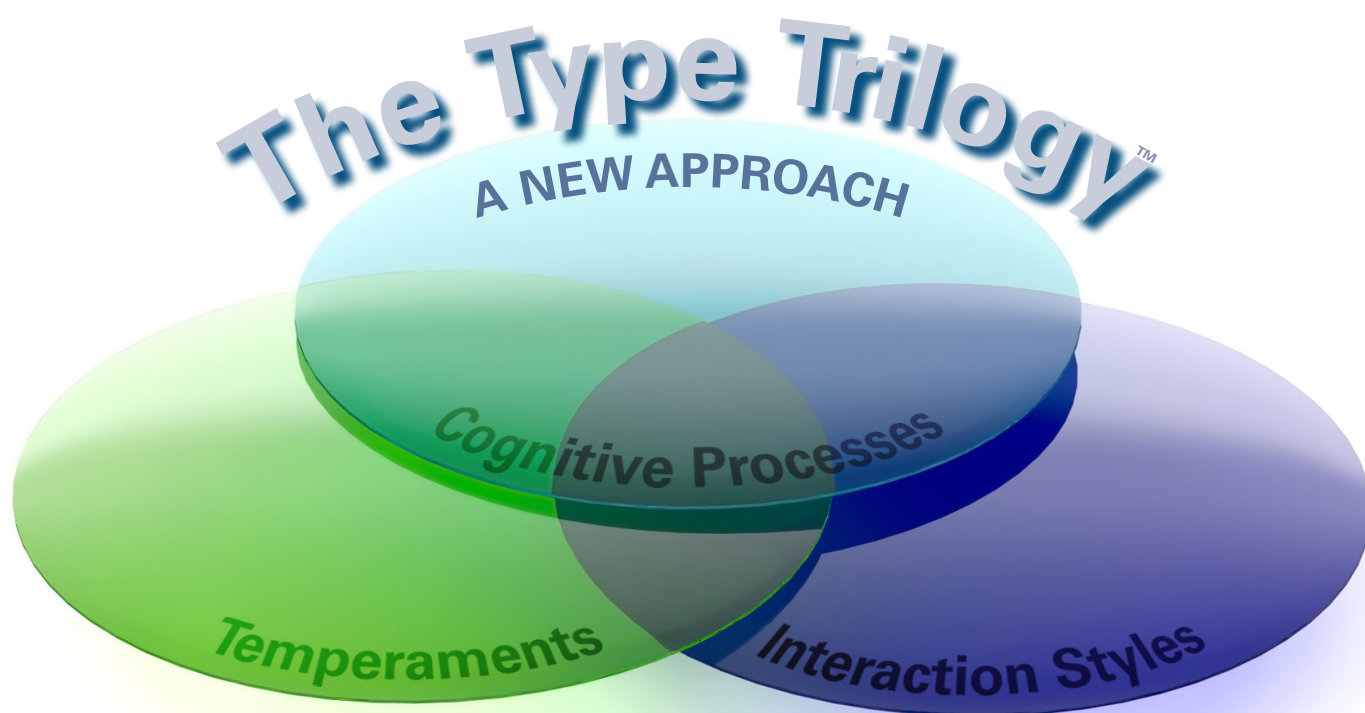


# THE TYPE TRILOGY

## Coaching Cards

### USER GUIDE



[www.personalitypuzzles.com](http://www.personalitypuzzles.com)



