

Personality Factors in Teaching Style Diversity

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An overview of Jungian personality factors in teaching style diversity is provided by this workshop which analyzes polarities of Extroversion/Introversion, Sensing/Intuition, Feeling/Thinking, and Judging/Perceiving characteristics. Further identification of 4 archetypal learning/teaching styles are explored as they pertain to individual preferences among 16 personality types as determined by the Jungian-based Myers-Briggs Type Indicator. Participants interact in model classroom activities identifying and contrasting differences in pedagogy, communication, priorities, and values focusing upon lesson plan design, materials selection preferences, and interfaculty conflict resolution scenarios. In particular, reference materials are provided to utilize the MBTI in deepening awareness of learner/teacher stylistic diversity and methods of effective collaboration. For rapid reference of comparative dynamics in personality interaction, ten summary tables are provided characterizing significant factors of diversity, conflict, and collaboration based on teaching / learning research in academic applications of the MBTI.

Personality variation and its influence upon diverse learning/teaching styles is the cause for both pedagogical enrichment and interfaculty / student-teacher conflict. In lifelong learning development, personality diversity determines interactions between a person's innate preferences and the external social environment, according to Swiss psychologist, Carl Jung (Myers & Kirby, 1994, p.23). Jung was one of Freud's favorite students who first developed the theory of Personality Type (Jung, 1921/1933/1971). In defining his approach, Jung states:

A typology is designed, first and foremost, as an aid to a psychological critique of knowledge. The valuable thing here is the critical attempt to prevent oneself from taking one's own prejudices as the criterion of normality. (1933, p. 76)

Jung's personality typology was translated into English in 1923 and underwent extensive development from theory into social practice by American psychologists, Katharine Briggs and Isabel Myers (Quenk, 2000, p.3). The Jungian based "Myers-Briggs Type Indicator" (MBTI) which resulted, has since developed into an easily administered and accessible survey taking 20-minutes to complete in English or Japanese translations.

As an extensively researched personality indicator, the MBTI identifies contrasts and similarities in personal preferences with direct implications for the ESL college classroom and faculty interactions, transcending cultural, age, and gender role gaps (Fairhurst & Fairhurst, 1995, pp.37, 249). Conflict resolution of emotional factors which

block collaborative learning/teaching may be objectively achieved through the MBTI which fosters meta-cognitive awareness of interdependence among divergent views. In teachers and students alike, the 16 individual personality type variations can be reduced manageably to four temperaments comprising four personality types each. Most importantly, teachers can collaborate effectively with fellow teachers and students avoiding conflicts by focusing upon personality temperaments of: “Rational”, “Guardian”, “Artisan”, and “Idealist” as summarized in Tables 7 & 8 (Keirse, Bates, 1984, pp.27-66).

Personality Theory & Practical Applications of the MBTI in Education

If one were to take the 20-minute MBTI in English or in Japanese translation, any one of 16 different type combinations could appear based upon an individual’s answers to the 93-question survey. Test results are reported in any one of 16 different four-letter combinations as represented in Table 1, corresponding to the following four major dichotomies/polarities of personality indicated in Table 4 (Myers, McCaulley, Quenk, Hammer, 1998, p.6):

1. **Direction of Energy** – *Introvert (I) vs. Extrovert (E)*
2. **Information-Gathering Process** – *Sensing (S) vs. Intuition (N)*
3. **Decision-Making Process** – *Thinking (T) vs. Feeling (F)*
4. **Cognitive Process in the External World** – *Judging (J) vs. Perceiving (P)*

The 16 personality types in Table 1 can be further sub-divided into four archetypes / temperaments of: “Guardians”, “Artisans”, “Idealists”, and “Rationals” as in Table 2. The Guardian and Artisan temperaments involve Sensing (S) with Judging (J) and Perceiving (P) characteristics, while the Idealist and Rational temperaments involve Intuition (N) with Feeling (F) and Thinking (T) characteristics (p.59; Keirse & Bates, 1984, p.27).

Table 1. Personality Types

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

From all possible combinations of dichotomous/polarized characteristics, a sociometry of diverse personality types emerges, as represented in Table 3. All four personality types in each temperament was found to share many similarities in preferred attitudes, functions, values, forms of communication, leadership/ learning/teaching styles and modes of conflict resolution, while each temperament remained very different from others (Isachsen & Berens, 1995, p.63; Berens, 2000, p.36).

The MBTI maps personality inter-relational dynamics according to four dialectical relations between 8 characteristics (Briggs Myers, 1998, pp.9-10). The four letters in each of the sixteen types correspond to four

Table 2. Archetypes / Temperaments

SJ <i>Guardians</i>	NF	NT
	I	R
	d	a
SP <i>Artisans</i>	e	t
	a	i
	l	o
	i	n
	s	a
	t	l
	s	s
SJ <i>Guardians</i>		

preferences in attitude and functional perspective according to Jungian personality theory as further developed by Myers Briggs and represented in Table 4.

