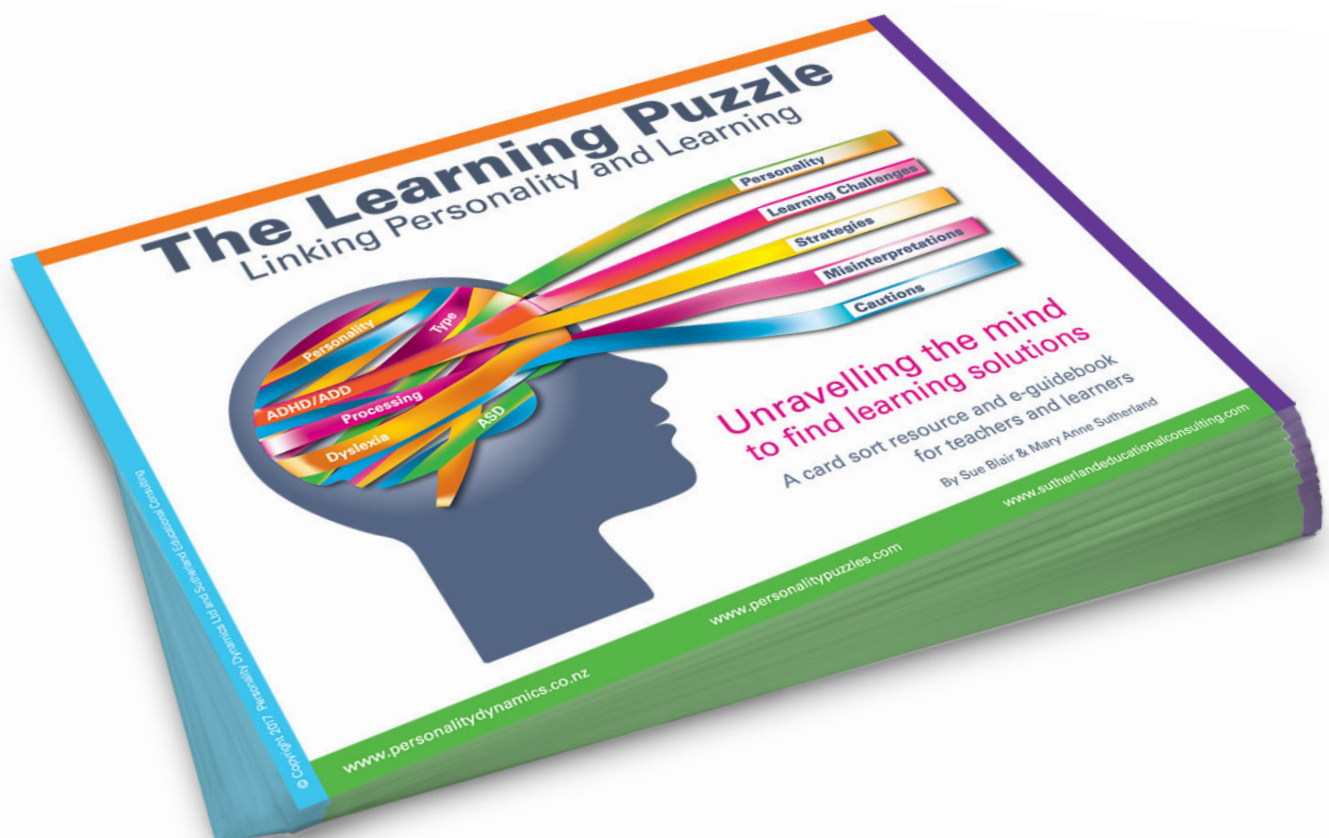


THE LEARNING PUZZLE Coaching Cards

USER GUIDE



PERSONALITY PUZZLES
COACHING CARDS
creating meaningful conversations

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About the authors **Sue Blair** and **Mary Anne Sutherland**

Sue Blair is director at Personality Dynamics, New Zealand. She has been speaking, training and writing about psychological type for over 16 years. Throughout this time her motivation has been to introduce and embed Type into education systems around the world. As a parent and educator she sees this as essential to the well-being of our children and all learners, some of whom have been unnecessarily left behind.

The Learning Puzzle is the fourth card set resource Sue has published. The first is The Personality Puzzle – Type at Work, used for coaching in a corporate setting. The second, Type for Teens, was specifically written for this age group and is used by people who work with youth in numerous capacities. The third, The Type Trilogy, was co-authored with Susan Nash and takes the understanding of Type way beyond the four-letter code. It describes three other dimensions, or lenses, of Type: Temperament, Interactions Styles and the eight Jungian cognitive processes.

The card sets all highlight the benefit of using interactive, engaging tools whilst doing the all-important work of explaining who we all are and why that matters; to ourselves, our significant others and the many people who we interact with in our daily lives.

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Mary Anne Sutherland (ISFP) worked for the Calgary School Board (Canada) for 32 years as an Instructor, Learning Strategist, Assistant Principal and Learning Diversity Advisor. (13 schools grades K to 12) She designed a program that could be implemented in any school to ensure all student differences could be served in the public educational system. Since leaving the school system she has consulted and offered a multitude of workshops for parents, students and educators. She consulted (for several years) with the students and staff of The National Sports School (Calgary). She was a speaker at the Brain Conference in San Diego in 2004 and the APT conference in 2005, 2016 and BAPT conference in 2014. Having trained in one of the first MBTI Certification group in the 1980's she has used the instrument with thousands of students, hundreds of staff members and hundreds of parents and parents' groups over the course of her career.

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We hope you enjoy this guidebook and card set resource.

If you have any questions, ideas, comments or suggestions the authors would be delighted to hear from you.

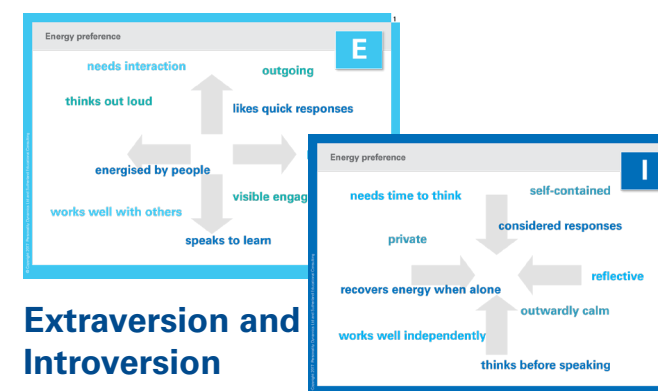
WHAT IS THE LEARNING PUZZLE?

The Learning Puzzle is a card sort resource that can be used by all educators and learners. It is a simple resource that delivers a complex analysis of how personality influences both teaching and learning.

WHAT IS INCLUDED IN THE SET OF CARDS?

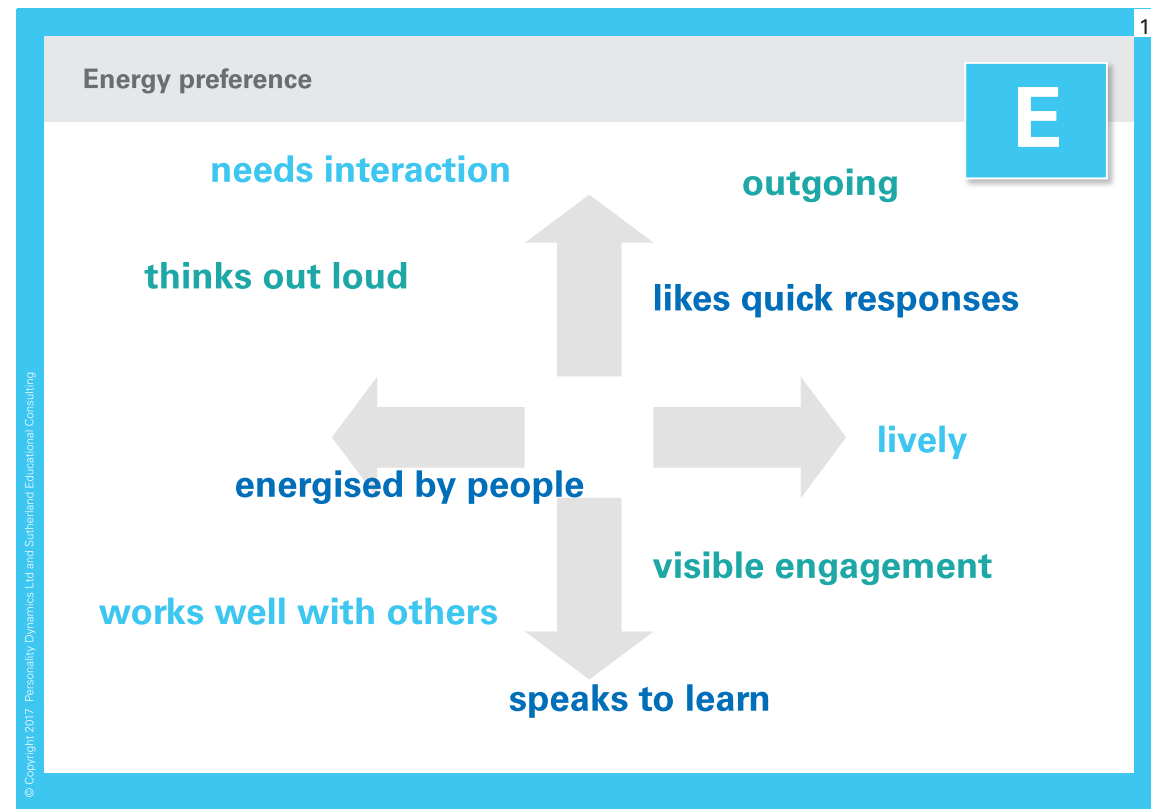
The Learning Puzzle consists of 27 cards.

THE EIGHT PREFERENCE CARDS:



Here is an example of the front and reverse side of the Extraversion card.

The front of these cards are used to verify type and the reverse is to add important information for learners and teachers about this preference.



The reverse of the Extraversion card is divided into two main sections: 'learner' and 'teacher'. The 'learner' section is titled 'EXTRAVERSION' and includes a definition: 'An outward focus on the world. Receiving energy from people, things and activities that are external from ourselves.' It lists learning needs, tips, and cautions. The 'teacher' section provides teaching tips, key issues, and cautions. The card is numbered 'E' in a blue box in the top right corner.

EXTRAVERSION An outward focus on the world. Receiving energy from people, things and activities that are external from ourselves.

learner

As a learner with a preference for Extraversion

Consider if your learning needs are being met. How can you adapt to improve your learning?

Learning needs

- A lively learning environment
- Rapid response to questions
- Opportunities to engage with others
- A fast pace with active involvement
- Appreciation for natural enthusiasm and energy

Learning tips

- Write notes when listening in order to focus
- Take study breaks connecting with people
- Review work to find errors caused by speed
- Talk to someone to form ideas
- Doodle, chart, sing, rap or move to aid learning

Cautions – May need help with

- Coping with distractions
- Learning to think before speaking
- Listening long enough to get all the information
- Interrupting others as questions ‘bubble-up’
- Managing a strong desire to move

teacher

When teaching learners with a preference for Extraversion

Consider your own teaching style. How can you adapt to tailor your teaching?

Teaching tips

- Provide verbal as well as written feedback
- Expect a ‘do first, think later’ approach
- Let students talk to gain clarity and learn
- Expect a concentration level that is age appropriate
- Create a balance of oral, written and active learning

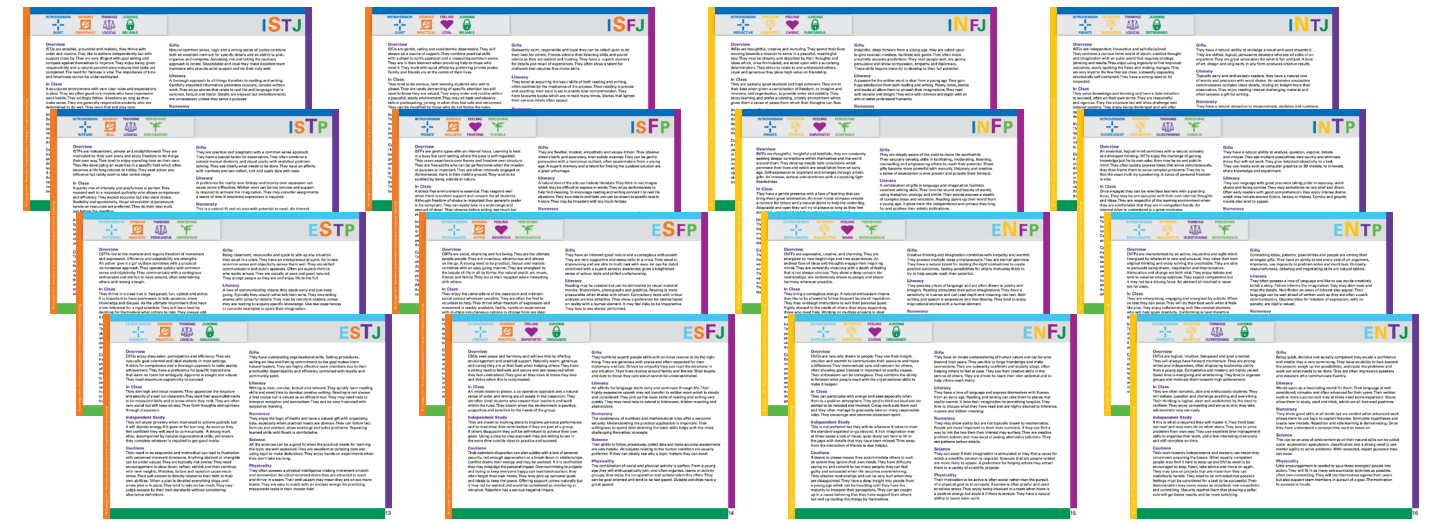
Key issues: Noise control and distractibility

- Channel extraverts energy by giving active roles
- Provide a means to write down questions or responses to avoid interrupting
- Set clear boundaries and expectations on where and when discussion happens
- Build in external stimulation and interactions

Cautions – Things to keep in mind

- Too much quiet time is demotivating and exhausting
- Ideas may appear muddled as learners talk to clarify
- Require regular change of activity to avoid boredom
- Adept verbal skills may indicate more confidence and competence than exists
- Enthusiasm and energy can be misinterpreted and criticised, leading to tuning out or acting out

THE SIXTEEN WHOLE TYPE CARDS



The front of the card is used by the student to read and confirm their type preferences. It's also important to use this to reflect on the implications of this information and provide opportunities for further discussion. The text describes students accurately; it can be very eye-opening and may contain ideas that had not been realised before. There may be parts of the description that are not applicable to them. In this case allow them to consider the text. Offer the opportunity for them to make suggestions for how it may be changed to be a better fit. Either way you now have much more information about this student than was available before. You have also had a meaningful conversation.

The reverse side has four sections for use by the educator or parent but can, of course, also be shared with the learner. In fact, it is very valuable to get their comments. Each individual will find that some points will be more relevant to them than others. An opportunity for an important discussion can present itself that may otherwise not have happened.

Note on Learning issues: We have included information on learning issues in two sections. The possible misinterpretations are important as there are many behaviours that can be positively reframed once it is known to be part of an innate personality.

It is our belief and experience, that all of the sixteen personality types can be diagnosed with any of the many learning difficulties. How students, and all those involved in their care, cope with this and learn to manage the problems that are caused is directly related to personality type. Every child will be uniquely challenged but making the connection between personality and learning is vital to assist and support them in an optimal way. Being known and understood is a crucial part of being able to move forward in what can be very distressing circumstances.

Please keep in mind that no one type is more or less related to any learning difficulty.

Here is an example of the ENFP card.

There is a card like this for each of the sixteen within The Learning Puzzle pack.

EXTRAVERSION

ENTHUSIASTIC

INTUITION

IMAGINATIVE

FEELING

WARM

PERCEIVING

SPONTANEOUS

ENFP

Overview
ENFPs are expressive, creative, and charming. They are energised by new beginnings and new experiences. An endless flow of ideas and thoughts engage their inquiring minds. They are outwardly vivacious with a depth of feeling that is not always obvious. They show a deep concern for relationships, are instinctively drawn to people and create harmony wherever possible.

In Class
They bring a contagious energy. A natural enthusiasm means they like to be allowed to follow frequent bursts of inspiration. They may re-design instructions to suit their personal quest. Highly attuned to the needs of others they enjoy supporting those who need help. Working on multiple projects is ideal and suits their 'into everything' approach to life.

Independent Study
This is not preferred except when motivated by a special person or deeply held interest. A work space which limits environmental distractions is ideal but may be resisted. It is very important to take frequent breaks from study to reward themselves for their diligence and alleviate the boredom.

Cautions
Body language and communication can match their excitable minds and they may find it difficult to be still or quiet. They are sensitive to the anxiety of others which could affect their performance. Boundless energy may be exhausting for others and cause irritation. Projects which are considered too routine are often postponed. An obliviousness to time may cause missed deadlines. The work they produce can be so much less than what they have imagined which might lead to extreme disappointment. They may not let the facts ruin a perfectly good story.

Gifts
Creative thinking and imagination combines with empathy and warmth. They process multiple ideas simultaneously. They are eternal optimists. They have a natural talent for making the right connections to create positive outcomes. Seeing possibilities for others motivates them to try to help people reach their potential.

Literacy
They possess a love of language and are often drawn to poetry and imagery. Reading stimulates their active imaginations. They have a sensitivity to nuance and can read depth and meaning into text. Both writing and speech is expressive and free-flowing. They tend to enjoy inspirational stories with a human element.

Numeracy
They may achieve well, however, they tend not to be drawn to the subject due to the non-personal nature of numbers. Focusing on details can be problematic. They can understand the theory, may leap to the correct answer, but may have difficulty explaining how it was reached.

Science
They can become fascinated with science when it is used to serve the needs of others or solve a global issue. A love of integrating ideas and exploration ideally suits research in many scientific domains.

Physicality
Exercise can steady an active mind. A busy inner world of ideas means that physical needs and surroundings may be ignored or unnoticed. An awareness of this may be slow to develop. Once available, and if interested, it is possible to excel in any active pursuit. Being over enthusiastic they may extend themselves too far and become exhausted.

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ENFP

EXTRAVERSION

INTUITION

FEELING

PERCEIVING

TEMPERAMENT
Catalyst™

INTERACTION STYLE
Get-Things-Going™

Helping ENFP learners to thrive

Personal connection

- It is imperative these learners feel valued and liked. Build a relationship with them before asking them to adjust their work or behaviour.
- Point out flaws in a 'good news sandwich'. Praise first, then correct, then praise again.
- They may challenge authority without malice. They just see many other options and are compelled to follow their train of thought.
- Expect they will need help with self-regulation, particularly staying on task, completing assignments and being on time.
- They are deeply affected by criticism, sarcasm and negativity.
- They pick up on nuance of tone, facial expression and body language. They often infer negative implications incorrectly.

Teaching strategies

- Create diverse assignments, variety, choice, change and personalised support.
- Try to anticipate problem areas and point out clearly how to avoid them. Be very specific, especially with practical details.
- Opportunities to use any of the performing arts will be welcome. Role play and dramatizations work well.
- Peer tutoring satisfies their need to connect with others and consolidates the learning in their own minds.
- Working in groups is usually energising. Incompatibility of styles may cause frustration and stress if there is conflict.
- Be prepared for many deviations from the topic or the task. With firm, fair and friendly guidance they can get back on track.
- Avoid drill, repetition and rote learning. Studying the basics may be necessary but can seem dull when they consider other options.

Possible misinterpretations

- The following traits may lead to a misdiagnosis of ADD/ADHD: a natural exuberance, an active imagination, an inability to be still for long, high distractibility, a driving need to follow the next inspiration, an exhausting amount of energy.
- Holding so much in their minds they may forget details. This may not be a memory problem but an overload of the system.
- If excessive, an abundance of energy can be seen as out of control. This is just the way they learn and experience life.
- When they break the rules it may well mean they haven't noticed them. It is usually not deliberate. A few key rules is ideal.
- They may display a changeable nature. This can be seen as confused or unpredictable. In reality it shows a need to relate.

How Type may help or hinder diagnosed learning issues

- A natural optimism is a huge asset. If there is vigilant support they may well show resilience to overcome any issues.
- A desire to please teachers and parents is motivating and will assist achievement.
- A sensitivity to the anxiety of others means they quickly pick up on signs of stress and disappointment. This can be problematic.
- Being quickly bored with repetition means that other ways must be found to consolidate learning.
- Missing the details can become a major learning block.
- High energy is helpful but it can also be exhausting. It needs to be harnessed to become productive.
- Because their minds naturally divert and diverge it affects their ability to learn basic skills. This intensifies issues relating to dyslexia, processing disorders or ADD/ADHD.

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The card that explains the symbols.

Understanding the Symbols

Symbols and colours are used in these cards for each of the preferences. These support the process of understanding, interpreting and recalling personality differences. Please use this chart to clarify their meaning.

