


# The MBTI® Playbook



How to deliver impactful  
MBTI programs in  
organizations



# Start your MBTI® journey

Welcome to the MBTI Playbook.

This short guide is for anyone using the MBTI framework to address common people development situations. It gives you



**Checklists** to make sure you're fully prepared ahead of your session



**Activities** to help you address seven key business challenges



**Links to extra resources** and information for each of the business challenges



**Hints and tips** from MBTI experts



**Failsafe responses** to common MBTI objections

Whether you're newly certified, working with a new team or just want some new ideas, this playbook will help you prepare and feel confident.



# Why use the MBTI assessment?

**Self-awareness is the starting point for any personal development.** If we want to improve performance, either as individuals, in teams, or as leaders, we've got to know who we are and why we act the way we do.

Only then can we achieve meaningful change.

The MBTI framework gives us a simple and accessible way to become more self-aware. It helps us identify our personality preferences and understand our potential strengths and development areas. And this leads to actionable insights for improving performance.

It's flexible, too. We can use the MBTI framework to explore multiple workplace challenges, from communication and conflict to leadership, team performance, managing stress, and more.

And because it provides a common language for everyone to talk about difference, it puts everyone at the same level.



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# Before you start

To help everyone get the best from the Myers-Briggs® framework, make sure that:

- **Participants are willing to respect differences.** The MBTI assessment encourages a positive view of difference. It's important that respondents arrive with an open mind and have respect for other people.
- **There is enough time to use the MBTI framework effectively.** Remember that, unless your session is a group feedback session, each participant needs to complete interactive MBTI feedback and decide (or be reasonably sure of) their best-fit type beforehand. You may also need to schedule post-session follow-ups to check outcomes and progress, so make sure you can allow for this before you start.
- **The manager supports the program.** If he or she is not committed, it could limit the usefulness and impact of your MBTI training.
- **The team has a good level of trust.** If a team lacks trust, you won't get the best from your MBTI sessions. For example, if participants aren't willing to share their MBTI type with each other, your planned approach may fail.

**Note:** Consider using an ice-breaker exercise – like '[Getting to know you](#)' bingo – to help people relax and get into the session. Or talk to team/group members before the session to reassure them that the session is a safe space to be open – whatever is said in the session remains within the group.

If a team has serious trust issues, they need resolving before you use the MBTI assessment with them. Using the Myers-Briggs Instrument with [Lencioni's 5 Dysfunctions of a Team Model](#) provides a structured way to start building trust.



## Background essentials

To get the best from your sessions, make sure you know:

- Whether it's a **team** (people working together to achieve a common goal) or a **group** (functionally aligned people working towards different objectives) you're working with
- The size of the team/group and how long it's been together
- The function and structure of the team, including remote workers
- Whether there have been any recent changes in the team or organization
- Who will own and take forward the output from the session(s)



## STEP I™ or STEP II™ – **Which MBTI® assessment** should you use?

**MBTI Step I™** is the ideal place to start a self-awareness and personal development journey. It identifies a person's core personality type, provides a positive framework to explore difference, and explains how we interact with the world. It's accessible and supports a wide range of business challenges and personal objectives.

**MBTI Step II™** builds on an individual's Step I profile. It provides much deeper insight into the unique way we all express our personality type. For one-to-one development and coaching, or for very specific issues in teams, Step II adds unquestionable value.

MBTI Step I	MBTI Step II
Identifies four-letter type	Reveals the 20 facets that make up each letter of four-letter type
Provides a great starting point for developing self-awareness	Develops a more detailed understanding of personality difference
Can explain similarities where two four-letter types share a favorite process	Helps explain why people of the same four-letter type can be very different

To remind yourself about the differences between the Step I and Step II assessments, visit [www.psychometrics.com/assessments/myers-briggs-type-indicator](http://www.psychometrics.com/assessments/myers-briggs-type-indicator)

# Ethical use of the MBTI assessment

The MBTI assessment can be used for many different personal and professional development needs. However, there are some areas where it should not be used.



## Never use the MBTI assessment for

- selection
- promotion or demotion
- redundancy
- performance or disciplinary issues

As a certified MBTI practitioner, you know that the MBTI assessment does not predict skill, ability or performance. Using the MBTI assessment for selection or performance management is unethical. Unfortunately, because some organizations do use it in this way, the framework has been misrepresented and can be criticized, dismissed, or viewed sceptically by participants.



## What you can use the MBTI assessment for

- increasing self-awareness and awareness of others
- highlighting potential strengths and blind spots
- improving performance in areas like communication, decision-making, and stress management
- helping people to work together more effectively
- improving well-being

# Business challenges and development areas







# Business challenges and development areas

In this section, we'll look at seven popular areas where you can use the MBTI framework to help people get better results.