In Table 4, the first Jungian dichotomy involves a theoretical dialectic within each individual's thoughts and actions concerning an individual preference for "Direction of Energy" concerning extroversion/introversion. The second personality dichotomy involves a functional preference of "Information-Gathering" which may be "extroverted" (E) or "introverted" (I) concerning the sensing/intuition

Table 3

INFJ FORESEER DEVELOPER	INFP PROPONENT ADVOCATE	ISTJ OVERSEER INSPECTOR	ISFJ PROVIDER NOURISHER
IDEALIST iNtuitive Feeling NF		GUARDIAN Sensing Judging Sj	
ENFJ FORESEER MOBILIZER	ENFP PROPONENT MESSENGER	ESTJ OVERSEER SUPERVISOR	ESFJ PROVIDER CARETAKER
INTJ DIRECTOR STRATEGIST	INTP INVENTOR DESIGNER	ISTP MANEUVERER OPERATOR	ISFP PERFORMER COMPOSER
RATIONAL iNtuitive Thinking NT		ARTISAN Sensing Perceiving SP	
ENTJ DIRECTOR COMMANDANT	ENTP INVENTOR IMPROVISOR	ESTP MANEUVERER PROMOTER	ESFP PERFORMER ENTERTAINER

dialectic and characterized by the four descriptive foci of experiencing and *recalling* for "Sensing" with *brainstorming* and *visioning* representative of "Intuition". The third dichotomy is a functional preference in "Decision - Making" which involves the dialectic between "Thinking" which may

Table 4. Dynamics of Four Attitudinal & Functional Dichotomies

<i>Direction of Energy</i>	
Extroversion (E)	Introversion (I)
<i>Information-Gathering (Perceiving) Process</i>	
Sensing (S)	Intuition (N)
SE Experiencing	NE Brainstorming
SI Recalling	NI Visioning
<i>Decision-Making (Judging) Process</i>	
Thinking (T)	Feeling (F)
TE Systematizing	FE Harmonizing
TI Analyzing	FI Valuing
<i>Cognitive Process Used in the External World</i>	
Judging (J)	Perceiving (P)

take the extroverted form of *systematizing* or introverted form of *analyzing* and the polar opposite of “Feeling” which may be in the extroverted form of harmonizing or introverted form of *valuing*. Finally, the fourth dichotomy of Personality theory involves the attitudinal preference of “Cognitive Process in the External World”, characterized by the dialectic between “Judging” and “Perceiving”.

According to Jung’s theory, everyone uses the four basic functions of “Sensing”, “Intuition”, “Thinking”, and “Feeling” in daily life functions with varying degrees of prioritization based on extroverted or introverted energizing styles (Briggs Myers, McCaulley, Quenk, Hammer, 1998, p.23). Whichever attitude is more comfortable or regenerative for the individual involves a definite

predisposition for one over the other and indicates the first letter of personality attitude. The dynamic interplay between the individual’s preferences among the four dichotomies of personality, determines each person’s uniqueness and approach to life.

The question remains as to how the teacher may practically apply personality dynamics at work in Table 4 within ESL classroom interactions between: students-students, teacher-students, and teacher-teacher? The workshop then leads into an interactive and reflective exercise involving the interaction of personalities with opposite preferences, leading from a theoretical overview into practical applications within the classroom.

Personality Prescription Card Identity Awareness Activity

One doesn’t need to take the MBTI, to determine personality preferences according to the four Jungian dichotomies/polarities:

- Energy Flow / Direction: a. Extrovert / Introvert
- Information-Gathering: b. Sensing / Intuitive
- Decision-Making: c. Thinking / Feeling
- Cognitive Process: d. Judging / Perceiving

To demonstrate a popular classroom activity, workshop participants are given a handout (refer to Appendices 1-4) with eight interdependent “Prescription” cards divided according to the eight personality characteristic polarities of: extrovert/introvert, sensing/intuitive, thinking/feeling, and judging/perceiving (Murray, 1995). Then, they are asked to

read the two descriptions on the cards and identify which they feel best suits their preferences and given instructions to determine their own preferences among the four dichotomies, and spend 5 minutes with a person of opposite preferences. Participants begin with the Extrovert/Introvert polarity, followed by the Sensing/Intuitive, then Thinking/Feeling, concluded by the Judging/Perceiving, spending 5 minutes of reflection and interaction as “prescribed” by the cards. Participants are then given the following instructions:

First, read the handout and select between the dominant set of characteristics fitting your preference in Energy Flow as either an “Extrovert” or “Introvert”. Then, pair up with a fellow teacher with the opposite preference and compare differences, following the prescriptions indicated for interpersonal relations with the opposite type for 5 minutes. Which of the following characteristics do you agree with concerning your attitude toward a comfortable environment with others or alone? In which areas do you disagree?

