

The Student Success Curriculum

Topic 11: Myers-Briggs Personality Inventory

The mother and daughter team of Katharine Cook-Briggs and Isabel Briggs-Myers spent their lives devoted to translation of the well-known Swiss psychologist Carl Jung's work for the general public. The original goal of the test they developed, the Myers-Briggs Personality Inventory, was to help resolve people's conflicts, whether at home or work, and to match people to appropriate careers.

The inventory has evolved into the most widely used personality test in the world. Over two million people take the inventory each year to gain insight into themselves and the people with whom they interact. When students understand their Myers-Briggs personality type and those of their classmates, they gain awareness of classroom dynamics and learning dynamics in a new way. This understanding leads to increased sensitivity for others, increased self-awareness, and a better overall learning environment.

Teaching Strategies:

Lecture
Group Evaluation
Self-Evaluation
Large Group Discussion

Time Frames

The implementation time for this material depends on the size of the class and the amount of discussion that occurs during the activity. Plan approximately ninety minutes for a class of 1–10 students and up to two hours for a class of more than ten. Both of the activities included in this teaching kit can be used, or the instructor can save the Positive Feedback activity for another class.

Instructor Preparation

- ✓ Read Topic 11: Myers-Briggs Personality Inventory in the *Student Success Guide*.
- ✓ Take a Myers-Briggs personality inventory online to identify your personality type and compare it to your teaching style during the lecture. Links are available on www.abmp.com.
- ✓ Review the PowerPoint slides side-by-side with the lecture outline.
- ✓ Review the Exploration of Group Dynamics activity included in this teaching kit.
- ✓ Review the Positive Feedback activity included in this teaching kit.

Resources

Locate and read any of the following resources to support an understanding of the topic.

- ✓ *Essentials of Myers-Briggs Type Indicator Assessment* by Naomi L Quenk. Wiley Publishers.
- ✓ *Gifts Differing: Understanding Personality Type* by Isabel Briggs Myers. Davies-Black Publishing.
- ✓ The Myers-Briggs Foundation Website at www.myersbriggs.org.

- ✓ *The 16 Personality Types, Descriptions for Self-Discovery* by Linda V. Berens and Dario Nardi. Consulting Psychologists Press. *Learning Tactics Inventory* by Maxine Dalton. Pfeiffer Publishing.

Supplies & Equipment

- ✓ *Student Success Guides* (one per student)
- ✓ Whiteboard and markers, or chalkboard and chalk
- ✓ LCD/DLP projector, laptop, and PowerPoint presentation, or printed overheads and an overhead projector.
- ✓ Directions for activities

Learning Objectives

After reading Topic 11: Myers-Briggs Personality Inventory and completing the activities associated with this topic, each student will:

- ✓ Briefly describe the Myers-Briggs Personality inventory and one of the ways it is used in classrooms and businesses today.
- ✓ Define the word *preferences* as it applies to the Myers-Briggs model.
- ✓ Compare and contrast the basic characteristics of introversion to extroversion.
- ✓ Compare and contrast the basic characteristics of sensing to intuition.
- ✓ Compare and contrast the basic characteristics of thinking to feeling.
- ✓ Compare and contrast the basic characteristics of judging to perceiving.
- ✓ Give two examples of classroom conflicts that might occur because of personality differences.

- ✓ Explore classroom dynamics by acting as an outside commentator in a group activity.
- ✓ Discuss how the class might function better to promote a stronger learning environment.

Activity: Exploration of Group Dynamics

Introduction: This activity helps students to recognize group dynamics that influence the learning environment. All student groups develop patterns of behavior and settle into subconsciously defined roles in the class. It is even possible for groups of students to become so conflicted that students are regularly distracted from their studies and learning. After this activity, students are often more open to exploring the way in which they behave and impact the classroom environment. The Exploration of Group Dynamics activity can be used before or after the lecture at the discretion of the instructor. This activity works best in classes that have worked together for at least two months and fallen into predictable patterns. It also works well as a conflict resolution tool.