<p>E EXTRAVERSION</p>	<p>Outward Arrows Representing an outward focus on the world. Receiving energy from people, things and activities that are external to ourselves.</p>	<p>Inward Arrows Representing an inward focus. Receiving energy from our inner world of ideas and experiences, memories and feelings.</p>	<p>I INTROVERSION</p>
<p>S SENSING</p>	<p>Magnifying Glass Representing the preference to observe the detail of what is real and tangible. Observation precedes imagination, practical application is valued.</p>	<p>Light Bulb Representing the preference to see beyond what is real and tangible. Implications, patterns and concepts appeal and attract the mind.</p>	<p>N INTUITION</p>
<p>T THINKING</p>	<p>Scales of Justice Representing the preference to weigh up the pros and cons, find the truth and solve the problem through analysis and logic.</p>	<p>Heart Representing the preference to make value-based judgements and create an atmosphere that allows people to thrive.</p>	<p>F FEELING</p>
<p>J JUDGING</p>	<p>Padlock Representing the preference to seek closure, have things settled and get things done in a timely manner.</p>	<p>Sign Post Representing the preference to keep options open, make changes and adapt.</p>	<p>P PERCEIVING</p>

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Understanding the Temperament Symbols – Why you do what you do?

<p>CATALYST™ NF</p>	<p>Flowing Pathway Representing the desire to follow a path to find their unique identity and have authentic relationships. INFJ INFP ENFJ ENFP</p>	<p>Box Representing the desire to be responsible, productive and make a contribution. ISTJ ISFJ ESTJ ESFJ</p>	<p>STABILIZER™ SJ</p>
<p>THEORIST™ NT</p>	<p>Question Mark Representing the desire to ask questions, be curious and get to the bottom of the problem. INTJ INTP ENTJ ENTP</p>	<p>Spring Representing the desire to have the freedom to respond in the moment and make an impact. ISTP ISFP ESTP ESFP</p>	<p>IMPROVISER™ SP</p>

Understanding the Berens Interaction Styles Arrows – How you do what you do?

<p>CHART-THE-COURSE™</p>	<p>Representing the drive to establish the milestones and correct mid-course if necessary. INFJ ISTJ INTJ ISTP</p>	<p>Representing the drive to gather all relevant data in an unobtrusive way and respond as fits the situation. INFP ISFJ INTP ISFP</p>	<p>BEHIND-THE-SCENES™</p>
<p>IN-CHARGE™</p>	<p>Representing the drive for accomplishment, urgently getting things done. ENFJ ESTJ ENTJ ESTP</p>	<p>Representing the drive to reach out and engage people as part of the process. ENFP ESFJ ENTP ESFP</p>	<p>GET-THINGS-GOING™</p>

For more information please see www.lindaberens.com. Linda V Berens, Ph.D. is creator of the Berens CORE™ Approach and Interaction Styles. Trademarks are owned by Linda Berens. All rights reserved.

Please refer to The Type Trilogy card sort resource to explore both Temperament and Interaction Styles.

This is the second card in the pack. Using symbols to describe the Type preferences is an excellent way to engage learning. Dual-coding with language and image accelerates understanding enabling recognition and recall of what each function represents.

The first side explains the symbols used throughout the resource. It can be used to give an overview of the Type verification process. Briefly go through each of the four scales, state that most people have a preference for each of these pairs which combines to give a four-letter code e.g. ESTJ or INFP or any of the other sixteen possible combinations.

The reverse side of this card explains the symbols that are on the second part of the whole type description cards in the top right-hand corner. The four-letter Type code can be broken down into subsets of Temperament (how we are motivated or 'Why we do what we do') and Interaction Styles (what are typical patterns of movement and behaviour or 'How we do what we do'). An understanding of these perspectives gives a very practical application to Type reflecting how we often see Type differences in action. They are included in this resource as there is a growing number of people who use these additional models in their work. My thanks to Linda Berens for allowing us to include them. www.lindaberens.com

More information on these different Type perspectives is available with The Type Trilogy cards and guidebook.

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WHAT DOES THE LEARNING PUZZLE AIM TO ACHIEVE?

Verification of best-fit Type

Type verification is the process by which someone discovers their 'Type'. In this context Type means the four-letter code as described in the Myers-Briggs personality assessment. This has typically been done by means of a questionnaire. These cards are an alternative method which enables access to information specifically related to preferred learning environments and needs.

Inform and enhance teaching practice

Teachers in most parts of the world are stretched in all directions. It is not our intention to add to their load but rather to lighten it. This resource offers a reference guide to the learning needs of others. Research tells us that we are most likely to teach in a style that suits our own personalities. It is, therefore, necessary to flex when the need arises. We provide guidelines on how this can be done for each of the eight preferences along with recommendations in the whole Type descriptions for each of the 16 Personality Types.

Of course, this is a complex subject and there is always so much more to add. Our aim is to give enough information to act as a springboard to inform your own reflections, studies, observations and behaviours. We would like to be part of a process that enables educators to differentiate their teaching style and be aware of the differences that exist when considering how to help each learner thrive.

Please note: There are many educational settings where knowing each of your students individually is impossible. This is understood. When this is the case it is still possible to offer choice. This is the most powerful tool in the tool-kit! When a learner knows that a preferred way of learning will be addressed they are more able to cope with the non-preferred learning that may be facing them at that moment.

We are not suggesting that each learner should be taught solely using the strategies that suit their Type. This is also impossible in a large class of students with different needs. The optimal scenario is that he/she feels understood and that needs are met at least some of the time.

Help learners understand their needs

It seems like such a simple task to know who we are, what we want and how to reach our potential. The reality is that this is a very difficult task for everyone. As complex human beings living in an increasingly complex world there are many ways available to us. This is a resource that uses a reliable and highly researched model (Myers-Briggs) which initiates conversation and discussion about our needs within the learning environment. There are times when we may not be able to articulate what we want. However, when given a starting point we discover that we are able to describe our needs with more clarity than we thought possible. The Learning Puzzle enables self-awareness and connection. We can know ourselves better and understand others around us. In some instances, we are also able to advocate for our own needs.

Inform parents about their children's needs

The majority of parents are anxious about their children from the moment they are born. They try to meet their needs in as many ways as possible. They are also their first teachers, although this is a job that most parents were unaware they signed up for! It is a big step to hand over our children into the care of their educators. Statistics show that having a continued involvement in their education is always a good thing. The information contained in The Learning Puzzle will enable you to understand your child better and support them in their preferred style of learning.

Communication with the school can often be stressful as it is very common to believe that, as parents, we are not the educational experts. This is especially so when a child is falling behind peers and a learning issue is becoming apparent. Please have the courage to share this information with anyone who may be guided by it. With a positive attitude and good intentions this is usually well received.

Build resilience

There is a growing concern, in all parts of the world, for the mental health of our youth. We must take this seriously. Part of the process to increase self-esteem is to offer tools and resources to explore self-identity. Of course, there are many ways to do this. The Learning Puzzle, along with The Personality Puzzle Type for Teens, offer an interactive and non-threatening option to get the ball rolling. Knowing "it's OK to be me" is a major step forward on the road to building resilience.

SOME HELPFUL HISTORY AND TERMINOLOGY

• What is Personality Type?

Personality Type is the generic term that is used by many to describe different ways of being, often exploring typical behaviours, motivators and stressors. There are many theories, some more researched than others, and many offer a window into self-awareness which can be relevant and helpful.

• What is Psychological Type?

The term Psychological Type refers specifically to Jung's work on personality. His book Psychological Types was published in 1921. Jung proposed four main cognitive functions; two perceiving functions (Sensing and Intuition), relates to information our minds are most attracted to, and two judging functions (Thinking and Feeling), relates to factors we take into account when we make decisions. These four functions focus either on our outer world, and therefore are extraverted, or on our inner world, and therefore are introverted. There are eight Psychological Types, also known as cognitive processes, cognitive functions or function attitudes. They are all contained within the four-letter Type code.

• What is the MBTI®?

The MBTI® is the Myers-Briggs Type Indicator®. It is a self-assessment which was developed over several decades starting in the 1940s by Isabel Myers and Katherine Briggs, a highly educated mother and daughter team. They became fascinated by personality type, discovered Jung's work and spent their lives perfecting a questionnaire that would give all individuals easy access to Jung's theory in a way that would be meaningful and valuable.

"Whatever the circumstance of your life, whatever your personal ties, work and responsibilities, the understanding of type can make your perceptions clearer, your judgments sounder, and your life closer to your heart's desire."
(Myers, 1980)

Myers and Briggs extended Jung's theory to add another set of preferences which was intended to honor the complexity of Jung's work whilst making the interpretation of it easier to communicate and understand. These added preferences are Judging and Perceiving. The four scales they identified are:

Extraversion (E) and Introversion (I)

Sensing (S) and Intuition (N)

Thinking (T) and Feeling (F)

Judging (J) and Perceiving (P)

We all have a preference on each of these scales which come together to give a four-letter code which, when correctly interpreted, gives an in-depth description of who we are, what's important to us, how we are soothed, motivated, stressed, challenged and much more. There are 16 variations of type preferences, for example ESTJ, INFP or any combination of these eight functions.

Below is a type table which indicates each of the sixteen types. This is in a format that is widely used in training programs around the world. If you look carefully you will notice patterns along the rows, down the columns and in each of the quadrants. The larger font on each of the type codes indicates the dominant function. An explanation of this is in the Guidebook under 'Understanding Type Dynamics'.

A word of caution on boxes!

A strange irony with Type professionals is that we spend much of our time convincing people that Type is NOT about putting people in boxes and we present them with a table of boxes. If I had the choice I would have all these type codes in something that more resembles a group of elastic bands that stretch in many different ways. There is something similar about what is inside each of the bands, but even people of the same type look, and indeed are, very different. However, for ease of understanding boxes do work as a visual!

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

HOWTO USE THE COMPLETE GUIDE BOOK

Depending on your knowledge and needs, you can work through this Guidebook sequentially or you can “dip in” to the section that is most relevant to you. This is a “how to” guide that enables you to make optimal use of The Learning Puzzle as a resource. It ranges from beginner to advanced information. I have explained Type in a simple way which makes it easy to understand and still honours the integrity of this complex framework for understanding people.

If you have any questions at all, please feel free to contact the authors. All feedback is welcome and advice and support is readily given.

TYPE VERIFICATION

For personal use

The Learning Puzzle can be used by individuals who are just interested in understanding more about this personality type framework from an educational perspective. In which case it is a relatively simple task to work your way through the four pairs of preference cards and explore your own set of preferences. Once you have done this, find the Type description card which has your four-letter code and read it. Much of this is likely to resonate with you. My experience is that in some cases the first type description you read is highly accurate. Other times there may be a few phrases that don't sit perfectly but overall it is a good fit. If you are reading something that doesn't sound like you at all then refer back to the preference pair cards. In particular, revisit the cards which were the most difficult for you to reach a decision on. An exploratory process like this can be very insightful. Working on your own or with others is absolutely fine.

It may be helpful to seek the advice of a trained practitioner to get some context around how this may impact your life or to seek counsel if this raises some issues which need addressing.

Preparing to use The Learning Puzzle with a student or client

- Find a comfortable space with plenty of room to use the cards.
- Explain why this session may be helpful.
- Tell them it is optional and confidential, they don't have to share the results unless they want to.
- This is NOT a test.
- There are no right or wrong answers and there is no right or wrong personality.
- Your Type does not indicate intelligence or predict future success.
- You are the best judge of your Type. Only you will know!

IMPORTANT: Before looking at the pairs of cards (E and I, S and N etc.) be sure to explain what we mean by the term preference. You can describe it as relating to handedness. You use both your hands but you have a preference for one. You didn't choose to be right or left handed, you naturally and effortlessly developed that way. This is the same for the Type preferences.

An effective exercise is to ask the coaching participant to fold their arms in a way that comes naturally, and then try again with the other arm on top. Compare these two experiences; the first way is natural, easy, comfortable etc., the second way is awkward, more difficult, have to concentrate etc. Explain that this is very similar to use of our preferred functions. You could also go a step further and ask them to sign their name with their preferred hand and then with their non-preferred hand. It is a good moment to explain that the more complex the task the more likely it is that we want to use our preferred hand. It is the same with Type preferences.

Both these exercises are used widely by Type practitioners and both give a good experiential example of what is meant by the word 'preference'. Also explain that when having one of the two preferences it is not an 'either/or' choice but a 'first and then' choice. We will all use both preferences but one will be more natural for us.

It is also important to explain that not every word on each of the cards will be relevant for you, what you are looking for is the card which appears to suit you more. We can all learn to use the other preference, sometimes with great skill, but it requires more energy and focus.

Why do some people find Type verification so easy and others so difficult?

It is true that some people can work through the process of Type verification in a few minutes and be completely accurate. Their preferences are clear to them. This can be true for people of any age. There is no research on this but it is the experience of thousands of type practitioners all over the world.













There are also many individuals who may initially struggle with identifying their best-fit Type. There are a variety of reasons for this:

- Individuals represent complex, messy emotional systems. Trying to differentiate between nature and elements of nurture, such as culture, family background, education and experience, can be difficult.
- They may be too young. I would suggest that around age 12 is an appropriate time to start using The Learning Puzzle. Before that it is possible that parents, teachers or any significant person in a child's life, will be able to use the cards and accurately assess a young person's whole type. At this stage it is of course a hypothesis.
- Maturity can be a help or a hinderance. Once we have been through a few decades of life we can think of many examples of when we have used each of the preferences. We have learnt to adapt and have coping skills for a variety of different situations. We also have a lot of life to look back on and this can take some time!

For this reason, people in their teens or early twenties can come to a decision much more quickly.

Please note: Type practitioners often ask their clients who are 'on the fence' with one of their preferences to think back to their youth and ask what they were like then. This often provides the insight required to make a decision.

Explain the process using the symbols as described on page 9

Understanding the Symbols			
Symbols and colours are used in these cards for each of the preferences. These support the process of understanding, interpreting and recalling personality differences. Please use this chart to clarify their meaning.			
E EXTRAVERSION 	Outward Arrows Representing an outward focus on the world. Receiving energy from people, things and activities that are external from ourselves.	I INTROVERSION 	I INTROVERSION 
S SENSING 	Magnifying Glass Representing the preference to observe the detail of what is real and tangible. Observation precedes imagination, practical application is valued.	N INTUITION 	N INTUITION 
T THINKING 	Scales of Justice Representing the preference to weigh up the pros and cons, find the truth and solve the problem through analysis and logic.	F FEELING 	F FEELING 
J JUDGING 	Padlock Representing the preference to seek closure, have things settled and get things done in a timely manner.	P PERCEIVING 	P PERCEIVING 

Choose the order

Please note, it is possible to explain each of the preferences scales in any order, however, my preference is to do the 'outer' functions first, i.e. Extroversion and Introversion followed by Judging and Perceiving, and then move on to Sensing and Intuition followed by Thinking and Feeling.



There are three reasons for this.

1. The first is that by dividing the four preference scales into two and two, as described above, you make the process more manageable. Juggling with two concepts at once is an easier task than juggling with four.
2. Secondly, the 'outer functions' are easier to explain. Sensing and Intuition are the hardest functions to stretch your mind around and therefore it is best to do this when the process is established.
3. The third reason is apparent when you have an understanding of Type Dynamics. This is explained later in the guidebook. For now it will suffice to say that the choice of the outer two functions affects how you use the inner two.

Type guessing

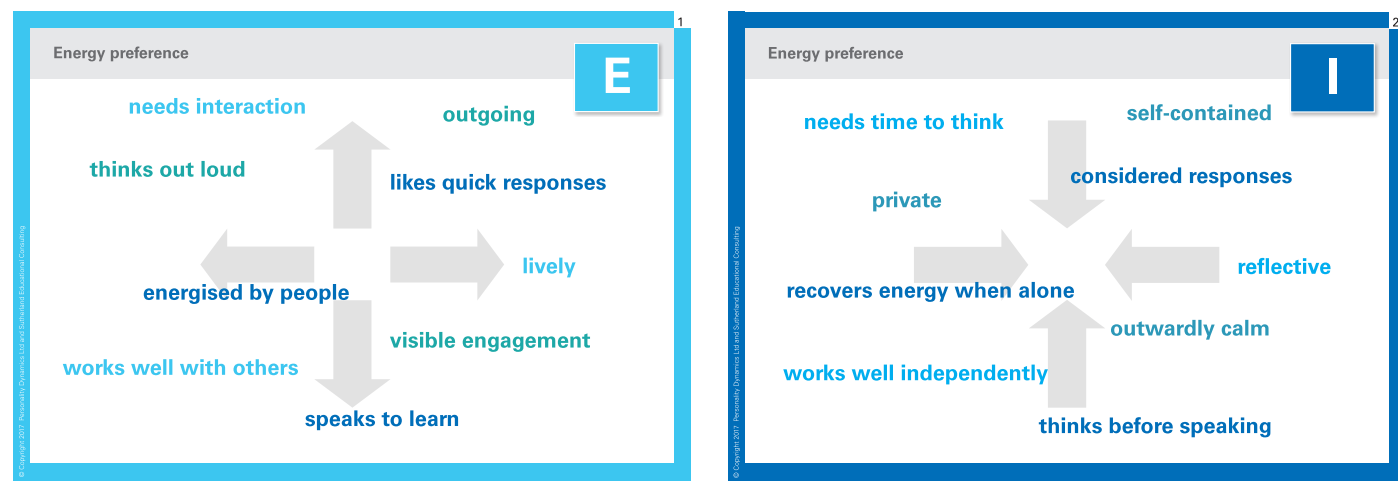
In my experience guessing someone else's type is extremely difficult. We can look at indicators and hazard a guess but that is all that it is. It is such a personal decision that only the individual can know. Having said that it can take maturity along with some wise guidance to get this right. Using resources such as The Personality Puzzles can be immensely helpful to initiate, and then guide, the process.

General questions

General questions which can be informative and assist your discussion: when looking at each set of preference pair cards.

- Which of these words do you identify with? Why?
- When do you think you use this preference?
- What are the advantages of having this preference?
- What do you like about it?
- What do you admire about the opposite preference?
- What can frustrate you about the opposite preference?
- What could be some challenges with having this preference?
- Give me an example of when this preference has worked well for you?
- Looking at the back of the card: which of these statements apply to you? Are there any that don't?
- Do you have much opportunity to use this preference?
- Can you recognise this preference in your friends or family members?
- Do you think there are times when you use this preference too much?
- When is it helpful to you?
- When does it cause you some concern?
- When does it help others?
- When does it cause others some concern?
- In what circumstances do you sometimes need to use the opposite preference?
- Do you find this difficult to do?

EXTRAVERSION AND INTROVERSION



Introduction suggestions:

When someone is trying to work out their preferences ask them to scan the two cards and see which group of words suits them best. A natural conversation is likely to emerge. Those who prefer extraversion tend to start talking within a few seconds, those who prefer introversion will often wait a while and read through the words carefully.

Make 3 points clear:

1. The difference between extraversion and introversion is NOT sociability vs shyness. Introverts can be highly sociable and extraverts can be shy, often enjoying time by themselves. An important question is for how long can they sustain this? Typically, those who prefer introversion may need an exit strategy after 2-3 hours at a party and those who prefer extraversion may need to find someone to connect with after 2-3 hours on their own.
2. This is an energy preference. We all have an outer and inner life. Where do you direct your energy first? The outer world of people and things or the inner world of thoughts and reflections?

Where do you go to re-energise, to re-charge your batteries?
3. We will all be a bit of both. Both are good!

Comments on the key words:

E – Extraversion

Needs interaction – Outgoing – Lively – Visible engagement: All these words reveal a need to actively participate. Frustration can build if this need is not met. Opportunities to discuss or just move are usually welcome.

Likes quick responses: 'E' learners tend to speak more rapidly and often at a higher volume. This may also mean that they enjoy a fast turn-around to their questions. While waiting too long they may lose interest, becoming unmotivated. Answering with another question can be fine, so can saying that you'll have to think about that and get back to them (as long as you do!) but no response to a burning question is difficult for 'E's to take.

Energised by people – Works well with others: In a positive learning environment being with others can bring out the best in them. An abundance of energy at the wrong moment can be problematic. An awareness of how to deal with an over-supply of energy is helpful.

Thinks out loud - Speaks to learn: Those who prefer extraversion often have to speak to know what they know. The process of talking helps them form their thoughts. They may frequently change their minds from the beginning of a conversation to the end of a conversation as it is talking through their ideas that has helped them to form an opinion. The classroom environment can work well as long as conversation is permitted at reasonable intervals. Obviously, what is considered to be reasonable will differ from person to person.

I – Introversion

Thinks before speaking – Considered responses - Reflective: These who prefer Introversion will often pause before responding to a question. Their answer is more likely to be a considered response. They enjoy time for reflection to think more deeply or to perfect their responses.

Private – Works well independently: These learners often enjoy their own space and freedom to follow their own interests. Although they usually have no problem spending time by themselves they may also want to have the comfort of having people around them. Busy places can be tiring, although, paradoxically, they can enjoy observing others and may find a hectic environment quite stimulating. It's important that they are given the choice as to when and how they will participate.

Self-contained - Outwardly calm: There's a lot going on inside that may not be seen on the outside, either by watching their facial expressions or body language. They can even be excited or anxious on the inside and still appear calm on the outside.

Note: Sometimes a good indicator is that those with an 'I' preference tend to want to quietly read the front and then the back of the card for more information, 'E's will want to start talking within seconds of seeing the cards. No one observation tells the whole story about anyone, but it can be a helpful clue.

Why do we need each other?

How can people with each of these preferences value and support each other, provide a new perspectives and enhance their own development?