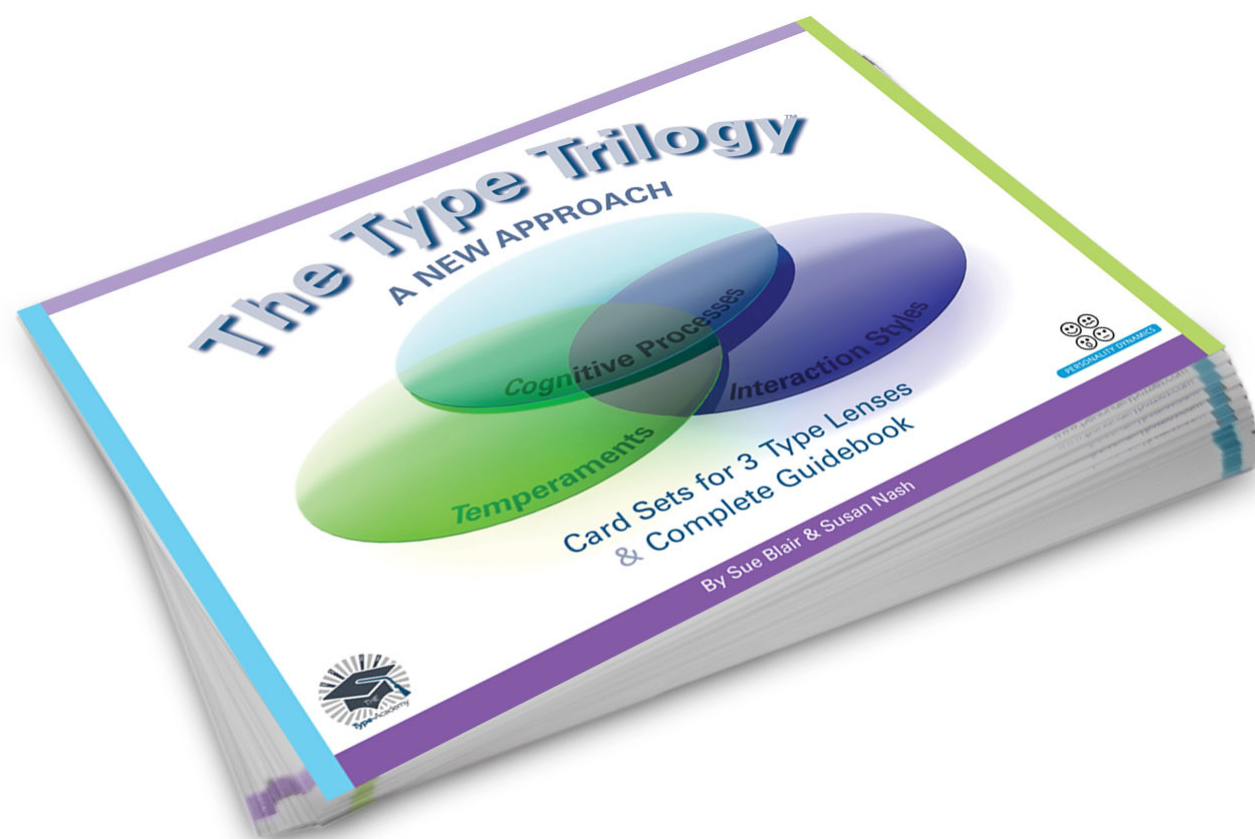
[www.type-academy.com](http://www.type-academy.com)

By Sue Blair & Susan Nash

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Thank you

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## INTRODUCTION

### In this section, we will cover:

**What is the Type Trilogy?**

**What cards are included?**

**How can the Type Trilogy be used?**

**Why is the Type Trilogy Unique?**

**How to use this User Guide**

**Training options**

## WHAT IS THE TYPE TRILOGY?

**The Type Trilogy** is a card sort resource designed for all coaching and training professionals many of whom will already be using the Myers Briggs Type Indicator® (MBTI®) for understanding personality type. It was created following a discussion at the APT Conference in Dallas between Sue Blair and Susan Nash who are co-authors of this resource.

**Type is much more than a four-letter code. Three separate models are integrated by Type and consistently connect with the code:**

### TEMPERAMENT

A quadrant typology to describe inner needs and motivations. The original concepts for this framework date back two millennia and have continued to be researched right up to modern times.

### INTERACTION STYLES

Another 4-part model which describes patterns of mental and physical energy associated with specific movements and behaviours. These were originally articulated by Linda V. Berens PhD. Please see [www.interstrength.org](http://www.interstrength.org) for more information about Linda Berens work.

### COGNITIVE PROCESSES

The eight cognitive functions, originally articulated by Carl Jung.