Then, following this same procedure, select your preference in Information Gathering as either mainly “Sensing” or “Intuitive” and pair up with another person who is opposite, comparing differences and following the interactive prescriptions to enhance interpersonal relations with the opposite type for 5 minutes. Which characteristics do you agree with concerning your attitudes toward learning? Which areas do you disagree on?

Again, following the same procedure, regroup according to your preference in Decision-Making as either predominantly “Thinking” or “Feeling”. Pair up again with someone new of the opposite perspective and follow the interactive prescriptions indicated for 5 minutes. Which of

the following characteristics do you agree with concerning teaching? Which areas do you disagree on?

Finally, following the same procedure, select your preference in lifestyle or preferred Cognitive Process Used in the External World as either predominantly “Judging” or “Perceiving”. Pair up again with someone new of the opposite preference and follow the interactive prescriptions indicated for 5 minutes. Which characteristics do prefer and agree upon in following your lesson plans and structuring classroom activities? Which areas do you disagree on?

Once participants finished the 20 minute exercise, they are asked to record and write down their four preferential “prescription” letters to record their personality “type” in the order of (a/b/c/d), for example: ENFP. Participants are then given three handouts profiling their personality in reference to strongest preferences in teaching (refer to Table 5), learning style (refer to Table 6), and conflict resolution (refer to Table 10). Each of these tables summarize individual characteristics simply according to preferences among the polarities of: E/I, S/N, T/F, J/P. Participants are then asked to read Tables 5 and 6, summarizing personality learning style characteristics and to reflect on the relationship between their own teaching and learning styles (DiTiberio & Hammer, 1993, p.6; Lawrence, 1997, p.2). Then, they are asked to underline characteristics which hold true for them personally and circle teaching and learning style characteristics to which they react negatively or disagree with.

Following this personality reflection exercise, the workshop focuses upon temperament profiles (“Idealist”, “Guardian”, “Rational”, “Artisan”) regarding the same issues. Handouts are given to participants comprising

temperament teaching styles (refer to Table 7), learning styles (refer to Table 8), and working styles (refer to Table 9). In each exercise, participants are asked to reflect and underline the areas of preference that really fit them, crossing out those characteristics which do not apply to them. Then, as in the “prescription card” exercise, everyone pairs up with someone of a different preference, comparing notes while exploring areas of agreement and disagreement.

Teacher- & Learner-Centered Scenarios of Interactive Diversity:

Eight Jungian Polarities within the Teaching-Learning Continuum

Within the workshop, emphasis is placed upon participants reflecting and comparing teaching/learning style preferences, as indicated in the Table 5 handout regarding Teaching Style Diversity. Then, they are asked to choose those scenarios closest to their own teaching style and discuss characteristics of different teaching styles which they would like to integrate. Extensive academic research indicates that this is a very productive area for professional development and collaborative action research (Hammer, 1996, p.132; Briggs Myers, McCaulley, Quenk & Hammer, 1998, pp.265-266).

Table 5. Teaching Styles Associated with Each Preference

Extroverts	Introverts
<ul style="list-style-type: none"> • Give students choices • Attuned to changes in student attention • Classrooms with movement and noise • Give students voice in decisions • Students are active & noisy when off task 	<ul style="list-style-type: none"> • Structure learning activities • Attuned to the ideas they teach • Classrooms are quiet and orderly • Students daydream or withdraw when off task
Sensing Type	Intuitive Types
<ul style="list-style-type: none"> • Emphasize facts, practical information & skills • Centralize & focus activities on narrow range of choices • Have quiet & orderly classrooms • Start sequence of questions with requests for facts & details seeking predictable response 	<ul style="list-style-type: none"> • Emphasize concepts, relationships & implications • Give wide range of choices • Form small groups of students • Expect interdependence and creativity • Have noisy classrooms with movement • Allow students to voice decisions • Start sequence of questions with a call for synthesis and evaluation

Thinking Types	Feeling Types
<ul style="list-style-type: none"> • Make few comments about student performance • Comment from an objective basis • Focus students on teacher's actions or lectures • Attend to the class as a whole 	<ul style="list-style-type: none"> • Praise & criticize in words and body language • Focus students on their individual work • Move from student to student to assist with individual work, seeking dialogue • Attend to more than one student at a time
Judging Types	Perceiving Types
<ul style="list-style-type: none"> • Tend to be orderly & adhere to schedules • Classrooms are quiet and orderly • When off task, students daydream & withdraw 	<ul style="list-style-type: none"> • Encourage movement around classroom • Encourage open-ended discussions • Encourage socializing in study groups • When off task, students are active & noisy