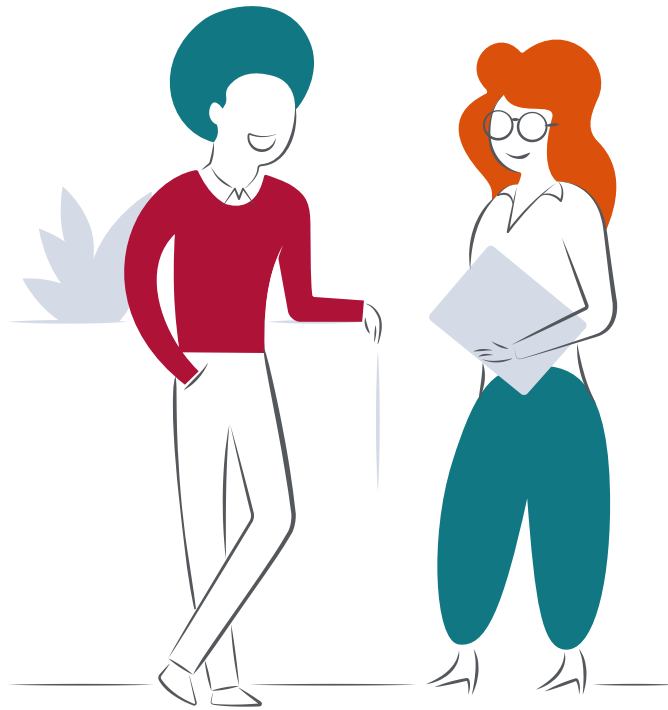
- **Communication**
- **Leadership**
- **Decision making**
- **Managing change**
- **Stress and resilience**
- **Conflict**
- **Team development**



## Challenge/area checklist

The person behind the development initiative you've been asked to deliver will often have a clear purpose for the development session. Here are some questions you can ask to make sure the focus of the session is correct.

- Why do you want to focus on this area?
- Do you have specific examples of current issues in this area?
- How would you define this area for the team or individual?
- What impact does this have on the individual, team, and organization?
- How long has this been an issue for the team or individual?
- What change are you hoping to see in the short and long term? (remember that change takes time and often requires more than one session)



# Communication

## Using the MBTI assessment to help people:

- Understand their natural communication style and how it differs from others
- Improve their negotiation skills



## Setting the scene for your session

To get people warmed up, ask your participants

- How do you usually communicate?
- Who do you normally communicate with?
- When have you experienced communication challenges?



# Communication activity

## Overview

This activity engages people in conversation so they notice their natural conversation style. When using with teams, it helps to highlight the current processes and dynamics within the team. When using with groups, it highlights individual styles which can then be reflected upon.

## Time

20 minutes

## Materials

Tokens or poker chips – five per participant (you can use anything as a 'token' – playing cards, coins, paper clips etc.)

## Instructions

- Divide the participants into groups of five (if you have fewer than eight people, use one group)
- Ideally, have a mix of Introversion and Extraversion preferences in each group
- Ask each group to choose a topic they're interested in (or suggest a topic for them). Give them five minutes to do this
- Give each participant five tokens
- Give the group(s) their instructions
  - Tell them that they will talk about their chosen topic
  - Each time a participant talks, they must put a token into the middle of the group
  - When a participant has used all five of their tokens, they cannot speak again
  - When everyone in the group has used their tokens, the activity ends



## Debrief

Ask the participants what they felt about the task and why. Get them to explore their motivations for speaking – for example, someone might use their tokens quickly because they want to join in the conversation. Someone else might use theirs quickly so they can finish early and observe the rest of the task.

## Follow-up questions

- Who used their tokens first? Who kept them until the end?
- How did it feel to use the tokens early?
- What difference did the tokens make?
- What could you do to get the best from everyone in meetings?

### How to do this activity virtually

To use this exercise with virtual or remote groups:

- Instead of tokens, give each participant an emoji
- Ask them to type the emoji into the chat box every time they contribute to the conversation
- When a person has used their emoji five times, they cannot participate in the conversation
- The conversation ends when everyone has used their five emojis

Notice who speaks first during pauses, who waits for a gap in the conversation, and who talks over others.

In the virtual debrief, ask participants:

- What they noticed about their energy levels
- If they would have behaved differently face-to-face
- How these observations relate to meetings or conference calls





## Communication resources

### Read these

- [White paper: You say one thing, but they hear another](#)
- [Quick guide: Get more from email](#)
- [White paper: Myers-Briggs type and influencing](#)

### Use these

- [MBTI Step I Exercise: Type and communication](#)
- [MBTI Step I Exercise: You've got mail!](#)

### Available to buy at [shop.psychometrics.com](https://shop.psychometrics.com) or on CareerID

- [MBTI Communication Style Report](#)  
Understanding strengths, tips to improve communication, and suggestions for development.
- [MBTI Activity: Schmooze or Lose](#)  
Use type to help groups with persuasion and influencing.
- [Compelling Conversations – workshop facilitation kit](#)  
Everything you need to run a half-day MBTI-based workshop on effective communication in the classroom or virtually.
- [Introduction to Myers-Briggs Type and Communication](#)  
Increase communication effectiveness in organizations.  
Available in print or e-book formats.



# Leadership

## Using the MBTI assessment to help people:

- Understand the impact of type on leadership style
- Learn how leaders are seen by others



### Setting the scene for your session

Before you start, try to find out what the groups objectives are.



# Leadership activity

## Overview

This exercise provides two options for exploring leadership style – through the lens of temperaments or decision-making style. It helps people to identify what their leadership style contributes and what they may overlook.