Directions:

1. Ask students to take out a clean sheet of paper and a pen.
2. To introduce the topic, ask students to think about a sports team they watch. The sports commentator often gives insight into the teams interaction during the game. He might comment on the players that don't get along well, or on the team's overall dynamics.
3. Ask each student to imagine that he or she is a sports commentator and that the class of students is a sports team. Ask students to write down their thoughts on these questions:
 - a. As an outside commentator, what would you say about this team if another commentator criticizes it?
 - b. As an outside commentator, what would you say about this team when team members are heavily stressed, like right before a big test?
 - c. As an outside commentator, what would you say about this team when the team or some of its members face a disappointment or defeat?

- d. As an outside commentator, what would you say about this team when it faces an unexpected change in the game plan?
 - e. As an outside commentator, what would you say about this team when team members disagree or experience conflict?
6. Have each team member read his or her comments and write key words or comments on the whiteboard.
7. Ask the group to process the exercise by asking for input through the questions below. The instructor must keep the discussion focused on the classroom dynamics and not allow students to make personal attacks on each other. Students are allowed to comment on their own behavior, and the class as a whole, but not on other individuals.
- a. How does stepping outside of the team and pretending to be an outside commentator help a student understand classroom dynamics?
 - b. What did we learn about our classroom behavior patterns from this exercise?
 - c. What did you learn about yourself and your own behavior patterns as a result of this exercise?
 - d. Can we change our classroom behavior patterns? How?
 - e. What changes will you make on a personal level to help the classroom behavior patterns change?

Tips!

During different classroom exercises point out the personality types that are likely to embrace the exercise and those that are likely to prefer another way of working. Students often experience frustration or discomfort when working outside of their particular preferences or learning styles. When the instructor takes the time to discuss an activity and the learning style or preference it relates to, it helps the other students proactively adapt to the exercise before frustration sets in.

Lecture Outline

This lecture outline is meant to be used in combination with the *Student Success Guide* and the PowerPoint slides included with this teaching kit. The information in this lecture/activity follows the information presented in the *Student Success Guide* with page numbers of the associated materials provided to the right of the heading in parentheses. Instructors are encouraged to add or delete slides and information as they deem appropriate to meet the particular needs of their student groups. The PowerPoint slides can be shown with an LCD projector, or printed onto transparencies for overheads.

Slide 1: Title Slide (p. 124)

Introduce the topic (Myers-Briggs Personality Inventory) and explain to students that this topic may help them to better understand the classroom dynamics they just explored in the activity (Exploration of Group Dynamics).

Slide 2: Goals of the Lecture

The goal of the lecture is to help students understand themselves and the impact they have on classroom dynamics. This lecture also helps the student identify differences in personality that may help them better communicate with clients when they graduate.

Slide 3: Benefits of Understanding Personality (p. 127)

Discuss the benefits of understanding personality types and give some examples from your teaching experience of students who both positively and negatively impacted the dynamics of the classroom.

Slide 4: History of Myers-Briggs (p. 124)

Provide a brief history of the Myers-Briggs personality inventory and explain how it is currently used in the workplace and at colleges.

Tips!

Pay attention to classroom dynamics and take class time when necessary to clear the air or improve dysfunctional dynamics. Activities in Topic 12 directly address group conflict and conflict resolution.

Slide 5: The Four Preferences (p. 125-126)

Define the word *preferences* as it applies to the Myers-Briggs inventory and preview the four main preferences in the Myers-Briggs model.

Slide 6: Preference 1: Introversion or Extroversion (p. 125)

Compare and contrast the introvert and extrovert of the Myers-Briggs model.

Slide 7: Preference 2: Sensing or Intuition (p. 125)

Compare and contrast the sensing person and intuitive person of the Myers-Briggs model.

Slide 8: Preference 3: Thinking or Feeling (p. 125)

Compare and contrast the thinking person and the feeling person of the Myers-Briggs model.

Slide 9: Preference 4: Judging or Perceiving (p. 126)

Compare and contrast the judging person and feeling person of the Myers-Briggs model.

Slide 10: Myers-Briggs Testing

This slide shows some websites that offer Myers-Briggs testing. Some are free and others cost a fee. When students get their results, it's important to understand that they are not one single preference or the other. Each will fall in a different place along the preferences scales. For example, a student might be strongly judging or only mildly judging on the preference 4 scale. It's also important to point out that students will have four major preferences and not one. Sometimes students get confused and think they are just one of the eight preferences that are described.