Table 6. Learning Styles Associated with Each Preference

Extroverts	Introverts
<ul style="list-style-type: none"> • Learn best when in action • Value physical activity • Need training in reading & writing • Like studying with others • Talented in verbal & interpersonal skills • Want teachers to have class discussions 	<ul style="list-style-type: none"> • Learn best in quiet reflection • Value reading • Need training in public speaking • Like studying alone • Talented in writing & reading • Want teachers to give clear lectures
Sensing Types	Intuitive Types
<ul style="list-style-type: none"> • Seek specific information • Memorize facts • Value what is practical • Follow instructions • Like hands-on experience • Want teachers to give clear assignments 	<ul style="list-style-type: none"> • Seek quick insights • Use imagination to go beyond facts • Value what is original • Create their own directions • Like theories to give perspective • Want teachers to encourage independent thinking

Thinking Types	Feeling Types
<ul style="list-style-type: none"> • Want objective material to study • Logic guides learning • Like to critique new ideas • Easily find flaws in arguments • Learn best by challenge & debate • Want teachers to make logical presentations 	<ul style="list-style-type: none"> • Want to relate to material subjectively • Personal human values most important • Like to please instructors • Easily find something to appreciate in all • Learn best by being supported/appreciated • Want teachers to establish personal rapport
Judging Types	Perceiving Types
<ul style="list-style-type: none"> • Like formal instructions for problem solving • Value dependability • Plan work well in advance • Work steadily toward goals & closure • Want teachers to be well-organized 	<ul style="list-style-type: none"> • Like informal ways of problem solving • Value change and adaptability • Work spontaneously & impulsively in bursts of energy • Stay open to new information • Want teachers to be entertaining & inspiring

Four Jungian Archetypes within the Teaching-Learning Continuum

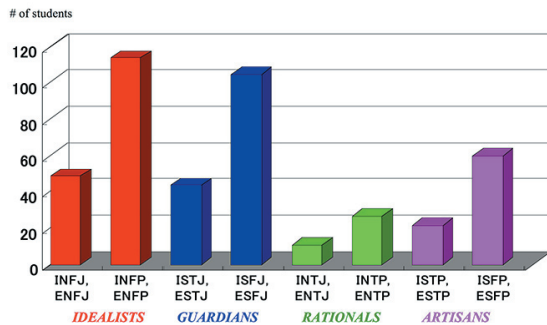
Once participants are aware of their preferences in learning and teaching styles according to the eight different dichotomies/polarities, personality typology may then be taken to the next level of archetypal reflection involving the four categories of: “Idealist (NF)”, “Guardian (SJ)”, “Rational (NT)”, and “Artisan (SF)” as summarized in Tables 7 and 8 (Keirse & Bates, 1986, pp.121-128, 155-166; Fairhurst & Fairhurst, 1995, pp.35-117, 141-221; VanSant & Payne, 1995, pp.8-12).

Participants are then asked to reflect, select, compare and contrast their own archetypal temperament in teaching and learning style classroom scenarios, as done in the previous polarities exercise. They are again asked to underline those elements which suit them and circle those in other temperaments to which they react negatively or disagree with along the lines of: emphasis, motivating activities, learning environment, preferred evaluation methods, and orientation priority.

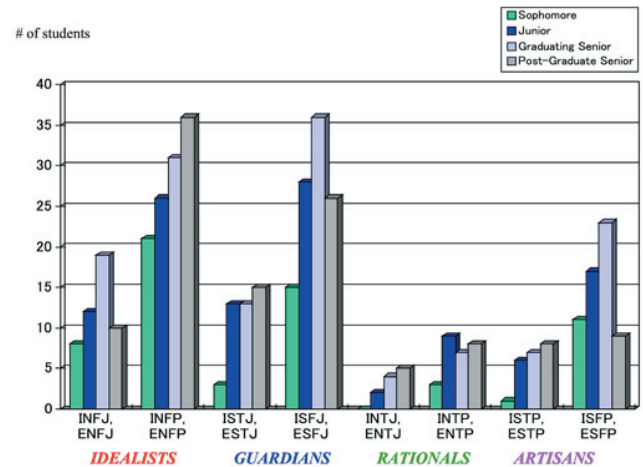
In comparing their teaching approaches to those of other archetypal temperaments, participants reflect on differences which create conflicts for them in interactions with students, other teachers, school policy, and administration personnel. They are further asked to reflect on possible similarities between their own teaching styles and types of students they react positively or negatively towards. During the exercise, they are asked to notice any interactive trends indicating complimentary or adversarial interactions with opposite types.