## Time

20 minutes

## Materials

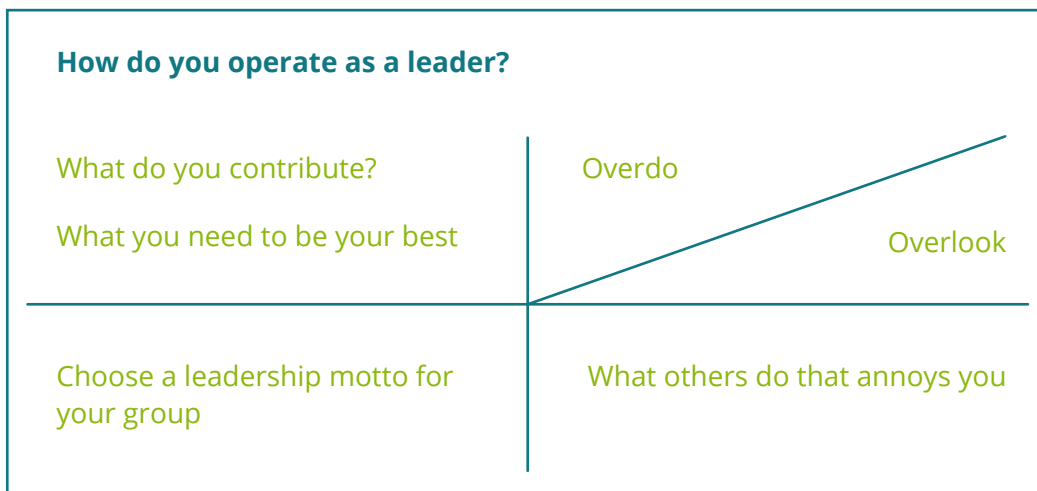
Flipchart paper and pens for each group

## Instructions

- Divide participants into groups based on temperaments (SJ, SP, NF, NT) or decision-making style (TJ, TP, FJ, FP) depending on the purpose of the session:
  - For overall leadership style, the temperaments lens works well – the core difference being between S and N.
    - Sensing leaders focus on the pragmatic here and now. The important next step is whether they do this in a more structured way (SJ) or a more spontaneous way (SP).
    - Intuitive leaders focus on the future. The important next step is whether, in doing so, they focus on tasks (NT) or people (NF).
  - If decision making is a focus, the combinations of T-F and J-P work well. Thinking and Feeling describes the process we prefer to make decisions; Judging and Perceiving show whether we do this in the outside world or in an introverted way.
    - People with a Judging preference extravert their decision making using either Thinking (TJ) or Feeling (FJ).
    - People with a Perceiving preference (TP or FP) tend to make their decisions internally, and this won't be seen by others.



- Take account of overall group size and distribution of type – it's important to have at least two people in each of the four groups.
- Give each group a sheet of flipchart paper and ask them to complete the following information.
- Allow 10–15 minutes.



## Debrief

Ask each group to present their completed diagram. Then discuss the following with the whole group:

- Where might different groups run into misunderstandings?
- How can they help each other?

Use the information on the next three pages to guide your debrief.





## Leadership styles: temperaments

SJ

**SJ leaders** will tend to focus on maintaining the status quo and ensuring that their teams are dependable and reliable. They will efficiently organize people, data and systems and establish procedures and policies. They may however be intolerant of change and adhere too rigidly to rules and procedures.

**As followers**, SJs will look for specific goals and timescales and a clear picture of who is responsible for what.

SP

**SP leaders** are resourceful, responding rapidly and pragmatically to pressing problems. They bring realistic solutions to immediate crises and problems. Their focus on the current moment can however mean that they discount the past and ignore future implications, and their followers may see them as unpredictable.

**As followers**, SPs respond well to those who lead by example and can make things fun, active and engaging.

NT

**NT leaders** focus on the big picture and the larger purpose behind any task. They enjoy visualizing future possibilities and respond well to change. They set high standards for themselves and their followers, which can lead to them being overly demanding and critical. They may become bored by detail.

**As followers**, NTs value opportunities to demonstrate their intelligence and competence, and to be respected for this. They need to know the big picture and to have the opportunity to challenge and debate.

NF

**NF leaders** are concerned with how the big picture fits with the human needs of their team and the values of the organization. They are nurturers, involving and developing their team, communicating with passion, and seeking to enthuse others with their values. They seek to create harmony, but this can be at the expense of the task and may make their team overly dependent on them. They often find dealing with unpleasant truths difficult.

**As followers**, NFs want to be treated in a personal way, and will respond well to leaders who can paint an inspiring vision that speaks to their values. They will want to know how people will be affected by their work in the future.



## Leadership styles: decision-making

TJ

**Logical decision makers.** TJs are often analytical, decisive leaders. They make decisions based on principles, overall impact, and rational assessment of possible outcomes. They can sometimes be tough-minded.

**As followers,** TJs are effective implementers of policies – if they respect the leader.

TP

**Adaptable problem solvers.** TPs tend to lead by example. They value technical expertise, usually creating consistent frameworks for their decisions. They're objective, skeptical, and curious. They may change course as new information comes in.

**As followers,** TPs are effective problem solvers as long as they're kept interested.

FP

**Supportive coaches.** FPs are usually warm, flexible, and encouraging leaders. They support individual styles and like to involve others in decisions. They tend to prefer collaborative relationships, shared rewards, and harmony.

**As followers,** FPs are energetic, as long as they're treated with respect by others.

FJ

**Values-based decision makers.** FJs are often warm, decisive leaders. They make decisions based on personal values and empathy. They usually strive for harmony, consensus, and a supportive environment. They're expressive and often inspiring.