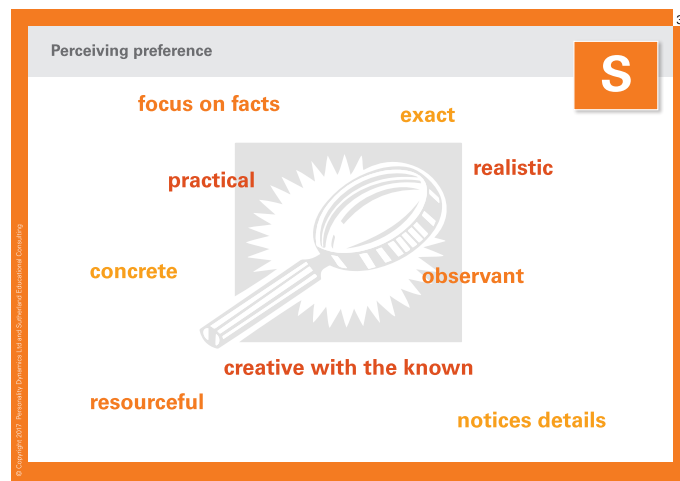
“Extraverts” need “Introverts”

- To keep them focused and not distracted by their environment
- To be a sounding board
- To provide depth and concentration on shared tasks
- To support from behind-the-scenes
- To encourage them to value solitude
- To help them reflect in advance of action
- To increase awareness of what’s going on inside themselves
- To help them listen when overwhelmed by their own enthusiasm
- To help them manage long slow jobs

“Introverts” need “Extraverts”

- To help them make their views known in discussions
- To help them be known
- To keep conversations flowing
- To break the ice in social situations
- To help them with networking
- To bring active energy to a group
- To draw them in to new situations and get involved
- To encourage them to act
- To support them in their efforts to clearly state what they want

SENSING AND INTUITION



Introduction suggestions:

Ask the participant to scan the two cards and see which group of words suits them best.

A natural conversation is likely to emerge.

This is one of the most intriguing differences and can take a while to understand it. As with all the function pairs some people naturally and immediately orientate towards the words on one of the cards and others take a while. For this preference in particular doing the suggested activities is often the best way to determine which is the actual preferred function.

The real question we are trying to answer is, given a completely open choice, what information most attracts the mind?

Note: It's best to explain about 'N' being the letter for Intuition as 'I' is already taken with Introversion.

This can be confusing for newcomers to Type.

Make 3 points clear:

1. This is a preference which makes us think about where we go to in our minds to get the information we need to take an action. Either we look first for what is real or what is potentially possible.

For example: If you are deciding what to wear do you open your wardrobe and see what's there; or do you think about what you will look good in and try to find it, or go shopping, or start designing!

If you are considering any new project what is your first point of reference? Building on what is known and needed in the immediate context, or looking towards new concepts, ideas and possibilities.
2. We will all be a bit of both, consider which words attract your attention in a positive way and which you feel you have a natural energy for.
3. The symbols will help you. The magnifying glass - do you take in the detail of what's in front of you? The lightbulb - does your mind consider the big picture, a theme or wider implications first?

Comments on the key words:

S – Sensing

Focus on facts – Exact – Concrete – Realistic: What is real is usually the starting point. It can be a springboard for a rich imagination and those with a sensing preference can be highly creative, but establishing the facts is an initial behavior that is comforting and motivating.

Notices details – Observant: These words all relate to a desire for accuracy, particularly accuracy of information. Of course, this does not mean they are always right, nor does it mean they are more inclined to be perfectionists. There is just a high value on reliable information. It may also indicate a good memory for data or experiences, usually those that are considered to be important. Data is forgotten if it is not relevant.

Practical – Resourceful: A talent for seeing what needs to be done and doing it is often present. There is a tendency to use everything and have a 'nothing is wasted' philosophy.

Creative with the known: Tends to be resourceful with whatever is available to use at their fingertips.

This quality often means they can be creative with raw materials, the creative work is often useful, making something that has a practical purpose e.g. carpentry, cooking, diagrams. Artwork also tends to be realistic and can also display a flair for colour and composition. Written work more frequently relates to something that has been experienced or is at least possible in the real world, rather than being completely inconceivable or fanciful. They tend to use what is real as a springboard for their imagination.

N – Intuition

Focus on implications – Patterns – Connections: What is different, alternative, 'never been done before' is more attractive than what is real, tried and tested. They have an ability to spot patterns or themes and then connect these to other pieces of data. An "if this, then that" thought process often results in a naturally questioning mind.

Novel ideas: Anything that is original is appealing and engaging.

Imaginative – Dreams – Possibilities: An active imagination encourages dreaming, strategizing or scheming. They are motivated by possibilities and 'big picture' thinking. Their ideas come before a desire to do a reality check.

Creative with the new: Artwork tends to be more abstract with a flair for unusual perspective, contrast or symbolism. Written work tends to be unconstrained.

Why do we need each other?

How can people with each of these preferences value and support each other, provide a new perspectives and enhance their own development?

“Sensors” need “Intuitives”

- To suggest new possibilities
- To tackle problems from many perspectives
- To anticipate change
- To develop a vision of the future
- To look beyond the facts
- To be on the lookout for new information
- To live with alternatives
- To remind them that the benefits of the future are worth anticipating and working towards
- To articulate the importance of big-picture thinking
- To see the trends
- To connect seemingly unrelated details
- To read between the lines
- To bridge between specific data and global concepts

“Intuitives” need “Sensors”

- To bring up pertinent facts
- To apply experience to problems
- To be practical
- To read the instructions, or the fine print, right to the end
- To help articulate an idea with precision
- To notice what needs doing now
- To keep records
- To know where things are
- To state the obvious
- To provide reality checks
- To help them narrow down the endless possibilities
- To remind them that life is for the living and enjoying now
- To encourage them to act
- To support them in their efforts to clearly state what they want

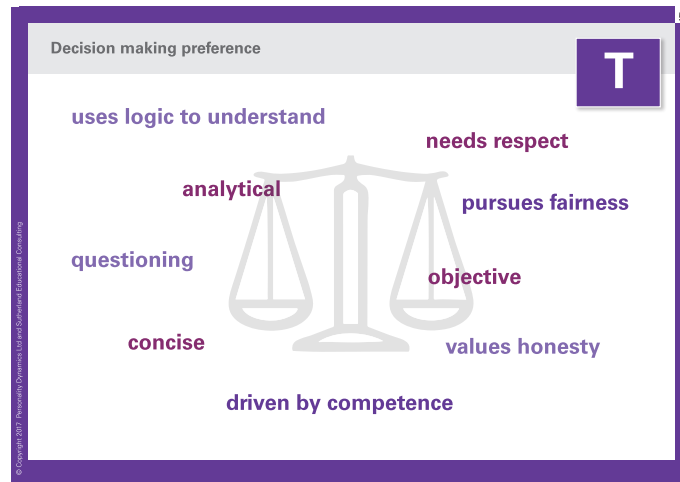
Activities:

- Ask the student to sit back and shut their eyes. Then say “I’d like you to think about a beach (pause), now add more to your beach (pause), and more to your beach (pause), and now complete your beach. OK, tell me about your beach.
- S will usually describe a beach they know and describe the details, frequently with the foreground described first. The details will be very specific. N tend to create a beach, give very general descriptions and often go off task. Their thinking may trigger a variety of memories which will take them off on a tangent. The beach is rarely one they know. It could be morphed into being from several beaches they are aware of but is unlikely to be a direct reproduction.
- Give me directions for how I can get from your house to work/school/somewhere familiar. (Not on the bus!) Again, S is more specific (with names of streets and distances) and N is much more general.
- Look at a picture – Say “Tell me about this. There is no right or wrong way to do this” Almost any picture will do but choose one that has a potential narrative. S spots the detail, N tells the story.

Tie breaker questions:

- Do you like doing studying things that have a practical application? (S)
- Do you like to be shown exactly how to do something? (S)
- Do you prefer projects that give you complete freedom to choose what you do and how you do it? (N)
- Do you have a quirky sense of humour and can be entertained by things that are out of the ordinary and sometimes bizarre? (N)
- When you recount an event do you tend do it in order of how it happened (S)
or in any order that comes to mind? (N)
- Do you tend to prefer books that are about real-life (S) or imaginary (N) events? Ask for examples.

THINKING AND FEELING



Introduction suggestions:

Ask the participant to scan the two cards and see which group of words suits them best.

Make 3 points clear:

1. This is a decision-making preference and does not relate to how nice you are or whether or not you care about people.
2. We will all be a bit of both, just because you have a preference for one doesn't mean you don't do the other. Thinking people have feelings and feeling people can think logically, it's just a question of where do we go to first when decision making?
3. Both have the ability to be empathetic. Feelers can 'walk in someone else's footsteps' (connected empathy) Thinkers need to 'understand the footsteps that other people take' (cognitive empathy).

Please note: : The question often arises as to whether there is a gender influence with this preference.

The answer is yes there is, and this is the only preference where this is the case, the other preference pairs are split 50/50 male to female. Approximately two thirds of men have a Thinking preference (and one third Feeling) and two thirds of females have a Feeling preference (and one third Thinking).

Research shows this is consistent across cultures.

Comments on the key words:

T – Thinking

Needs respect: This is so important. A learner of any age with a T preference wants to be treated as an equal partner throughout the process of being educated. This applies whether they are 3 or 93. Authority figures will be valued only if they demonstrate competence and expertise and have earned the respect of the learner, otherwise, they may be ignored.

Pursues fairness – Values honesty: Inequality can be very troubling and may provoke a negative reaction. Negative feedback can be given directly but a public criticism is devastating. In this regard appearances can be deceiving as they may seem unaffected.

Uses logic to understand: The best way to convince them to take an action is through logic. Nothing else works as well.

Questioning – Analytical – Objective: Asking 'why' is as natural as breathing. They have an ability to analyse a problem with the advantage of objectivity; putting themselves on the outside of it without being bogged down by human factors.

Concise: They tend to keep to the point, admire relevance and can be frustrated by small talk.

Driven by competence: Competence is often a very strong motivator. They can also be outwardly or silently competitive, particularly in areas of specific expertise.

F – Feeling

Support is vital – Motivated by approval: A positive learning environment is essential where appreciation is shown and recognition for effort is frequently available. Negative behavior such as tuning-out and not bothering to perform may appear.

Enjoys praise – Values tact: Praise is always welcome, criticism must be tactfully given. The metaphor of a 'good news sandwich' is helpful. Say what's working well, follow with what needs to be improved and finish on another positive.

Needs connection – Inclusion: A sense of belonging is very important. Feeling left out is painful.

Co-operative – Warm – Collaboration: Learning whilst keeping relationships intact is ideal.

Any sense of disharmony or negativity is very upsetting and the stress will affect learning potential.

Why do we need each other?

How can people with each of these preferences value and support each other, provide a new perspectives and enhance their own development?

“Thinkers” need “Feelers”

- To keep people and relationships in view
- To advise how people might feel about the situation
- To demonstrate appreciation for their competence
- To keep the harmony in a situation
- To address values that may otherwise be over-looked
- To tell them if, and why, they feel hurt
- To offer approval and personal support
- To form and maintain harmonious groups
- To address individual needs
- To help them consider personal implications

“Feelers” need “Thinkers”

- To help them to be objective
- To use their logic to advise
- To analyse and critique with impartiality
- To question
- To find flaws
- To confront issues that may otherwise be avoided due to interpersonal concerns
- To express appreciation throughout, rather than just at the end
- To remind of the cause and effect consequences
- To apply the rules consistently where appropriate
- To weigh the evidence with clarity
- To stand firm when opposition grows
- To hold consistently to a policy

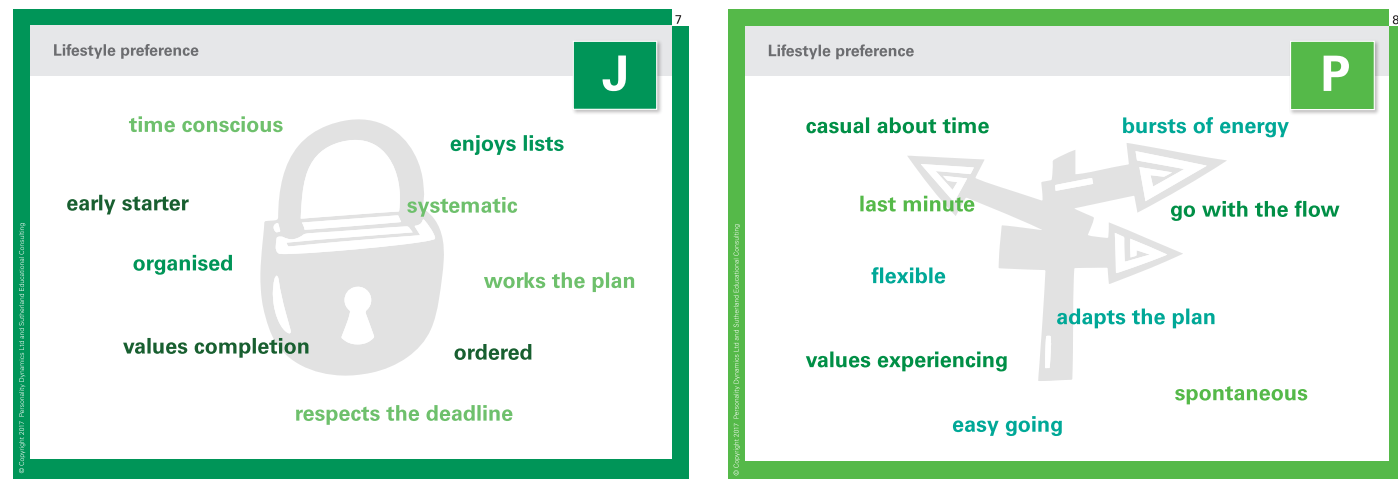
Activity: A new teacher has arrived for your favourite subject. You are just about to meet them for the first time. What is going through your mind in the few moments before you actually meet?

Fs tend to have questions about how they can form a relationship. Ts usually want to know about their expertise and ability to teach well.

Tie breaker questions:

- Is it important to understand why you are studying something before you can put any effort into it? (T)
- Do you find it difficult to lose an argument gracefully without trying to get the last word? (T)
- Is it important that you like who you are doing work for and you feel they like you? (F)
- Do you find it really difficult to concentrate when a personal relationship issue is on your mind? (F)
- Would you rather feel appreciated or respected? (F then T)

JUDGING AND PERCEIVING – AKA ‘JUST SETTLE IT’ AND ‘PLAY IT BY EAR’



Introduction suggestions:

Ask the participant to scan the two cards and see which group of words suit them best. A natural conversation is likely to emerge and by this time they are used to the process.

Make 3 points clear:

1. This is often the most difficult of all preferences to behave in the opposite way and gives most cause for people to have to be mindful of the consequences of this difference.
2. Consider what makes you feel most comfortable as we will all be a bit of both.
3. The western world tends to value the J qualities as people with this preference have timing skills. People with a P preference have coping skills; they can adapt and flex to the needs of the moment and this is an equally valuable skill.

Comments on the key words:

J – Just settle it

Time conscious: There is an awareness of the passing of time as if they have an internal clock. It's easy to assess how long any task will take and know how far through a task you have progressed; quarter of the way, half way, nearly there. In an exam or in project management this is a very helpful skill.

Organised – Ordered – Enjoys lists – Systematic: This comes naturally and effortlessly. It is a preferred approach to life which is soothing. Having a 'to do' list is comforting and settles the mind. Prioritising what's on the list using symbols or highlighters is a no-brainer. Work comes before play.

Early starter – Works the plan – Values completion – Respects the deadline: Most tasks are approached with a measured consideration. Not being given enough time is highly stressful. Completion of work is often planned well before the deadline to enable review and correction. Celebration of completion can be short-lived as the next hurdle comes into view.

P – Play it by ear

Casual about time – Last minute: Time is more of a concept than a reality. All things can be manipulated to fit the time available. Typically, the best work is done in the last 10% of time available. Paradoxically deadlines may be welcome as it forces completion. Being forced to work in the 'J' way is unlikely to produce a positive attitude or results.

Values experiencing – Bursts of energy: Experience is more important than completion. Once a task or piece of learning has been achieved there is no need or desire to repeat it. A burst of energy for a new project is common but may diminish. Another burst of inspiration may be just around the corner. An ability to manage in a crisis is often a natural skill.

Easy going – Go with the flow: With the exception of high stress, crisis situations (which can be quite energizing) there is a preference to wait and see what happens before making any definite plans. Work and play must co-exist.

Flexible – Spontaneous – Adapts the plan: It is perfectly fine to not know what will happen in the day. If something urgent appears then the plan will change with minimum fuss or drama.

Please note: It is probably not surprising to know that this is the personality difference that causes the most frustration and conflict in most situations; at home, at school, at work or anywhere! An ability to manage this is vital. This starts with valuing the gifts the opposite preference brings.

Why do we need each other?

How can people with each of these preferences value and support each other, provide a new perspectives and enhance their own development?

“Just settle it”s need “Play it by ear”s

- To help them not come to a decision too quickly
- To appreciate the variety of options that exist
- To appreciate spontaneity and flexibility
- To see that a setback need not be a disaster
- To cope with last minute changes
- To save them from the tyranny of routine
- To help them see rules as servants rather than masters
- To acknowledge how much time there actually is
- To have fun and respond to the moment

“Play it by ear”s need “Just settle it”s

- To help them come to a decision
- To give them a sense of time and it’s passing
- To help them accurately assess how long a task takes
- To get them back on task when time is critical
- To help them prepare for deadlines
- To see the benefits that can come from an ordered lifestyle
- To remind them that there are some ultimate authorities which cannot be negotiated with
- To accept that their best work is done close to the deadline
- To limit distractions when the deadline is approaching

Activity: Imagine you are given an important project or assignment which is due in 30 days.

When will you actually start doing the work? i.e. Actually get something down on paper. Js will start in the first week and aim to finish before the deadline, just in case. Ps will start in the last week and finish on the deadline or ask for an extension. They may well be thinking about it but nothing will get done until the pressure is on and the adrenaline kicks in.

Tie breaker questions:

- Do you work consistently towards a deadline (J) or do most of your work at the last minute? (P)
- Do you enjoy having free time (P) or feel more comfortable when you have something planned? (J)
- Do you find that most things take longer than you think they will? (P)
- Are you often surprised about what time it is? (P)
- Do you get frustrated with a change of plan? (J)
- Is it difficult to step outside your comfort zone? (J)

SOME HELPFUL PRACTICAL TIPS

Find a place

I know this seems basic, but find somewhere comfortable with room to spread the cards out.

Meeting in a busy cafe may be tempting but not ideal!

Allocate enough time

The shortest amount of time it has taken me to verify best fit type was for an ESTP. Five minutes and he was done! (We did go on to explore other implications of his preferences.) This is not typical. If you have the advantage of having as much time as is needed I would recommend you make two hours available. In coaching or counselling situations you may wish to spend a 1 hour session on each preference. Clearly this is as flexible a system as you wish to make it. As I have mentioned previously – different strokes for different folks.

Practice first

It's a good idea to have a few test runs to become fluent with using the resource well. Friends and relatives are great targets for this. They may even learn something along the way!

Use stories and examples

Have as many stories and examples as you can to highlight the points you want to make for each of the preferences. Write them down somewhere and start building your own collection of them. Different work and life situations need different stories; before using the cards just run through in your mind the ones you think will be most applicable for the person you are with.

Put the most preferred card on top

When a client chooses a preference never put the unchosen card to one side. Instead slide it underneath.

This is a symbolic representation of us having both preferences within, it's just that one is 'on top', more easily accessible for us.

Create a visual image of type

As each preference is selected build up a visual image of the client's type by putting the preferences together in a row. The symbols as well as the alpha codes make the learning much easier and more memorable. It is a 'whole-brain' approach.

Check they are all there

Some more practical advice. At the end of a session it's a really good idea to check you have all the cards and you put them away in order. It's amazing how they can slip in between things or drop on the floor or just mysteriously disappear. Obviously, they are no use to you without the whole set! The cards are numbered to help you do this.

DOMINANT FUNCTIONS

Working out the Dominant function

There is a pattern to this. The dominant function can be determined by cracking a simple code and following a set of algorithms that are consistent. It is phenomenal that our personalities function in this way; with over decades of research and analysis by thousands of individuals this has been found to be the case.

You will notice that whenever the 4-letter type code appears on this set of cards they are printed with one of the inner two letters having a larger font. This indicates the dominant function. This is often the function you feel most at ease with and use frequently and effortlessly. It is indicated at the top right-hand corner of each of the type description cards as shown below.

Looking at the cards is by far the easiest way to know which function is dominant, however, I feel it is important to advise on how this has been derived.

EXTRAVERSION
FRIENDLY

SENSING
PRACTICAL

FEELING
EMPATHETIC

JUDGING
ORGANISED

ESFJ

Overview
ESFJs seek peace and harmony and achieve this by offering encouragement and practical support. Naturally warm, generous and caring they are at their best when helping others. They have a strong need to feel safe and secure and are reassured when they feel understood. They give all they have to those they love and thrive when this is reciprocated.

In Class
An innate desire to please, a co-operative approach and a natural sense of order and timing are all assets in the classroom. They are often ideal students who respect their teachers and work within the rules. They bloom when the environment is positive, supportive and sensitive to the needs of the group.

