

# LEADERSHIP MASTER CLASS



**VCU** College of Health  
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1

Part I:

- Discovering your authentic leadership personality

2

Part II.

- Leading others to better performance

3

Part III.

- Making continuous quality improvement work for you

# SERIES OBJECTIVES

## HOSTS/PRESENTERS



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# Leading others to better performance



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# Learning Objectives

1.

Use emotional intelligence and MBTI® type knowledge to better understand yourself

2.

Use your MBTI® type knowledge to:

- positively influence others
- constructively manage conflict
- deal with difficult situations

## Some key points from webinar 1

Leadership is the art of  
accomplishing  
objectives through  
others

MBTI® type  
knowledge invites  
you to notice  
yourself and others

This self-awareness  
is what generates  
behavior changes

Behavior changes  
drive your  
leadership results

You are not your  
MBTI® type – you  
are yourself!

Your MBTI® type  
should not be used to  
excuse shortcomings

# Remember your goal from last week?

- **Specific**
- **Measurable**
- **Achievable**
- **Realistic**
- **Timebound**

What is the ONE  
THING you most want  
to work on?

What SMART goal can  
you set for yourself?

Consider starting with  
leisure and hobby  
activities where less is  
at stake

Recognize that  
setting a self-  
awareness goal (to  
observe, to notice) is  
perfectly valid!



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# Emotional intelligence and MBTI® type knowledge



## EQ vs IQ

### EQ

- Our ability to identify, assess, and regulate or manage our own emotions, and the emotions of others

### IQ

- Our cognitive ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn, and remember

# Workplace benefits of emotional intelligence

- Better workplace performance
- Better performance in caring oriented work
- Superior leadership
- More constructive conflict management
- Greater sense of power and control in the work environment

# Personal benefits of emotional intelligence

## Linked to positive *intra*personal outcomes

- More positive mood
- Greater life satisfaction
- Better mental health

## Linked to positive *inter*personal outcomes

- More cooperative behavior
- Better interpersonal relationships
- More relationship satisfaction



Emotional intelligence is an  
umbrella term

How we perceive  
and express  
ourselves

How we develop  
and maintain  
social relationships

How we cope with  
challenges

How we use  
emotional  
information to  
solve problems

## SOCIAL SKILLS

Being able to  
influence the  
emotions of  
others

Noticing and  
understanding  
your own  
emotions

## SELF

## EMPATHY

Understanding  
the emotions of  
others

Ability to  
control your  
own emotions

## SELF CONTROL



# MBTI® type dynamics and emotional intelligence



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# The Basics of Type Dynamics

**There is a predictable way the four letters of our type (our preferences) work together**

**The two middle letters of our type represent our favorite processes:**

- **The information we absorb and trust:** Sensing (details, experience) or Intuition (possibilities)
- **The way we make decisions:** Thinking (logic-driven) or Feeling (values driven)

**Of your two favorite preferences**

- One will be S or N
- The other will be T or F
- One of these will be ranked 1<sup>st</sup> (this is your dominant or favorite process)
- One of these will be ranked 2<sup>nd</sup> (this is your auxiliary or next favorite process)

See Type Dynamics handout for the order of core processes for your MBTI® type

# Your tertiary and inferior processes

These are generally poorly developed in contrast to 1 and 2

**Your remaining preferences are:**

You are less conscious of them and they are harder to use

**Tertiary preference  
(ranked 3<sup>rd</sup>)**

**Inferior preference  
(ranked 4<sup>th</sup>)**

When you do use them, it will be with less fluency and mastery

- Like writing with your non-dominant hand



# Think of yourself as a car

**1st (dominant) function**

**the driver**

Developed by age 7



**2nd**

**auxiliary function**

**the navigator**

Developed by age 20

**4<sup>th</sup> (Inferior) function**

**a baby in the backseat**

Developed in mid or later  
life

**3<sup>rd</sup> (tertiary) function**

**a teenager in backseat**

Developed by age 30-40

# Extraversion and Introversion

If you have a preference for extroversion (E) you will use your dominant preference in the outer world

- *Where everyone can see and experience it*

If you have a preference for introversion (I) you will use your dominant preference in your inner world

- *What others see is what you choose to show them*

	Sensing	Intuition	Thinking	Feeling
Introverted	ISTJ ISFJ  <b>Conserver</b> Compares present facts and experiences to past experience. Trusts the past. Stores sensory data for future use.	INTJ INFJ  <b>Visionary</b> Sees possibilities in the external world. Trusts flashes from the unconscious, which can then be shared with others.	INTP ISTP  <b>Analyst</b> Seeks internal consistency and logic of ideas. Trusts their internal framework, which may be difficult to explain to others.	INFP ISFP  <b>Conscience</b> Seeks harmony between thoughts, actions, and personal values. May not always articulate those values.
Extraverted	ESTP ESFP  <b>Activist</b> Acts on concrete data from here and now. Trusts the present, then lets it go.	ENFP ENTP  <b>Explorer</b> Looks at consistency of ideas and thoughts with an internal framework. Trusts flashes from the unconscious, which may be hard for others to understand.	ENTJ ESTJ  <b>Director</b> Seeks logic and consistency in the outside world. Concern for external laws and rules.	ENFJ ESFJ  <b>Nurturer</b> Seeks harmony with and between people in the outside world. Interpersonal and cultural values are important.

Increase your  
self-awareness  
and identify  
areas for your  
own growth

Recognize why  
others behave  
the way they do

A reminder that  
the 4-letter type  
is only the  
beginning

Help others to  
grow

How you  
can use  
MBTI® type  
dynamics

```
graph TD; A[Increase your self-awareness and identify areas for your own growth] --> D((How you can use MBTI® type dynamics)); B[Recognize why others behave the way they do] --> D; C[A reminder that the 4-letter type is only the beginning] --> D; E[Help others to grow] --> D;
```

# Using MBTI® type knowledge to deal with “grip” experiences



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# Think about the baby in your backseat (your inferior function)