**As followers,** FJs are loyal as long as their values are respected.



## Favorite processes: a reminder

You may also find it useful to draw on the characteristic behaviors of each favorite process during the debrief.

### Introverted Sensing

Quiet, consistent, and honest. They usually provide clear directions.

### Extraverted Sensing

Energetic, fast-paced, practical, and active.

### Introverted Intuition

Inspiring driven by future goals. They often see things from multiple perspectives.

### Extraverted Intuition

Enthusiastic and future-focused. They often spend their time searching for new ideas and opportunities.

### Introverted Thinking

Quiet problem solvers who like to create order and consistency.

### Extraverted Thinking

Decisive, objective, fast-paced, and task-focused.

### Introverted Feeling

Driven by personal values and their view of what's right for people.

### Extraverted Feeling

Inclusive, warm, diplomatic, and collaborative.

## How to do this activity virtually

To use this exercise with virtual or remote groups:



- Use an app that allows you to set up breakout groups
- Pre-set up the breakout groups by temperaments or decision-making style
- Introduce the exercise by outlining the areas for discussion – your contributions, what you need to be at your best, etc. You may however need to present these as a bullet point list rather than as a graphic
- Start up the breakout groups, giving 10-15 minutes to discuss answers to the four questions. If supported by your app:
  - display the questions on participants' screens throughout the discussion
  - visit each of the breakout groups as the exercise progresses to answer any questions and keep the groups to time
- Close the breakout groups and bring the whole group back together
- Debrief as for the face-to-face session. You can choose whether to talk through each question in turn, or each group in turn.



## Leadership resources

### Read this

- [White paper: Great leaders are authentic leaders](#)

Available to buy at [shop.psychometrics.com](http://shop.psychometrics.com) or on CareerID

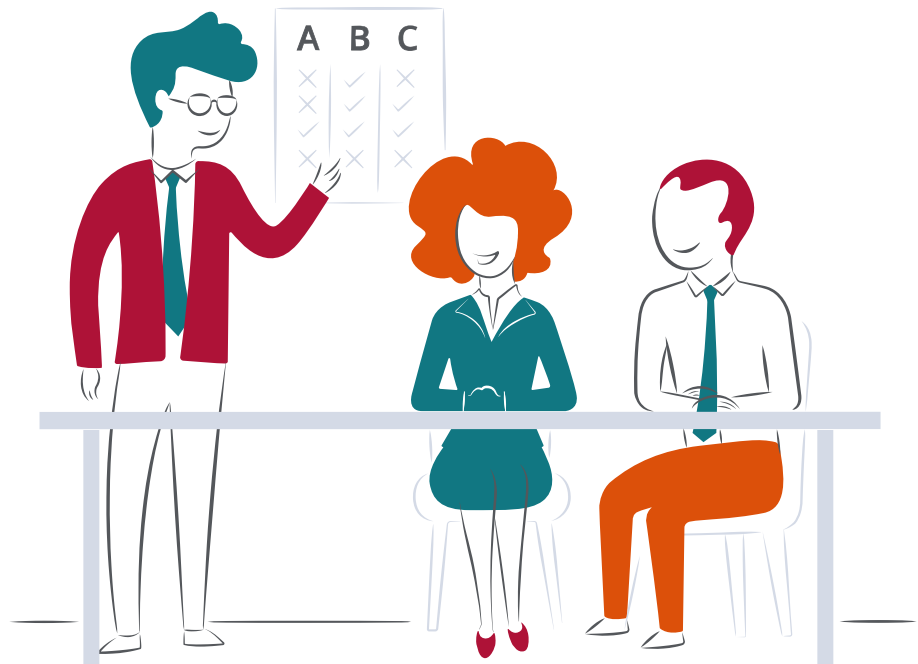
- [Leader Development workshop facilitation kit](#)  
Help participants recognize their strengths and explore how type-related values promote effective leadership. Everything you need to deliver an 8-hour workshop.
- [Introduction to Myers-Briggs Type and Leadership](#)  
Develop more effective leaders of every MBTI type. Available in print or e-book formats.



### EQ Tip

Research shows that emotional intelligence (EQ) correlates directly to successful leadership. Why not try these EQ resources in your leadership development sessions?

- [Introduction to Type and Emotional Intelligence](#)  
Exploring type through an emotional intelligence framework.
- [Enhancing Emotional Intelligence - workshop facilitation kit](#)  
Everything you need to facilitate a half-day workshop on emotional intelligence.
- [Leadership Report Using the FIRO-B and MBTI Instruments](#)  
If you're also FIRO-certified, this report presents type insights and interpersonal behavior side by side.



# Decision making

## Using the MBTI assessment to help people:

- Solve problems more effectively
- Learn tactics for better decision-making



## Setting the scene for your session

To focus people's minds on the topic, ask:

- What typically stops you from making effective decisions?
- When decisions are made, are they implemented?
- What are the different decision-making styles in your team?



# Decision-making activity

## Overview

This exercise uses the Z-model to raises people's awareness of their approach to problem-solving. It helps people see where they might spend too much time – and not enough time – in the problem-solving and decision-making process.