Independent Study
They are drawn to working alone to improve personal performance and to maximise their contribution if they are part of a group. If others disappoint they will be self-reliant to achieve their own goals. Using a step by step approach they are willing to put in the extra time outside class to practice and succeed.

Cautions
Their optimistic disposition can alter quickly with a lack of personal security, not enough appreciation or a break down in relationships. Conflict drains their energy and may be avoided. If it is confronted they may misjudge the personal impact. Over-committing to projects and trying to keep everyone happy can lead to exhaustion; they often forget their own needs. They may give up personal goals and ideals to keep the peace. Offering support comes naturally but it may not be wanted and could be considered as interfering or intrusive. Rejection has a serious negative impact.

Gifts
They combine superb people skills with an inner resolve to do the right thing. They are generous with praise and often respected for their diplomacy and tact. Driven by empathy they can read the emotions in any situation. Their lives revolve around family and friends. Their loyalty and duty to those they care about cannot be under-estimated.

Literacy
An affinity for language starts early and continues through life. Their highly expressive speech may not transfer to written work which is steady and considered. They pick up the basic skills of reading and writing very quickly. They may need help to extend to inferences, hidden meaning and abstractions.

Numeracy
The consistency of numbers and mathematical rules offer a welcome security. Understanding the practical application is important. Their willingness to spend time attaining the basic skills helps with the more challenging theoretical concepts.

Science
Their ability to follow procedures, collect data and make accurate assessments are very helpful. All subjects relating to the human condition are usually preferred. If they can clearly see why a topic matters they can excel.

Physicality
The combination of social and physical activity is perfect. From a young age they will enthusiastically join, and often organise, teams or activity groups; they enjoy the co-operation and collaboration this offers. They can be goal oriented and tend to be fast paced. Outside activities have a great appeal.

ESFJ

EXTRAVERSION
SENSING
FEELING
JUDGING

TEMPERAMENT
Stabilizer™

INTERACTION STYLE
Get Things Going™

Helping ESFJ learners to thrive

Personal connection

- A key component in any learning situation is the relationship that is built with the teacher. Take the time to have a personal interest in them; demonstrate that you have their well-being in mind.
- Keep in mind that making no comment or having a neutral stance can be perceived as a criticism. Consistent feedback, gently given, with concrete instructions on how to improve are ideal.
- They are good listeners and value being listened to.
- A smile is often all they need to know that you are on their side but it is essential to come across as authentic.
- It is important to acknowledge them as conscientious students.
- Be aware that they are very upset by abrasiveness or negativity, especially if they believe it to be unfair.

Teaching strategies

- Explain the practical application or purpose of all learning. This appeals to their need to be productive and useful.
- Detailed note-taking or teacher hand-outs are comforting to them. They can revise and memorise them in their own time.
- They have a tolerance for routine and repetition. They are often highly teachable as they follow the learning strategies well.
- Demonstrate progression on a time-line with a 'past-present-future' orientation. This grounds their learning.
- Give extra support with tasks that are vague or lacking in structure. They may be stressed by having to interpret them.
- Allow them to study with a friend. The combination of duty to work and fellowship with peers ticks all the boxes.
- They are ideal mentors for others. They welcome the responsibility and can further their learning while helping others.

Possible misinterpretations

- An outer confidence may mask an inner uncertainty.
- A natural compliance will lead to an assumption that they will always be accommodating. A strong emotional reaction can immobilise them and they may become stubborn and inflexible.
- They have difficulty hiding their emotions which they often see as a flaw. They have great inner strength and would like to be valued for it, not thought of as fragile or over-emotional.
- It can be very difficult to know if they need any help. They will hide their own needs if they can see no available solution. They keep going until they finally give in. This may take years.
- They can be susceptible to peer pressure which may lead to uncharacteristic poor behaviour. The guilt can be over-whelming.

How Type may help or hinder diagnosed learning issues

- Highly effective work habits and a superb memory mask a lot of learning problems for many years. This may cause a delay in seeking the necessary support.
- Once a problem is detected it can be a great relief to know the strategies that will help. They will work tirelessly to improve.
- An inability to keep up with peers is extremely stressful. They want to be useful team members and participants. The burden is huge if a learning issue takes this option away.
- If they have a slow processing speed the need to be accurate and thorough will slow them down even further.
- A need to organise and plan means that ADD/ADHD can present as a much milder condition than for other types.
- A desire to please works in their favour but may lead to an excessive workload. This may cause exhaustion or depression.

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PERSONALITY PUZZLES - THE LEARNING PUZZLE GUIDEBOOK

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Some Confusing Terminology


Given the opportunity I would change some things about the terminology that we use as it is quite confusing. The two things that are most set to confuse us are the use of the terms 'Extraversion' and 'extraverting' or 'Introversion' and 'introverting'. We can have a preference for extraversion which is different to extraverting one of the functions, S, N, T or F. The same applies to introversion and introverting.


The use of the terms Judging and Perceiving are also confusing; firstly they are the fourth preferences in the type code (i.e. the J and P preferences) and judging and perceiving are also used when describing the functions. S and N being perceiving functions and T and F being the judging functions. They are of course connected, however the connection is not immediately apparent.


As I can't change this I will just work with what we have. To avoid at least some confusion, with clients I usually refer to the J and P preferences as 'Just Settle It' and 'Play it by ear', instead of Judging and Perceiving. You may wish to do the same.


↑ ↓
E


↑ ↓
I



S
Perceiving Functions


N


T
Judging Functions


F


J
Judging Preference
(aka Just Settle It)


P
Perceiving Preference
(aka Play It By Ear)

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As well as being a dominant function there is also an order for all the other functions.

They represent many things and typically play different roles in your personal play.

1.

Dominant function

Lead actor
2.

Auxiliary function

Support actor
3.

Tertiary function

A speaking part
4.

Inferior function

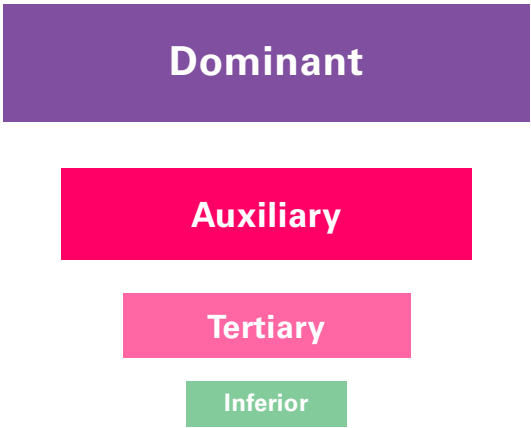
An extra

Very simply, as you go through the hierarchy of functions from 1 to 4, the functions may require more energy from you to access them. It is possible to be skilled at using all these functions but they feel less comfortable, are used less often and may be forgotten in times of stress when your mind seeks the more preferred functions to use first.

Jung believed that not only the dominant function but the hierarchy of functions is also important as it describes our development through life.

Books explaining much about this complex area of psychological type are readily available. It can be simple to explain but can also take a lifetime of work to truly understand how these functions operate in our psyche. Of course, everyone is unique. How it works for you will differ even when compared to someone who shares your type preferences. However, there will also be similarities. Discussion of how this works for you is often fascinating and can provide significant insights into self-awareness. Please contact the authors should you wish to know more.

The Dominant Function
... and it's friends



OR...



Finding the dominant function for each type

To find the dominant function, which will be one of the middle two letters of the type code, we need to be guided by the two other letters on the outside of the type code. Initially we will work this out for those who prefer extraversion and whose type code therefore starts with an E, as this is somewhat more straight forward.

The dual purpose of the J and P preference is not only to describe a different range of behaviours but also to indicate which is the dominant function. With an E and J combination, the dominant function is a judging function, therefore it is either T or F. With an E and P combination the dominant function is a perceiving function, therefore it is either S or N. Take a look at the 3rd and 4th rows in the diagram below. The P and J preferences are indicators of what function a person is extraverting, that is, what you are most likely to be using in the outer world and what is often observable by those around you. Those who prefer extraversion are generally speaking easier to get to know. "What you see is what you get." They are extraverting their dominant function.

Now let's look at those with a preference for introversion? This is a little more complex, because what we see on the outside is their auxiliary function, or the support actor in their play. They keep the best part of themselves to themselves and hold it privately, often only to be revealed to those who are close to them. The dominant function has an internal focus. The P and J preference are indicating what function is being extraverted and so, if you have a preference for introversion, the function next door is actually the dominant function.

Take a look at the 1st and 2nd rows of the table. With the I and J combination, the J is indicating the T or F (Judging functions) as the function that is extraverting. Therefore, that is the function that is often seen on the outside, but it is S or N which is actually the dominant function. This is a consistent pattern. With the I and P combination the P is indicating the S or N (Perceiving functions) as the extraverting function, this is often seen on the outside, but it is the T or F that is actually the dominant function.

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

The black arrow indicates the dominant function. The pattern is always the same.

- E and J types

the dominant function is always a judging function

T or F
- E and P types

the dominant function is always a perceiving function

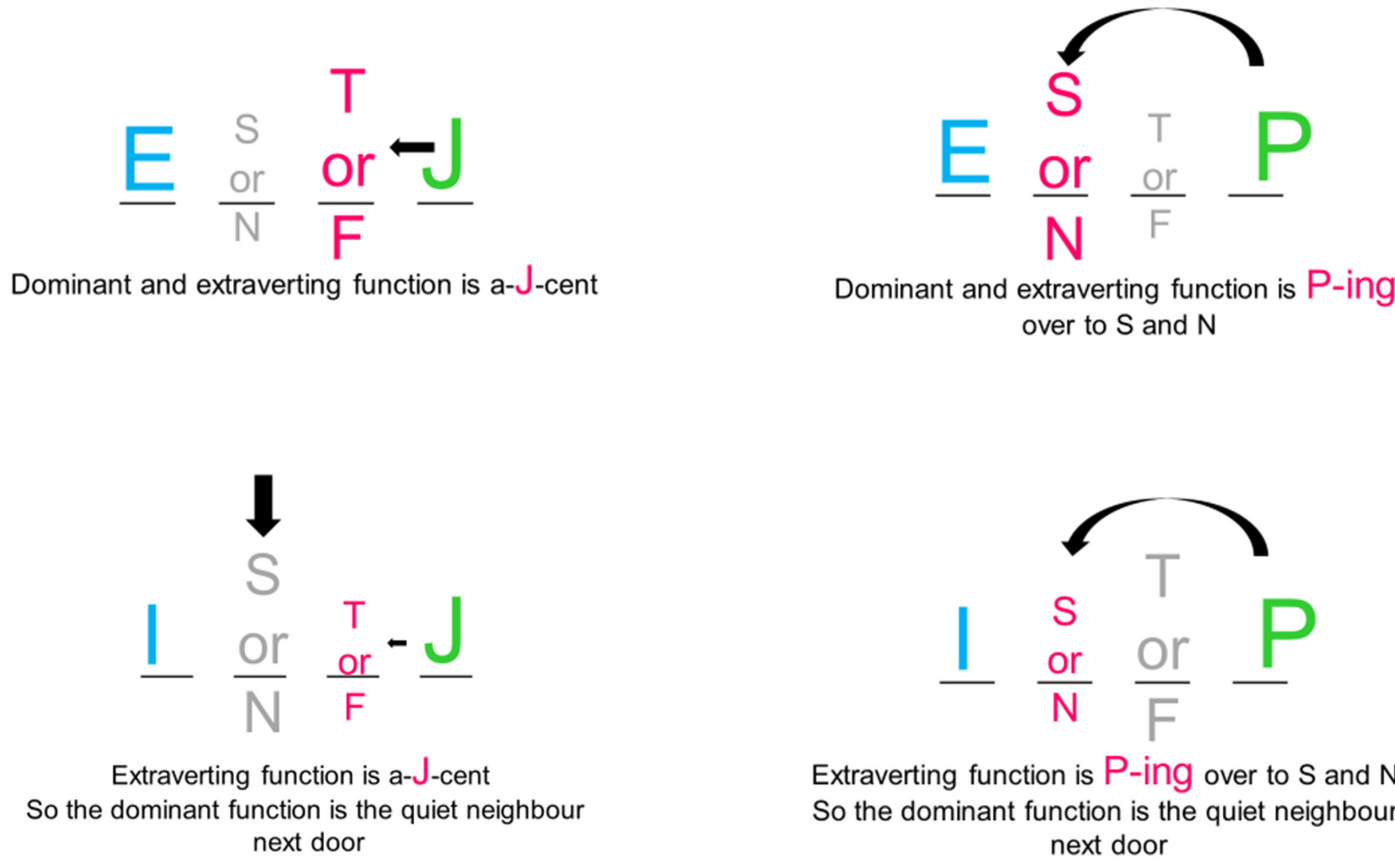
S or N
- I and J types

the dominant function is always a perceiving function

S or N
- I and P types

the dominant function is always judging function

T or F



* This cute statue is the Manneken Pis, the world famous and most photographed statue in Brussels. I think about this little fellow when working out the dominant function. It may help you too!



Now that you have worked out the dominant functions, what is the order, from dominant to inferior, of the other functions?

The table below shows the order of functions for each type.

1. Dominant function, lead actor in your play
2. Auxiliary function, support actor in your play, sits next to the dominant function in your Type code
3. Tertiary function, speaking part in your play, is the opposite of your auxiliary function. i.e. if auxiliary is S your tertiary is N, if auxiliary is T tertiary is F
4. Inferior function, an extra in your play, is the opposite to your dominant function

Understanding the interplay of these functions is too big a topic to cover here. Please contact the authors if you'd like some advice on how to get more information about this.

<div>ISTJ</div> <div>1. Sensing</div> <div>2. Thinking</div> <div>3. Feeling</div> <div>4. Intuition</div>	<div>ISFJ</div> <div>1. Sensing</div> <div>2. Feeling</div> <div>3. Thinking</div> <div>4. Intuition</div>	<div>INFJ</div> <div>1. Intuition</div> <div>2. Feeling</div> <div>3. Thinking</div> <div>4. Sensing</div>	<div>INTJ</div> <div>1. Intuition</div> <div>2. Thinking</div> <div>3. Feeling</div> <div>4. Sensing</div>
<div>ISTP</div> <div>1. Thinking</div> <div>2. Sensing</div> <div>3. Intuition</div> <div>4. Feeling</div>	<div>ISFP</div> <div>1. Feeling</div> <div>2. Sensing</div> <div>3. Intuition</div> <div>4. Thinking</div>	<div>INFP</div> <div>1. Feeling</div> <div>2. Intuition</div> <div>3. Sensing</div> <div>4. Thinking</div>	<div>INTP</div> <div>1. Thinking</div> <div>2. Intuition</div> <div>3. Sensing</div> <div>4. Feeling</div>
<div>ESTP</div> <div>1. Sensing</div> <div>2. Thinking</div> <div>3. Feeling</div> <div>4. Intuition</div>	<div>ESFP</div> <div>1. Sensing</div> <div>2. Feeling</div> <div>3. Thinking</div> <div>4. Intuition</div>	<div>ENFP</div> <div>1. Intuition</div> <div>2. Feeling</div> <div>3. Thinking</div> <div>4. Sensing</div>	<div>ENTP</div> <div>1. Intuition</div> <div>2. Thinking</div> <div>3. Feeling</div> <div>4. Sensing</div>
<div>ESTJ</div> <div>1. Thinking</div> <div>2. Sensing</div> <div>3. Intuition</div> <div>4. Feeling</div>	<div>ESFJ</div> <div>1. Feeling</div> <div>2. Sensing</div> <div>3. Intuition</div> <div>4. Thinking</div>	<div>ENFJ</div> <div>1. Feeling</div> <div>2. Intuition</div> <div>3. Sensing</div> <div>4. Thinking</div>	<div>ENTJ</div> <div>1. Thinking</div> <div>2. Intuition</div> <div>3. Sensing</div> <div>4. Feeling</div>

CASE STUDIES FOR EACH OF THE 16 TYPES

As an educational specialist for more than 30 years Mary Anne Sutherland has a mountain of experience and many stories to tell. She worked with a wide range of students and always combines her deep knowledge of learning styles and learning difficulties with her expertise on the Myers-Briggs framework for understanding personality.

The following case studies are an important part of this resource as they put the theory into context and establishes what all Type professionals have known for years, that this amazing system for understanding people, developed so many years ago, is real and still holds true today as it will for generations to come.

As this resource is equally valuable for both educators and learners there is a story for each of the Types from both perspectives. Mary Anne could have written dozens of examples, we hope you enjoy, and get value from, the ones she has chosen to share.

The icons for each of the preferences are shown by each of the case studies to aid recall, as are the icons for Temperament and Interaction Style. These are both important subsets of the Myers-Briggs four letter code. The icon meaning is explained on the second card in The Learning Puzzle pack. More information is available within The Type Trilogy card sets and guidebook.

Please note: The names for each of the characters start with the same letter as the dominant function for that Type. For example, dominant sensing types names start with an 'S'. This again is just for easy recall. Many books have been written about Type Dynamics and the importance of the order of function hierarchy within the Type code.

Please be in touch by email if you would like more information, have any questions or would like some recommended reading to further your knowledge. I would be delighted to hear from you.

sue@personalitypuzzles.com

They are presented in the order of the standard Type table, as follows:

ISTJ

INTROVERSION
QUIET

SENSING
OBSERVANT

THINKING
LOGICAL

JUDGING
RELIABLE

TEMPERAMENT
Stabiliser™

INTERACTION STYLE
Chart The Course™

p.46

ISFJ

INTROVERSION
QUIET

SENSING
PRACTICAL

FEELING
LOYAL

JUDGING
RELIABLE

TEMPERAMENT
Stabiliser™

INTERACTION STYLE
Behind the Scenes™

p.48

INFJ

INTROVERSION
REFLECTIVE

INTUITION
INSIGHTFUL

FEELING
CARING

JUDGING
PURPOSEFUL

TEMPERAMENT
Catalyst™

INTERACTION STYLE
Chart The Course™

p.50

INTJ

INTROVERSION
PRIVATE

INTUITION
INNOVATIVE

THINKING
LOGICAL

JUDGING
DETERMINED

TEMPERAMENT
Theorist™

INTERACTION STYLE
Chart The Course™

p.52

ISTP

INTROVERSION
INTENSE

SENSING
REAL

THINKING
LOGICAL

PERCEIVING
EXPLORATORY

TEMPERAMENT
Improviser™

INTERACTION STYLE
Chart The Course™

p.54

ISFP

INTROVERSION
PRIVATE

SENSING
REALISTIC

FEELING
TRUSTING

PERCEIVING
FLEXIBLE

TEMPERAMENT
Improviser™

INTERACTION STYLE
Behind the Scenes™

p.58

INFP

INTROVERSION
PRIVATE

INTUITION
CREATIVE

FEELING
EMPATHETIC

PERCEIVING
ADAPTABLE

TEMPERAMENT
Catalyst™

INTERACTION STYLE
Behind the Scenes™

p.60

INTP

INTROVERSION
INDEPENDENT

INTUITION
IMAGINATIVE

THINKING
QUESTIONING

PERCEIVING
CURIOUS

TEMPERAMENT
Theorist™

INTERACTION STYLE
Behind the Scenes™

p.62

ESTP

EXTRAVERSION
OUTGOING

SENSING
REALISTIC

THINKING
PERSUASIVE

PERCEIVING
IMPROVISER

TEMPERAMENT
Improviser™

INTERACTION STYLE
In Charge™

p.66

ESFP

EXTRAVERSION
ENTHUSIASTIC

SENSING
ACTIVE

FEELING
GENEROUS

PERCEIVING
SPONTANEOUS

TEMPERAMENT
Improviser™

INTERACTION STYLE
Get Things Going™

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ENFP

EXTRAVERSION
ENTHUSIASTIC

INTUITION
IMAGINATIVE

FEELING
WARM

PERCEIVING
SPONTANEOUS

TEMPERAMENT
Catalyst™

INTERACTION STYLE
Get Things Going™

p.70

ENTP

EXTRAVERSION
ENTHUSIASTIC

INTUITION
IMAGINATIVE

THINKING
QUESTIONING

PERCEIVING
SPONTANEOUS

TEMPERAMENT
Theorist™

INTERACTION STYLE
Get Things Going™

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ESTJ

EXTRAVERSION
ENERGETIC

SENSING
PRACTICAL

THINKING
LOGICAL

JUDGING
ORGANISED

TEMPERAMENT
Stabiliser™

INTERACTION STYLE
In Charge™

p.78

ESFJ

EXTRAVERSION
FRIENDLY

SENSING
PRACTICAL

FEELING
EMPATHETIC

JUDGING
ORGANISED

TEMPERAMENT
Stabiliser™

INTERACTION STYLE
Get Things Going™

p.80

ENFJ

EXTRAVERSION
ENTHUSIASTIC

INTUITION
INNOVATIVE

FEELING
CARING

JUDGING
ORGANISED

TEMPERAMENT
Catalyst™

INTERACTION STYLE
In Charge™

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ENTJ

EXTRAVERSION
ENERGETIC

INTUITION
INVENTIVE

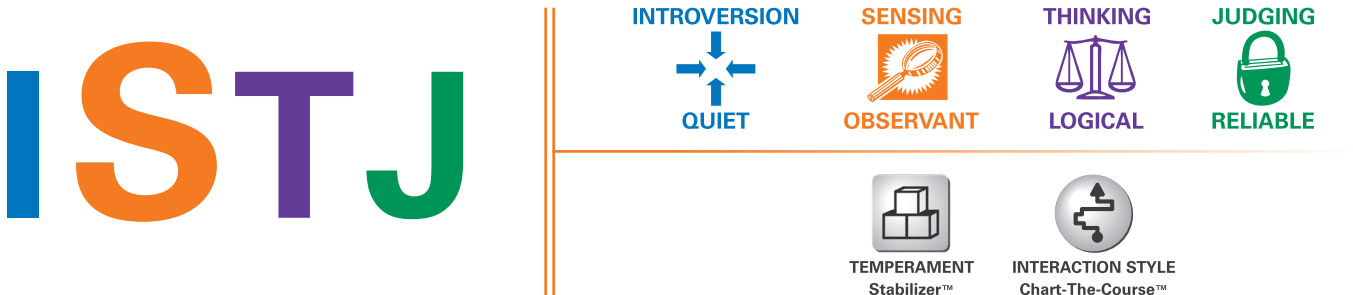
THINKING
QUESTIONING

JUDGING
DETERMINED

TEMPERAMENT
Theorist™

INTERACTION STYLE
In Charge™

p.84



ISTJTEACHER - Stacey

Envision being a trained opera singer, travelling in Europe and farther afield to sing with different operatic companies from Vienna to Salzburg, to Budapest, Paris, Amsterdam and then on to London. It sounds like a dream job to many but not for this talented high school French/Latin teacher, formerly an opera singer. When discovering type Stacey was very, very excited when her profile recorded as ISTJ. Her preferences explained a great deal to her about why she had had such a difficult time coping with the lifestyle of an opera singer in her youth (20’s and 30’s).

