

CHAPTER 3:
Leading on Purpose: The road to making a difference

Myers-Briggs Leadership Inventory

Each of us will have a highly unique leadership style. While directors are not fungible (interchangeable one for the other, like cherry jelly beans), directors can share similar preferences. You may find it helpful to know what you and others have in common, as well as where you are unique. A study of styles to find where you land on the leadership continuum can be enlightening. Insights you gain by learning about leadership styles will enhance your leadership EQ competencies.

Carl Jung, a Swiss psychologist, traveled the world to live among and observe different cultures and people. He concluded that, although we are unique, we also have commonalities. One commonality, for example, is that each of us is either right- or left-handed.

Jung (1921) set about identifying other human commonalities, or “preferences”. Some people, he discovered, preferred to lead quiet and reflective lives, gathering their energy from within (Introverts). Others preferred to be social, outgoing and gregarious, gathering their energies from the environment (Extraverts). Jung placed these preferences on a continuum with two opposite poles. Right- and left-handedness sit at opposite sides of the “handedness” continuum. Similarly, Introversion and Extroversion anchor opposite ends of the preference continuum:

Right handed.....Left handed
Extraverts.....Introverts

Mother-daughter team, Isabella Myers and Katherine Briggs translated Jung’s work into a highly validated, easy-to-take leadership inventory. Millions of people around the world have taken the Myers-Briggs inventory since its inception in 1943. Myers-Briggs (also known as the MBTI) research provides us with significant insights into how leaders and their team members function.

Throughout the following sections, you will have a chance to explore your own personal preferences and temperament type. Although this material is not intended to be used as a scientifically validated assessment instrument, it provides an in-depth overview of the MBTI. The following MBTI descriptions are based on my more than twenty years as an MBTI practitioner and certified MBTI administrator. For additional information about the MBTI and online instruments, visit The Myers & Briggs Foundation (www.myersbriggs.org).

Using the following information, you will be able to assess your leadership style and temperament type. You also will be able to use this information to grow yourself as a leader, and help others grow.

Your Leadership Style and Temperament

Let's examine the four different preferences people around the world exhibit (Kroeger and Theusen 1992; Myers and Briggs 1995):

- Extroversion (E) Introversion (I)
- Sensing (S) Intuition (N)
- Thinking (T) Feeling (F)
- Judging (J) Perceiving (P)

As you read the information, you may find you identify with descriptions of each preference. An outgoing leader may also need “quiet time”, for example. A spontaneous, free-spirited teacher can also meet deadlines. Jung found, however, that most of us have preferences that place us more toward one end of the continuum than another. Leaders face situations daily that require them to be real and authentic. Jung called this our “true self”. As you study the preferences below, ask yourself, “Who am I when I am not playing a role, such as parent, student, director, or daughter?” Take a look now to assess which of each of the MBTI types better describes you.

Table 1. MBTI Overview

Preference	Characteristics	Strengths	Challenges
Introversion (I)	Quiet, reflective, forms one or two deep relationships, thrives on solitude	Skilled listener, soothing, concise communicator	Public speaking, misunderstood by others, viewed as aloof
Extroversion (E)	Friendly, thrives on interaction, gregarious, welcoming	Enjoys team meetings, brain-storming, shares easily	Impatient with silence, difficulty listening, calls too many meetings
Sensing (S)	Uses the five senses to observe, concrete, down-to-earth, realistic	Notices facts and specifics, documents accurately	Misses the “big picture,” doesn’t like long planning sessions
Intuition (N)	Visionary, open to possibilities, “eyes on the prize”	Welcomes change, dreams “big”	Overlooks details, less interested in practical approaches
Thinking (T)	Objective, critical, task-oriented	Objective and consistent decision-maker, direct communicator	Overlooks interpersonal dynamics, can “blame” others
Feeling (F)	Personal, process and people-oriented	Is able to “stand in another’s shoes”, promotes harmonious workplaces	Takes things personally, avoids conflict
Judging (J)	Prefers clarity and order, punctuality, and organization	Makes a plan and sticks to it, meets deadlines, neat	Can judge too quickly, perfectionism, dislikes surprises and ambiguity
Perceiving (P)	Easygoing, open to possibilities, organizes by piling things up	Adept at inventing alternatives, creates a fun work environment	Has difficulty making decisions, disorganized, last minute.

EXTROVERTS (E) & INTROVERTS (I)

MBTI at work: Extrovert and Introvert

Energetic Gustavo, loved by families, is forever creating new activities for his after-school children. His team teacher, Emma, prefers to stay in the background. Emma is most comfortable helping individual children with their homework. Whenever Gustavo and Emma attempt to plan curriculum together, Emma sits quietly while Gustavo enthusiastically shares one idea after another.