## Time

30 minutes

## Materials

Four flipcharts and pens

## Instructions

- Put a flipchart and pens in each corner of the room
- Write S on one flipchart, N on another, T on another, and F on the last
- Ask the group to think of a problem to solve. If they struggle, use this as an example: "The venue for your Christmas party at work has been flooded. The party is in a few days. What do you do?"
- Ask the group to move to the S flipchart
- Ask them to discuss the problem from a Sensing perspective and write their thoughts on the flipchart
- Give the group exactly five minutes to do this
- Move them on to the next flipchart and repeat the process
- Do this until the group has been to all four flipcharts
- Ask them to make a decision about what to do



## Debrief

The Z-model focuses on the Sensing–Intuition and Thinking–Feeling preference pairs. To solve problems and make decisions effectively, people need to use these preferences in a balanced way.

- Explore the effort and energy levels of the group. Which preferences were most comfortable and generated the most content? Which were more difficult?
- Did they group think they made a balanced decision or not? Why?

Here are some areas that participants tend to focus on, based on their preferences:

### ■ Sensing

- Gathering facts and data
- Applying and building on experience
- What's realistic and achievable

### ■ Intuition

- Looking for connections and new approaches
- Applying hunches or instinct
- Theories and concepts

### ■ Thinking

- Applying objective logic
- Looking for rules and principles to follow
- Tasks to complete or steps to take

### ■ Feeling

- Processes to follow
- Applying personal values
- Looking at individual and group impact

An ESTJ, for example, would:

- Spend more time in T and S (first/favorite and second processes)
- Spend less time in N and F (third and fourth processes – potential blind spots)

ESTJ types will typically look at the facts and then make a logical decision.



### How to do this activity virtually

To use this exercise with virtual or remote groups:



- If possible, use an app that allows single or multiple 'whiteboards'
  - Set up one whiteboard for S, one for N, one for T, one for F
  - Alternatively, set up a whiteboard divided into quarters; S top left, N top right, T bottom left, F bottom right
  - Timings and discussions are as for the face-to-face exercise, with the group writing their thoughts on the whiteboard(s)
  - If using a single whiteboard, you will need to ensure that the group keep their comments to the appropriate quadrant
- Alternatively, the group can use a chat box to share their thinking. Again, timings and discussions are as for the face-to-face exercise
- At the end of the exercise, ask the group to make a decision about what to do

## Decision-making resources

Use these

- [MBTI Step I Exercise: Presents for \(not quite\) all](#)
- [MBTI Step I Exercise: Trip to the Caribbean](#)

Available to buy at [shop.psychometrics.com](https://shop.psychometrics.com) or on CareerID

- [MBTI Decision-Making Style Report](#)  
Help respondents explore strengths and development areas in decision making.
- [Improving Decision-Making - workshop facilitation kit](#)  
Everything you need to run a half-day workshop to help develop decision-making skills.
- [Introduction to Type and Decision Making](#)
- [MBTI Activity: Exploring Decision-Making Style](#)





# Managing change

## Using the MBTI assessment to help people:

- Understand why people respond differently to change
- Handle change with a better chance of success



## Setting the scene for your session

As a warm-up, ask participants

- Is change happening – or has it recently happened – at work?
- How do you tend to feel about change?



# Managing change activity

## Overview

This exercise comes from an approach called 'type lenses'. It uses the quadrant lens to explore type and change. It's especially good for demonstrating the difference in responses to change.

## Time

30-45 minutes

## Materials

Four flipcharts and pens

## Instructions

- Draw a quadrants lens (see below) on a flipchart sheet (or PowerPoint) so everyone can see it

IS	IN
ES	EN

- Divide the group by type into quadrant groups: IS, IN, ES, EN
- Give each quadrant group a flipchart
- Ask each group to discuss the following questions:
  - When is change justified?
  - What is your typical reaction to change?
  - What is your best contribution in times of change?
  - What irritates or worries you during times of change?



- Ask them to write their answers on their flipchart
- Give the groups 10–15 minutes to do this
- Bring the groups together to discuss their answers

## Debrief

Whichever group you start with, make sure you go to the group in their opposite corner next (e.g. from IS, go to EN). Moving diagonally reveals the largest differences because the pairings are opposites. This can make a large impact on the participants.

Use the information below to explain typical responses to change for each quadrant.

“When change is coming, what should be changed?”

**IS** **Change as little as possible.** The attitude of the IS group tends to be to conserve what is good from the past: “Let’s keep it.” IS types need data to show the necessity of embarking on change. They are often seen as the quadrant that promotes continuity. They are often the ones who end up making the new reality concrete and real.

**EN** **Change as much as possible as quickly as possible.** Change is fun and good. If it doesn’t work, change it again. Their attitude is “Let’s change it!” This is the ‘If it ain’t broke, let’s fix it anyway’ quadrant. EN types see change as an interesting idea to be played with, and tend to show overt enthusiasm for change.

**ES** **Change what doesn’t work.** Change whatever prevents us getting the practical results we need. ES types also want action. Their attitude is “Let’s do it (today).” Their focus is on practical results rather than in-depth theorising. They like to fix things quickly and move on to the next problem.

**IN** **Change depends.** IN types often like the idea of change, but want to take time to think it through: “Let’s think about it differently.” This quadrant is most concerned with the underlying concept being clear. It wants all aspects of the change to be consistent with fundamental principles (NT) and values (NF). IN types often want to change things to fit their vision, or a core value or principle. They may design change that shifts the existing model or pattern. However, they might not be very interested in putting the change into practice.