To illustrate practical applications of the MBTI, I wished to contextualize it within a Japanese ESL academic setting which has already been analyzed (refer to Table 8a , Graphs 8a1, and 8a2). Participants are presented with this case study which profiled learning styles among 433 Japanese college ESL students (Metzger, 2002, p.124). Within these college-level ESL classes, the four temperaments / archetypes could be further divided into eight sub-categories (refer to Table 8b). When dealing with very large classes exceeding 30 students, the eight sub-categories of temperaments / archetypes are effective, because they are even more similar in learning and teaching style characteristics (Berens, 1998, pp.12-13). After viewing these results, participants are asked to reflect on whether the student sample MBTI profiling might be similar or divergent to their own students and classroom settings, each of which will have its own distinctive/collective “chemistry”, depending on the mix of personality diversity.

Graph 8a1. MBTI Sociometric Typology Composite Student Profile (N=433)



Graph 8a2. MBTI Sociometric Typology Composite Student Profile (N=433)



Conflict Resolution Among Diverse Personality Types

Throughout the course of the workshop, participants are engaged in reflecting and selecting preferences in teaching and learning style. Often contrasting personality types experience conflicts with those of opposing preferences. Yet, research indicates that effective teams and corporate management benefit from diverse personalities who practice collaboration and conflict resolution (Hammer, 1996, pp. 81-103). The conflict resolution styles preferred by different personalities are brought out by a popular exercise in the workshop which utilized the “personality prescription card”

Table 7. Teaching Framework According to Personality Archetype

	SJ Guardians	SP Artisans	NF Idealists	NT Rationals
EMPHASIS:	Growth of responsibility and utility	Growth of spontaneity and freedom	Growth of identity & integrity	Growth of knowledge and skills
FAVORED TECHNIQUES OF INSTRUCTION:	Recitations Simulation drills Tests / quizzes Data collection Demonstrations Composition	Contests Games Projects Shows Demonstrations Presentations	Interaction Games Simulations Seminars Shows Group projects	Lectures Tests Compositions Projects Research Reports
LEARNING ENVIRONMENT:	Classrooms are teacher-centered Clear goals & step-by-step instructions Well-established classroom routines Sequential lessons Time & punctuality Firm disciplinarians Socratic Method Minimize student-student interaction	Classrooms are unpredictable Impulsive in lesson plan design Frequent change & varied activities Videos often form an integral part of lessons Action-oriented Maximize student-teacher interaction	Classrooms are of a Democratic nature Simultaneously productive lessons Interactive classes Supportive climate Flexibility in procedure followed Frequent feedback Maximize student-student interaction	Classrooms are progressive in pedagogical approaches Thought processes of students are carefully tracked Lessons move too rapidly without repetition of ideas Accurate teaching at students' level
PREFERRED EVALUATION METHODS:	Objective exams Assignments & homework done on time Thorough & strict testing with detailed corrections	Homework is not strictly required or assessed Observational assessment of useful application Conformity to guide lines is unimportant	Individually focus tutoring of students Observation of social / intellectual development Critique of team or individual projects	High performance expectations Opportunity to demonstrate critical thinking skills Objectively high scoring requirements
ORIENTATION PRIORITY:	Loyalty, stability & support of the academic institution is most important to maintain traditions	Learning is incidental to creativity and competing in contests	Concern for holistic development of students is most important	Development of intelligence & critical thinking of students is most important

Table 8. Learning Framework According to Personality Archetype

	SJ Guardians	SP Artisans	NF Idealists	NT Rationals
EMPHASIS:	Facts & Obligation	Facts & Action	Possibilities & People	Possibilities & Analysis
MOTIVATING ACTIVITIES:	Audio-visuals Simulation drills Time lines Guided practice Data collection Socratic method	Contests & Competitive games Outdoor activities Independent learning Construction & design Putting together Presentations	Role plays Drama Simulations Seminar discussions Cooperative learning Fantasizing Group activities	Self-instruction Debates / Seminars Simulations Puzzles & games of strategy Research Experiments Needs assessments
LEARNING ENVIRONMENT:	Clear goals & step-by-step instructions Established classroom routines Concrete resources readily available One assignment at a time	Clear goals Frequent change & varied activities Freedom to have control over his/her activities Much physical activity with some risk & adventure	Goals allowing individual input into final product Supportive climate Flexibility in procedures to be followed Frequent feedback Interaction with others	Goals posing some challenging questions/problems to be solved Freedom working towards goals independently Resources for independent work Limited rules & regulations
PREFERRED EVALUATION METHODS:	Objective exams Criterion-reference tests Demonstration of knowledge with application No time limit on testing	Observation of use of what was learned	Essays Observation of how engaged in learning Critique of team or individual project Open-ended questions	Essays Opportunity to demonstrate critical thinking skills Critique of an independent project Open-ended questions
ORIENTATION PRIORITY:	Tell me what I should be learning & provide structure for doing so	Let me do something exciting	Give me an opportunity to grow	Give me a problem to solve in my own way

Table 8a. MBTI Profiling of Japanese ESL College Students (N=433)