**1st (dominant) function**

**the driver**

Developed by age 7



**2nd**

**auxiliary function**

**the navigator**

Developed by age 20

**4<sup>th</sup> (Inferior) function**

**a baby in the backseat**

Developed in mid or later  
life

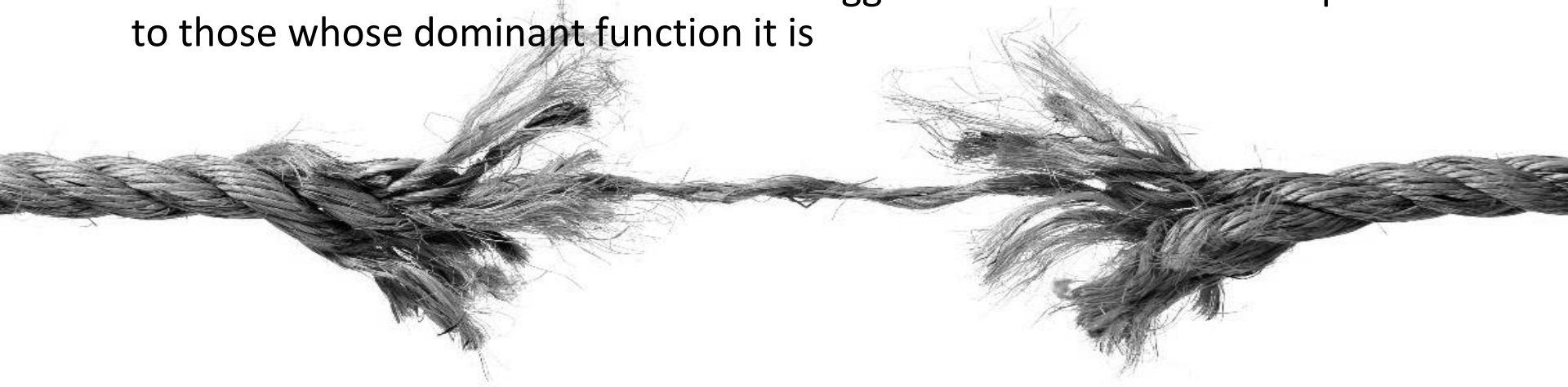
**3<sup>rd</sup> (tertiary) function**

**a teenager in backseat**

Developed by age 30-40

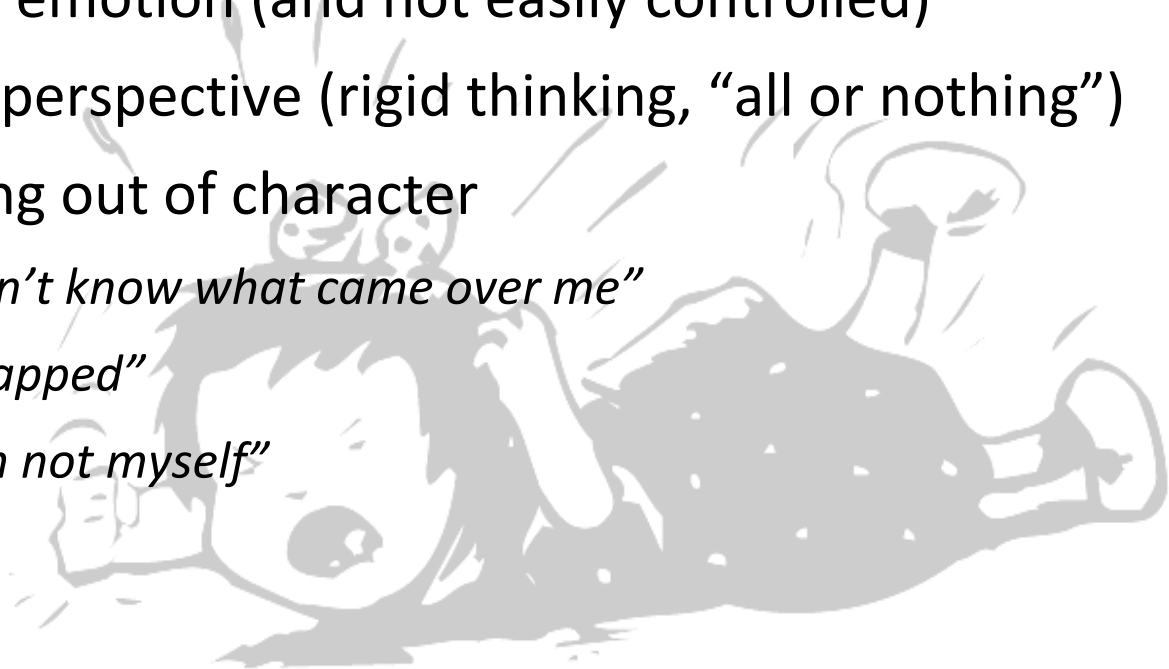
# “Grip” experiences

- When we are stressed, we fall into the grip of our inferior function
- Our inferior function is largely unconscious – we don’t direct or control it well
- Our inferior function looks and feels exaggerated and extreme compared to those whose dominant function it is



# “Grip” characteristics

- Childish or immature behavior
- Intense emotion (and not easily controlled)
- Loss of perspective (rigid thinking, “all or nothing”)
- Behaving out of character
  - *“I don’t know what came over me”*
  - *“I snapped”*
  - *“I am not myself”*





# Things to know about being “in the grip”

- Grip experiences can be triggered by:
  - Fatigue
  - Illness
  - Excessive physical or psychological stress
- As distressing as grip experiences may be, they are not to be avoided...because they promote growth!

# Expressions of our inferior function

DOMINANT CHARACTERISTICS	INFERIOR	INFERIOR FUNCTION
T	F	Loss of emotional control
S	N	Catastrophizing
N	S	Over attention to small details
F	T	Overly critical, snide remarks

# Grip characteristics by

Our type	Our usual characteristics	What we behave like when we are “in the grip”
ISFP, INFP	<ul style="list-style-type: none"><li>• Inner harmony</li><li>• Economy of emotional expression</li><li>• Acceptance of feeling as non-logical</li></ul>	<ul style="list-style-type: none"><li>• Hypersensitivity to inner states</li><li>• Outbursts of emotion</li><li>• Fear of feelings</li></ul>
ESTJ, ENTJ	<ul style="list-style-type: none"><li>• Competence</li><li>• Truth and accuracy</li><li>• Decisive action</li></ul>	<ul style="list-style-type: none"><li>• Judgements of competence</li><li>• Aggressive criticism</li><li>• Precipitous action</li></ul>

# Grip characteristics

Our type	Our usual characteristics	What we behave like when we are “in the grip”
ESFJ, ENFJ	<ul style="list-style-type: none"><li>• Comfortable inattention to logic</li><li>• Sensitivity to others’ welfare</li><li>• Sharing of emotions</li></ul>	<ul style="list-style-type: none"><li>• Logic emphasized to an extreme</li><li>• Hypersensitivity to relationships</li><li>• Emotionalism</li></ul>
ISTP, INTP	<ul style="list-style-type: none"><li>• Impersonal criticism</li><li>• Logical analysis</li><li>• Search for accuracy and truth</li></ul>	<ul style="list-style-type: none"><li>• Excessive criticism</li><li>• Convoluted logic</li><li>• Compulsive search for truth</li></ul>