You are asked to help these teachers “speak each other’s language”. What recommendations could you make to help Gustavo listen to Emma, and help Emma speak up for what’s important to her?

Have you noticed the staff member who rarely speaks up? When, like Emma, she finally shares her thoughts, she amazes everyone with the depth of her insights. This person is an Introvert. She derives her energy from within. She prefers to think things through quietly. Introverts make up only 25% of the world’s population, making their extroverted counterparts the majority. Extroverts are noted for their energetic, friendly and talkative nature. They thrive on social interaction and prefer to talk things through with others.

Are you more energized by interacting with people or by being alone? The E/I preference identifies the source of our energy.

INTROVERTED LEADERS’ STRENGTHS: Introverted leaders bring well-thought-out solutions to problems. Introverts (I’s) create quiet, reflective workspaces where individuals are free to focus on their work or play. Children especially feel soothed by an Introvert’s serene approach. Introverts are often skilled listeners. Parents and teachers feel heard by an introverted Director. Introverts often “craft” their words, taking time to choose the most accurate, concise way to communicate. An introverted Director is comfortable with silence.

CHALLENGES for introverted leaders: Constant verbal interactions drain an introvert’s energy. Public speaking, even addressing a parent group, can exhaust an introverted leader. Introverted leaders can be seen as aloof or uninterested in the ideas of others. Some staff believe introverted administrators withhold information.. I’s need private time to recharge their batteries. They may avoid brainstorming sessions, when many people talk at once. I’s sometimes “pretend” to be extraverts to be able to perform their duties.

TIPS for introverted leaders:

- Take quiet time each day for yourself. Recharge your internal batteries. Take a walk, read a book, close your door to meditate.
- Tell staff: “Thanks for sharing that with me. I need time to consider what you said. I’ll get back to you tomorrow morning.”

- Distribute agendas for staff meetings in advance. Introverted individuals need time to reflect on agenda items.
- When conducting staff meetings, invite staff to work in small groups, especially groups of two. This practice ensures that introverts will have a chance to speak.

HOW TO COMMUNICATE WITH EXTRAVERTS:

- Ask extraverts questions. Listen for the main points. Let go of expecting yourself to take in every word an extravert utters.
- Look for an extravert's strengths, rather than stereotype her as "long mouthed", "pushy" or a "bulldozer"
- Find ways to enjoy an extravert's upbeat energy. Show enthusiasm for their ideas.
- Communicate as spontaneously as you feel able. Avoid long silences.

Extraverts derive their energy from a source different from an Introvert's energy source. Extraverts gain energy through engaging with people and activity around them. Introverts prefer to find their energy inside.

EXTRAVERTED LEADER'S STRENGTHS: Extraverted leaders are friendly, gregarious, and welcoming. Extraverts actively engage with everyone and everything. Comfortable expressing what is on their minds, extraverts talk things out to learn what they are thinking. By contrast, introverts think before they talk. Extraverts are at home at brainstorming sessions, team meetings, and social events. Extraverts thrive in lively environments.

CHALLENGES for extraverts: Extraverts, by virtue of their high energy and need to engage others, can overwhelm Introverts. Extraverts, 75% of the population, can assume that everyone should be outgoing, active conversationalists. Extraverts can ask questions and not wait for the Introvert's thoughtful response. In fact, Extraverts often answer for Introverts. Extraverts call meetings frequently, not thinking of how uncomfortable groups can be for Introverted employees. Extraverts may be impatient with silence, and lose energy when separated from others.

TIPS for extraverts: Extraverts bring upbeat, positive, sometimes ebullient (bubbling) energy to the workplace. Extraverts need to maintain networks of diverse friends and acquaintances outside their programs. If you are an extravert who works primarily with introverts, use the phone, email or instant messaging to keep your energy high. Practice your active listening skills to connect with introverts. Remember sixty-five to 90% of emotion is communicated nonverbally. Use your social EQ to appreciate introverted staff. Listening fully to an introvert helps her trust you.

HOW TO COMMUNICATE WITH INTROVERTS:

1. Count to 10 slowly before you answer a question for an introvert. Give introverts time to think.
2. Distribute agendas in advance of meetings to allow Introverts preparation time.
3. Schedule individual and one-on-one activities, to balance team meetings.

4. Devote time to inviting the introvert get to know and trust you.

Where do you get your energy? Do you prefer to actively engage with others, or to quietly reflect by yourself? You may be both. For purposes of this assessment, select the letter that more accurately describes you.

QUESTION 1: Are you more of an extravert than an introvert? E ____, or I ____? Fill in the first blank from the left with the letter that indicates your preference. ____

You now have determined 25% of your MBTI type. If you feel “in the middle” on this preference, ask yourself: “Which preference could I not live without?” Extraverts, for example, need people around them. Introverts “cannot live without” frequent, regular time alone, away from all the bustle.