### How to do this activity virtually



To use this exercise with virtual or remote groups:

- Use an app that allows you to set up breakout rooms. Set these up in advance by type quadrant – one group for IS, one for IN, one for ES, and one for EN
- Introduce the exercise by showing a slide of the quadrants lens and outlining the four questions
- Start up the breakout rooms, giving each group 10-15 minutes to discuss their answers to the four questions
  - If supported by your app, display the four questions on participants' screens during the discussion. Otherwise share the questions in another way
  - If you can, visit each of the breakout rooms as the exercise progresses to answer any questions and keep the groups to time
  - If a group has only one person in it, be sure to join this breakout room first
- Close the breakout rooms and bring the whole group back together to discuss their answers
- Debrief as for the face-to-face session

## Managing change resources

### Use this

- [MBTI Step I Exercise: Type and Change](#)

Available to buy at [shop.psychometrics.com](https://shop.psychometrics.com) or on CareerID

- [Introduction to Type and Change](#)

Use this short guide to implement and adapt to change better at work.

- [Embracing Change – workshop facilitation kit](#)

Everything you need to deliver a half-day workshop on the psychology of change.



# Stress and resilience

## Using the MBTI assessment to help people:

- Understand stress triggers for different personality types
- Build resilience



## Setting the scene for your session

To focus people's minds, ask

- What makes you feel stressed?
- What might cause stress in your team or group?
- How does it affect performance?



# Stress and resilience activity

## Overview

This exercise uses a 'speed-dating' format to get people talking about differences.

## Time

20-30 minutes

## Materials

Flipchart, list of stress-related sample questions (see next page)

## Instructions

- Arrange everyone into two lines – A and B – so they're standing up and facing each other. Make sure you have the same number of people in each line, and each person is directly opposite another person
- Tell everyone it's an activity about stress and it uses the speed-dating format
- Give them the first question (you can write it on the flipchart too)

### Sample questions

- When do you feel most energized at work?
- What usually makes you feel stressed?
- How do you usually react to stress?
- When have you experienced extreme stress?
- Give them two minutes to talk about it with the person opposite
- After two minutes, ask everyone in line B to move to their right by one person. Line A stands still. The person at the end of line B moves round to the start of line B. Everyone should now be opposite a different person



- Give participants a new stress topic
- Give them two minutes to discuss
- Repeat for as many topics as you have time for

## Debrief

Give participants a few minutes for reflection. Ask them what they think they've learned about themselves, then ask for any observations. It may take some time before participants are ready to share.

### How to do this activity virtually

To use this exercise with virtual or remote groups:

- Give each participant a number
- Share the numbers in the chat box so that participants can refer to them later
- For each round, ask participants to enter a chat room in pairs to discuss the topic
- After two minutes, ask everyone to return to the main chat and give them a new partner
- Share the next topic and ask the participants to go into a new chat room to discuss the topic

To save time, you can plan partners for each topic in advance. Then copy and paste the list of partners into the chat box at the start of each round.





## Stress and resilience resources

### Read this

- [White paper: Well-being in the workplace](#)

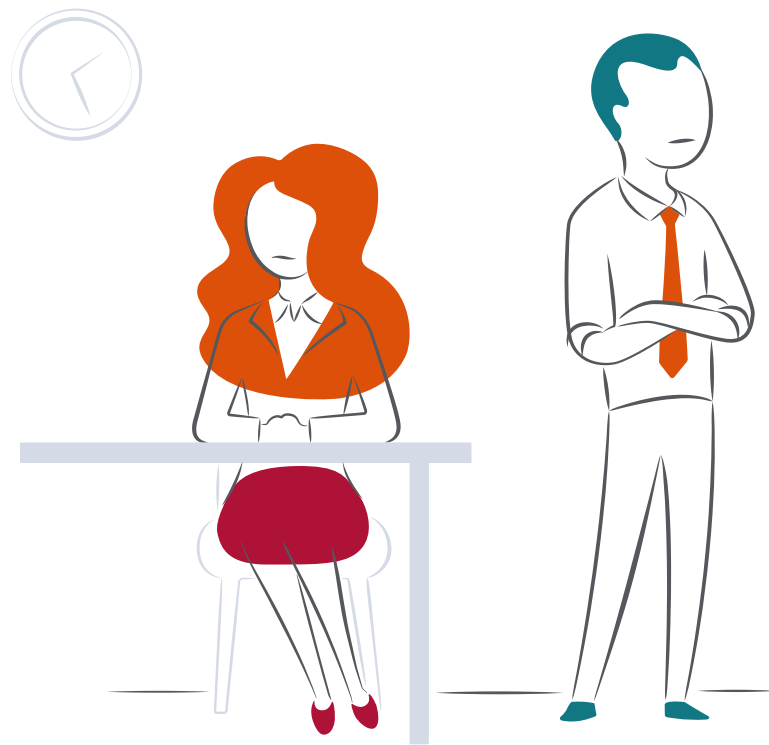
### Use these

- [MBTI Stress Heads](#)
- [Quick guide: Raising awareness about stress](#)

Available to buy at [shop.psychometrics.com](https://shop.psychometrics.com) or on CareerID

- [MBTI Stress Management Report](#)  
Help respondents manage stress by exploring their typical stress reactions.
- [MBTI Activity: Applying the Function Lens to Stress](#)





# Conflict

## Using the MBTI assessment to help people:

- Understand different approaches to conflict
- Approach conflict constructively within teams



## Setting the scene for your session

Before the session, you might want to find out

- Whether the team are experiencing interpersonal or professional conflict
- How long conflict has been an issue.