# Grip characteristics

Our type	Our usual characteristics	What we behave like when we are “in the grip”
INTJ, INFJ	<ul style="list-style-type: none"><li>• Intellectual clarity</li><li>• Accurate interpretation of perceptions</li><li>• Visionary insight</li></ul>	<ul style="list-style-type: none"><li>• Internal confusion</li><li>• Inappropriate attribution of meaning</li><li>• Grandiose vision</li></ul>
ESTP, ESFP	<ul style="list-style-type: none"><li>• Focus on external data</li><li>• Seeking sensual/aesthetic pleasure</li><li>• Delight in the outer world</li></ul>	<ul style="list-style-type: none"><li>• Excessive focus on external data</li><li>• Overindulgence in sensual pleasure</li><li>• Adversarial attitude towards the outer world</li></ul>

# Grip characteristics

Our type	Our usual characteristics	What we behave like when we are “in the grip”
ENTP, ENFP	<ul style="list-style-type: none"><li>• Comfortable inattention to sense data</li><li>• Flexibility, adaptability, risk taking</li><li>• Optimism about future possibilities</li></ul>	<ul style="list-style-type: none"><li>• Loss of control over facts and details</li><li>• Impulsiveness</li><li>• Catastrophizing</li></ul>
ISTJ, ISFJ	<ul style="list-style-type: none"><li>• Solitude and reflection</li><li>• Attention to facts and details</li><li>• Awareness of internal experience</li></ul>	<ul style="list-style-type: none"><li>• Withdrawal and depression</li><li>• Obsessiveness</li><li>• Focus on the body</li></ul>

# When dealing with someone in the grip

DO	DON'T
<ul style="list-style-type: none"><li>• Validate the concerns they express</li></ul>	
<ul style="list-style-type: none"><li>• Try to understand their point of view</li></ul>	
<ul style="list-style-type: none"><li>• Promise to think about the issues they are raising</li></ul>	
<ul style="list-style-type: none"><li>• Promise to meet to discuss the issue further at a specific time</li></ul>	

# When dealing with someone in the grip

DO	DON'T
<ul style="list-style-type: none"><li>• Validate the concerns they express</li></ul>	<ul style="list-style-type: none"><li>• Try to reason with them</li></ul>
<ul style="list-style-type: none"><li>• Try to understand their point of view</li></ul>	<ul style="list-style-type: none"><li>• Contradict them</li></ul>
<ul style="list-style-type: none"><li>• Promise to think about the issues they are raising</li></ul>	<ul style="list-style-type: none"><li>• Minimize or dismiss the concerns expressed</li></ul>
<ul style="list-style-type: none"><li>• Promise to meet to discuss the issue further at a specific time</li></ul>	<ul style="list-style-type: none"><li>• Make a joke out of the situation</li></ul>



# Self-care is an important aspect of delivering care to others

Acute Self-Care	Preventative Self-Care
Be aware of your triggers (e.g. feeling micromanaged)	Maintain a healthy work-life balance
Gather yourself (deep breaths, counting, excusing yourself)	Get enough sleep
Honestly express how you feel using “I” statements	Feed and hydrate yourself healthfully
Take responsibility for how you feel	Have fun at work!

Use MBTI® type knowledge to  
positively influence others



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# Influencing others

Leadership is the art of achieving objectives through others

Influence is the most powerful way to achieve that

It involves:

- Having a positive impact on others
- Building buy-in from others
- Persuading or convincing them in order to gain their support
- Engaging in dialogue, giving and receiving feedback, and coaching

Influence is a leadership competency (you can learn to do it)

# A note about influencing


- Strive to influence ethically – always sincere, never manipulative
- Influencing is the opposite of manipulation

Involves persuasion,  
sharing information, a  
person feeling  
involved



Involves deception,  
withholding  
information, a person  
feeling threatened or  
used

# Empathy is key to positive influence



**Empathy involves  
understanding what  
motivates and stresses others**

**Questions we can ask include:**

- What motivates this person?
- What stresses this person?
- What is this person dealing with right now?
- What is this person feeling right now?
- What do they want from this interaction?

**We don't need to agree with  
someone to empathize with  
them**

# Empathy exercise you can do with your team

Write out and complete the following sentence on an index card:

- *"The thing about [xxx] that worries me the most is...."*

Now join in a circle and pass your card to the right – read the card you receive then pass it to your right

Stop when you receive your own card again

# Influencing using MBTI® type knowledge

- Involves matching the other person's preferences – at least initially
- Knowing or guessing their type preferences can help you
  - To understand what will bring out their best
  - To understand what will stress them
- You can make informed guesses about type preferences
  - Based on observations of behavior
  - Based on listening to language

# People with E-I preferences are motivated by

Extraversion	Introversion
<ul style="list-style-type: none"><li>• Variety and action</li><li>• Interacting with people</li><li>• Talking about their ideas</li><li>• Learning by talking and doing</li><li>• Learning about what other people do</li></ul>	<ul style="list-style-type: none"><li>• A quiet environment</li><li>• Focusing on a project/task</li><li>• Developing their ideas internally</li><li>• Learning by reading and reflecting</li><li>• Working without interruptions</li></ul>



# People with S-N preferences are motivated by

<b>Sensing</b>	<b>Intuition</b>
<ul style="list-style-type: none"><li>• Focusing on immediate issues</li><li>• Being realistic and practical</li><li>• Perfecting and fine-tuning standard ways of doing things</li><li>• Building conclusions by collecting facts</li><li>• Drawing on their own and others' experience</li></ul>	<ul style="list-style-type: none"><li>• Following their inspirations</li><li>• Making connections seeing meanings</li><li>• Working on new, complex problems</li><li>• Starting with the big picture and filling in facts later</li><li>• Variety and change – being allowed to find new ways to do things</li></ul>

# People with T-F preferences are motivated by

Thinking	Feeling
<ul style="list-style-type: none"><li>• Focusing on tasks</li><li>• Using logical analysis</li><li>• Being fair and respecting everyone</li><li>• Applying principles consistently</li><li>• Being allowed to voice criticisms that are respected, when appropriate</li></ul>	<ul style="list-style-type: none"><li>• Attending to people interactions</li><li>• Being allowed to make value-based decisions</li><li>• Harmony among colleagues</li><li>• Accommodating others and seeking consensus</li><li>• Feeling that values have been applied consistently</li></ul>