SENSING & INTUITION

MBTI at work: Sensor and Intuitor

Serena concentrates on recording every detail accurately for the classroom newsletter, while Roxie keeps coming up with new ideas to include. Serena feels Roxie "upsets the apple cart" and Roxie thinks Serena is a "wet blanket". In fact, Roxie gets bored when she has to focus on details, while Serena feels confused by Roxie's constant innovations.

How can these teachers build upon each other's strengths in creating the monthly classroom newsletter for families?

Jung said we observe the world in one of two different ways. Some of us, skilled at accurate observation, use our five senses to take in facts and details. Others of us prefer using our imagination when observing. These people look for meaning, inspiration, or an unfolding story. Jung's second preference identifies how we take in information, and perceive our world.

A sensor's description: "At 2:00 pm, Thomas bit a classmate on the upper right forearm. The skin was not broken. Ms. Jennifer comforted the child who had been bitten. That child fell asleep after 5 minutes. When I asked Thomas what happened, he replied: "S/he took my book!" Thomas and I discussed how he can "use words" if this happens again. Shortly after our conversation, Thomas fell asleep."... Sensors let the facts speak for themselves.

Seventy-five percent of us prefer to take in information in the “sensing way”, noticing facts and specifics. Sensors observe the shape, size, smell, taste, texture, color, and sound of their environment.

Observers who notice specific details are called sensors (S). Observers who see connections, meaning, and possibilities are iNtuitors (N). **Sensors see the trees not the forest. Intuitors see the forest, not the trees.**

SENSOR STRENGTHS Sensors tend to remember details, including names. Concrete and down-to-earth, sensors are realistic. They report what they observe in accurate detail. In terms of learning styles, sensors learn better when information is presented sequentially, in order, detailing the steps involved. Sensors live in the present, and use common sense to create practical solutions. The majority of United States presidents have been sensors.

A Head Start slogan is: “If it isn’t documented, it didn’t happen!” Documentation records the “who, what, when, where” of events. Documentation rarely requires the “why”. Describing exactly what happened in a factual way is essential in reporting children’s behavior. Sensors perceive the world in this concrete way.

SENSOR CHALLENGES Because sensors notice details, sensing directors can miss the “big picture.” Planning for the future is uncomfortable for sensors. Sensors focus on what is directly in front of them. When a sensor works with a non-sensing team teacher, the sensing teacher might think her teammate “has her head in the clouds” or “is a space shot.” Sensors can be disoriented when given vague or scant instructions. If asked to plan a holiday party, the sensor will be adrift if she is not given all the details. Her opposite, the intuitor is more likely to “run with” a less detailed request. Intuitors will be intrigued by all the possibilities.

TIPS FOR SENSORS Find ways to enjoy the free-spiritedness of your intuitive colleagues. Let them help you see the forest, and not just the trees. Ask them to help you understand how they see things. Sensors tend to be pessimistic; intuitors, who focus on the future, are optimistic. Enjoy the intuitor’s upbeat approach. At the same time, value your preference to “tell it like it is”, and to accurately observe what is in front of you. Documentation may come easier for you than others. Use your preference to create useful templates and report forms.

HOW TO COMMUNICATE WITH INTUITORS

1. Summarize your main idea first. Hold detailed explanations for later.
2. Identify how your idea will create a brighter future.
3. Let go of expecting intuitors to work methodically: intuitors thrive on novelty and innovation.
4. Allow intuitor’s imaginations to soar: do not insist on detailed, sequential explanations.
5. Learn from the intuitor’s ability to see connections that you might miss.

Intuitors are like brightly colored helium balloons lifting toward the skies. Sensors are the strings that hold the balloons in place. Sensors and intuitors need one another.

INTUITOR STRENGTHS: Intuitors prefer the “big picture”, always on the lookout for possibilities. Intuitive leaders “keep their eyes on the prize”. While sensors prefer familiar practices, intuitors welcome novelty and change. Even though only 25% of individuals are intuitors, as visionaries, they have major influence. Martin Luther King, Jr., Gandhi, John and Robert Kennedy, and Abraham Lincoln were intuitors who

dreamed of making the world better. Intuitive leaders lift an organization out of the doldrums by inviting employees to step back, gain perspective and envision positive change.

INTUITOR CHALLENGES: Just as sensors miss the forest for the trees, intuitors miss the trees for the forest. Intuitors, looking for deeper meaning, miss the puddle right in front of them. Intuitors, preferring novelty, can be less suited to taking practical, pragmatic approaches. Intuitors and sensors hear each other's words differently. A common dispute between an intuiitor teacher and his sensor team teacher sounds like: "That's not what I meant", sighs the intuiitor. "But that's what you said", argues the sensor.