<i>Archetypes_(Keirsey)</i>	<i>Learning Style Sub-Groups_(Berens)</i>	MBTI Type	Student #'s Total=433	Overall % Represented
IDEALISTS	“Guide”	INFJ / ENFJ	49	11.3%
	“Mediator”	INFP / ENFP	114	26.3%
GUARDIANS	“Monitor”	ISTJ / ESTJ	44	10.2%
	“Conservator”	ISFJ / ESFJ	105	24.2%
RATIONALS	“Coordinator”	INTJ / ENTJ	11	2.5%
	“Engineer”	INTP / ENTP	27	6.2%
ARTISANS	“Expeditor”	ISTP / ESTP	23	5.3%
	“Improvisor”	ISFP / ESFP	60	13.9%

Table 9. Leadership & Working Style According to Personality Archetype

	SJ Guardians	SP Artisans	NF Idealists	NT Rationals
LEADERSHIP STYLE:	Traditionalist, Stabilizer, Consolidator	Troubleshooter, Negotiator, Firefighter	Catalyst, Spokesperson, Energizer	Visionary, Systemic Analyst Architect-Builder
WORKING STYLE:	Has a sense of duty Responsibility & loyalty Industrious	Acts with cleverness & timelessness	Persuades people about values & inspirations	Adds ingenuity & logic to ideas and actions
TO DO BEST WORK THEY NEED:	Knowledge of the goal and what they're supposed to do to get there.	Freedom to do things as they see fit.	Personal meaning & congruence with who they are.	Intriguing models to challenge their imagination
WANT OTHERS TO SEE THEM AS:	Hardworking, reliable & dependable	Resourceful, risk taking & spontaneous	Authentic, inclusive & having ability to inspire	Competent, logical & having expertise
ACKNOWLEDGED FOR CONTRIBUTING:	Administrative expertise & timely output	Expeditious at handling the extraordinary & unexpected	Something unique or a special vision of possibilities	Strategic analysis of complex issues
CAN GET INTO TROUBLE BY BEING:	Too bureaucratic	Too expedient	Too idealistic	Too competitive

Table 10. Conflict Resolution Styles Associated with Each Preference

Extroverts	Introverts
<ul style="list-style-type: none"> • Move quickly • Change the topic under consideration • Need to talk out conflict • Offer personal information 	<ul style="list-style-type: none"> • Move at a measured pace • Keep to the topic under consideration • Need to process conflict internally • Hesitate to offer personal information
Sensing Types	Intuitive Types
<ul style="list-style-type: none"> • Focus on what actually happened • Notice specifics • Overlook recurring themes • Look at facts 	<ul style="list-style-type: none"> • Focus on the meaning of what happened • Notice subtleties • Overlook the obvious • Look at patterns & trends
Thinking Types	Feeling Types
<ul style="list-style-type: none"> • Want to find the right answer • Employ an objective analysis • Use a logic-centered approach • Hesitate to add emotion to the equation 	<ul style="list-style-type: none"> • Want to find the best answer for all concerned • Employ a subjective analysis • Use a values-centered approach • Feel comfortable adding emotion to the equation
Judging Types	Perceiving Types
<ul style="list-style-type: none"> • Desire structure • Make quick decisions • Resist changing their mind • Focus on goals 	<ul style="list-style-type: none"> • Desire flexibility • Postpone decisions • Delay making up their mind • Focus on process

interactions, indicated in Appendices 1-4 (Murray, 1995). In selecting one's preferences and strengths, each individual realizes least preferred characteristics and weaknesses as well, which requires collaboration and interpersonal negotiation.

Isabel Briggs Myers emphasizes the importance of interpersonal and intrapersonal integration involving the collaboration of opposite personality types by stating:

For maximum effectiveness, all types must add to their natural endowment the appropriate use of the opposites, either by using them in other people or by developing a controlled use of them within themselves...

(Briggs Myers & Myers, 1980, pp.118-119).

As a final interactive exercise, participants are given Tables 9 and 10 to reflect on their preferred leadership style and mode of conflict resolution, based upon personality typology. They are asked, as in previous activities, to find their "type" profile and underline what suits their preferences, while circling those characteristics which they disagree with or react negatively toward. Then, they are to find individuals among the other three archetypes to compare perspectives and approaches preferred in leadership and conflict resolution style, spending 5 minutes with every other archetype to work out a mutually agreeable approach to collaborating within a school setting. (VanSant & Payne, 1995, pp.131-135; Hirsh, Hirsh, Krebs-Hirsh, 2003, p.8; Hammer, 1996, pp. 85-86)

Summary

This workshop provided a reflective and interactive overview of personality variation based in Jungian theory with practical applications of exercises stemming from the Myers-Briggs Type Indicator (MBTI). Participants discussed variations in learning and teaching styles, exploring preferences among the four polarities/dichotomies of personality: "Direction of Energy", "Information-Gathering", "Decision-Making", and "Cognitive processes Used in the External World". They identified preferences based upon polarities of: extroversion/introversion, sensing/intuition, thinking/feeling, and judging/perceiving. In the process of exploring their own personality preferences, they applied a self-assessment of personality type as comprising the characteristics associated with the MBTI. All participants engaged in a meta-cognitive exercise of critical thinking through dialectical pairs (functional polarities) and constructed their own personality framework of reference without referring to MBTI official assessment. As in a socio-cultural setting, participants interacted in comparison/contrast tasks which served as a scaffold to identity formation.