# People with J-P preferences are motivated by

<b>Judging</b>	<b>Perceiving</b>
<ul style="list-style-type: none"><li>• Making and following work plans</li><li>• Getting things settled and finished</li><li>• Structures and schedules</li><li>• Making decisions promptly</li><li>• Timely completion of projects</li></ul>	<ul style="list-style-type: none"><li>• Having flexibility in their work</li><li>• Being spontaneous</li><li>• Not being restricted by structure and schedules</li><li>• Leaving things open as long as possible</li><li>• Enjoying the process</li></ul>

# Clues to other people's type preferences

## Extraversion (E)

- Speaks quickly
- Speaks a lot – long sentences
- Interrupts
- Speaks loudly

## Introversion (I)

- Speaks slowly
- Brief sentences
- Pauses before speaking and between sentences
- Speaks quietly

# Matching E-I preferences

## When the other person prefers:

### Extraversion (E):

- Speak briskly
- Respond quickly
- Project enthusiasm
- Be animated
- Speak reasonably loudly
- Talk it through on the spot

### Introversion (I):

# Matching E-I preferences

## When the other person prefers:

### Extraversion (E):

- Speak briskly
- Respond quickly
- Project enthusiasm
- Be animated
- Speak reasonably loudly
- Talk it through on the spot

### Introversion (I):

- Leave pauses
- Allow reflection time
- Don't interrupt
- Use a calm tone and body language
- Keep to a lowish volume
- Send something in writing first

# Clues to other people's type preferences

## Sensing (S)

- Gives/asks for step-by-step info
- Focuses on now, details, facts, figures
- Asks for/offers evidence
- Questions begin "What?" "How?"

## Intuition (N)

- Gives/asks for the overall (big) picture
- Focuses on the future
- Mentions patterns and connections
- Asks for/offers new ideas
- Questions begin "Why?"

# Matching S-N preferences

## When the other person prefers:

### **Sensing (S):**

- Start with details
- Ask them about their experience
- Respect tradition
- Focus on what is concrete and measurable

### **Intuition (N):**



# Matching S-N preferences

## When the other person prefers:

### Sensing (S):

- Start with details
- Ask them about their experience
- Respect tradition
- Focus on what is concrete and measurable

### Intuition (N):

- Ask them how they see the big picture
- Ask what patterns they have noticed
- Encourage them to share their theories about the situation

# Clues to other people's type preferences

## Thinking (T)

- Conversation follows 'if this, then that' format
- Weighs objective evidence
- Appears to be testing you
- What others have done is of little interest

## Feeling (F)

- Conversation stresses personal values
- Considers effects on people
- Wants to like and be liked
- What others have done matters

# Matching T-F preferences

## When the other person prefers:

### Thinking (T):

- Ask them for their analysis of the situation
- Discuss the evidence
- Focus on being fair at the big picture level

### Feeling (F):

# Matching T-F preferences

## When the other person prefers:

### Thinking (T):

- Ask them for their analysis of the situation
- Discuss the evidence
- Focus on being fair at the big picture level

### Feeling (F):

- Discuss who will be affected and how
- Ask how any hardships can be mitigated
- Talk about the best way to communicate a decision

# Clues to other people's type preferences

## Judging (J)

- Offers opinions and advice
- Wants timescales agreed
- Talks about goals
- Moves to decisions quickly

## Perceiving (P)

- Adapts to others' views
- Flexible about time
- Talks about direction
- Stays open to more information

# Matching J-P preferences

## When the other person prefers:

### Judging (J):

- Be decisive
- Establish clear goals
- Avoid loose ends
- Set time frames
- Don't give unnecessary information
- Let them offer advice

### Perceiving (P):

# Matching J-P preferences

## When the other person prefers:

### Judging (J):

- Be decisive
- Establish clear goals
- Avoid loose ends
- Set time frames
- Don't give unnecessary information
- Let them offer advice

### Perceiving (P):

- Keep an open mind
- Negotiate the direction
- Provide structure only if needed
- Allow for extra flexibility on time
- Give extra information when asked for
- Let them stay flexible

# A quick and powerful way to understand type

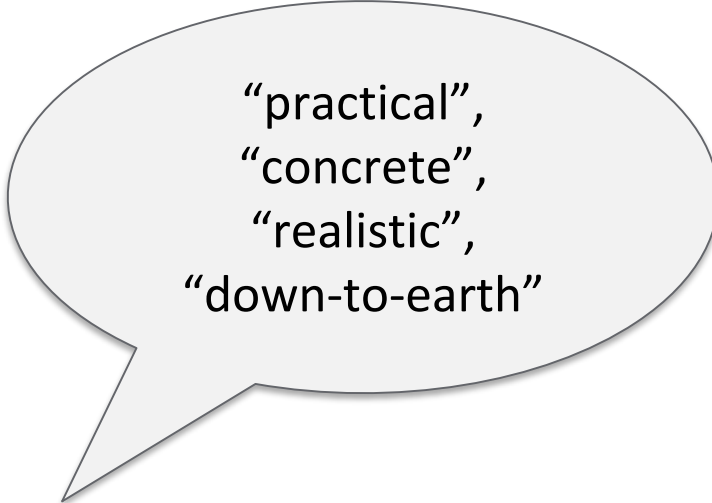
ST	SF	NF	NT
ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ



# People with an ST preference

They value:

- Specifics and facts
- Dealing in the here and now
- Working stepwise
- Practicality
- A logical framework
- Acting responsibly
- Getting good value for money
- Stability and certainty
- Sensible goals and hierarchy



“practical”,  
“concrete”,  
“realistic”,  
“down-to-earth”

*Listen for these words*

# Influencing people with an ST preference

## DO

- Prepare thoroughly in advance – bring facts and figures with you
- Back up your arguments with tangible evidence
- Start from the beginning and proceed logically, sequentially
- Keep things business-like
- Present a specific plan for follow-through
- Show what it will cost/what it will save
- If you are presenting a big change, show how it connects with the past and present
- Suggest building change via small, specific steps – emphasize what will stay the same