TIPS FOR INTUITORS: Acknowledge the majority of people do not see things the way you do. Pay attention to the details of a situation, and look for the facts. Be ready to "speak the language" of sensors if you want to be understood better. Honor your visionary, optimistic approach, even when those around you are less enthusiastic. Remember, moods are catching. Maintain your hopeful view of the future, and you will uplift and inspire others.

TALKING WITH SENSORS:

1. Be practical and pragmatic.
2. Use facts and figures to support your ideas. Give concrete examples.
3. Document your experience in detail.
4. State the steps to be taken to reach the goal in order.

Intuitive students, unlike sensors, do not need teachers to present information sequentially. Intuitors learn when the instructor and/or the subject matter sparks the intuiitor's imagination.

What is your preferred way to observe situations? Are you factual and realistic (S), or imaginative (N) and looking for deeper meaning? Early childhood professionals,

QUESTION 2: Are you a sensor or an intuiitor? S , or N ? Place the letter that describes you in the blank that is second from the left. E/I

schooled in documentation practices, learn sensing skills. Being skilled as a sensor does not make you a sensor. Ask yourself: "When I look at something new, do I prefer to see possibilities, or details?"

You have determined 50% of your MBTI type.

THINKING & FEELING

MBTI at work: Thinker and Feeler

Like a duck, every thing rolls off lead teacher Phillippe's back. Phillippe has time for gossip, and no problem telling people what he thinks. In fact, when Phillippe has a problem with another person, he walks directly up to that person and says say: "We need to talk." Other teachers, hurt by or uncomfortable with Phillippe's directness, avoid or placate him. Raylene refuses to speak with him entirely because he is so "insensitive" to people's feelings.

Jung's third preference identifies the different ways we make decisions. Some of us prefer to decide things impersonally, by taking an objective, critical approach. Jung named this preference, the thinking (T) preference. Others prefer to make decisions more personally, by taking into account each individual's needs, situation and history. They prefer the feeling (F) decision-making process.

THINKER STRENGTHS: Thinkers bring objectivity, clarity and emotional distance to decision-making. A thinker can be counted on to treat everyone fairly. That is, the thinker will not favor one person over another. Thinkers make decisions quickly, unfettered by second guessing themselves. Thinkers often are able to make direct statements, without worrying first about whether the truth will hurt people's feelings. This is not to say that thinkers do not have feelings. Thinkers "rise above" their feelings to make objective decisions. In fact, thinkers are tireless in their pursuit of the objective truth. Thinkers are more task than process oriented.

Thinkers decide things "evenhandedly", that is, with consistency. Feelers pay attention to individual circumstances. Thinkers use the "letter of the law" process, whereas feelers use the "spirit of the law" approach (Chapter 4).
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THINKER CHALLENGES: Thinkers, focused on getting the job done, tend to overlook interpersonal data and dynamics. Thinkers, who believe in cause and effect, can "blame" the person perceived to be responsible. Thinkers fail to notice non-verbal cues of co-workers. Thinkers may not be aware of the subtle dynamics that go into building trust between individuals or in teamwork. Thinkers can perceive feelers as "bleeding hearts".

TIPS FOR THINKERS: You may be perceived as "cold" or "overly analytical" in a field that is highly relational. Investigate how to enhance your emotional and social intelligence. Practice noticing and reading non-verbal behavior. Praise staff more readily. According to the Department of Labor statistics, the majority of people who resign do so because they feel underappreciated. Acknowledge employees' strengths and contributions. Practice active listening skills. Slow down your pace. Colleagues need time to "process" how they will work together. Tasks will be accomplished much easier when you build trusting relationships.

COMMUNICATING WITH FEELERS:

1. Invest time in building relationships. Find out and ask about what matters to them..
2. Focus on how an idea can improve the quality people's lives, rather than just focusing on the logic of the decision.
3. Acknowledge that the majority of your colleagues are uncomfortable with conflict. Help feelers focus on common goals in addressing disagreements.
4. Pay attention to how you communicate.
5. Staff members "take things personally". Give them time to talk about their feelings with you. Honor those feelings.

FEELER STRENGTHS: Feelers are devoted to building a harmonious, comfortable and supportive workplace environment. A feeler automatically steps up to welcome a new person and help her feel at ease. Feelers pay attention to unspoken clues and signs such as tone of voice, "eye" and body language. Expect a feeler "read" people on many levels. Dedicated to making decisions that are compassionate, feelers take everyone's needs and individual circumstances into account.