# Conflict management activity

## Overview

This activity helps people explore the conflict between preference pairs (E-I, S-N, T-F, J-P). Doing this can often act as a catalyst to help teams work together more effectively.

## Time

30 minutes

## Materials

Flipchart, sticky notes and pens for four groups

## Instructions

- Put four flipcharts (or four sheets of flipchart paper) around the room
- Write a preference pair at the top of each flipchart
- Write these three headings (below) on each flipchart under the preference pair. Allow space for participants to write or add sticky notes under each heading
  - Potential sources of conflict
  - Avoiding conflict
  - Resolving conflict
- Put your participants into groups of similar types (do not use the flipcharts yet)
- Ask each group to discuss what they find irritating about their opposite preferences, and how they think they might irritate others
- Allow 10 minutes for discussion

Next, pair participants with their opposite preferences. This gives them an opportunity to discuss differences. Ask each pair to identify possible sources of conflict and how they could avoid or resolve them. Give them five minutes.



Now introduce the flipcharts.

Ask participants to move around the room. Get them to write their ideas on the flipcharts or on sticky notes on the charts. Encourage participants to keep moving around the room.

## Debrief

- Ask participants to stand next to one of the flipcharts
- Give each group three minutes to summarize the information on their flipchart
- Ask them to share their summaries with the group

### How to do this activity virtually

To use this exercise with virtual or remote groups:



- Use an app that allows you to set up breakout rooms
- The first two parts of the activity can be run in a parallel way to the face-to-face exercise:
  - Put participants of similar or the same MBTI type into breakout rooms
  - Ask each group to discuss what they find irritating about their opposite preferences, and how they think they might irritate others
- Allow 10 minutes for discussion. If supported by your app, visit each of the breakout groups during this time
- Close the breakout rooms and pair participants with their opposite preferences in fresh breakout rooms. Unlike the face-to-face exercise, these groups may need to include 3-4 people rather than pairs but try to keep group sizes as small as you can
- Ask each group to identify possible sources of conflict and how they could avoid or resolve them. Allow five minutes
- Close the breakout rooms and bring participants back together



- The next part of the activity, when carried out face-to-face, helps participants learn from and build on each other's ideas as they move between the flipcharts. There are several ways this can be achieved in a virtual setting, depending on the capabilities of your app and the size of the group:
  - For smaller groups, set up a whiteboard chart with four columns, labelled E-I, S-N, T-F, J-P and with the three rows, labelled potential sources of conflict, avoiding conflict, resolving conflict. Ask participants to write their ideas on the whiteboard, starting wherever they want, ideally using a small font. Debrief once ideas have begun to dry up or after 10 minutes
  - For larger groups, prepare a whiteboard for each preference pair, allowing 5 minutes for participants to enter their ideas on each. Debrief for each preference pair and then facilitate an overall discussion at the end
  - If you do not have access to a whiteboard, use a chat box. Go through each preference pair in turn, starting with E-I. Emphasise that participants do not have to wait their turn; everyone can type at the same time. After 5 minutes on E-I, stop the discussion, debrief and move on to S-N. Facilitate an overall discussion at the end
  - You may also have access to other platforms or software that can be used for this activity. For example, some online systems, used or originally designed for project planning and idea generation in virtual teams, will allow sharing of virtual 'post-it notes'.



## Conflict resources

### Read this

- [White paper: Squaring up to conflict](#)

### Use these

- [MBTI Step I Exercise: Conflict case study](#)
- [MBTI Step I Exercise: Conflict and complementarity](#)
- [MBTI Step I Exercise: Define conflict](#)
- [MBTI Step I Exercise: Rights and responsibilities](#)

### Available to buy at [shop.psychometrics.com](http://shop.psychometrics.com) or on CareerID

- [MBTI Conflict Style Report](#)  
Improve people's conflict management with tips and advice based on their conflict style.
- [MBTI Comparison Report: Work Styles](#)  
Compare two respondents' types to help them manage differences more effectively.
- [Introduction to Type and Conflict](#)  
See how MBTI type improves conflict management strategies. Available in print or e-book formats.



### See also

The [Thomas-Kilmann Conflict Mode Instrument \(TKI™\)](#) is a world-renowned conflict management assessment – and you don't need to get certified to use it.



# Team development

## Using the MBTI assessment to help people:

- Improve team performance
- Build trust in a team
- Perform better in newly-formed teams



## Setting the scene for your session

Before you start, try to find out what the team's objectives are.



# Team development activity

## Overview

This activity helps a team to raise its self-awareness and learn about its strengths and blind spots.

## Time

25 minutes

## Materials

A copy of the Internal and External Drivers table (see page 41) for each participant

## Instructions

- Ask the team to discuss the following five questions as a group:
  - What do you see as your team's strengths and weaknesses?
  - How might you overcome the weaknesses?
  - Is one type or preference overrepresented in the team? If so, what impact could this have?
  - What might happen if you ignore different opinions in the team?
  - What does it feel like to work in this team?
- Give them 10 minutes
- Then move the discussion to the impact of the team on individuals. Ask everyone to complete the Internal and External Drivers table (see page 41)
- Give everyone 10 minutes to do this



## Debrief

- Ask participants to share their thoughts. Encourage them to make connections with their preferences.
- Ask them, 'What does this mean for your team meetings?'