Auditioning for different roles, moving from one city to another, she found her need for a stable consistent, orderly lifestyle was running counter to the lifestyle of an opera singer. Stacey had the talent, loved to sing but hated not knowing what she would do once the role was finished. She hated the uncertainty of the auditioning process and even if she could stay in the same city she hated the idea of having no solid plans once the season ended. She missed knowing that she would have a consistent, stable job to go to day after day and year after year. Stacey had not wanted to pursue an operatic career as the uncertainty of the audition process, the question of will I have a job tomorrow, will I be in a new city with a new role was just too overwhelming for her.

Stacey explained that she loved teaching languages. She had studied languages as a part of her training as an opera singer, so it was a natural fit for her to teach languages. To this French, Latin and Spanish teacher, knowing that the school had predictable schedules, giving her order and stability, was more comforting and satisfying than any work environment she had previously encountered. Stacey loved that the school year started at the same time every year and that it ended the same day every June. There was a beginning and an end to the school year and an orderly, organized, predictable schedule within the year. One year follows the next and classroom procedures stay the same. The organized procedures added comfort, predictability and order to her structured work style. Stacey loved the predictability of teaching. Students were always sure she had given up a wonderful glamorous life to join them in a non-sparkling, unadorned, safe, comfortable classroom but she had never been more satisfied.

ISTJ STUDENT - Steven

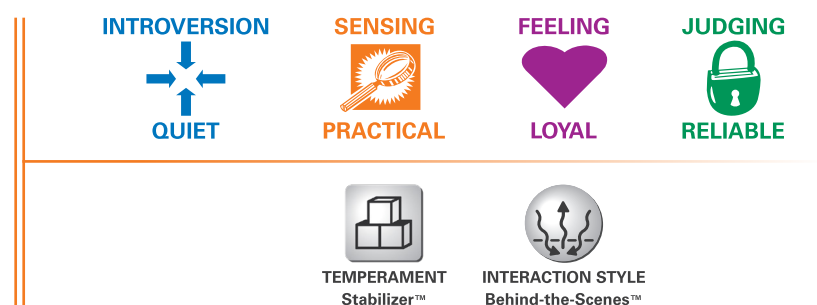
Steven was quiet, serious, super dependable and painstakingly careful. He was a diligent hard-working student. He was polite, soft spoken and was the epitome of gentlemanly conduct. He never missed an assignment, class or examination. He often worked until 3 in the morning completing his assignments or trying to study. In his grade 11 year (age 15) Steven could no longer keep up the pace and number of hours of study as his subjects were becoming so complex he had no more hours in the day. All the way through school he had worked long hours and barely managed to keep his head above water. He was such a diligent, well-mannered mature student his instructors just didn’t realize his problems were severe enough to warrant an assessment which would have given him extra help and relieve his stress.

Although Ian was actually failing all his subjects he laughs when asked if he ever was considered a behaviour problem. Behaviour or lack of diligent study habits had nothing to do with his lack of success. He was a young man of few words and he was suffering in silence working long, long hours and making no gains. In his grade 11 year, the second semester he had earned 3 credits when 40 credits were the norm. He had quite a severe reading problem that finally caught up with him. He knew all the material from his classes when the teacher lectured, or a friend explained things to him, but everything had fallen apart because of the heavy reading load combined with his reading problem. His reading was so slow that the extensive amount of reading that was required was overwhelming no matter how motivated he was. He could no longer put in the number of hours required. He just crashed. He was not a pressure worker and he needed much more time than was available to him.

Steven was so relieved when someone finally discovered that he had a severe reading problem. His speed of processing was masking his superior intellectual ability, but his ISTJ tendencies compelled him to keep working excessive hours to keep up with his classes, despite his challenges. He was so grateful for the assistance that came with the diagnosis and, with assistance, this extremely capable young man was able to continue to succeed in all his classes. Steven’s fabulous work ethic was helping him succeed and he was finally able to get some sleep.

The School Board in the city was reviewing programs that assisted students to reach their full potential and this young man was featured at one of the school board meetings. We went together and I supported him as he spoke to the trustees about his school experiences and talked about how the extra assistance finally discovered and solved many of his problems. Time was the key and, with only extra time, Ian graduated with excellent marks and went on to the college program of his choice. He was an enthusiastic (albeit quiet) example of the program and what students could accomplish with support.

ISFJ



ISFJ TEACHER – Sofia

In my first five years of teaching, I (Mary Anne - ISFP) shared a large open space with another teacher, Sofia (ISFJ). We had a flimsy floating wall that divided the room, and I could hear Sofia projecting and directing her students through the classes she had so carefully crafted. Although I suggested we team teach in an open area situation thus getting rid of the wall she was not really comfortable with that arrangement. Sofia really preferred to have a more traditional closed class environment so she enforced those requirements on this huge open space. The wall was about as sound proof as a piece of paper, so it did pose a challenge to her concept of a closed classroom environment, but she did her best to persevere. Sofia had a clear, distinct voice that could project with no problem at all. She was very certain of her methods and I don't think she noticed us, on the other side of the wall as long as we did not disturb her solitude and super orderly classroom. She was an excellent teacher and her students did well but she really was not interested in opening up the wall and trying an alternative way of approaching the class. She wasn't really fascinated by this very large open area.

In Sofia's classroom everything was done on-time and followed a very orderly schedule. The desks were in rows and there was a very quiet, organized method to all her classroom procedures. We would walk to class together. Our methods were dissimilar although we both really wanted to give our students the best education possible and we both wanted them to reach their full potential.

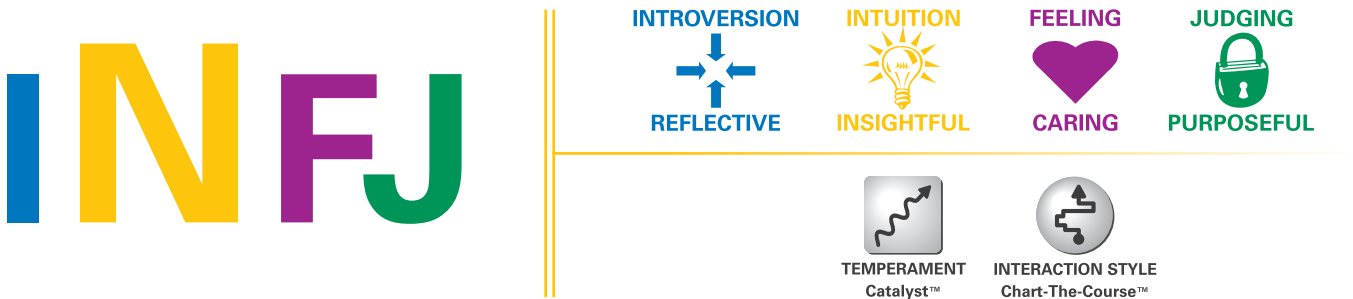
Sofia believed strongly that it was possible to teach a whole classroom of students at one time. We were an interesting match in an open area. I was 'alternative' and juggled a multitude of activities and she was 'traditional' - but it worked. We have since become dear friends but have agreed to disagree about the way to teach.

ISFJ STUDENT – Stephanie

Stephanie was a fantastic competitive gymnast who had competed at national and international levels even before she reached high school. She worked on her own skills daily with a conscientious, diligent, stringent routine. She was such an excellent coach that she was extremely busy coaching and mentoring many younger gymnasts in the program where she trained. She was knowledgeable regarding all the aspects of the sport, knew all the rules, procedures and aspects of competitive athletics. Stephanie was able to help her fellow gymnasts cut through the red tape of competition and apply for grants and placements in various support programs for young athletes. She was able to demonstrate and help her fellow gymnasts reach their full potential. Stephanie had a natural, friendly style that was able to bridge her superb knowledge of technique to her young students. She specialized in helping her teammates stay safe when competing, which was a blessing for many of her fellow competitors who would take risks she thought unnecessary.

Stephanie had been an overachiever in her Junior High School years (age 11 to 13) and had honors marks going into high school (age 14 to 16). She wanted desperately to keep her marks high but as she came into her high school classes she was beginning to spend hours and hours on her subjects. The material was more complex and the expectations were stringent in the classes she chose to take. With her training and coaching schedule, combined with her desire to be an A+ student, she was working longer hours but she was hitting a wall. Stephanie was running out of time. She was so diligent, hardworking and so very bright that not one of her teachers imagined that she had any learning concerns. With great complexity in the top-level classes she had managed to get into, she could not juggle all the work load under the time constraints of her study program. She started to cut back on her training and coaching schedule but nothing seemed to be working.

Stephanie was becoming more and more stressed and less able to keep up with her classes. She was missing the sport that she loved and the contact with her little gymnastics students who loved and looked up to her. When a formal assessment was suggested she seemed relieved. It was discovered that she had ADD and severe auditory processing difficulties. The lecture method in many high school classes ran counter to her skills. She began to think she should reduce the complexity of her classes and move to a less demanding program or even totally give up her first love of competitive gymnastics to concentrate on her studies. Neither of these things were necessary after the school did a formal assessment of her gifts and challenges. The school connected her with a Learning Strategies program. The instructors and assessment information gave her strategies and support to match her considerable skills. Because of the assessment she qualified for extra time on exams which made all the difference in the world to her. She graduated with honors and was able to gain entrance into the kinesiology program at the University. Stephanie is now a successful sports medicine consultant as well as a safety and injury consultant for sports programs in the city.



INFJ TEACHER - Nicola

Envision a woman in an elegant, understated power suit walking down the street in New York City in the business section of town and you can see this INFJ Principal, only not in New York. Nicola had perfected the way to walk into a meeting and unofficially take over the room. She knew how to take charge by just arriving. Her sense of theater was understated, elegant and was the set design for her role as one of the few top women administrators in her organization.

You would be forgiven if, after your first meeting, you were to assume that her school building was ruled with authority and efficiency but nothing could be farther from the truth. There was heart in every decision Nicola made. Her philosophy was far more family friendly. She always suggested that we were like a big family and that everyone in her organization had a say, everyone was responsible for everyone else and when one member of the family was in trouble everyone pulled together and gave their ultimate support.

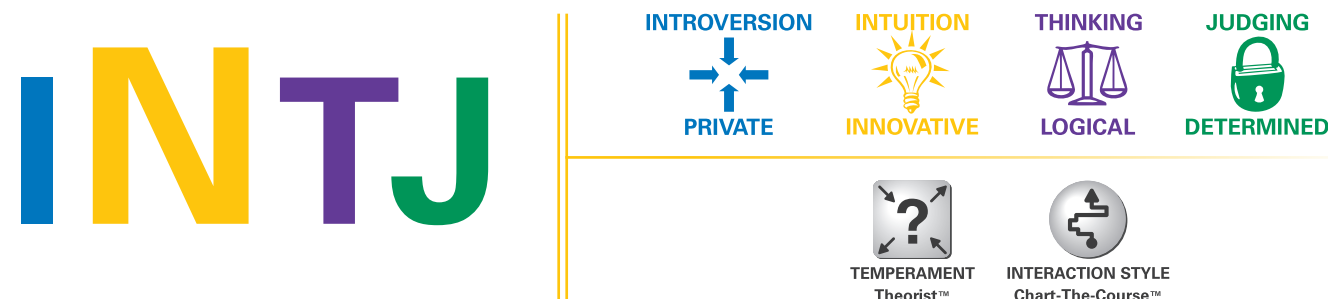
Nicola made certain every decision was made ensuring that the individuals involved were honored. Any initiative that was proposed, if it encouraged individuals finding their personal style and individual learning goals, would be supported. Nicola was able to propose and spearhead many innovative initiatives. At one time there was an almost empty school in the middle of the city. The community had outgrown the school and there were mostly working professionals and retired individuals in the community. The school had the potential to house 1800 but there were only 300 students in the school. To fill the other 1500 spots she approached a number of alternative programs all needing space to grow and develop. Nicola, and her enthusiastic ENFP assistant, approached many alternative programs and by the end of the first year they were going to house hundreds of gifted students from all over the city, all deaf and hard of hearing students from grades 7 to 12 including their interpreters and specialized assistants. This unique school also housed bright learning-disabled students. There was a smattering of elite athletes, who needed alternative programs to fit training around their schooling, and then the 300 original students who lived in the area made up the total. Because of this innovative administrator a fascinating and unique school was created.

INFJ STUDENT - Naomi

Naomi was an extremely talented bright young woman who had a complex, insightful view of the world. She had a curious, imaginative approach to life. She was often wise beyond her years and had a very poetic, gentle, mystical nature. She loved words and poetry. Naomi was an artistic dreamer who had a creative approach to her writing and a very special love for poetry.

Naomi's vivid imagination, especially poetic phrasing and beautifully expressive passages were often the underpinning of the poetry and the songs that she was always writing. She loved to sing and write her own songs and had learned to play a Celtic drum to accompany herself. She found an instructor to help her become more proficient as a song writer of Celtic music and songs. Naomi wrote very poignant stories and had written a long piece about the holocaust that was incredibly insightful and complex with an understanding beyond her years.

She loved reading and had a gift for symbolic language. She was having difficulty in one of her classes which seemed to have crushed her spirit and she started to lose confidence in herself as a learner. Naomi's writing and especially her poetry kept her grounded and gave her the strength, peace and confidence to approach many of the other subjects she struggled with.



INTJ ASSISTANT PRINCIPAL – Nathan

Nathan had integrity, knowledge and strength of character which helped him overcome his discomfort when he left his beloved history classes to act as Assistant Principal (a position he was asked to take on).

Nathan was an amazing contradiction. His fellow educators described him as initially seeming so formal and buttoned-up but so forward thinking and innovative all at the same time.

Nathan had been an exceptional historian and realized the power and influence that most educators have. He felt it was a grave responsibility to teach and he did not take that responsibility lightly. Once he took on the role of Assistant Principal he took that role very seriously. One educator suggested Nathan was not an Assistant Principal in name only (as many had been) and the staff appreciated that he was also an exceptional educator himself. Nathan did everything in his power to encourage others to take their roles as seriously as he did.

His very exacting use of language, his precision of speech and eloquent complex explanations were peppered with clever, witty humour. This dry sense of humor was easy to miss if you weren't alert and up on some complex vocabulary. Nathan worked with such apparent ease in the school setting that many of his colleagues did not realize how strongly he was drawn to introversion. He believed vehemently in making the school a place for all students and always went the extra mile to ensure that each student reached his or her full potential. Nathan was unwilling to lose even one member of the student group he oversaw (approximately 850 students) and always left no stone unturned to find as many alternatives as possible to keep students in school. This taciturn yet supportive leader used his position and influence to spearhead many innovative programs. He supported every alternative that would allow students to continue with their education and be committed to learning. He was absolutely dedicated to the cause.

INTJ STUDENTS – Neil and Ian

Neil, a grade 10 (age 14) art student was an interesting mix of stubborn but with a quiet drive that could not be dissuaded from his vision no matter how certain his superiors were of his impending doom. This young man's entire first semester marks rested on the completion of one remaining piece of sculpture he had been working on for months. The Art teacher who had never, ever (in a 20-year career) asked a student to abandon a piece of work, kept suggesting that this young man stop this marathon piece of sculpture and complete a different project in order to get credit for the semester. Neil refused, certain that his vision was sound, and that the piece would eventually be completed allowing him to complete the requirements of the class. Neil continued the painstaking process of sculpting his piece for the rest of the semester while the art teacher had many sleepless nights worrying that he might have to fail this very talented artist.

The piece was finally completed and the art teacher was in awe. He explained that it was one of the most fantastic pieces of sculpture he had ever encountered. He even compared the piece to many professional pieces he was aware of and excitedly exclaimed this young man's work to be in the same category. Neil smiled and silently took all the praise with a grain of salt. His vision had never been in question, in his own mind. He had produced one of his most interesting and satisfying pieces of work despite the dramatic concern shown by his art teacher.

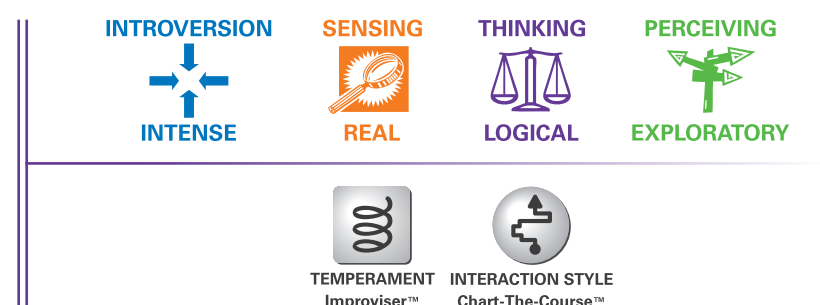
Ian, a grade 12 (age 16) math student had much the same kind of situation happen to him with his math teacher (math questions were his piece of art). Ian was the only child of two physicist parents and he had been excelling at mathematics since he could walk and talk. He had been enriched, stimulated and encouraged in this area since he had been aware that numbers existed. Ian had been in an advanced math enrichment group at the University when he was just in grade 4 and could do advanced level math at a much higher level than students many years older.

Ian's teacher in his advanced math class was a man of little imagination or actual math creativity. Black and white thinking might fondly describe his thought processes and the one size fits all approach to math was his style. He gave a 10-minute quiz every day at the beginning of his math classes based on the work from the day before. There were just a few questions and students were expected to quickly prove what they had learned before the class could continue. The teacher was very serious about these quizzes. Ian also took these quick questions very seriously but he was frequently unable to produce an answer to the quiz in the time allotted. The math teacher began to think that the reputation of this gifted mathematician had been exaggerated. The teacher went so far as to suggest that Ian was unable to handle the material in the class (material he had already mastered years before in his gifted enrichment classes at the University). The dilemma was confusing but easily explained once an outside learning strategist took the time to watch this student approach the questions from his teacher.

Through the observations of an impartial individual it was discovered that the questions were often fact based and quite simple. They did not rely on a deep understanding of the theory or concepts underlying the mathematics, but rather they required rote learning to prove that the student had actually worked through the material from the previous day and nothing more. Ian was having difficulty with these simple questions and kept making the question much more difficult than it needed to be. If he forgot a formula or simple fact needed in the question it would take three hours to create a proof and work backwards to find the simple basic number needed. For a two-mark question he was creating a complex set of calculations that could go on for pages to counter his inability to do simple rote memory work.

It took some time to explain to the math teacher that the simplicity of the questions was actually causing Ian problems. Once this young man could write the quizzes with an impartial source and take as much time as he needed he completed the basic work and was allowed to move on to more advanced material which he excelled at. The math teacher was still a bit confused but this young man now works at the University in a Physics lab creating complex calculations to answer whatever problem the lab is tackling next.

ISTP



ISTP ASSISTANT PRINCIPAL – Thomas

ISTP SCHOOL CONSTABLE (Police representative in the school) – Tristan

It's important to note that out of 130 teaching staff and 30 support staff in this school these two men were the only people with ISTP preferences. This is the story of their special bond which I believe eventuated because they shared an unspoken understanding between them that is related to their type.

This Assistant Principal was a quiet, solid individual who seemed on first glance to be more an observer of life than participant but this could not have been farther from the truth. If you had nothing to do with him Thomas seemed like an elusive, serious individual who would raise an eyebrow or point a finger to move students along the hallway or keep order in a large gymnasium. You could have worked with him for 20 years and not been aware of his very fascinating history. I had done just that and had worked with his wife for an additional 7 years but found out some very surprising things about him when he retired.

Thomas had been a swimmer in his youth and had competed internationally for Canada in the Commonwealth Games and the British Empire Games. Thomas had also competed for Canada in the Olympic Games in several swimming events. He just moved along silently doing what he was supposed to do. His history did explain why he was so supportive of many of the athletic programs in the building and he seemed to love watching students practice, compete and excel in any sport they loved.