Preferences were also assessed at another level of reflection involving the four archetypes of: "Guardian", "Idealist", "Rational", and "Artisan". Participants reflected intrapersonally and interacted interpersonally with those of opposing perspectives/personality preferences to critique teaching, learning, leadership, and conflict resolution styles. In addition, a comparative intrapersonal reflection exercise invited participants to compare preferences in learning and teaching styles to put themselves in the

position of their students and explore dynamics of student-student, teacher-student, and teacher-teacher interactions which are complementary and/or adversarial. The focus of these activities is how to move toward an increasingly collaborative and effective personal model of being within the teaching/learning continuum, while remaining true to one's core personality.

Finally, participants were to reflect, select, and then engage in their preferential mode of leadership and conflict resolution, interacting collaboratively with members of other archetypes/temperaments. The experience of interaction/collaboration within a simulated environment of diversity, required participants to apply the prescribed principles of integration practiced in the beginning and end of the workshop. Participants seemed to enjoy the experience of the prescription cards, with the expressed desire to continue/implement favorite elements of the exercises within their classrooms or school environments. One pervasive complaint was not having enough time to explore each facet of the workshop more fully.

The presenter hopes that the workshop overview and materials provided will serve as useful resources for teachers and students in high school and university level ESL classes/ environments, especially among those who were not able to attend. Please feel free to contact him for questions or support related to this workshop on Personality Factors in Teaching Style Diversity.

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Appendix 1

Interactive "personality prescription cards" for Introverts & Extroverts (Murray, 1995)

Prescriptions for Introverts

1. Appreciate yourself as an interesting person with **real depth**, who is **worth getting to know**.
2. Work on extraverting your Auxiliary function. Use it in the outer world.
3. Realize that it is natural that your greatest difficulty probably comes in dealing with the outer world of action and interaction.
4. Remember Extroverts ("Es") have a greater need for social interaction.
5. Explain your privacy needs and quiet time needs to significant others, especially Extroverts.
6. Request time for decisions; try to resist instant decision pressures if possible, or develop systems to reduce such situations. Don't resort to passive-aggressive behavior.
7. If you need time to process something, let the E know that's what you are doing, and that the E has done nothing wrong.
8. Enlist a trusted E friend to help you reality-check values. (It may be best to find someone similar in type to you, but an E; or someone very opposite, for the toughest analysis. But you may not like what s/he tells you.) Consider the E's type in evaluating the response, but don't discount it

Prescriptions for Extroverts

1. Appreciate yourself as an **action person** who can **get along with people** and **get things done**.
2. Remember to listen--don't talk all the time.
3. If dealing with Introverts, don't expect them to volunteer information--ask. Draw them out with questions and allow them time to process answers.
4. Don't require Is to make instant decisions; if possible give them time to introvert on it overnight.
5. Don't invade Introverts' privacy; respect their needs.
6. Allow Is quiet time to recharge their batteries.
7. Allow yourself quiet time to develop your introverted Auxiliary function (and your "shadow" 4th function). Es also need to "cocoon" occasionally to recharge their batteries.
8. Let your 4th function out to play; give it a chance to develop, even if only in recreation.
9. Be careful with anyone's values, especially an Is, since they may not have been reality-checked. Be aware that little short of disaster will change those values, so be tactful.
10. Es do their best thinking out loud, so try to take advantage of this. Try working jointly when

Appendix 2

Interactive “personality prescription cards” for Sensers & Intuitives (Murray, 1995)

Prescriptions for Sensers

1. Appreciate yourself for your **practical skills, powers of observation, and solid sense of reality.**
2. When dealing with an N, remember Ns tend to present new ideas in immediate, rough and sketchy form. Try to concentrate on the main point and ignore the unworked-out details. Even if it won't work now, it may work later with changes.
3. When dealing with Ns, give them the prospect of some interesting possibilities before requiring them to buckle down to the facts.
4. When presenting an idea to an N, know what your main point is--don't get lost in a million details and facts. If you need help with an idea, ask: "What would you do about this and this and this?" The iNtuitive will be happy to help you think through the obstacles.
5. Try something new every day, even if it's just something little.
6. For fun, try working on your iNtuition by brainstorming ideas. They can be solutions to some problem you have, or better yet, something totally off the wall--like 25 ways to get an elephant atop a palm tree, or what vegetable you'd fall in love with if you were a cabbage (and what would you do

