

Module Title: “A Team of Individuals”

Module Timeline: October, 1st half of month

General Purpose/Outcome Connection: Module will allow staff to explore individual assets and their interconnectedness to a community.

Module Goals:

1. Staff members will be able to identify various individual components within a group and discuss their interconnectedness.
2. Staff members will be able to explore and analyze how individuals impact the group as a whole.
3. Staff members will be able to recognize the importance of each individual’s skills and traits and their interconnectedness to each other in group dynamics.

Module Implementation

1. Staff member will read and complete part 1 of PBL “Group Dynamics in the Reality World” and watch a clip from The Real World.
2. Each RA will read the “MBTI Introduction” and “MBTI Ethical Guidelines” before completing the Myers Briggs type indicator. They will then discuss their results in a hall-staff meeting focusing on how each of their traits and skills add to the experience of the group. The Hall Director will use the MBTI Discussion Facilitation Guide.
3. Staff members will read and complete part 2 of the PBL “Group Dynamics in the Reality World”.
4. Staff members will submit their responses to the PBL on Sakai for Hall Director comments.

Module Tools

- PBL “Group Dynamics in the Reality World”
- Real World San Francisco (1994): Episode 1 <http://www.mtv.com/videos/real-world-san-francisco-ep-1-planes-trains-and-paddywagons/1607521/playlist.jhtml>
- Myers-Briggs type test <http://www.humanmetrics.com/cgi-win/jtypes2.asp>
- MBTI Discussion Facilitation Guide
- MBTI Introduction
- MBTI Ethical Guidelines

Table 1: An overview of the components of the Myers-Briggs Type Indicator®

Some Characteristics of Each of the Four Scales		
How a person is energized	Extraversion	Introversion
	Preference for drawing energy from the outside world of people, activities or things.	Preference for drawing energy from one's internal world of ideas, emotions or impressions.
What a person pays attention to	Sensing	Intuition
	Preference for taking in information through the five senses and noticing what is actual.	Preference for taking in information through a "sixth sense" and noticing what might be.
How a person decides	Thinking	Feeling
	Preference for organizing and structuring information to decide in a logical objective way.	Preference for organizing and structuring information to decide in a personal, value-oriented way.
Lifestyle a person adopts	Judging	Perceiving
	Preference for living a planned and organized life.	Preference for living a spontaneous and flexible life.

* Source: Introduction to Type in Organizations by Sandra Krebs Hirsh and Jean M. Kummerow, Consulting Psychologists Press, Inc.

MBTI® Basics <http://myersbriggs.org/my-mbti-personality-type/mbti-basics/>

The purpose of the Myers-Briggs Type Indicator® (MBTI®) personality inventory is to make the theory of psychological types described by C. G. Jung understandable and useful in people's lives. The essence of the theory is that much seemingly random variation in the behavior is actually quite orderly and consistent, being due to basic differences in the ways individuals prefer to use their perception and judgment.

"Perception involves all the ways of becoming aware of things, people, happenings, or ideas. Judgment involves all the ways of coming to conclusions about what has been perceived. If people differ systematically in what they perceive and in how they reach conclusions, then it is only reasonable for them to differ correspondingly in their interests, reactions, values, motivations, and skills."

In developing the Myers-Briggs Type Indicator [instrument], the aim of Isabel Briggs Myers, and her mother, Katharine Briggs, was to make the insights of type theory accessible to individuals and groups. They addressed the two related goals in the developments and application of the MBTI instrument:

The identification of basic preferences of each of the four dichotomies specified or implicit in Jung's theory.

The identification and description of the 16 distinctive personality types that result from the interactions among the preferences."

Excerpted with permission from the MBTI® Manual: A Guide to the Development and Use of the Myers-Briggs Type Indicator®

Favorite world: Do you prefer to focus on the outer world or on your own inner world? This is called Extraversion (E) or Introversion (I).

Information: Do you prefer to focus on the basic information you take in or do you prefer to interpret and add meaning? This is called Sensing (S) or Intuition (N).

Decisions: When making decisions, do you prefer to first look at logic and consistency or first look at the people and special circumstances? This is called Thinking (T) or Feeling (F).

Structure: In dealing with the outside world, do you prefer to get things decided or do you prefer to stay open to new information and options? This is called Judging (J) or Perceiving (P).

All types are equal: The goal of knowing about personality type is to understand and appreciate differences between people. As all types are equal, there is no best type.

The MBTI instrument sorts for preferences and does not measure trait, ability, or character. The MBTI tool is different from many other psychological instruments and also different from other personality tests.

The best reason to choose the MBTI instrument to discover your personality type is that hundreds of studies over the past 40 years have proven the instrument to be both valid and reliable. In other words, it measures what it says it does (validity) and produces the same results when given more than once (reliability). When you want an accurate profile of your personality type, ask if the instrument you plan to use has been validated.

The theory of psychological type was introduced in the 1920s by Carl G. Jung. The MBTI tool was developed in the 1940s by Isabel Briggs Myers and the original research was done in the 1940s and '50s. This research is ongoing, providing users with updated and new information about psychological type and its applications. Millions of people worldwide have taken the Indicator each year since its first publication in 1962.