Slides 11-14: Compare and contrast the preferences in relationship to student needs and classroom dynamics. Discuss how these differences might lead to conflict if people are not tolerant of each other's needs. Discuss how these personality differences may lead to student frustration when the teacher and student share different preferences.

Slide 11: Extroversion/Introversion and Classroom Dynamics (p. 127)

Compare and contrast the needs of the extrovert and introvert in relationship to classroom dynamics.

Slide 12: Sensing/Intuition and Classroom Dynamics (p. 128)

Compare and contrast the needs of the sensing student to the intuitive student in relationship to classroom dynamics.

Slide 13: Thinking/Feeling and Classroom Dynamics (p. 129)

Compare and contrast the needs of the thinking student to the feeling student in relationship to classroom dynamics.

Slide 14: Judging/Perceiving and Classroom Dynamics (p. 130)

Compare and contrast the needs of the judging student to the perceiving student in relationship to classroom dynamics.

Slide 15: Success Tips for the Extrovert (p. 127)

Discuss the success tips for the student who is an extrovert.

Slide 16: Success Tips for the Introvert (p. 127)

Discuss the success tips for the student who is an introvert.

Slide 17: Success Tips for the Sensing Student (p. 128)

Discuss the success tips for the student who is a sensing person.

Slide 18: Success Tips for the Intuitive Student (p. 128)

Discuss the success tips for the student who is an intuitive person.

Slide 19: Success Tips for the Thinking Student (p. 129)

Discuss the success tips for the student who is a thinking person.

Slide 20: Success Tips for the Feeling Student (p. 129)

Discuss the success tips for the student who is a feeling person.

Slide 21: Success Tips for the Judging Student (p. 130)

Discuss the success tips for the student who is a judging person. It is sometimes important to point out that the word *judgment* is not used to mean *judgmental* in the Myers-Briggs model.

Slide 22: Success Tips for the Perceiving Student (p. 130)

Discuss the success tips for the student who is a perceiving person.

Slide 23: Process Myers-Briggs

It is unlikely that an entire class of students and its instructor will ever share the same learning styles and personality preferences. Diversity, complexity, and dynamic interaction are much more likely. Give and take is essential to promote classroom harmony and a safe learning environment. Take some time to discuss preferences and honestly assess the classroom dynamics. When have people been less than tolerant? When have they demonstrated tolerance and respect for others?

Activity: Positive Feedback

Introduction: This activity helps students celebrate positive group dynamics and aids in team bonding. It also helps individuals to feel reenergized and excited about their accomplishments. If the group has some minor conflicts, this activity helps them let go of past grievances and move on to better relating styles.

Directions:

Ask the students to sit in a circle and introduce the activity. Coach the students in the rules of the exercise. This activity requires students to tap into their own positive energy to identify what is positive in other people.

Have each person name one classmate who has had a positive impact on his or her educational experience, and describe the behavior that was positive.

Next, start at the top of the circle with the person on the right of the facilitator. Ask each person to say something positive about the student in the spotlight. Move onto the next student and work around the entire circle.

Finally, ask each student to share something positive about the group as a whole.

Process the activity and ask students to give general input on these questions:

- ✓ Why is it important to identify the people and behaviors that positively impact us as individuals and as a class?
- ✓ What can we learn from what we shared today?
- ✓ How did it make you feel to hear what your classmates had to say?
- ✓ How can we use this information to strengthen our classroom dynamics and interpersonal relationships?

Myers-Briggs Milestones Checklist

Name: _____

Date: _____

0 = The student does not have this skill.

1 = The student sometimes demonstrates this skill.

2 = The student almost always demonstrates this skill.

| 0 | 1 | 2 | |
|---|---|---|---|
| | | | Identifies personality differences in a nonjudgmental way as part of classroom discussions. |
| | | | Demonstrates tolerance and respect for all classmates and instructors. |
| | | | Gives positive feedback when appropriate. |
| | | | Seeks to understand interpersonal relationships better. |
| | | | Adapts to a variety of teaching styles and takes responsibility for learning. |
| | | | Seeks equitable solutions to conflicts with peers or instructors. |