## DON'T

# Influencing people with an ST preference

## DO

- Prepare thoroughly in advance – bring facts and figures with you
- Back up your arguments with tangible evidence
- Start from the beginning and proceed logically, sequentially
- Keep things business-like
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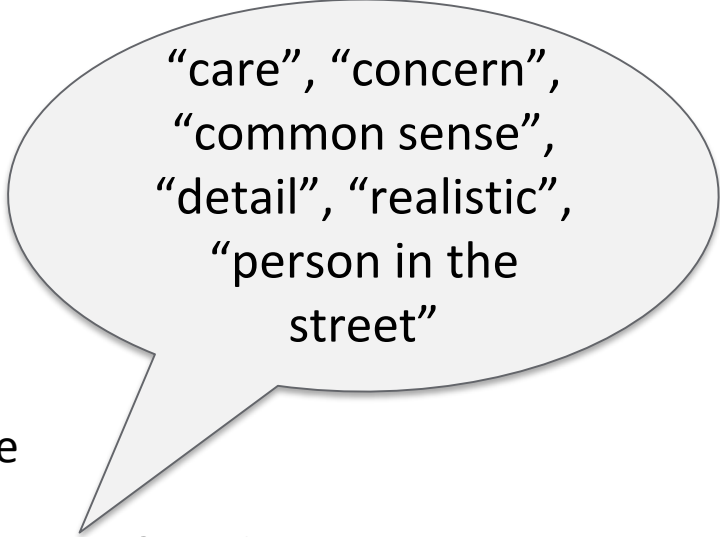
## DON'T

- Base your arguments on a “gut feeling”
- Become too personal too fast
- Hop around the agenda or go off on tangents
- Be offended if your knowledge of facts and details is tested for accuracy – this builds trust
- Be evasive
- Be sentimental
- Waffle on about extraneous information
- Allow yourself to be thrown by the person’s apparent detachment or lack of interest in you personally

# People with an SF preference

They value:

- Practicality and realism
- The impact of policies on people
- Personal loyalty and trust
- A person-centered approach
- Helpfulness and friendliness
- Duty
- Prudence, especially with resources
- Traditions, especially those that honor people
- Enjoyment of the here and now
- Proper systems
- Taking things one step at a time



“care”, “concern”,  
“common sense”,  
“detail”, “realistic”,  
“person in the  
street”

*Listen for these words*

# Influencing people with an SF preference

## DO

- Open the discussion with a personal emphasis (ask about their family)
- Acknowledge social details – the setting, the refreshments offered
- Take the discussion step-by-step
- Stress the practical benefits to people
- Show how your proposal saves resources and helps people
- When proposing change, show how it can grow in small steps, building on the past; emphasize how people will be catered for; stress what will not be changing

## DON'T

# Influencing people with an SF preference

## DO

- Open the discussion with a personal emphasis (ask about their family)
- Acknowledge social details – the setting, the refreshments offered
- Take the discussion step-by-step
- Stress the practical benefits to people
- Show how your proposal saves resources and helps people
- When proposing change, show how it can grow in small steps, building on the past; emphasize how people will be catered for; stress what will not be changing


## DON'T

- Tell the person they are “wrong” – make it clear you value the person but disagree with their position
- Overcomplicate things – avoid anything that could be seen as pretentious or overly theoretical
- Miss small signs in body language that may suggest a disagreement that is not being expressed
- Be thrown by the person’s tendency to personalize everything

# People with an NF preference

They value:

- Enthusiasm
- Authenticity and sincerity
- Striving for the highest possible standards in personal relationships
- Having a positive impact on others
- Big ideas that will have value for society/the community
- Exploring the widest range of possibilities
- Harmony and peace
- Feeling connected to other people
- Novelty
- Personal growth
- Teamwork and cooperation



“ideal”, “connect”,  
“vision”,  
“image”,  
“possibility”,  
“feeling”, “dream”

*Listen for these words*

# Influencing people with an NF preference

DO	DON'T
<ul style="list-style-type: none"><li>• Take time to find out about their personal vision</li><li>• If your proposal can help change the world, show them how!</li><li>• Be prepared to disclose your own ideals and values</li><li>• Stay flexible for as long as possible</li><li>• Be friendly and be yourself</li><li>• Ask for the person's ideas about what is possible</li><li>• Be prepared to brainstorm, explore tangents, and be surprised</li><li>• Emphasize what is new and fresh in your proposal</li></ul>	



# Influencing people with an NF preference

## DO

- Take time to find out about their personal vision
- If your proposal can help change the world, show them how!
- Be prepared to disclose your own ideals and values
- Stay flexible for as long as possible
- Be friendly and be yourself
- Ask for the person's ideas about what is possible
- Be prepared to brainstorm, explore tangents, and be surprised
- Emphasize what is new and fresh in your proposal

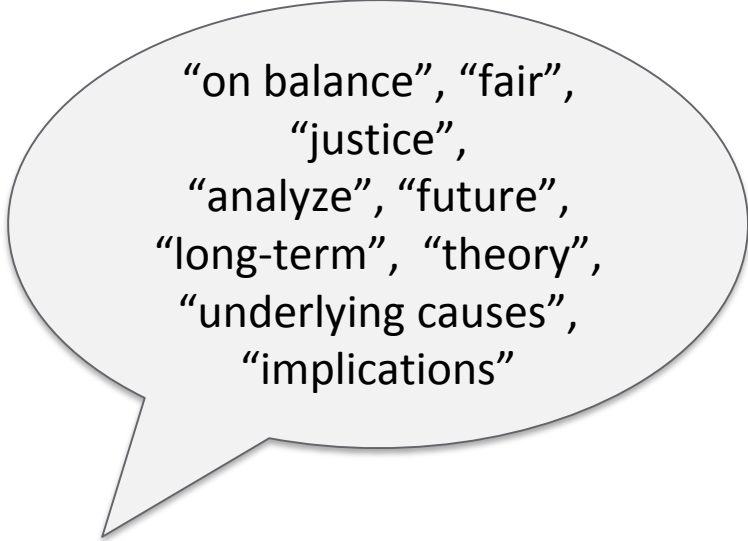
## DON'T

- Be insincere – the person will spot this a mile off even though they will rarely draw attention to it
- Tell the person what they need to do
- Start with details – leave these until last
- Fail to notice pauses and hesitations which suggest there may be some disagreement not being expressed – try to get these to the surface early on in the conversation

# People with an NT preference

They value:

- The big picture and general concepts
- Analyzing and creating logical options
- Competence
- Being unique – don't want to be just like others
- Projecting into the long-term from an impartial point of view
- Being resourceful and ingenious
- Productivity
- Autonomy
- Testing your thinking – may make slightly abrasive jokes or barbed comments