The Assistant Principal did seem to have a bond with Tristan who was the School Constable via their type alike qualities. Our city Police service had a program in every high school to encourage a bond between students and the police service. Tristan our ISTP Constable has quite a bond with the students and many of the staff. Our Constable was a natural athlete and he loved the school atmosphere especially in the athletic department. He attended most games (an unbelievable feat), he coached several teams a season and he bonded with many of the students through activities he became a part of. Tristan quietly roamed the halls checking on young people and if a student got into any trouble he would go to court with them, advocate for them and try to encourage them to take a different path. He loved fast cars and he would spend a lot of time in the parking lot asking students about their cars, helping fix little things on their cars or lending a hand with things that students were working on.

ISTP STUDENTS – Tim and Taylor and Troy

Tim, a young teen (14 but looked 8) was the perfect example of what could happen if a young ISTP was left unguided. He demonstrated how a young person can move from mischievous to much more serious pursuits very easily. Tim had a loving single Mom who worked from 11pm to 7am; that left this young man on his own a great deal of the time. The family had a social worker helping them but things were still pretty fragile. The problem was that this young man was very rarely in school. Occasionally he could be seen wandering to an all-night convenience store to get snacks or drinks, well after midnight, leaving him very tired during the day. He really hadn't been a regular attender in school since he was in grade 2 (age 6). The truancy officer would bring Tim in the front door and as soon as he changed classes he was out the back door. Sometimes while the class was working he would just disappear if the teacher's back was turned.

Tim couldn't read a word but he could fix anything. He constantly slipped away from home or school. He was incredibly resourceful. He had once been missing for over 3 months. Unimaginable as it may seem, before the advent of constant video surveillance in every corner of our lives, he lived in a department store for months. Tim slept in the bedding department, ate things in the food section and he could provide himself with all he needed. He was small enough to hide in the tightest spaces but he was quick and watchful and had managed to evade the night security for months. He would go into the store at the end of the day, hide until the security cleared the store and he then had the run of the store. He watched carefully for the store guards. He would sleep behind some large bedding and pillows and was small enough to hide. He was very well hidden while comfortably sleeping. Tim was eventually found because he made a mistake one night and fell asleep on top of one of the beds and was found by a security guard.

Although his antics were often dangerous his street smarts were superb. We did finally get Tim coming to school regularly by first letting him fix the water fountain outside our room, feeding him daily and letting him arrive when he could get there (without comment) rather than at the start of the school day. He would wander in at 10 or 11 but at least he came. We did lots of hands-on activities with his regular classroom work. We started to call on him when anything needed to get fixed. Tim was clever with his hands and a master of innovation. We started to make little gains with him but sadly his mother was evicted and the housing they found was not in our school district so we have no idea how the story ended.

Coffee or snacks seemed to be the key for both ISTP students. **Taylor**, another ISTP, grade 12 (age 17) student, taking all grade 10 classes in the alternative program, was a different story. Taylor had been a sporadic attender since he was very young. I suspect he came to school to get warm and have a place to go. Taylor did pretty well in his automotive classes and his plumbing and heating classes but that was all. He was a natural with his hands and had a car that he kept going when there really seemed no reason that it should be on the road, but he worked magic to keep it running. I was afraid that sometimes he slept in his car. We wanted to connect him with a social worker but he did have some family and they claimed he was there all the time but I suspect that was not true. It was not the best support but he coped.

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...continued. ISTP STUDENTS – Tim and Taylor and Troy

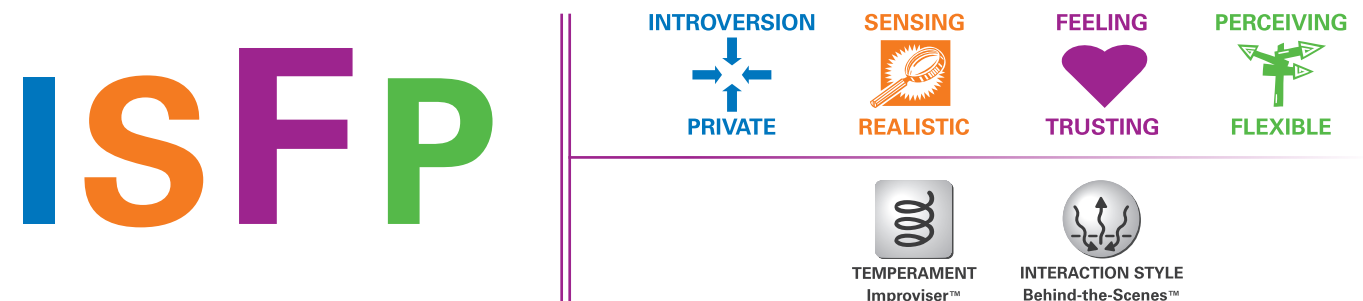
The alternative program always had coffee and some snacks available so Taylor at least had something warm and a little food to keep him going. He was tall, too slender, a little unkept and he looked perpetually sleep deprived. We found his ability to identify words were not automatic and he needed to devote excessive resources to the task of word identification leaving fewer resources available for addressing the meaning of the materials being read. Taylor was able to make significant gains with extra help for his reading and a steady diet of coffee and lunches from the program staff. He had a place to go, he knew what was causing his difficulty in classes. He was beginning to accomplish some learning activities he had not been able to cope with previously. He stayed the entire year, did not really have enough credits to graduate, but he was able to get a job at the end of year. Hopefully life progressed with fewer struggles for Taylor than it had started with but no one knows.

Troy (ISTP) is a young man who always found that his exceptional skills did not always match the more traditional aspects of the school system. He would not have been described as a student. He seemed to blend into his classes and just go through the motions when it came to class involvement, assignments, regular attendance and exam prep etc.

He was just coasting, not taking any really challenging classes that would lead him to a post- secondary technical institution, college or university. His girlfriend was an honours student, top of her class, academically motivated and headed for post-secondary scholarships. They had been together for all 3 years of high school and seemed to be destined to be together well after high school. One of Troy's teachers went so far as to approach his academically gifted girlfriend and suggest that he might not be her best choice as a boyfriend. Her teacher suggested that his future prospects looked relatively bleak and her potential for success appeared to be unlimited. Luckily, she did not take any dating advice from her teacher. Troy and his high school sweetheart recently celebrated their 15th anniversary in the most extravagant fashion.

Unbeknownst to Troy's teachers he had phenomenal hidden gifts that would be recognized by companies all over the world. His family had a small company that he was an integral part of. Within a few years of leaving high school he took this small company and developed it into a multi-million- dollar organization. He also invented several products to streamline the family business that have now become recognized by large world- wide companies. Supply and demand have now made his innovations necessities with unimaginable lucrative benefits for the family company. Not only have Brad and his high school sweetheart (now wife) prospered beyond their wildest imaginations but so has the family company, his father, brothers and sisters and their families. More importantly Troy understands that family loyalty and the support of his wife and loved ones are essential to his success.

His wife always joked that she wanted a Maserati but the joke seems to be on those who failed to recognize Troy's potential. His math teacher, I am certain, does not realize her predictions were a bit off. It is best not to predict what an SP can accomplish based on what you have seen them produce in a traditional school setting.



ISFP TEACHER – Mary Anne (author of these case studies)

As an educator it was a revelation at my first MBTI workshop discovering that so few ISFP individuals pursued careers in education. In the well over 500 hundred teachers who took the MBTI assessment for me there were only two ISFP's. I was one and a high school Physical Education instructor (a young man with exceptional athletic prowess) was the second. This made sense, from a theoretical stand point, but it still was an interesting theory that took me many years to study and clarify.

The structure of a traditional educational setting really did not interest me. The bond between myself, as an SP, and the SP students I helped was unmistakable. As an educator I always felt my type gave me an advantage with many of my at-risk students, many of whom were SP's also. My students and I do in fact live in the same world, in many ways but we also live in very different worlds which makes it easier for me to help them stretch beyond themselves. We could look at how they were approaching their classes and how better to adapt to environments that were very different than their preferences were comfortable in. Our common traits allowed me to get to the bottom line much more quickly. So much of their time had been wasted demanding freedom or feeling their way through the maze of educational expectations and very different educational alternatives.

I attended University because all my friends were going and everyone I knew were registering in a post-secondary institution. I chose a Reading Specialty because I loved to read. Reading was my intuition. After I had been teaching a few years I realized I needed many more answers. In the classroom I encountered so many little souls who were already victims of the educational system. They were quick, bright young people yet some couldn't read, some were just turned off their classes, some had been chronically truant since grade 3 and some found little success in their classes thus their self-esteem was in shreds. I needed to know why they weren't learning. Every graduate class, workshop or conference I attended has been to answer this distressing puzzle that plagued the delicate, discouraged learners I encountered in classrooms.

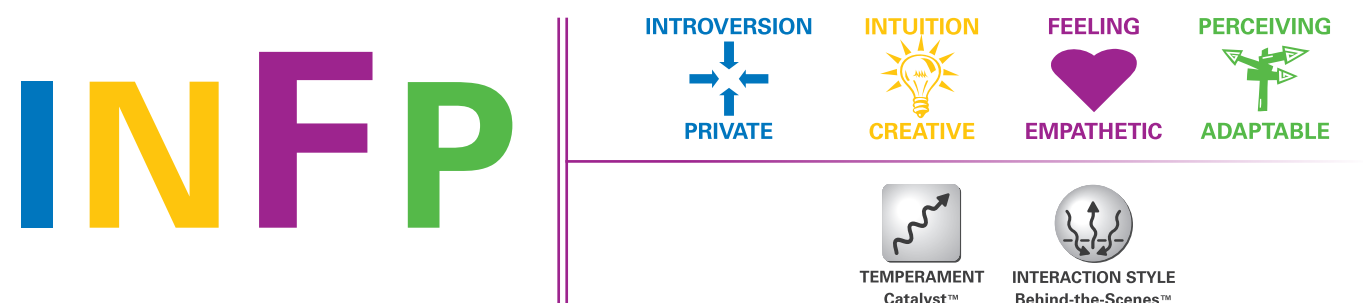
As an ISFP I needed a reason to expend the energy on a theoretical or educational quest. It is not that a learner with ISFP type preferences is incapable of handling the theory, it is that they are often unwilling to expend the time until they need the material. It must serve a practical purpose or they see no reason for all that extra studying. ISFPs are unfortunately one of the most under represented types in post-secondary institutions.

ISFP STUDENT – Frank

Frank, a big 6'4", quiet, soft-spoken football player had a slow talking manner. Sometimes people thought his laid-back style represented his intellectual ability. They were always surprised when they got to know him and realized his speech patterns and slow response time did not represent his gifts or his intellectual ability. He hid his gifts from many people until they took the time to get to know him. They needed to take the time to see the artist in him, to really hear the slow talking philosopher or the fun loving childlike qualities beneath that understated exterior. Frank's instructors would say he wore his emotion on his face like a carnival mask and you needed to take the time to look behind the mask to really see who this athlete was.

Frank explained that in class he just didn't excel. He was barely keeping up and was looking for help because he loved football and needed to keep his marks at a level that allowed him to continue to be on his football team. He had also promised his Dad that he would stay in school to get his high school diploma. Frank had a job waiting for him with a family member's company (if he wanted it) but his Dad really wanted him to finish high school first. He spent quite a bit of time learning alternate strategies that would be more appropriate for his type. He realized his problem was not that he was slow but rather he learned differently to the way much of the material was being presented.

Once Frank learned about his individual style he began to change his study techniques. He spent time with an alternative program concentrating on different ways that he could approach the material being presented in class. Frank began to complete his assignments and found that he was able to keep up in his classes. He remained on the football team and completed his high school diplomas requirements a semester earlier than was expected. The attention on learning strategies for his type, in the alternative program, helped him blossom and helped him discover who he was as a learner and of course as a very, very good football player. Frank began to coach football in a semi-professional league at the end of his high school career and had a welding job to go to for an apprenticeship which he was grateful for.



INFP TEACHERS – Foster and Floyd

Foster, a drafting teacher, was extremely interested in the MBTI theory. He was very orderly, organized and a painstakingly detail oriented instructor. If type predictions were a reliable source of information (which they are not!) everyone would have predicted him to be an ISTJ. His work and his lessons were very hands on, practical, precise and exacting. Before bringing the INFP profile back to Foster I began to question if something had gone a little off the rails. I thought he would be disappointed as the profile seemed so counter to his persona. When he saw his profile he was so impressed.

Foster explained that he did his own art projects for relaxation and if he had time he would work on more professional pieces 24/7. He had always wanted to be a professional artist, but he found that it was not a financially viable option for him as a family man and he had never been able to sell enough to make a living wage and actually feed his family. Foster decided to train as a draftsman to supplement his income until, hopefully, his art took off. He worked for a number of companies as a draftsman before retraining as an educator and coming to teach at the school board. He explained that at least as a drafting instructor he could, whenever possible, bring some creativity into his lessons and assignments. As a company draftsman he had no possibility of bringing the same creativity to the set projects that the company was bidding on. Strangely enough one of his colleagues, the art teacher, was having his own dilemma.

Floyd, the art teacher, had taken on the facade of an enthusiastic athletic supporter by coaching many teams for his extra-curricular requirements. In reality he knew nothing about sports, nor, I suspect, did he have much interest. He was 6'4" with a linebacker's build and thought he should help with the school's football team but had never played sports or had any interest in watching. He joined the hockey pool but knew nothing about hockey. Floyd explained that he joined just to prove something to himself and the colleagues he played cards with at lunch. He really hated the competitiveness of the whole thing but felt, culturally, that he should be interested. Floyd tried but his heart was just not in it.

His card playing at lunch also seemed to be motivated by the same need as the hockey pool.

He joined his colleagues (drafting teacher, the plumbing instructor and the welding instructor) from his area of the school but that didn't always go as he had planned either. He found it so difficult to play as the number of combinations and possibilities running through his head were so plentiful that he could hardly choose or concentrate on the game. He would joke with his ISTJ partner, who often would see and decide on one option and would play the hand immediately, much to the consternation of his INFP partner. It was a comedy of errors they continually laugh about.

His Spring Art Show was not, however, a comedy of errors. This is where he could really express himself and show what he excelled at and what skills he was able to encourage in his budding art students. Once a year we would see the real art teacher persona break through.

INFP STUDENT – Fabian

Fabian, a skier extraordinaire, was a potential Olympian at the time he was still in high school. Being so talented so young brings a multitude of exciting opportunities, it also can be compounded by the need and commitment to complete high school requirements. It's a challenge maintaining marks that would qualify for university entrance all while training as an elite athlete. Many things get sacrificed.

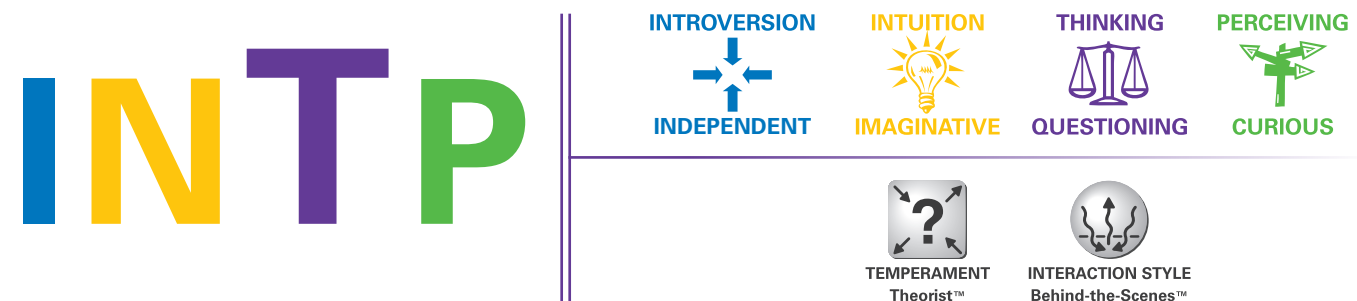
The situation was both helped and hindered by his type. Fabian was a very diligent young man, caring about family, friends, team mates, his coaches, his teachers, his classes and his sport. He had too many requests, too many commitments and not enough time in the usual 20+ hour day. This was compounded by difficulty keeping up with his classes and the expectation that he would complete high school and go on to a post-secondary program in the usual 3 years.

When Fabian was in grade 11 year (age 15) he was often almost in tears in class from the stress of trying to keep up with classes, extra-curricular activities, homework and a gruelling practice schedule set up by his coach. He wanted to keep everyone happy and honour all his commitments. He was in classes all day, training 6 to 8 hours before and after classes and then late into the evening doing homework in an effort to keep up. In his grade 11 year it all came crashing down around him and he was under too much stress to cope without assistance. Fabian was not performing well in training, his family time was non-existent, he had lost touch with his friends and because of a rigorous competition schedule he missed many important family events.

Fabian explained he was very different from many of his team mates and the competitors in his sport. This potential Olympian was burdened by the expectations of his own performance, the sacrifices made by immigrant parents and the understanding that he had been given so many advantages that others had not. He explained that when your parents have sacrificed so much to help you achieve your Olympic goals it is extremely difficult to let anyone down but his commitment to his classes was something he needed to do for himself.

He did achieve his goal of going to the Olympics but that was not why he became one of Canada's most beloved and well known Olympians. Fabian became extremely well known for an act of kindness and unselfishness to a friend played out on the Olympic stage before the entire world. His message of generosity of spirit, caring for each other, putting your friends and team mates before yourself resonated in the high stress win at all costs atmosphere of an elite athletic competition.

Fabian (not his real name) competed in the 2018 Olympics in South Korea.



INTP TEACHER – Theresa

When you first meet a person, like Theresa, at the very end of a long, long career, it is a mistake to judge too quickly or assume too much until you have taken the time to know the background and history that preceded the meeting. I had heard that this little school I was going to work at housed the oldest teacher in our city's school system. It was suggested that this was the year the School Board was tactfully going to suggest she retire but unbeknownst to them this was, in fact, her final year of teaching and I was lucky enough to spend that year with her. It seemed that there were some issues that preceded my arrival but I was interested to meet Theresa. It was thought she might be too exhausted to keep going but I realized that was certainly not the case.

The very first week I was on my own in the office as an Assistant Principal an entire classroom (25 grade 1 students) ran into the office crying "Our teacher is dead, our teacher is dead". Nothing had prepared me for this situation. We got an ambulance, Theresa went to the hospital and, thankfully, she was just exhausted. She had fainted in the gymnasium leaving her students quite surprised. Theresa returned within the week and it was fascinating to get to know her much more intimately than I would have if my year had not started with this incident. I usually checked on her every day before I left the school. Her room was the last room in the school and she never left her classroom. If you did not go into her room you would never know she was there. She never came out for lunch, she arrived early and left very late, so you deliberately had to seek her out.

Theresa's classroom looked like a hoarder's paradise, much like her car. There was only a place for her to sit and every square inch had books, papers, old lunches and many things I did not really want to investigate. In her classroom, I discovered that the caretakers were always in a panic to make certain that her over-burdened room was not a fire hazard. Theresa had books, boxes, materials and student work on every wall, floor and cupboard. It was a cluttered environment but her students learned to love words because Theresa took her responsibility to them very seriously. She had spent her life encouraging the young to love books and she started them on their path with quiet care. In her boxes of papers and student work, if you asked, she could pull out materials leading to stories about every one of her students, their parents and even grandparents. Theresa could supplement her stories with a piece of work she had saved from each particular child.

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...continued. INTP TEACHER – Theresa

When first meeting this INTP you would see a very elderly, very slow-moving lady, with very old-fashioned clothing that was multiple decades old. Theresa had a very quiet, unassuming demeanour and did not engage unless spoken to. She did not make eye contact as she walked down the hall or approach anyone unless the other person spoke first. Unfortunately, the rest of the staff were very young, engaged with each other and some may not have even been aware that Theresa was in this small building. She did not attend group meetings and seemed almost unable to leave the comfortable surroundings of her room. I would go in at the end of every day to check on her and Theresa became more and more open as the year went on. She was extremely articulate and very sharp but she had spent her entire career in this school and it would be understandable to assume she was a lonely spinster who had given every day of her life to her cluttered classroom and the students that travelled through it, but Theresa had an interesting secret behind that quiet facade.

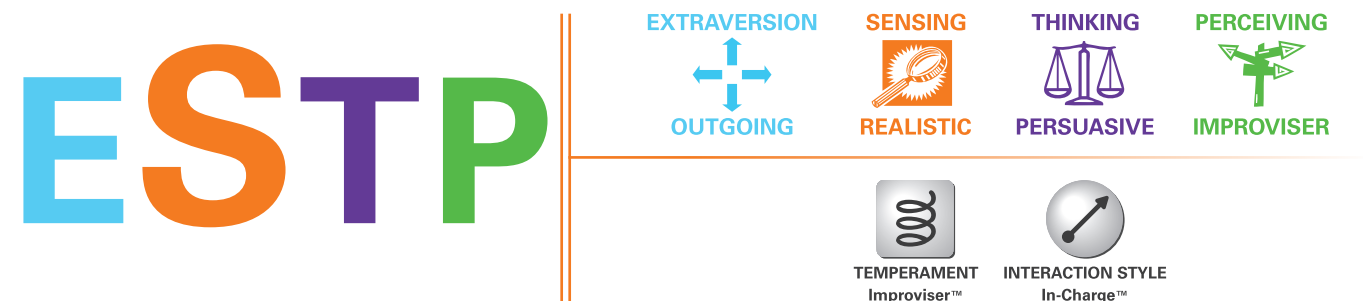
When she was young, before she came to her little school to teach, she had done her undergraduate work in London and then before teaching spent an entire year in New York City. Theresa was the least likely person you would ever predict would have had such an interesting history. She travelled, saw museums and just experienced the city and all it had to offer. When her year was up she began her teaching career in the little school she was now going to retire from, 50 years later. It seems her undergraduate work and her one year away lasted her a lifetime but in her summers off she always went somewhere interesting. Due to her outwardly reclusive manner and appearance I suspect no-one ever asked her about her summer vacation, assuming she had stayed home to read books. It is unfortunate because Theresa could have probably written an interesting book related to her summers. Her sightseeing adventures probably held hidden gems of fantastic information. As the saying so aptly suggests 'still waters run deep'.