### How to do this activity virtually

To use this exercise with virtual or remote groups:

- Have the whole group discuss the five questions
- Encourage participants to use video, and facilitate the discussion so that everyone contributes
- After 10 minutes, distribute the Internal and External Drivers table to each participant in a format that they can edit and share (e.g. Word or PowerPoint)
- Give everyone 10 minutes to complete this individually
- Debrief as for the face-to-face exercise





## Internal and External Drivers

[illegible]



## Team development resources

Read these

- [White paper: So you think you know your team?](#)
- [Using the MBTI with Lencioni's 5 Dysfunctions of a Team model](#)

Use these

- [MBTI Step I Exercise: Contributions and downsides](#)
- [MBTI Step I Exercise: Conflict and complementarity](#)
- [MBTI Step I Exercise: Rights and responsibilities](#)

Available to buy at [shop.psychometrics.com](http://shop.psychometrics.com) or on CareerID

- [Introduction to Myers-Briggs Type and Teams](#)  
Help participants maximize their contributions to a team. Available in print or e-book formats.
- [MBTI Interpretative Report for Organizations](#)  
Explore each respondent's working style, workplace preferences, strengths, and areas for development.
- [MBTI Team Report](#)  
See how type affects problem-solving, communication and conflict, and help teams collaborate better.

# How to handle **MBTI®** objections



# MBTI® objections

The MBTI assessment is not without its critics. However, those criticisms often come from misconceptions about what the MBTI assessment does (and does not) do.

Here are some responses you might find useful. You can learn more about common MBTI myths on the [MBTI Facts page](#).

## 1 The MBTI assessment has no scientific or research basis

Not true. The Myers-Briggs Type Indicator® assessment meets the requirements for psychological tests. It has both validity and reliability.

- Find out more about validity and reliability of the MBTI questionnaire in the research section of the MBTI Manual
- [Watch Dr Rich Thompson](#), Head of Research at the Myers-Briggs Company, address common criticisms of the MBTI assessment

## 2 The MBTI assessment can't predict performance, so it has no value in organizations

The first bit of this is true – the MBTI assessment cannot predict performance. It never has, and it was never intended to.

Does this mean it has no value? Of course not. Communication, decision-making, teamwork and leadership styles, for example, are also crucial to improving overall performance.

This is where the MBTI assessment excels: self-awareness, understanding others, learning strengths and development areas. These are the soft skills that are increasingly highly valued in today's organizations.

This is why the majority of Fortune 100 companies use the MBTI assessment.



### 3 **Companies use the MBTI assessment to screen potential applicants**

Do they? If so, this says more about the organization than the assessment.

The Myers-Briggs Company says the MBTI assessment should not be used for hiring or selection. It's unethical. The MBTI assessment is not designed for such purposes.

### 4 **The MBTI assessment is only popular because it provides easy, positive answers**

It is a positive framework, true. It does not suggest that one personality type is better than other, because that's not the aim of the framework.

Think of it like an owner's manual. You use it to understand how something works best and how to get the best from it. In this case, you're understanding and getting the best from different people and helping them better understand each other.

### 5 **Psychologists don't like the MBTI assessment**

*Clinical* psychologists don't like it. Then again, it's not designed for their purpose. It doesn't diagnose illness or pathology. It highlights personality differences between people.

The assessment is popular with workplace, counseling and organizational psychologists, who use it in practical areas such as team building and conflict management.



## 6 **The MBTI assessment stereotypes people**

No, people stereotype people. They do this when they misuse information or use incomplete information. Stereotyping comes from how information is used, not on the quality of the information.

The MBTI assessment indicates natural preferences. When you know more about how you naturally prefer to think and act – and how this differs from the people you interact with – you can learn to apply and adapt your behavior to accomplish your goals.

## 7 **The MBTI assessment is too simplistic – personality type is much more complicated**

Personality is complicated! This is why a self-awareness framework makes a great starting point.

The MBTI assessment doesn't describe every aspect of personality. Nor does it claim to.

The framework shows preferences. It shows that we tend to behave in certain ways. It doesn't say that our behavior is limited or incapable of changing in different situations.

When we group people into the 16 Myers-Briggs types, we identify commonalities. These commonalities are useful for understanding how someone prefers to work, learn, and communicate.

And remember, the MBTI Step II assessment provides lots of data on the complex breakdown of a person's type.



# The MBTI Playbook

## About Psychometrics Canada

Since 1976, our assessment solutions have provided valuable personality, cognitive and leadership insights that help organizations select and develop people. With an unmatched collection of industry recognized employee development assessments and selection tests, we provide the right tools to address a range of organizational challenges such as teamwork, communication, conflict, leadership development, stress and succession planning.

We work with more than 4000 organizations, including 84 of the top 100 companies in Canada. We're proud to work closely with our clients every day, helping them to find and develop great people.

Contact our experts to explore how talent assessment solutions can help you identify the right people and develop their potential to enhance organizational performance.

[www.psychometrics.com](http://www.psychometrics.com)

[info@psychometrics.com](mailto:info@psychometrics.com)

1.800.661.5158



[www.themyersbriggs.com](http://www.themyersbriggs.com)