FEELER CHALLENGES: Conflict is often painful for feelers, who can "get their feelings hurt" more easily than thinkers. Feelers try to avoid confrontation at any cost. Being "conflict avoidant" leads to misunderstanding, distancing and indirect behavior such as talking about another person, rather than to her directly. Feelers work well with people they trust. Trust is built by sharing personal information, likes and dislikes. Thinkers who focus on tasks, rather than relationships, can find working with feelers to be "like pushing a rope." Feelers may smile. However, if a feeler doesn't trust you, she won't work with you easily.

TIPS FOR FEELERS: Carry a Q-TIP as a reminder to "Quit taking it personally." Not every problem is about you. Feelers focus so much on other peoples' needs that feelers tend to neglect their own needs. Take time to do what you love, even if that means not always saying, "yes" to helping out. In the end, with your renewed spirit, you will find you have much more energy to share. Feelers who give themselves away can end up feeling like martyrs with resentments. Practice ways to deal directly with conflicts. Resentments bring feelers down from their usual cordial, friendly ways.

COMMUNICATING WITH THINKERS:

1. List the pros and cons for each idea you present. Thinkers base decisions on objective analysis.
2. Make your main point quickly and concisely.
3. Back up your point with objective ideas and supporting facts.
4. Commit to addressing conflicts directly with others. Set a time limit by which you will step up to face each conflict.
5. Use your EQ to identify your feelings, and be open to the data feelings offer. If you find yourself nursing hurt feelings, "step to the side" to look at the situation objectively.
6. Practice looking at a problem through the eyes of a thinker. Analyze the problem critically and impersonally, as if you were a "letter of the law" judge.

Leaders need to use both the thinking and feeling modalities. Neither way is superior to the other. However, since more men than women prefer the thinking modality, women can feel their interpersonal way of making decisions is unappreciated in the business world. Thinking directors are likely to hear they have "ice in their veins." Men in early childhood, appreciated for their compassion and sensitivity, may be stereotyped negatively outside our profession. Work to become comfortable with both decision-making processes, so you can call on whichever you need.

President Bill Clinton prefers the Feeling preference, whereas his wife, Senator Hillary Rodham Clinton, prefers Thinking. *(Ronni, if the Clintons aren't wise to mention, use the Roosevelts (F&E) or the Carters. Both men are feelers)*

QUESTION 3: Do you prefer to make decisions in a thinking or feeling way? T ,
or F ? Place the letter that describes you in the blank that is third from the left.
E/I S/N

You now have determined 75% of your MBTI type.

Director Jeong decides he has no choice but to delegate tasks to assistant director, Teri, from the growing list in Jeong's Blackberry. Although Jeong believes he can't count on Teri to meet his high standards, Jeong admits Teri gets the job done, if always at the last minute. Teri's "whatever" approach drives Jeong crazy.

Handing Teri a list of phone calls to return, Jeong watches over his shoulder to see how many calls Teri makes. Jeong fears the phone list will get lost in the piles on Teri's desk. Teri claims she knows where everything is. She is chafing under Jeong's "condescending, holier than thou" attitude. How can Jeong and Teri find ways to build on each other's strengths?

The "lifestyle" preference indicates how we prefer to conduct our lives, either in an organized, planned way (Judging), or a in a spontaneous, "go with the flow" manner (Perceiving).

JUDGING OR PERCEIVING. According to MBTI data collected, 55% of us prefer to be organized; 45 % of us prefer to take a "why worry, be happy" approach. In early childhood education, many of us would prefer to go with the flow more than our leadership position allows. We may have taught ourselves to be organized, even though our preference is to spontaneously engage with the children.

JUDGING STRENGTHS. Accreditation forms are completed, deadlines are met, and airplanes take off from the right runways, thanks to judgers. Judgers plan in advance. Judgers favor organization and orderliness, avoiding stress by keeping ahead of deadlines. Judgers: "Cross their T's and dot their I's". Classrooms are neat, clean, and thoughtfully organized. Clear on where they stand, judgers make decisions quickly. They take pride in accomplishing everything on their lists.

JUDGING CHALLENGES. Judgers can be impatient with colleagues who need time to check out all their options. Disorganization and disarray annoy judgers. Judgers can judge too quickly, before gathering all pertinent information. Judgers show up early for meeting and roll their eyes when others arrive late. Preferring decisiveness, judgers find living

with ambiguity uncomfortable. Perfectionism is the judger's Achilles heel. Judgers dislike surprises. Flexibility can be difficult.

TIPS FOR JUDGERS. Much can be learned from living in the moment. Judging directors can stretch themselves by scheduling and taking free time. Judging directors often have difficulty delegating. Few people meet the high standard the judger sets for herself. A judger's worry will not get the job done by the other person. Delegate, step back, and assume the task will be accomplished, even if not in the way you would have accomplished it. Realize that others prefer to multitask, and are comfortable juggling many balls in the air.