“on balance”, “fair”,  
“justice”,  
“analyze”, “future”,  
“long-term”, “theory”,  
“underlying causes”,  
“implications”

*Listen for these words*

# Influencing people with an NT preference

DO	DON'T
<ul style="list-style-type: none"><li>• Ask for their ideas early on</li><li>• Offer chances to be unique – the first, the only....</li><li>• Acknowledge their competence openly</li><li>• Offer help cautiously – the person may not know how to ask for/accept help</li><li>• Get down to business quickly – leave personal chat for later</li><li>• Offer a clear, logical analysis of your position</li><li>• Focus on long-term trends and possibilities</li><li>• Be prepared to look at something from a theoretical point of view first</li></ul>	

# Influencing people with an NT preference

## DO

- Ask for their ideas early on
- Offer chances to be unique – the first, the only....
- Acknowledge their competence openly
- Offer help cautiously – the person may not know how to ask for/accept help
- Get down to business quickly – leave personal chat for later
- Offer a clear, logical analysis of your position
- Focus on long-term trends and possibilities
- Be prepared to look at something from a theoretical point of view first

## DON'T

- Be patronizing or suggest they don't know what they're talking about
- Get bogged down in detail
- Don't expect the person to discuss practicality immediately
- Be offended if the person tests your competence – this is continuously under review from this person's point of view
- Get rattled if the person makes critical comments

# Helping others learn

People who prefer	ST	SF	NF	NT
<b>Interested in</b>	Useful facts about practical, everyday things	Useful, practical information about people	New ideas about how to understand people, symbolic activities	Theories and global explanations about why things are the way they are
<b>Learn best by</b>	Doing hands on activities	Doing hands on activities with others	Imagining, creating with others, writing	Categorizing, analyzing, applying logic
<b>Need</b>	Precise, step-by-step instructions; practical reasons for doing things	Precise, step-by-step instructions; frequent, friendly interaction	General direction with freedom to do it their own way; frequent positive feedback	To be given a big problem to solve and to be allowed to work it out
<b>Want from the instructor</b>	To be treated fairly	Sympathy, support, individual recognition	Warmth, enthusiasm, humor, individual recognition	To be treated with respect, to be able to respect the instructor's competence

# Designing learning opportunities that honor all types

Design strategy	Appeals to
Create an agenda with an outline of the session and circulate it in advance	SF, ST, I, J
At the training session, explain that as issues of interest emerge, you may depart from the agenda a bit (but honor people's time)	NF, NT, P
Include the perspectives of people, systems, and procedures	People: SF, NF Systems: NT Procedures: ST
Try pair-shares and small groups that feedback to the main group	Pair Shares: I Feedback: E
Build in opportunities for hands on practice	I
Build in time to think/analyze/reflect	E

# Managing projects in a way that honor all types

Project Management Approach	Appeals to
Set project deadline, goals, and milestones	J, S (helps P)
Circulate detailed meeting agendas in advance	I, S
Brainstorm new ideas and innovations about people and systems	NF, NT, P, E
Draw on experience and facts about people and systems	SF, ST
Have a process to share ideas after/in between meetings	I
Include the perspectives of people, systems, and procedures	People: SF, NF Systems: NT Procedures: ST
Stick to deadlines and report progress on milestones	J

# Using emotional intelligence to give feedback

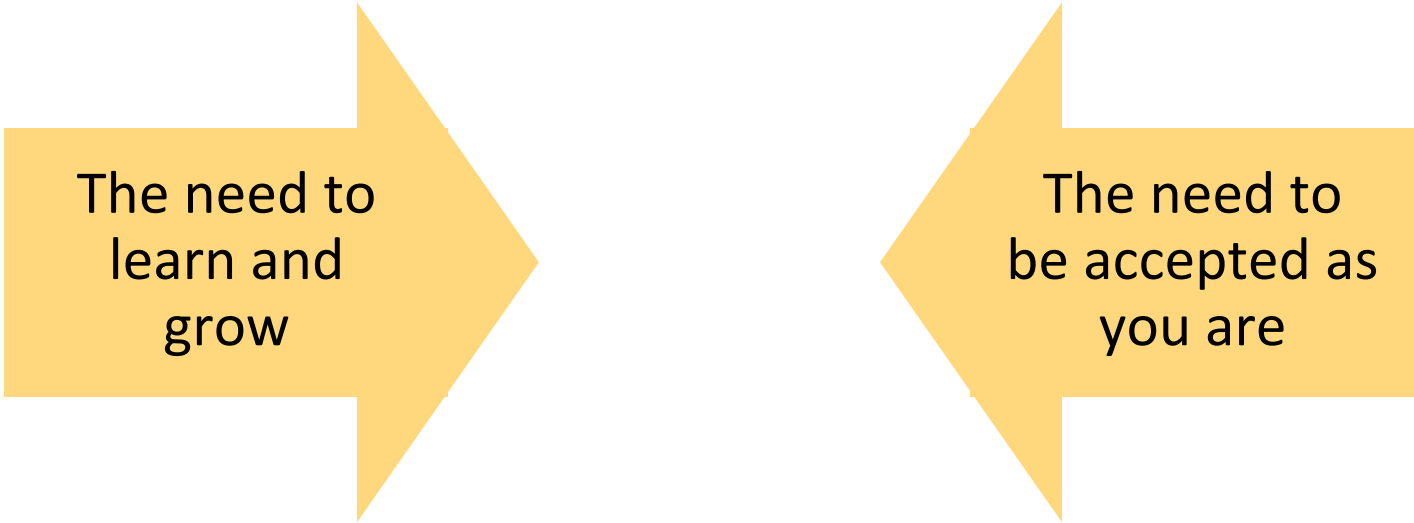


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# Feedback presents a dilemma



The need to  
learn and  
grow

The diagram consists of two large, light-yellow arrows pointing in opposite directions, one to the right and one to the left, creating a visual representation of a choice or dilemma. The arrow pointing right contains the text 'The need to learn and grow', and the arrow pointing left contains the text 'The need to be accepted as you are'.

The need to  
be accepted as  
you are

# Think differently about feedback

**“The hole is on your side of the boat.”**

- This attitude will not stop you all from sinking!

**The traditional framing of feedback is problematic**

- “I’m right, you’re wrong, and I’m going to tell you what you need to do”
- Even if you do it nicely it’s still ineffective

**Your role is to create a relationship which is open, honest and constructive**

- If you have already decided that all the truth is on your side you can’t fully understand the situation
- While the other person may be doing things you don’t like, YOU may be doing things that don’t work for them!

