with information specific to your session.

Make sure that you have the following on hand prior to your session:

- Participants' MBTI® Step I™ Personal Impact Reports or MBTI® Step I™ Decision-Making Style Reports. It is advised that you make a list of each participant's best-fit type to help you set up activities and facilitate the session.
- Improving Decision Making Worksheet—one for each participant
- Timings for the "Decision-Making Clock" Activity handout—one for each participant
- Use of Preferences in Decision Making handout—one for each participant
- Agenda with timeline on flipchart paper or whiteboard (optional, but recommended)
- MBTI type table (order from [copp.com](http://www.copp.com) or draw on a flipchart)
- Sticky notes
- Stopwatch (or cell phone with a stopwatch application)
- Four flipcharts with stands and markers
- Pads of paper and pens
- *Introduction to Type® and Decision Making* booklets (optional)

Prepare for the Activities

It is a good idea to review the facilitator's notes prior to the session and think about the group you will be working with, even if you are an experienced facilitator. It is recommended that you make a note of the participants' types (from their reports) and use the distribution of types to create groupings for the activities in advance.

Activity: Your Decision-Making Style. This is a pairs activity that looks at a previous decision made by each participant. While it works best with pairs who differ in at least one preference, so that each partner is able to experience a style that is different from his or her own, it's not essential. What is most important is that participants pair up with someone they trust and can be open with. Therefore, unless you know the group very well or are aware of potential issues in the group, it is a good idea to let the participants pair up themselves.

Activity: Coming to Closure. In this activity, the participants line up between two statements. Prepare two flipchart sheets—one containing the statement *"I am more likely to miss out on something because I have closed down my options too early"* and the other with *"I am more likely to miss out on something because I have kept my options open too long."* At the start of the activity, you will post the two sheets at opposite ends of the room with enough space for all participants to stand between them.

Activity: Group Decision Making. This activity is designed as a whole-group activity. However, if you have more than eight participants, it is recommended that you split them into two smaller groups. If you do split the group, if possible try to have some participants with a preference for Extraversion and some with a preference for Introversion in each subgroup. *Note:* You will also need to fill in the blanks on slides 35 and 40 prior to the workshop. You will be projecting these slides while you conduct this activity.

Activity: The Z Model. This is also a whole-group activity. While it does not require breaking the group into smaller groups, it is useful for you, as the facilitator, to be aware of the overall distribution of type within the group, as this is likely to affect the energy levels within the exercise and can be useful for you to reflect back on if it plays out in the exercise. For example, groups that have an overrepresentation of N are more likely to find the N part of the exercise comfortable and easy but may find it harder to come up with responses during the S part of the exercise. Use the questions on slide 41 as a guide to prepare four flipchart sheets (one for each of the preferences in the Z model), then post the sheet with Sensing questions in one corner, the one with Intuition questions in another, etc. The questions are deliberately broad so that you can tailor them to the group you are working with.

Activity: Decision-Making Clock. This is another whole-group activity. You may find it helpful to have a record of the participants' types on hand in case anyone needs assistance knowing when to move around the room. This activity uses the model of the dynamic interaction of preferences. Having an understanding of this model is beneficial for conducting the activity. You may find it helpful to review the section on this subject in the *MBTI® Manual*, page 29.

Activity: Action Planning. This activity involves paired discussion and individual reflection, but it is not type dependent. It is recommended that you let the participants organize themselves.

Prepare the Facility

Plan to arrive at the training location at least 1 hour before the workshop starts to confirm that the room is properly set up.

- Ensure that the room is set up the way you want it, preferably with a circle of chairs to enable space for breaking out into pairs. Do not set up the room in classroom or conference style. Moving tables out of the way will enable participants to move around the room for the "Z Model" and "Decision-Making Clock" activities.
- Post the type table in a convenient place on the wall.
- Place a flipchart in each of the four corners of the room.
- Check that you have sticky notes, pencils, markers, etc.



- On each participant's chair put some paper, a pen, the Improving Decision Making Worksheet, and the *Introduction to Type® and Decision Making* booklet (if being used).
- Make sure that the projector works and that the screen is in the sight line of all participants.

As people arrive for the session, note whether anyone has a physical challenge that might restrict his or her movement. If someone does, check with that individual privately before the session begins about any special needs. You might want to have participants with special needs find a comfortable place in the room and instruct their activity group to always meet in that spot.

Selected Sample Pages



CULTURAL CONSIDERATIONS AND RECOMMENDATIONS

Here are some tips to help ensure a successful workshop when you are working with multinational and/or multicultural groups or participants from a culture that is different from yours.

Workshop Structure

Prior to the workshop (we recommend 1 week before the date of the session), check in with the contracting client who is familiar with the cultural expectations of participants regarding how training workshops are typically conducted. For example, what are participants' expectations in respect to schedule (e.g., tight or relaxed time frames, start and finish times), time allocated for breaks, and maximum number of participants for optimal learning and interaction? Are there any current social, political, or cultural (e.g., religious or gender) topics that people may be sensitive to or that may cause offense if discussed during the training?

Language

Consider the language skills of multinational groups and determine which language you should use to present the workshop. Choose the language that will allow the majority of participants to easily understand the type concepts and activities. When possible, have participants take the assessment in their first language, even if you generate the report in English.

Type Examples

Review the examples or stories you typically use to explain type concepts and consider whether they are appropriate for the local culture or the culture represented by the participants. Consider asking participants to offer their own examples of type behaviors after you have provided descriptions of the type preferences.

Engaging Participants

Consider what are culturally acceptable ways to engage participants. For example, in some cultures the trainer is expected to ask individual participants to share their views and respond to questions in the presence of the whole workshop group. In other cultures, views and questions are usually reported back from small groups. Some cultures do not encourage participants to ask questions of the trainer publicly. Offer to answer any questions during the breaks so that participants can pose questions privately.

Religious and Cultural Traditions

Check to see if the workshop's timetable needs to be adjusted to accommodate scheduled religious or cultural practices, such as prayer times. Also be sure that the time allocated for meal breaks meets participants' expectations. Some cultures encourage brief standing meal breaks (e.g., 30 minutes), while others encourage longer seated meal breaks (1 to 2 hours).

You should also check to see what is culturally appropriate attire for conducting the workshop.