COMMUNICATING WITH PERCEIVERS:

1. Learn to appreciate the creativity and playfulness of your colleagues.
2. Ask a perceiver to help you identify alternatives and options.
3. Show the perceiver you trust her to get the job done, even if at the last minute.
4. Allow time for exploring all possibilities, and for spontaneous changes to be made to plans.
5. Incorporate lighthearted, fun activities into staff meetings.

PERCEIVING STRENGTHS. Perceivers prefer to keep their options open. Adept at creating alternatives, perceivers see possibilities. Perceivers have fun at work. An easygoing work environment suits perceivers. Perceivers bring spontaneity and humor to the workplace. They enjoy the journey, not just the destination. Emergent curriculum is often the perceiver's preferred classroom style. Perceivers describe themselves as "human beings", not "human doings."

PERCEIVING CHALLENGES. Perceivers, wanting to keep their options open, put off making decisions. Neatness and orderliness are not a priority. Perceivers organize by piling things up. Nonetheless, perceivers know where to find things. Perceivers think meetings start when they get there. This may frustrate on-time colleagues. Perceivers can resent the "up-tightness" of their judger colleagues. They often complete tasks in the eleventh hour.

TIPS FOR PERCEIVERS. Break assignments into manageable tasks. Set a deadline for each task. Celebrate when you complete a task early. Avoid surprising your colleagues when you change your plans. Give them as much notice as possible to adjust. Since flexibility comes more easily for you, try something different and structure a task. Making the effort will increase your empathy for judgers. Use your sense of humor to help your colleagues lighten up.

COMMUNICATING WITH JUDGERS:

1. Be clear about when you will complete a project.
2. Make small, inconsequential choices more quickly than usual.
3. Demonstrate your ability to complete tasks.

4. Volunteer to clean up, put things away, and organize events.

The majority of senior managers in any profession are judges. Improvisational theatre professionals and inventors are more often perceivers. Perceivers benefit from judges' predictability and reliability. Judges benefit from perceivers' easygoing, playful manner. Which describes your preference: are you more organized and structured or laidback, and easygoing?

Question #4. Do you prefer to live your life in a judging or perceiving way? ___ J or ___ P? Fill in the final blank space. <u>E/I</u> <u>S/N</u> <u>T/F</u> ___
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Congratulations! You have completed all four letters of your MBTI type.

Look for your four-letter type in this summary of the sixteen types (Otto Kroeger Associates 1997):

*****INSERT TABLE ON NEXT PAGE*****

<p>ISTJ “Doing What Should Be Done”</p> <p>Organizer ● Compulsive Private ● Trustworthy Rules ‘n Regs ● Practical</p> <p>MOST RESPONSIBLE</p>	<p>ISFJ “A High Sense of Duty”</p> <p>Amiable ● Works Behind the Scenes ● Ready to Sacrifice Accountable ● “Doer”</p> <p>MOST LOYAL</p>	<p>INFJ “An Inspiration to Others”</p> <p>Reflective//Introspective Quietly Caring ● Creative Linguistically Gifted ● Psychic</p> <p>MOST CONTEMPLATIVE</p>	<p>INTJ “Everything Has Room for Improvement”</p> <p>Theory Based ● Skeptical ● “My Way” ● High Need for Competency</p> <p>MOST INDEPENDENT</p>
<p>ISTP “Ready to Try Anything Once”</p> <p>Very Observant ● Cool & Aloof Hands-on Practicality ● Ready for What Happens ● Unpretentious</p> <p>MOST PRAGMATIC</p>	<p>ISFP “Sees Much but Shares Little”</p> <p>Warm & Sensitive ● Unassuming Short Range Planner ● Good Team Member ● In Touch with Self & nature</p> <p>MOST ARTISTIC</p>	<p>INFP “Performing Noble Service to Aid Society”</p> <p>Strict Personal Values ● Reserved Seeks Inner Order/Peace Creative ● Non-Directive</p> <p>MOST IDEALISTIC</p>	<p>INTP “A Love of Problem Solving”</p> <p>Challenges others to Think Absent-minded Professor Competency Needs ● Socially Cautious</p> <p>MOST CONCEPTUAL</p>
<p>ESTP “The Ultimate Realist”</p> <p>Unconventional Approach ● Fun Gregarious ● Lives for Here and Now ● Good at Problem Solving</p> <p>MOST SPONTANEOUS</p>	<p>ESFP “You Only Go Around Once in Life”</p> <p>Sociable ● Spontaneous ● Loves Surprises ● Cuts Red Tape Multi-Tasking ● Quip Master</p> <p>MOST GENEROUS</p>	<p>ENFP “Giving Life an Extra Squeeze”</p> <p>People Oriented ● Creative Seeks Harmony ● Life of Party More Starts than Finishes</p> <p>MOST OPTIMISTIC</p>	<p>ENTP “One Exciting Challenge After Another”</p> <p>Argues Both Sides of a Point Brinksmanship ● Tests Limits ● Enthusiastic ● New Ideas</p> <p>MOST INVENTIVE</p>
<p>ESTJ “Life’s Administrators”</p> <p>Order & Structure ● Sociable Opinionated ● Results Driven Producer ● Traditional</p> <p>MOST HARD CHARGING</p>	<p>ESFJ “Hosts and Hostesses”</p> <p>Gracious ● Good Interpersonal Skills ● Thoughtful Appropriate ● Eager to Please</p> <p>MOST HARMONIZING</p>	<p>ENFJ “Smooth Talking Persuader”</p> <p>Charismatic ● Compassionate Possibilities for People ● Ignores the Unpleasant ● Idealistic</p> <p>MOST PERSUASIVE</p>	<p>ENTJ “Life’s Natural Leaders”</p> <p>Visionary ● Gregarious Argumentative ● Take Charge Low Tolerance for Incompetency</p> <p>MOST COMMANDING</p>