**Think about the bigger picture**

- It’s really about seeking improvement

# Leaders can create a learning culture

- Create a **culture of giving and using feedback**
- Make it normal to **share honest feedback** that helps people perform better
- **Give and receive feedback** all the time – not just once a year
- Be open to **accepting feedback** about your leadership style
  - And show people how you have used that feedback to improve as a leader

## Think about how YOU could ask for feedback about your own performance

	Contributes	Blind spots
<b>SJ</b> ISTJ, ISFJ ESTJ,ESFJ	Administrative expertise	Being too bureaucratic
<b>SP</b> ISTP, ESTP ESFP, ISFP	Ability to handle the unexpected	Being too expedient
<b>NF</b> INFJ, INFP ENFP, ENFJ	Ability to envision possibilities	Being too idealistic
<b>NT</b> INTJ, INTP ENTP, ENTJ	Strategic analysis of complex issues	Being too competitive

# How to ask for feedback

Make it clear you want honest feedback

- *“Please be helpful rather than nice.”*

Focus on the future (people will be more honest)

- *“What can I do better next time?”*

Ask for specifics

- *“What can I do better the next time I lead the team meeting?”*

Listen without judgment and without defending yourself

- *“Thanks for being honest. Your observations and opinions are useful.”*

Write the feedback down

- This will indicate you take it seriously
- This will help you remember it
- This will give the other person time to gather their thoughts

# Influencing others through feedback

- There are only 2 reasons to give feedback
  - To change undesirable behaviors
  - To reinforce desirable behaviors
- Giving/receiving feedback is best thought of as a collaborative conversation
  - A dialogue, not a diatribe

# Giving feedback to others

- Choosing to offer a critical insight to another is a deeply considerate act
- It shows that you:
  - believe in their ability to change
  - trust they will use the information to become better
  - have faith in their potential
- It's a sign of commitment to the team and to the larger purpose and goals of the organization

## Some ground rules

- **Praise publicly, criticize privately**
- Praise immediately, deliver critical feedback **within 24 hours** (or wait until next time)
- Always speak from a place of **care and support** for the other person
  - Never out of sympathy (which feels patronizing)
  - Never from a place of power (which feels humiliating)
  - Never from a place of anger (which feels abusive)



# Some ground rules

- Do not serve up a “feedback sandwich”
  - It confuses and dilutes your message
- Make it about the **behavior**, not the person
  - “When you miss important deadlines it puts the whole team under pressure.” ✓
  - “You’re always late with work – it’s selfish and it feels like you don’t care about the team.” ✗
- **Don’t judge intent** or make assumptions
  - Don’t say, “I know you think you know more than other people”
- Do recognize that you might not fully understand the situation
  - Be willing to listen and be influenced by what you hear

# How to have the conversation

Ask permission to even out the power dynamic

*"I've noticed something that I'd like to share with you. Are you interested in hearing it?"*

*"Can I share some feedback with you?"*

*"May I share a thought with you?"*

State the behavior you have observed and its impact

Ask the person for their views – allow silences (don't rush to fill them)

*"How do you see this situation?"*

*"How might you do things differently next time?"*

*"What do you think worked and what could have gone better?"*

Agree a goal

*"Now what are the next steps you will take?"*

*"How can I support your progress?"*

*"What do you need from me to be successful?"*

Set a time to meet again to follow up on progress

*"How do you think things have been going?"*

# Dealing with sidetracks

- Sidetracks are natural defense mechanisms to avoid a difficult topic
- They shift focus away from the employee's performance
- They come in 4 types
  - Attack
  - Stall
  - Self-inflicted wound
  - Guilt trip

# Attack

- *“You come in late too. How come it’s OK for you to come in late, but not me!?”*
- Most supervisors would want to defend themselves—explaining that they haven’t been late or why there are good reasons for their tardiness.
- The supervisor’s tardiness is not the issue at hand, however. The issue is the employee’s tardiness.
- Discussing the supervisor’s tardiness sidetracks away from the real focus.

# Stall

- *“I’m so sorry, it won’t happen again!”*
- This is a stall because no specific solution has been proposed
- Remind them of the goal and ask for a specific solution
- Give a specific example if they can’t think of one

# Self-inflicted Wound

- *“I just can’t seem to do anything right. I’ve tried so hard and still I fail. Plus, I’ve been so stressed lately.”*
- After an employee is so hard on herself or himself, most supervisors want to be nice
- Again, however, the supervisor and employee have not yet identified a specific solution

# Guilt Trip

- *“You don’t ever bring this up with other employees. Why are you picking on me?”*
- It’s important to treat all employees fairly. If the behavior is a problem for one person, it should be a problem for another
- Still, this conversation needs to stay focused on this particular employee’s behavior, not the behavior of others

# Emotional intelligence in the moment

- You just noticed an employee doing something great and that reminded you that last week they made a mistake you never addressed
- What should you do?
- Ask yourself 3 vital questions:
  - Does this need to be said?
  - Does this need to be said by me?
  - Does this need to be said now?



# Use MBTI® type knowledge to manage conflict



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# Conflict management and MBTI® type

## **The last two letters of your type are the strongest indicators of your conflict management strategy**

### Those who prefer THINKING:

- understand the opinions of all parties
- create logical alternative solutions
- are firm in their stance
- focus on analyzing and tolerating others in the situation

### Those who prefer FEELING:

- empathize with the interests of all parties
- create solutions for growth
- would rather change than make others change
- focus on accepting and appreciating others in the situation

# Conflict management and MBTI® type

## Those who prefer JUDGING:

- make decisions based on agreed-upon standards
- take the necessary time to efficiently problem-solve
- have a clear idea of the outcome
- decide when to review, and don't like to bring up conflict again once it's solved

## Those who prefer PERCEIVING:

- use facts and check assumptions
- exercise negotiation
- actively listen, take breaks, and seek mediators to ensure harmony

# INTROVERTED preferences handling conflict

**ISTJ**

*Collaborating and  
Accommodating*

- Practical and logical types who will want to see an outcome to any conflict

**ISFJ**

*Compromising, Accommodating  
and Collaborating*

- Will want a harmonious environment, so they will do anything to resolve conflict

**INFJ**

*Compromising, Accommodating,  
and Collaborating*

- Want to understand people and how to get the best out of a situation so conflict is an anathema to them