INTP STUDENT – Tony

Tony was an exceptionally gifted student in a program for gifted students in the city. He was so brilliant he was often unable to communicate with his fellow students although they too were in the same gifted program. Tony just did not have the patience to explain himself if they did not catch on immediately. I often think he expected them to know what he was thinking as he was too preoccupied with the numbers in his head to take the time to explain himself. Since the age of 10 Tony had been going to the university twice a week, from his home-school, to participate in a program for mathematically gifted individuals. He worked with a professor and his university students on advanced mathematics and calculus, supplementing his need for stimulation. Tony had completed college level math and grade 12 physics by the time he was in grade 7. His life totally revolved around mathematical theory and this interaction with older mathematics students gave him peers and friends with common interests.

Tony was from an outgoing European family who loved the outdoors; they hiked and they especially loved to ski. His mother felt that a well-rounded lifestyle was more important than mathematics 24/7 and she worked daily to have her son consider alternatives other than mathematics. She remembered her childhood in the Alps and she was not going to let such close proximity to the mountains in Banff go unexplored. It was a challenging task to interest her son in skiing but she was enthusiastic and up to the task. To encourage Tony to get out of his own mind and engage with the world she would devise math problems around activities to force him to do mathematics while doing some other activity.

Every winter Tony's Mom would get him out skiing and she would pose complex math problems around the activity to get him to ski and calculate, ski and calculate. He would calculate probability while doing moguls and it would keep him engaged and keep his Mom happy because he was getting fresh air. Tony now works at the University in the mathematics department but I suspect that his outdoor pursuits have gone by the wayside as he aged and moved past the sphere of his Mom's influence.



ESTP TEACHER – Scott

Scott was the head of the Vocational Department at the local high school. He had trained and worked as a mechanic for many years until a program was offered to tradesmen in the city. The city offered a program for tradesmen where they could get support to go back to school and train to work in the high schools teaching the skill they had apprenticed for. They would then work in the Vocational section of a high school teaching that trade they had trained for.

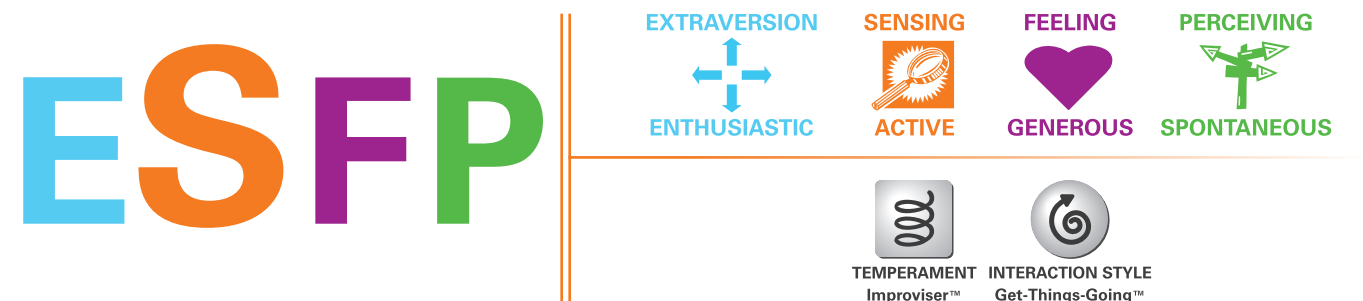
Scott took advantage of the support to become involved in the program. He oversaw other tradesmen in the department who had worked in various areas of vocational trades (i.e. mechanics, plumbing and heating, carpentry etc.) The vocational shops were equipped with everything a mechanic, carpenter or plumber would need. Students learned from, and were supported by, the various tradesmen and Scott oversaw all aspects of the program. He was superb at the coordination of the tradesmen and the program was very practical and very well attended.

Students and staff would go through Scott's office and book in their cars to be fixed, bring small appliances to be looked at and they built garages for neighbourhood customers. He would know which student was ready to work with customers and which student needed more training. It was a successful program that gave a perfect real-world experience to the students. Many students who might have become frustrated with the more traditional aspects of school were mentored by Scott and the staff he worked with. Students not only stayed in school but they learned practical, marketable and immediately applicable skills thanks to Scott.

ESTP STUDENT – Sam

This young boxer was a perfect specimen of good health, wonderful dental care and athletic discipline. Sam's good looks were of the model variety and he was infamous in his high school for his humor and athletic gifts. His many skills made him seem a little arrogant until you took the time to get to know him. He seemed naturally comfortable as a speaker especially because he had had so much practice because of the success in his sport. He had learned to command a room when given the microphone. Sam was used to being interviewed by sportscasters about his successes and his passion for movement. He got better and better after every success. He was comfortable in his own skin and in the gifts he naturally brought to his sport and to his favorite classes.

Sam had an altercation with one of his teachers which was one of those no fault situations that got out of control. Everyone came unglued. His teacher got angry, the boxer got angry and of course he was not allowed back into the class. He almost took a swing at his teacher but controlled himself. The young male teacher was very inexperienced and had also handled the situation very poorly. The situation for Sam was desperate because he could not graduate without completing this particular class. He was given a second chance in an alternative program within the school and he enthusiastically took it and made the most of the situation. He provided a superb learning opportunity to the other students that crime does not pay, skipping classes catches up to you and missing only a few credits in an optional class can be significant enough to ruin your graduation goal. Sam did in fact graduate on time. With his high profile gifts he was a good example to the other students in the alternative group.



ESFP TEACHER – Simon

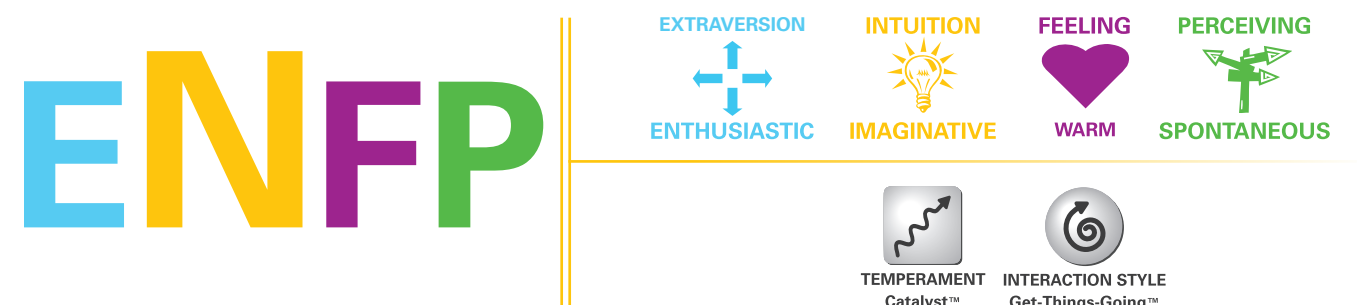
Simon was an outgoing, enthusiastic music teacher. He was loud (I think he was going deaf from standing too near the trumpets) fun-loving and very vibrant. He taught band, jazz band and also had a group who produced a big band sound. Simon would have his band play when the students from the food preparation program put on a banquet. It was amazing how he was able to take so many students who had never ever played an instrument and in a matter of a few months he had them playing a few pieces with his big orchestra. Juggling all the different instruments, personalities of over one hundred trained student musicians, and as many enthusiastic non-trained student musicians, he managed to keep order and produce wonderful music. Simon melded everything together and had a fantastic band willing to perform at every school function.

Simon's jazz band was much smaller and made up of his most talented students who had had music lessons all their lives. They were as professional as any band might be. They would entertain at school functions, including dinner and dance functions for students and parents. They were an extremely talented group. Simon was an amazing mix of bravado and showman. His bands always gave a very entertaining performance. He walked, talked and slept music. You could hear him coming from a long way down a long hallway exclaiming about a performance or guiding a young musician in a different technique to try at the next practice. A true artist and together with his talented students Simon was able to create spectacular music.

ESFP STUDENT – Sylvie

This joyful, fun loving young woman was breath of fresh air as a student in her classes and with her friends. As a student in the beauty culture department Sylvie was a ray of sunshine with the clients, especially the elderly. She was so comfortable chatting with the clients but her strict, serious instructor kept suspending her from class for dancing or breaking into song while in the salon. Sylvie was a flamboyant, outgoing type that would light up the room. She was natural at her craft and, although her instructor believed otherwise, she did not actually frighten the customers in the middle of a haircut or manicure when she was likely to jump up or spin around and break into song when they least expected it. School was not always flexible enough to let Sylvie's energy blossom and her trial and error approach to tasks sometimes ran counter to the more traditional structure of some of her classes. In the beauty culture department the serious instructor was not always enchanted by her spontaneous outbursts in class.

Fifteen years later Sylvie is a very successful beautician with two children married to her high school sweetheart. Her signature joy and down to earth, realistic manner are still very much in evidence. I had my hair done the other day and she is still singing and breaking into song as she works. Sylvie laughs and tells me that her boys are now going to the school she used to go to. She explains that she is happy they are going to her old school because she can tell them where to hide when they get into trouble. Her sense of joy continues into the next generation.



ENFP TEACHER – Narissa

Imagine opening a birthday card or Christmas card and having red shiny sparkles fly out all over your clothing or your table. It is always wise to open any card from Narissa over the sink. The envelope always comes with the warning 'open with caution' but those three little words can hardly prepare you for the explosion to follow. A card full of 'pixie dust' arrives from this pixie who loves life, people, children and fun. Narissa has never really grown up and she brings a joyful sense of imagination wherever she goes. She transports her students and her own children to an endless number of amazing worlds through the activities she plans for them and stories she weaves.

When Narissa was young she explains she could get lost on the way to school because she was living in her imagination as she walked. She would always forget her homework and her books but she always remembered the fairy wings, brides dress and the glitter she needed for the play she was writing. The props were intended to help charmingly force her friends to act in one of her productions. The play was one she had written the night before and her friends were her ready-made theater company whether they wanted to be actors or not. She was always writing, imaging and enchanting her friends with her gift with words.

When Narissa was in grade 3 or 4 she refused to go back to school and her mother (a teacher) wisely decided to home school her for the year. She was able to convince Narissa to return to school the next year. Narissa had refused to go because of an incident on behalf of a friend. Her friend was a very unusual, quirky gifted young man but he was totally unresponsive to the regular classroom setting they were both in. The teacher had (very unwisely) gone after this young man trying to get him to respond in class and the young Narissa protested vehemently in class and then refused to go back into the teacher's classroom. Narissa's Mom protested to the school, making certain the teacher was aware that his methods were not condoned or appreciated. She then decided that she would let her sensitive little Narissa stay home. She realized her little one would hear nothing the teacher was saying after the incident and she did not want Narissa to have a wasted year.

This young woman is now a spectacular teacher herself and has never lost the sense of wonder and imagination that she had as a young budding playwright. She now creates her imaginary worlds for her own children and students.

ENFP STUDENT – Nakoda and Nigel

Nakoda. Envision a gentle giant. A young First Nation's student (6'4" solid build) with his long-braided hair and his childlike, quiet unassuming demeanor. Nakoda was clever, very musical, as well as being a writer and a poet. He had the playful soul of a young child. Continue to imagine a quiet studious looking library transformed

by this 6'4" young man playing hide and seek among the stacks of books. When we would go looking for Nakoda he would be hiding behind one of the bookshelves because he actually loved the library and our alternative program because it gave him time to write his poetry and compose his songs. As a First Nation's young man Nakoda was naturally a little shy (culturally), soft spoken and an ethereal individual. His knowledge of mystical stories and legends from his Nation fuelled his interest in writing and influenced his poetry and poetic descriptions.

Nakoda loved and respected his Mother tremendously and I think he would constantly forget his lunch so she would drive into town to bring it for him (almost every day). I always wondered if he just wanted to see and chat to her in the middle of the day. She encouraged his music, acting, singing and his playful nature by giving him unconditional support. She did not force Nakoda to grow up too quickly and I suspect loved the playful childlike side of his nature.

His writing, singing and story-telling have paid off. Today as an actor I can turn on the TV once a week and see Nakoda on a fictional TV program set on the First Nation's land just outside of the city. He has succeeded with his music and his acting. I still see him, on occasion, taking his Mom out to dinner. His brother, also with ENFP type preferences, who was not as musical or fine arts oriented, is a counsellor at the Band office for troubled First Nation youth. Both young men were influenced by all those lunches which lovingly arrived every day and they wanted to give back to their Nation and the family who supported them unconditionally.

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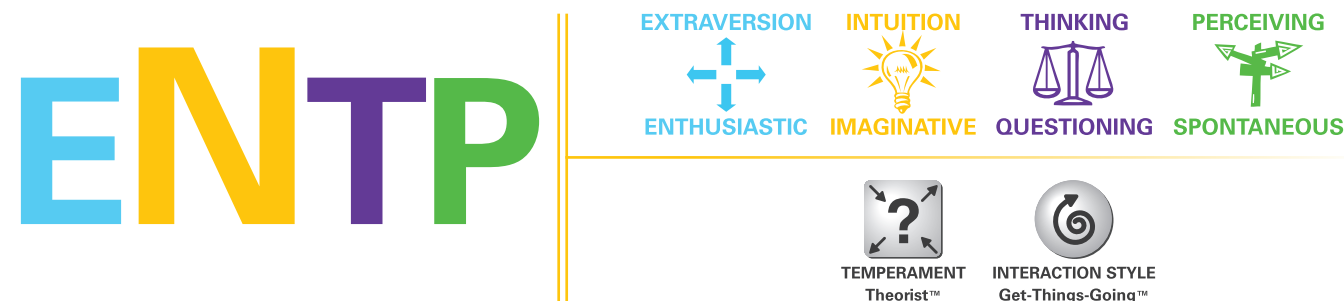
...continued. ENFP STUDENT – Nakoda and Nigel

Nigel. One of the most frustrating situations I view as an educator is to watch very bright young people lose confidence in their own abilities. So many of our troubled or at-risk students give up and then we end up labeling them incapable of learning, slow learners, behavior problems and a multitude of other quick labels.

Nigel was a young man who had been placed in a Vocational Training School (25%ile or below) as it was believed his ability to handle any regular subjects would be totally beyond his capability. This diagnosis had been reinforced for so long (8 or 9 years) that he began to act like a mentally challenged individual. His walk, his speech patterns and his mannerisms suggested someone who was mentally incapable of interacting with his surroundings. His bow tie, hat pulled over his ears and raging attention problems certainly didn't help.

This was the most alarming case I had ever encountered. When we spoke to Nigel in front of other students we received a Forest Gump type response (a movie he refused to go and see) but when he was spoken to privately it was like speaking to one of my colleagues (only a more intelligent version). This was almost too much to comprehend when it happened within the span of five minutes. The two images were too diverse, too contradictory thus causing an extreme clash of opposites.

When Nigel was assessed it was astounding. He was exceptionally gifted with a combination of processing difficulties and very profound attention concerns. Originally he had been assessed in elementary school just after an incident in art class when he stopped participating in classes. Nigel was identified at a very young age as a gifted artist and his family had him doing classes for younger children at our College of Art, where even at a very young age he intended to go when he grew up. When he was in Grade 5 the students were asked to do a picture of a mountain. He produced a picture with varying shades of black. His teacher reminded him of the 'mountain assignment' and Nigel explained to his teacher that this was the night time view of the mountain. He refused to do art in school after that. His behavior, compounded by his twice exceptional gifted learning disabled/ADD status, made matters worse. His type brought extreme sensitivity about his artwork and it took many years before he was able to handle a critique with an open mind, using the suggestions to improve his art.



ENTP TEACHER – Nathaniel

While I (ISFP) was teaching I was also taking some graduate classes at night to answer some questions I was seeing with my own students. In the graduate class with me there was a young teacher, Nathaniel, from my school who was a science whiz but he was taking a class on teaching reading for the very first time. Nathaniel had no background in this area and I found we would work together and he would ask me all sorts of questions. I would give the background, theory and then the practical applications of whatever concept we were studying and he would listen and quickly take it all in. We have all been in classes where we are in over our head, have no underlying concept of what is going on or any real understanding of the topic but want to learn just enough to pass. Nathaniel needed to have the class to meet the requirements for the degree he was doing. He just wanted to get this required class completed and get on to something he really loved and understood.

I had the background and helped him with all his projects and papers. I found the background information in the books on my office shelf and really walked him through the class. When we got to the final essay and exam he approached the exam with a bit of trepidation because he had enough information to maybe get by but he was worried, for the first time in his otherwise fantastic University career. He was worried that he would be so humiliated if he failed a class. The marks eventually were posted. He got the A and I got the B. We laughed until we could not breathe.

In typical SP style I had difficulty expressing what I really knew on paper, thus not really showing all I knew in the exam setting. In typical ENTP style Nathaniel dazzled with his few facts and limited knowledge of the subject but he had a natural ability to spin a very good story. He was so embarrassed because he knew he had just dodged a bullet with his extreme lack of knowledge and his gift for explaining very few details eloquently. I had gotten him a very respectable mark but I laughed and explained the lot of the SP in formal education. Theory played out in class again.

ENTP STUDENT – Niko

Standing in the main office picking up my mail I happened to see two city policemen come into the office escorting one of my students. The police were bringing Niko back to school as it was within school hours and because there was no one at home that they could contact. They wanted to leave him with an adult who knew him. This young man's one parent was a Member of Parliament and often was at meetings in another city and was away much of the time. Niko was in the care of an older sister and although she was of legal age she often was working or out with friends leaving him on his own much of the time.

Niko was a bit angry and would often look on the dark side of any situation. I think he felt abandoned because his family member was looking after the interests of hundreds of thousands of citizens but he was virtually being ignored. Much of his acting out came from seeking attention or anger, fueled by disappointment. Niko had left school, that afternoon, and walked down to a local convenience store where students often went to get coffee, snacks or to smoke.

When Niko went to the convenience store there was a man in a life-size squirrel costume waving at the passing traffic with a sign advertising a store in the strip mall near the convenience store. This sad, angry young man walked past the life-size squirrel and made a disparaging comment about the fact that a grown man would be reduced to doing that work. The squirrel, already embarrassed by his job, came unglued and attacked the negative young man and they fought. No one was hurt because the squirrel costume was very well padded (even his hands) and it was very difficult to become really physical in a squirrel costume! Niko fought back but his blows just came into contact with the padded costume but the convenience store manager called the police because he was paying the squirrel to advertise not fight with potential customers.

The police brought Niko back to school and the school promised to see that he made amends to the squirrel and the store owner because his mother was unavailable. He did community service and eventually his mother insisted that this young man spend an afternoon in the squirrel costume helping advertise for the convenience store. He was a bit humbled by the entire experience and probably learned to curb his outspoken tendency to say what was on his mind without using a proper filter for his opinions.

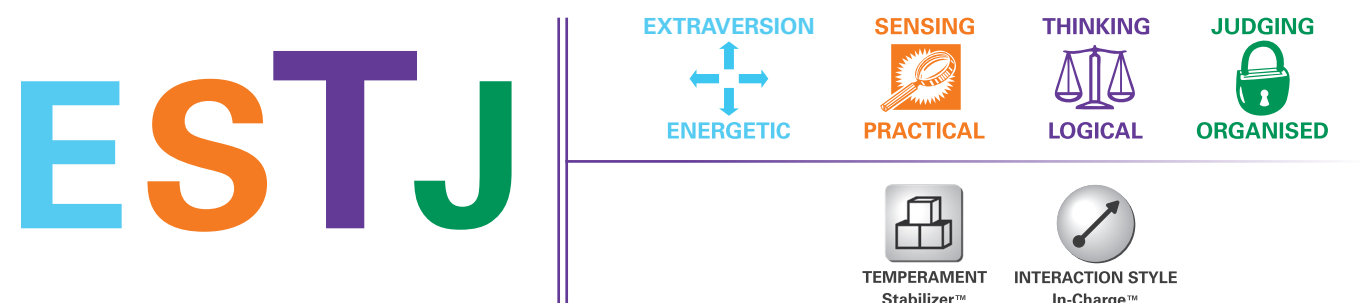
ENTP STUDENT – Norman

Norman was attending a program for gifted students with over 1000 other students bussed from all over the city. His unique characteristics and classroom needs were easily met in this building where the norm did not exist. Finding students in sleeping bags, in the staff car park, on a Monday morning was not unusual. They were just experimenting to see how their teachers would react to sleeping students on their arrival after the weekend. Norman would sometimes stand in the middle of the library for hours just observing the students studying and the staff coming and going. The students and staff just took his presence in their stride. Initially the Librarian came to ask about his background. Once she understood NVLD (non-verbal learning difficulty) a little better she just let the situation remain unchanged and coped with the fact she had a living statue right in the middle of her library. The Librarian accepted that this was a quirky school so she just kept the library open for interesting book lovers.