For more complete descriptions of each type, go online to typelogic.com, or read my MBTI mentors, Otto Kroeger and Janet Theusen's *Type Talk at Work* (1992). In *Leadership Equations* (Barr and Barr 1989) you will find in depth descriptions of each type's leadership style.

To take an abbreviated MBTI, go to <http://www.teamtechnology.co.uk/mmdi-re/mmdi-re.htm>. Upon completion of the questionnaire, you will be given a description of your type. Your instructor also may be able to tell you about MBTI professionals who can administer and evaluate your full MBTI. This service is often available at your college or university's career development office.

LEARNING FROM OUR SHADOW PREFERENCES

Carl Jung noticed that in addition to our preferences, we all have a "shadow". Our shadow is the least developed part of ourselves, which we keep hidden from most people. Stress nudges us into our shadow. When we have "bad hair days", we fall into using our opposite preferences, at which we do not feel as skilled.. A friendly person, under pressure, becomes withdrawn. An easygoing person becomes a taskmaster. The more we learn about our shadow side, the more accepting we become of people who are the opposite of us.

Now that you know your MBTI preferences and type, you can identify your shadow. Write your 4-letter type in UPPER CASE letters. Underneath each letter, write the opposite MBTI letter in lower case.

For example:	ESTJ	ISFJ	ENFP	ISFP
	infp	entp	istj	entj

The four letters in lower case are your shadow preferences. The shadow of an ESTJ is an INFP. The shadow of an ISFJ is ENTP. Now, go back to the descriptions of the 16 MBTI types (p. __). Read the description for your shadow type. Use your EQ to notice your response. When you are "in shadow", do you remind yourself of someone else? Feeling "beside ourselves" is another way to describe being in our shadow (Quenk, 1993).

At first we feel cranky and awkward in our shadow. To demonstrate this, sign your name on a piece of paper. Now, place the pen in your opposite hand. Sign your name again. How does that feel and look? When we are in our shadow like this, we are able to complete the task, even though we feel uncomfortable. Consider your shadow as a pathway to learning how to communicate with people who have opposite preferences from you.

Although uncomfortable at first, an extravert can practice meditation. An introvert can become more at ease with public speaking. A sensor can become more of a dreamer. A perceiver can become more organized. A thinker can demonstrate compassion.

Jung declared: “Our shadow is the pathway to reverence.” The more we find out about our shadow, the more open and accepting we become to different ways of being. To develop our emotional intelligence further, leaders can practice using our shadow preferences. Bad hair days can become opportunities to learn.

LEADERSHIP TEMPERAMENTS

The MBTI translates readily into four temperaments (Bates and Kiersey 1984) that will help you better understand leadership. Temperaments are our favored ways to behave. When you determined your MBTI type, you identified your temperament as well. The four temperaments are: SJ, SP, NT, NF.



To identify your temperament, write down your MBTI four-letter type again.

___ ___ ___ ___ E/I S/N T/F J/P

Now, write down the second letter of your four-letter type (either S or N) in the first blank below. If your letter is S, write the last letter in your type (either J or P) in the second blank. If your first letter is N, write the third letter in your type (either T or F) in the second blank.

Your temperament: ___ ___

Congratulations! You have identified your MBTI temperament as SJ, SP, NT or NF.

Find your temperament in the chart below. Knowing your MBTI temperament’s strengths and challenges increases your emotional intelligence. Pay special attention to the tips on how to grow as a leader. To read more in depth about the four temperaments, see David Kiersey’s *Please Understand Me II* (1998).