Ethical Guidelines for the Myers-Briggs Type Indicator® Instrument

1. Identify type theory as the work of C.G. Jung and the instrument as the work of Isabel Briggs Myers and Katharine C. Briggs.
2. Present psychological type as **describing healthy personality differences**, not psychological disorders or fixed traits.
3. Be adamant that **all types are valuable**: no type is better, healthier, or more desirable in any way.
4. Describe preference and types in **nonjudgmental terms** at all times; be aware of how your own type biases may influence your words.
5. Present type preferences as **tendencies, preferences, or inclinations**, rather than absolutes.
6. Stress that type **does not imply excellence, competence, or natural ability**, only what is preferred.
7. Never imply that all people of a certain type behave in the same way; type should not **encourage stereotyping or be used to put people in rigid categories**.
8. Explain how people **sometimes act in ways contrary to their preferences** because of pressure from family, relationships, job environment, or culture. Consistent forced use of non preferences can cause stress.
9. When describing preferences, **distinguish between what has been shown by research and what are anecdotes to illustrate type**.
10. Provide appropriate interpretation of the MBTI® results for each and every administration of the MBTI instrument.
11. It is unethical and in many cases illegal to require job applicants to take the Indicator if the results will be used to screen out applicants. The administrator should not counsel a person to, or away from, a particular career, personal relationship or activity based solely upon type information.

These guidelines are based on a collaborative effort between the Myers and Briggs Foundation, CPP, Inc., the Center for Applications of Psychological Type, CAPT, Inc., and the Association for Psychological Type International, APTi.

MBTI Discussion Facilitation guide

This guide is meant to help you process through this discussion with your staffs. While MBTI can be a great resource, it can be difficult to process through. Use this guide for your staff meeting after your staff has taken the MBTI. You will need some large poster paper and markers, and each staff member will need to bring their results. It is very helpful to print this, the introduction document and the Ethical Guidelines.

The Meyers Briggs Type Indicator is based off of Carl Jung's work with personalities and preferences. This tool is does not assign value to any particular type, because no type is better than another. This tool is meant to be used as a method of common language and understanding of preferences and not as a tool used to assign a label to another person. In facilitating this discussion please be cognizant of your language when discussing different types and make sure to set a baseline for understanding the basics of the tool, what the tool is and is not, before delving into what the results mean for your RAs as a team and as individuals.

Use the following outline to help you process through the staff meeting.

1. Introduction
 - a. Establish ground rules and read the Ethical Guidelines 1-9. Everyone will have read the MBTI Intro guide and ethical guidelines, but it is important to summarize this again. Remind them that the survey they took is based off of the MBTI and is not the official test. If they are interested, the counseling center will process through the official survey with them.
2. Record the results from each staff team member on a large piece of paper.
3. Set up a space for the "continuum" activity.
 - a. You will go through each of the 4 preferences and have each type on different sides of the room. For example you will start out with "E" on one side and "I" on the other side.
 - b. Based on people's numbers they will place themselves along that continuum line with 0 in the middle and 100 on each side. If someone has an "I" score of 38 then they would 38% of the way towards the "I" side.
 - c. While they are finding their location explain some of the common differences between those two preferences, explaining that we do draw from both sides. These are not either/or, all-or-nothing, but an actual continuum of our preferences.
 - d. People may struggle to identify with their preference type, based on a different understanding of what the word means. We tend to associate "judging" as a bad thing, yet the MBTI meaning is very different, so people may struggle with re-associating themselves with the MBTI meaning of the word.
 - e. Remind everyone that there is no type or preference that is better than another and the goal here is to better understand each other.
 - f. After everyone is on the continuum according to their score for that particular type process using the following questions.
 - i. Is anyone surprised by where (*name*) is standing on the continuum?
 - ii. What have you noticed about yourself that might confirm or go against your placement on the continuum for this type?
 - iii. Can we provide examples of specific behaviors we have seen from (*name*) that show that where they are is a good reflection of their preferences?
 - iv. What thoughts do you have seeing where we all are along this continuum?
 - v. As a staff, what does this spread/concentration mean for us with this particular preference?
 - g. Then do the same for the other three preferences S-N | T-F | J-P.

4. After the continuum activity have everyone take their seats.
5. Ask and discuss the following processing questions
 - a. Who was surprised by their results?
 - i. Why or why not?
 - b. As a staff team, what preferences are we particularly heavy on? Light on?
 - c. What does that mean for us as a staff team?
 - i. Consider the following aspects
 1. Communication
 2. Conflict
 3. Brainstorming
 - d. How do we see these different preferences play out within the different functions of the RA position?
 - i. Connecting with residents
 - ii. Policy violations
 - iii. Roommate conflicts
 - iv. Other functions
6. In what ways has not understanding these preferences caused us some conflict? Are there some misconceptions of these preferences that are negative? How can we overcome these?
 - a. For example: Someone who is more analytical can be seen as non-caring by someone who does not understand their preferences and therefore is looking through a lens that understands the world differently.
7. Remind people that the counseling center will do a personalized and thorough facilitation with an in-depth survey. If they have more questions or would like to explore the MBTI further that is a resource that is available to them as students.
8. How an understanding of your own and others can types help you succeed in future roles?
9. As you process through the discussions always keeping the ethical guidelines in mind.
10. Wrap up with a plan of how this will be used within the staff. This can be only in 1-1's, later in another staff meeting, maybe looking into a representative from the counseling center to process this for the group, as long as you decide how it will be used after this meeting.

Tips, Tricks and Suggestions

- This conversation may be a great way to discuss some guidelines each RA will follow in the instance of staff conflict.
- At times groups can get into the mode of using this as a tool to either explain away bad habits, pigeon-hole people to particular roles or behaviors, assign values to each other based on their types, or label people. If you see this starting remind them what this tool is for.
- You can revisit this during 1-1's to see if their use of the tool has changed.
- Remind people not to use this tool to define those around them. It is a way to discuss our preferences and help us really look at ourselves and not others.
- You can ask staff members volunteer to share how they have seen these preferences play out in themselves within the RA position.
- You can post the paper with each type up in the staff office