Norman's NVLD was being accommodated and he was coping in the school environment as well as could be expected. The school was made up of unique programs and he was very interested in the Deaf and Hard of Hearing program. He desperately wanted to learn sign language but was uncomfortable approaching anyone to ask how he could achieve his goal. Maybe signing would meet his need to speak to others but also support his discomfort when using language in social situations. It was arranged for Norman to join the sign language group but it did not actually work out the way we had anticipated. The young woman (a student who spoke and signed) leading the group expected Norman to enthusiastically participate but that was not the case. She was a little concerned that, like his library antics, he did in fact join the group but again just sat and observed.

For two more months Norman sat with the sign language group like a stone figure, though in his own eyes he was participating with enthusiasm - which, I suppose, he was. He and I used type language to talk about how others like to be approached and to help him feel more at ease with people. It gave him a roadmap to help understand people. It was like having organized notes for approaching life. He used the type table to observe the world and identify how different types successfully navigated relationship issues and normal everyday human interaction. He read every type related book I could give him and he would watch for hours observing groups of people, while consulting his notes. This was his comfort zone and a way to use his ability with a theory to understand the strange and often mysterious world of human beings.

Norman was a superb example of a student whose type was unable to flourish because of his learning difficulty. He gained a thorough understanding of type and loved the theory. It may seem surprising that he chose ENTP as his type, however, it does explain much of his behavior in that he wanted to be present and involved but was not able to join in as you would expect.



ESTJ TEACHER – Tracey

As a new policy in a local high school all staff were expected to become involved in an extracurricular activity. This is not an unusual policy for most schools but it had just been implemented at Tracey's school and she was challenged with becoming involved in something she felt she could support. She had a difficult time finding something she liked so she decided to create and sponsor her own extracurricular activity. Tracey created a math club and she thought things were going well but it had been difficult to keep students coming to the club. After the first semester she came to the ISFP Resource Teacher for advice.

The ISFP went to visit the club but observed that the students were sitting in rows doing math problems. Everything was totally silent. The students would come into the classroom over lunch and the Tracey would pose a problem or give a bit of instruction to explain more advanced math problems than the students would encounter in their regular math classes. She would pose a concept or problem each week and the students would spend the club time once a week working on the problem in total silence.

After observing this situation the ISFP who had been consulted for her advice on how to make the club fun made a number of suggestions. The first suggestion was to turn the organization of the club over to the students. The second suggestion was that the ESTJ could introduce some math games or an activity like doing stats on the World Series of Baseball or Hockey Tournaments stats. The third suggestion was that the club could investigate fractals or art designed by using geometric shapes. There were a few other suggestions but the ISFP could see the Tracey was glazing over considering too many possibilities so they left the discussion with these three suggestions. Tracey went off to consider the possibilities, looking slightly less enthusiastic than when she had arrived.

A few weeks later the ISFP teacher checked on Tracey to see if any of the suggestions had worked and wondered if some fun had been infused into the math club. Tracey said that she had decided to leave the club the way it was for several reasons. She was worried that she might lose control of the group and she thought that playing games might be considered a waste of time. She did not really feel comfortable with the idea of the art/math combination and fractals made her dizzy. The club remained the same and those who attended clearly really did love math.

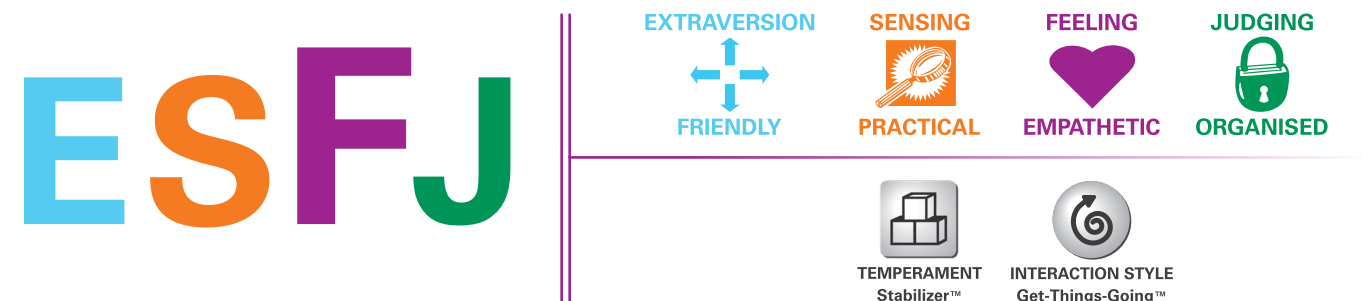
ESTJ STUDENT – Tessa

Tessa, a young woman with a work ethic that was beyond superb, came into the second semester of her grade 11 year with the realization that there were no more hours in the day to study and she was not certain what to do next. She knew she desperately wanted to study dentistry at the university but she was beginning to doubt that she had the ability to reach her goals. Her parents were the most supportive individuals one could hope for. The dining room table was designated as the study table every night and this young woman, her brother and their parents sat together every evening and the parents read, did crosswords or tried to field questions for their children while the two students were doing their homework. If there was no homework the two students still sat at the table and read or studied. Nothing could have been better organized for success. The problem was her parents and brother were going off to bed at a reasonable hour but Tessa would tell her parents she would just study for a little while longer but she was ending up working until 4 am most nights. Her observant mother started to notice and approached the school for help. This was a very tricky situation because this young woman had once before been given assistance and the result had been traumatic.

In her grade 3 year a teacher had embarrassed Tessa about her reading. From that point on she had refused to go to anyone for any extra assistance until she found that in grade 11 she was out of time and unable to cope with only the help of her parents. She consented, with much trepidation, to attend an alternative program to help her understand how to better cope with her learning, especially the extensive writing component in many of her classes. Tessa began to work with the INFP and ISFP staff members who were a caring support for many of the students who needed alternative ways of coping with their classes. One day she came to complain about the INFP teacher. This was a surprise because of the thousands of students he had ever worked with not one had ever come to complain. Tessa's concern was that the INFP would not critique her work. He always wanted to talk about the positive aspects of her writing and she felt she needed criticism to learn from. She requested that she not continue with the INFP instructor because of this lack of negative feedback. Tessa wanted him to be more direct and not kindly skirt around the problem by only approaching the positives. This information was explained to the teacher, he listened and took immediate action.

In their next session the INFP teacher began with his concerns rather than the positives he saw in the piece of writing. He outlined the critique in a series of points to be considered and then connected each critique to a positive example of how she had successfully made a point in another area of her own writing. Tessa was happy and stayed with his program. By Christmas of her next school year she was sleeping properly again and she even had some extra time to spearhead a program for the holiday season. Under her leadership her school managed to collect food and toys for needy families in her city and she got her fellow students involved in a city-wide program to fill shoe boxes with essential supplies, like soap, creams, small toys, non-perishable food items to be sent to needy children in war torn or third world countries. Before the hundreds of shoe boxes were taken to be shipped Tessa arrived with dental floss and an extra tooth brush to be added to the boxes. She had enthusiastically paid for the floss and toothbrushes herself and then took the initiative to get the dental supplies from dentists. She personally went to solicit for donations and filled the boxes herself.

Today she has in fact graduated from her chosen program and will show you how to floss your teeth properly!



ESFJ TEACHER – Flynn

Flynn had been a young man in the Navy who decided to take advantage of their educational opportunities. He pursued his education ending up as a physical education teacher and an athletic coordinator first in the navy and then in the school system. He became an administrator and as an Assistant Principal had the welfare of one third of the student body in his care. He took this role very seriously and he would be very conscientious about encouraging an atmosphere of inclusion and cooperative team work.

He was personable, a little more people oriented than several of his team members. Flynn spent a lot of time wandering through the school chatting with students and getting to know them. He spent more time in his area of interest but tried to get to know all students in order to understand them.

He was organized and made certain that all the requirements for his responsibilities were always impeccably executed. When he wasn't engaged in an administrative task he enjoyed spending time in the athletics department. He loved to spend time with athletes in one of the two gymnasiums, at the pool or in the weight room. He was drawn to the students with interests that revolved around athletics. Flynn coached his favorite sports and attended as many school games as he could fit in.

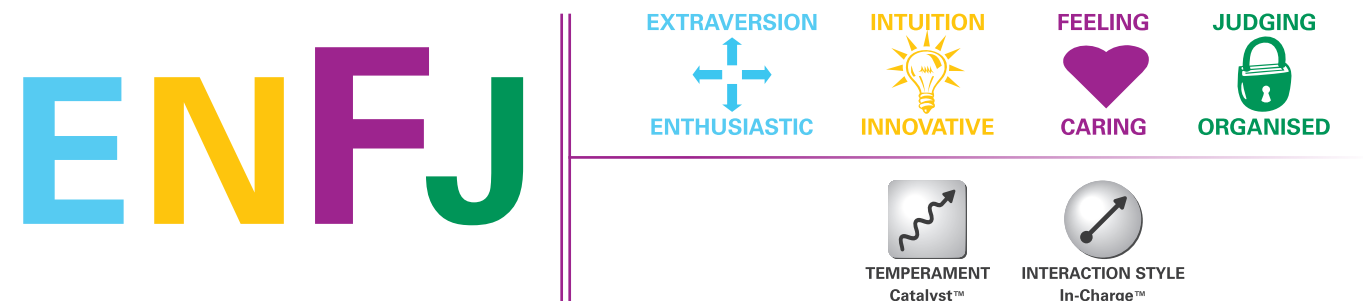
ESFJ STUDENT – Felicity

This bright young woman had difficulty in her classes but it was confusing to her parents and to Felicity herself. She worked late into the night on her classes as they became more difficult. Felicity was working so many hours that there was no more time for her to complete her assignments and study. She had a job at a clothing store and was completely trusted by both staff, store owners and customers. The owners of the store trusted her to open the store, close the store, take the money at the end of the day and deposit it in the bank's night deposit. The owner told Felicity's Mother that she could easily run the store on her own and he would trust her to do it. She was charming with customers, was organized with the products and responsible with all the profits and revenue. She was totally trustworthy.

Her examinations and many assignments on the other hand were a different story. In many of her classes she was scoring between 20% and 30% but she was working hours and hours on her materials. Her parents came into the school and asked that she repeat her entire year as in some of her classes she was passing but only with just enough points to get her through. High schools did not usually have students repeat entire years and certainly not if they were getting a passing grade. She was passing her non-academic electives (art, music, dance, drama, physical education) with honours marks because of her superb attitude, her sense of responsibility and her well-developed social skills. She had a conscientious approach to her classes.

Felicity's instructors explained that she demonstrated an understanding of very complex concepts and a mastery and comprehension of deeper ideas, but the speed at which she read slowed her in her regular classes where there were so many timed exams and assignments.

Felicity did have a learning difficulty which was eventually diagnosed at the end of her grade 10 year (age 15). Once she was allocated extra time she was able to excel.



ENFJ TEACHER – Francesca

Francesca, an elementary school principal, had been doing some graduate work and had obtained a year sabbatical to prepare for the opening of a new school in a growing subdivision. She had one year to study, plan and prepare to open this school the upcoming year. When writing her sabbatical proposal she started with a philosophy from Howard Gardner’s Multiple Intelligence (MI) work and was granted an entire year to plan, organize, implement and staff the new school using MI as the underlying philosophy. Francesca had been given the resources and the year to make her vision a reality. Her only disappointment in this scenario was that although she had been given the opportunity to select the school staff based on her own criteria (within the guidelines of the School Board) she had little input into the architectural design of the school. Francesca would have to work in the confines of the building no matter how fresh and new it was. She welcomed the challenge.

Initially Francesca met with the parents and incoming students and she presented her vision but listened to their ideas as to what was important for them as both families and students. She included as much as was humanly possible. Their vision stayed closely-tied to the MI model and their joint motto became “Nurturing Excellence”.

Francesca explains that “staff development was an integral part of the program and we often invited parents to join us.” She goes on to explain “Our culture was collaborative with various staff configurations designing curriculum delivery together. Teachers had the opportunity to grow and develop their skills and talents, to teach and to learn from colleagues. Staff turnover was low and student achievement was strong. School was a happy productive place”

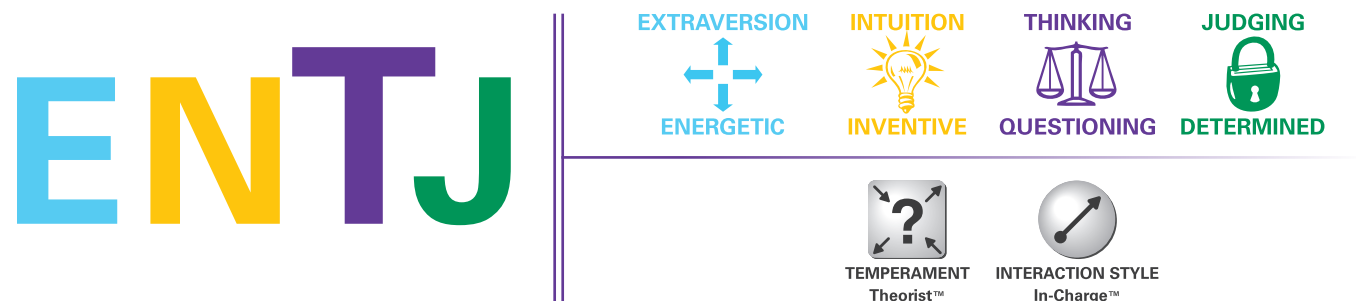
ENFJ STUDENT – Fiona

Fiona had difficulty acquiring skills very early on in her academic history. As early as grade 3 (age 8) she had great difficulty acquiring skills related to basic decoding, reading and spelling but her comprehension and much more complex reasoning skills were always considered to be her strength. When she was reading she would have difficulty following a line of print and she would even skip entire lines in oral reading passages but her comprehension remained very strong, almost perfect in some cases.

Her parents had consulted a number of specialists from vision to hearing but nothing was conclusive. There was speculation that some of the problems might have been due to a long standing middle ear pathology which could have affected hearing levels at some earlier time in her life. Whatever was happening there were still quite a few mysteries surrounding the uneven skills Fiona presented.

As Fiona came into her high school there was concern that if she remained unsupported her marks might be compromised. She started high school in all top-level classes but with some support from the school. She was very artistic so the staff had her mind-mapping all her classes and she found that this technique helped her control the details while still allowing her superb intellect and superior abstract reasoning to keep supporting her depth of understanding. Fiona’s mother came to visit at parent teacher interviews and seemed exceptionally supportive but was concerned about one aspect of her daughter’s study habits. Her mother explained that since Fiona had come to the support class she was up in her room for hours drawing pictures of what she was studying in class and talking out loud about the material she was working on. School staff reassured her that Fiona truly was working on her homework. As far as the school was concerned the new techniques she was trying should help to save her time, solidify small details for her and keep her understanding of the whole picture intact. Her report cards were exceptional and she was not taking much longer to study or complete her classroom requirements.

When the school did an updated assessment with Fiona they found her Verbal Ability scored at the 95th %ile, her Abstract Reasoning ability scored at the 98th %ile but the speed at which she processed visual detail scored at the 12% ile and her memory relying only on her ears scored at the 25th % ile. Her new techniques were supplementing and supporting the skills she was struggling with and her superb verbal ability and abstract thinking skills were supported leaving her alternative ways to keep her marks at a level that she expected of herself. Fiona graduated with honors from the most advanced level classes and her mother is still thankful she learned to draw little pictures and talk to herself.



ENTJ TEACHER – Trent

Trent was the welding instructor at a large high school. I was used to seeing this gentleman in greasy coveralls with his hat on backwards (before it was the style) with a wrench and other tools hanging from a very heavy tool belt. He always carried his welding torch it seemed to me and if you needed something done in your classroom that required a gifted, imaginative tradesman he would often turn up and fix what was wrong or create a part, it seemed out of thin air, to solve the problem. For this reason the staff at the school prior to him taking the MBTI assessment had guessed his type as ESTP, however, they were wrong.

Trent did not only do welding, he was always willing to create some imaginative solution to whatever was wrong in the building. He advised many of his colleagues in all the vocational areas and unbeknownst to the rest of the staff he used to drop into the honors Physics class just to listen to the discussion and work on some of the most challenging problems the Physics teachers had created for their best and brightest students.

Trent's profile was ENTJ and I hoped after his department's enthusiastic guess that he would not be disappointed. He first saw his profile and he seemed very disappointed. At first I thought something had gone wrong but the information brought back a memory of all he really wanted to have done with his life. His initial response was "So it comes up again" but I did not have to wait long for his explanation.

Trent was European and had come out of a war-torn country. He had always wanted to major in physics and engineering at the university but when he was young there was no money to send him to school. At a very young age he was apprenticed to a welder and encouraged to do something more practical than hoping for a university placement. Trent did the apprenticeship rather than study at the university. His skills were phenomenal. When he came to Canada he got involved in a program for tradesmen that supported them going back to university to get a teaching degree. At the same time they were offered the opportunity to work in a vocational school using their apprenticed skills as the subject they would teach. He welded to be practical, and because he needed to eat, but he always longed for his passion. His hobby was reading astrophysics texts and longingly learning about fantastic engineering feats that had been achieved all over the world.

As an ENTJ he expected so much more of himself. His visions of high accomplishment and mastery were not met and his disappointment was sometimes over-whelming.

ENTJ STUDENT – Troy

Troy was very personable and extremely bright. He was a young man who displayed many skills that extended far beyond what was expected of his age and grade. However, he also displayed skills often governed by factors such as his temperament that made many of his gifts seem quite fragile. He was always very eager to explore written symbols and more complex problem-solving tasks and he displayed accelerated development in many areas. The lightning fast connections he made allowed him to attend to a multitude of pieces of information at one time. Often when teaching this young man his teachers would suggest that it was much like facilitating his attempts to learn rather than actually teaching him, but he would not slow down long enough to let many details connect.

Troy presented several fragile areas in relation to his ability to profit from the teaching and learning process. He often displayed an inability to suspend judgments until all the information had been presented. This had nothing to do with an attention issue, it was more that he would establish a hypothesis, or make a definitive decision, but in light of additional information he seemed unwilling to suspend what he had already decided. He suffered from a limited awareness of the need for additional data (other than what he had already gathered) to produce an appropriate answer. This is not to suggest that self-correcting was not in evidence, it often was, but he tended to avoid the task if he had not automatically realized that anything was going wrong as he was doing a task. If he did not spontaneously generate a rule for the learning he was engaged in, or if he did not notice that the task had changed, he was very reluctant to incorporate new suggestions into his repertoire of skills. Troy was like this with his friends and their games as well. Once he decided on an activity or a way of approaching a game he was unable to be persuaded otherwise. His quick thinking and clever imagination often created wonderful, imaginative activities but it was difficult to persuade him if he had fixed on a plan.

What appears to be a gift for this young man must also be considered a liability, especially for his learning. So many tasks came so easily to him that it appeared he had not needed to develop efficient learning strategies. Often he learned too quickly, made his decisions immediately and then stopped searching. He needed assistance in developing a thoughtful and systematic approach to even the simplest tasks. Many basic building blocks had been overlooked or disregarded in haste, thus tremendously limiting his ability to reach his full potential. As he moved through more difficult, thought provoking material he needed a way to integrate it into his knowledge base. His challenge was believing and realizing that there was more information for him to integrate into his knowledge base. He perceived himself as having the ability to control his own learning. It was important for his teachers to help him increase his adaptability and flexibility to become more able to adapt to new learning.

Troy displayed an exceptional capacity to learn complex tasks and he excelled beyond his years. He had an exceptional capacity to cope with tasks that became increasingly more complex and required a higher level of thinking, however, it was impossible to give him directional constraints and rule building assistance. He was not really a willing partner in the exploration of learning strategies that would bridge to his classroom work. He needed help realizing that errors are a source of learning not a wall to stop the process.

A Final Word

Thank you for showing interest in this resource. We hope that it will have an influence for educators, learners, parents and anyone else who is involved in understanding the diversity of learning requirements as they relate to personality.

Mary Anne and I are committed to finding opportunities where this knowledge can be put into practise. Please feel free to contact either of us if you any questions, suggestions, ideas or contacts. We would also love to hear your stories!

We will always be delighted to hear from you.

With best wishes

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ACKNOWLEDGEMENTS

Thank you for your interest in The Learning Puzzle. We hope it will become a resource that you turn to again and again. We have tried to include as much information as possible that will help you to gain confidence, value and enjoyment. Please feel free to be in contact if there is anything further that you feel should be added.

We would like to acknowledge many people whose work have inspired us to develop this product. In particular, we would like to honour Isabel Myers, creator of the 16 MBTI® types, whose tireless efforts in her lifetime are reaping such great rewards around the world.

“I dream that long after I’m gone my work will go on helping people.” Isabel Myers 1979

There are many of us who continue to try to make that dream come true.

All people named below are exceptional professionals whose knowledge and expertise have brought this amazing personality type model into the lives of so many.

Isabel Myers	www.mbtitoday.org
Susan Nash	www.em-power.com
Linda Berens	www.lindaberens.com
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