Prescriptions for iNtuitives

1. Appreciate yourself for your **creativity, rapid insights, and ability to see future possibilities.**
2. When dealing with a Sensing type, work out the details. Be clear about the facts, and have a clear plan of action. Present it in finished form; don't try to convey a rough idea or a sketch.
3. Remember Sensers take facts more seriously than all your wonderful possibilities; give them an explicit statement of the problem before asking them to consider possible solutions.
4. When presenting ideas to a Senser, try not to skip around, but follow an orderly, step-by-step written outline.
5. Don't give too many possibilities. You may have 200 ideas, but boil them down to the best 1, 2, or 3. 197 more may confuse, not impress an S.
6. Finish your sentences when talking to Sensers. Don't finish theirs for them.
7. Define your terms carefully, especially when dealing with an S--but also when dealing with Ns.
8. Remember to make your solutions workable.
9. If all else fails, read the directions.
10. When you can't find something, it's right where you already looked 3 times, but you just

Appendix 3

Interactive “personality prescription cards” for Thinkers & Feelers (Murray, 1995)

Prescriptions for Thinkers

1. Appreciate yourself for your logical mind, ability to find the flaws, and fairness.
2. Remember Fs like harmony and would like to agree with you, given half a chance. Begin discussions with points of agreement. Set a positive tone, so points of disagreement can be discussed, not fought over.
3. Don't forget to reckon with the seemingly illogical human reactions and motives that are part of any interpersonal situation: work, family, friendships. Find out, tactfully, how others feel. Count feelings as a fact to reckon with when you act.
4. Don't forget to make solutions to problems agreeable to the people involved.
5. Feelers are mainly interested in matters that have a direct effect on people; if you start with a concern for people, they will listen.
6. Listen to others, in turn. Remember Fs may not want a logical solution, but just to be listened to empathetically and non-judgmentally.
7. Appreciate. Give strokes. Fs need strokes and harmony. Be gentle with others. And nobody minds being appreciated.
8. Avoid criticizing if possible. If you must criticize, do it carefully, intelligently, selectively.

Prescriptions for Feelers

1. Appreciate yourself for being friendly, empathetic, skilled with people, and having a strong value system.
2. Don't stop appreciating people; everybody needs it. But learn what different types like to be appreciated for.
3. Learn to tell when a T is just making an impersonal comment. Don't take everything personally. Ts often don't mean criticism personally, no matter how your gut feels after hearing it.
4. Try to stand "outside" a situation and be as objective as possible, especially when feelings are out of control.
5. Learn to accept and appreciate a T's gift for finding flaws.
6. If you're proposing a solution, try to make it systematic, logical, as well as agreeable.
7. Don't forget to consider logical consequences of things you want to do; get a T's help if you can.
8. Consider taking assertiveness training, or at least reading up on it.
9. Learn to state your wishes clearly; you can't assume others know what you want, if you don't tell them. If they didn't know, and so didn't comply with your unspoken wishes, don't punish them!

Appendix 4

Interactive “personality prescription cards” for Judgers & Perceptives (Murray, 1995)

Prescriptions for Judgers

1. Appreciate yourself for your **dependability, organization and planning ability**, and for **completing tasks** to reach the goal.
2. Relax more. Take time to **play**--and *play* at the play. Try *not* playing to win for a change. If necessary, try something that isn't competitive.
3. Drop everything and go for a picnic with someone important to you. If you can't do that, plan to go on the picnic.
4. Schedule time for relaxation.
5. When making a decision, ask again if you have all the facts, and whether all the possible alternatives have been thought of and investigated. Try not making the decision until you have to--even if you're pretty sure which way it will go.
6. When speaking, try not to speak in conclusions so much, especially with children and loved ones. Try to avoid a critical tone.
7. Recognize your need to "bitch" from time to time and do it whole-heartedly--in a safe place. Then it won't become a chronic behavior in inappropriate situations.

Prescriptions for Perceptives

1. Appreciate yourself for your **adaptability, spontaneity, and comfortable manner**.
2. Try to make fewer promises--say, "No" more often. Be less "deflectable" when someone interrupts what you're doing. (Do this gently; they've gotten used to you as you are.)
3. Plan extra time so you can be on time for things. Give yourself early deadlines--and meet them. Write down how it feels to have it done ahead of time, and tack that statement on your wall.
4. Try establishing deadlines for just about anything you intend to do.
5. Learn time-scheduling techniques and incorporate them into your life. Get a friend to help you stick to the routine.
6. Throw away something every day, even if it's only a gum wrapper. Otherwise you may be swamped by years of your own accumulation.
7. Recognize that your **P** habits can drive **J**s crazy.
8. Expect to be judged harshly by most **J**s for your work style, pace, even output. **J**s often don't see the benefits of a flexible **P** approach. To operate effectively, recognize the differences.