**INTJ**

*Avoiding, Collaborating or  
Compromising*

- Can be quite skeptical and have high standards, so it could be hard for them to resolve conflicts

# INTROVERTED preferences handling conflict

**ISTP**

*Compromising or Accommodating*

- Tolerant and flexible and will use facts, not feelings, when it comes to managing conflict

**ISFP**

*Avoiding, Accommodating or Compromising*

- Sensitive types who dislike disagreements and conflicts and will not want to force their opinions on others

**INFP**

*Collaborating, Compromising or Accommodating*

- The most adaptable of the personality types and will try everything to resolve a conflict. They will see possibilities where others can't

**INTP**

*Accommodating and Compromising*

- Will use logic and facts to solve problems but is not great dealing with people

# EXTRAVERTED preferences handling conflict

**ESTP**

*Competing and Collaborating*

- Far too energetic and busy to let someone else sort out conflicts. They'll do it themselves, but facts will bore them

**ESFP**

*Accommodating, Collaborating and Compromising*

- A friendly type that is full of common sense. A good mediator in fact

**ENFP**

*Competing but also Collaborative*

- Quick-thinking and able to see all possibilities makes ENFP's almost unbeatable in conflict resolution

**ENTP**

*Competing but can be Collaborative*

- Amazing at finding ingenious solutions to conflicts, but they do want to solve problems quickly

# EXTRAVERTED preferences handling conflict

**ESTJ**

*Competing*

- ESTJ's are practical, realistic and decisive and will be forceful in their handling of conflict

**ESFJ**

*Accommodating, Collaborative and Compromising*

- Warm-hearted types and very cooperative. They'll want to maintain good relations after the conflict is resolved

**ENFJ**

*Avoiding, Compromising and Collaborative*

- Very attuned to others' needs, so they may avoid conflict to help others fulfil their potential

**ENTJ**

*Competing and perhaps Collaborative*

- ENTJ's are decisive and quick to assume the leadership role in a conflict. They will want the facts and then make a quick decision

# How leaders can promote healthy debate

- **Create a culture where robust, healthy debate is the norm**
  - Encourage differences of opinion
  - When they don't arise, introduce them yourself
  - Reward people for providing contrary points of view
- **Check yourself – could you be suppressing healthy debate?**
  - Express your opinion only AFTER others have expressed theirs
  - Are you forgiving if a predicted solution doesn't work out?
  - Do you put people in the “hot seat” when they argue against you?



# Role model leadership

- Seek to understand before being understood
- Never tolerate personal attacks
- Model a “best intentions” outlook
- Model empathy, especially towards those with whom you disagree
- Align resources so it’s easy for your staff to work together
- Teach non-defensive communication
  - *“I feel... when you ... because....*
  - *“So I would like you to ... going forward.”*

# How leaders can promote healthy debate

## Practice and teach non-defensive communication:

“I feel....” (strongest feeling)

“When you....” (objective description of the behavior)

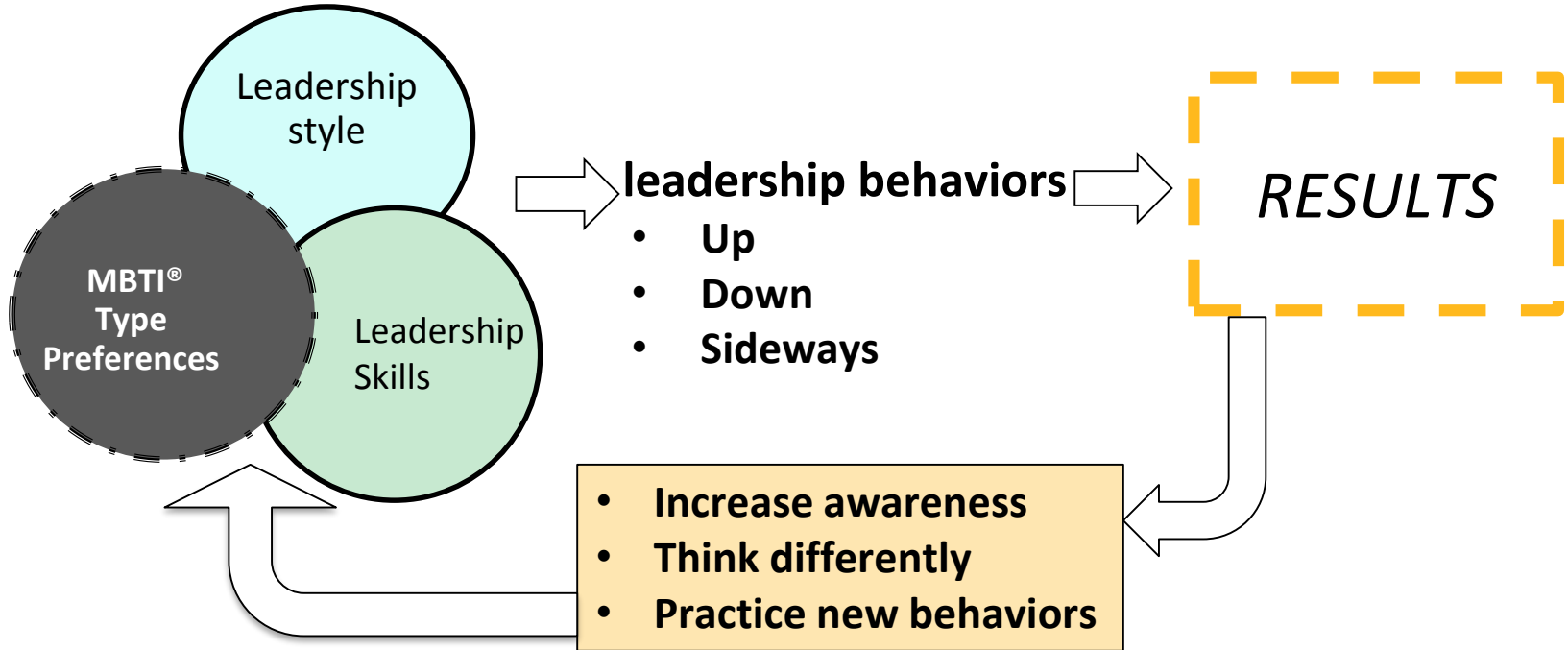
“Because....” (specific impact or consequences)

“I would like....” (what you want the person to do in the future to prevent the problem)

# What influences our leadership?

C  
O  
N  
T  
E  
X  
T

Organization type, location



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