SJ	NT
Hardworking	Visionary
Focused	Big picture, systemic approach
Traditionalist	Independent and scientific
Perfectionist	Condescending
George Washington	Eleanor Roosevelt
SP	NF
Problem solver	Utopian thinker
Negotiator	Change agent
Hands on, action-oriented	People first
Avoid paper work	Try to rescue everyone
Theodore Roosevelt	Mahatma Gandhi

THE FOUR LEADERSHIP TEMPERAMENTS

SJ leadership style is the traditionalist, the bringer of stability, order and predictability to your organization. SJ's lead with authority, instructing others what to do. SJ's value hard work and loyalty, a no-nonsense and "can do" attitude. SJ's respect authority and exude responsibility. They are highly skilled at detailed follow through. President George Washington was an SJ.

Achilles' heel: SJ's expect excellence, sometimes to the point of perfectionism. SJ's can be overly critical of staff, admonishing for the mistakes, rather than praising for jobs well done. SJ's have little patience with others who do not embody the hard work ethic. SJ's can come across like military generals.

To grow: SJ's benefit from delegating, and letting go of expecting perfect results. Focus instead on developing staff strengths. Observe leaders whose "go with the flow" temperaments produce effective results. Praise and acknowledge staff efforts.

SP leadership style is the creative problem solver. SP leaders negotiate agreements among people with conflicting viewpoints. SP's are at their best when putting out fires. SP's thrive on activity and prefer hands-on work. SP's are fun to work with, easy to be with, and quick to keep the physical work environment functioning smoothly. Children are drawn to SP's fun-loving, physical, spontaneous ways. "Rough rider" Teddy Roosevelt was an SP.

Achilles' heel: If there is no fire to put out, the SP starts a fire. Inactivity is the SP's Achilles heel, along with paperwork. SP's get bored easily, sitting still, listening to lectures. Detailed follow-through is not the SP's strength.

To grow: Step back out of the action to notice other ways to do things. Teach colleagues how to solve problems, rather than always being the person who puts things right. SP's are often artistic craftspeople. SP leaders need to claim time to work on their own craft projects, and/or to find ways to involve colleagues and families in these creative endeavors.

NT leadership style is the visionary logician. An NT leader's quest is competency and mastery. NT's bring objectivity, intellectualism, and the long view to their organizations. NT's conceptualize systems to streamline work. Like SP's, NT's are pragmatic. An NT leader expects others to learn how to do things by watching the NT. NT's are rarely comfortable giving praise. President Richard Nixon was an NT.

Achilles' heel: NT leaders' preoccupation with the theoretical makes them appear aloof and condescending. NT's undervalue interpersonal dynamics. NT's judge whether others are competent enough to earn the NT's respect. NT's have little patience with socializing and team building.

To grow: NT's grow by dedicating themselves to the study and practice of emotional and social EQ. Pay attention to how colleagues feel about their work, not just to the work itself. An NT benefits from researching and learning how to read non-verbal communication cues. Consider the rationale for developing highly functioning teams, and find ways to foster the growth of teams in your program.

NF leadership style is the visionary change agent. The heart's desire of the NF leader is to make the world better for children and families. NF's are utopian thinkers, idealistic and optimistic about changing things for the greater good. NF's lead by encouraging others to fulfill their potential. Unlike authoritarian SJ's, NF's are egalitarian, working to bring out the best in everyone through praise and enthusiastic support. NF's are inspiring and charismatic leaders. President John F. Kennedy was an NF.

Achilles' heel: Guilt and impossibly high ideals can wear an NF down. NF's, like F's, are conflict avoidant. Confronting inappropriate behavior is difficult for the NF leader. NF's lose optimism when times are conservative, and social change is unwelcome.

To grow: Study and practice conflict resolution and effective confrontation skills. Invoke the serenity prayer: "Grant me the serenity to accept the things I cannot change, and the courage to change the things I can." This helps the NF from carrying the weight of the world on her shoulders. Because NF's take a moralistic approach, they can build unlikely alliances with SJ's who also favor moralistic over pragmatic stances.

Whatever you are by nature, keep to it: never desert your line of talent. Be what nature intended for you and you will succeed.
-Sydney Smith

Leaders must learn how to communicate with everyone, especially people who are least like them. An early childhood administrator who understands her own MBTI type, temperament and shadow is better prepared to respect and honor others' differing gifts. The MBTI helps leaders "read" and understand others, key emotional intelligence competencies.

Leading on purpose, making decisions anchored in core values, and understanding leadership styles empower individuals to be authentic, gifted directors. Self-knowledge is the heart of emotional intelligence. Jamilah knows what she wants. What about you? I hope this chapter has helped you be clearer on the difference you want to make as a leader. To paraphrase the motto of another healing profession: "Director, know thyself".