Becoming fluent in all three of these frameworks adds significant benefits to the coaching process. By using this multi-faceted approach clients can quickly assimilate new information and discover not just what their Type is (e.g. ESTJ, INFP etc), but how this information describes patterns of motivation, energy and thinking style. This further understanding makes the 4-letter code come to life. It can greatly accelerate the Type verification process and assist to improve day-to-day communication with everyone we come across, be they peers, bosses, employees, friends or family members.

## Looking beyond the Myers-Briggs® preference pairs

The Myers Briggs Type Indicator® is a model which has been around for decades and is used frequently and successfully in the business world to increase self-awareness and drive individual performance. It is highly reputed, well researched and gives both coach and client the opportunity to understand more about themselves and value those who are different. It has stood the test of time and continues to be the most widely used personality assessment tool in the world.

Research has shown that use of the Myers Briggs Type Indicator® in performance coaching tends to be limited to deciding best-fit Type and trying to get to grips with non-preferred sides (Mc Dowell and Smewing, 2009). The **Type Trilogy** has been written in response to this. In particular it gives coaches and therapists a resource that can easily explain the reasons why knowing more about these three models can be transformational. Using these “Whole Type” patterns enables a new level of understanding of Type when working with clients. It’s effective, interactive and leads to truly insightful conversations that can be life-changing.

The **Type Trilogy** is a complementary product to **The Personality Puzzle Type at Work**, **The Personality Puzzle Type for Teens** and **The Learning Puzzle**. It can also be used in its own right.

**Free on-line User Guides and videos for all these products are available at**  
**[www.personalitypuzzles.com](http://www.personalitypuzzles.com)**

## TRAINING OPTIONS

If you would like individual or group training on how to maximise your use of The Type Trilogy coaching cards please contact the authors who can offer coaching via Skype or in-person training if you are in the right part of the world!

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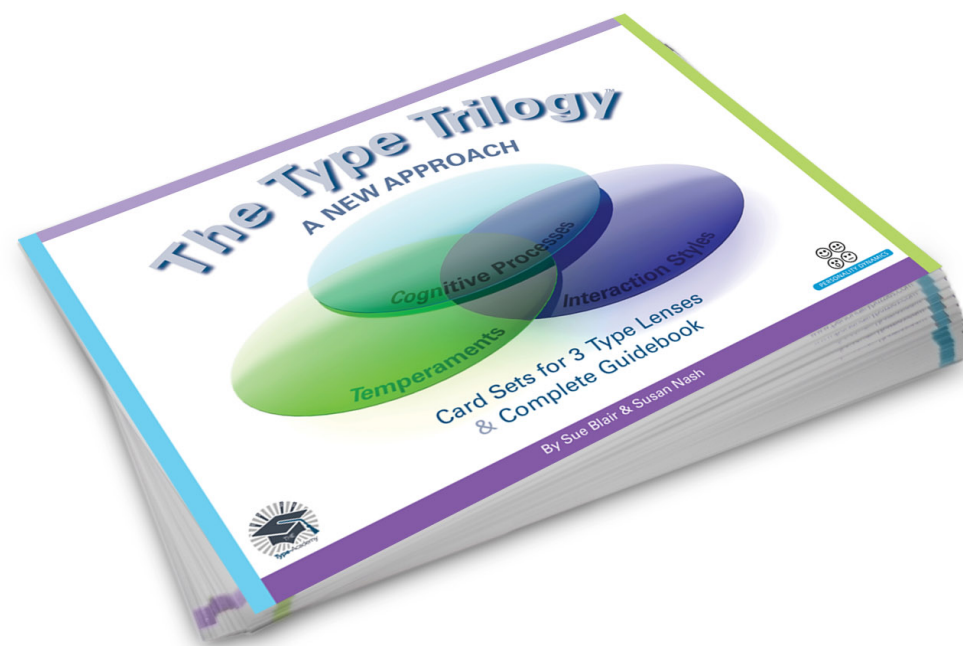
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**Based in San Diego, USA**

An excellent suite of on-line Certification Programs for all three of the models represented in The Type Trilogy is offered by Linda Berens PhD.

**[www.interstrength.org](http://www.interstrength.org)**

## WHAT CARDS ARE INCLUDED?



The three models or 'lenses' described in the **Type Trilogy** are:

- Temperament
- Interaction Styles
- Jungian Cognitive Processes

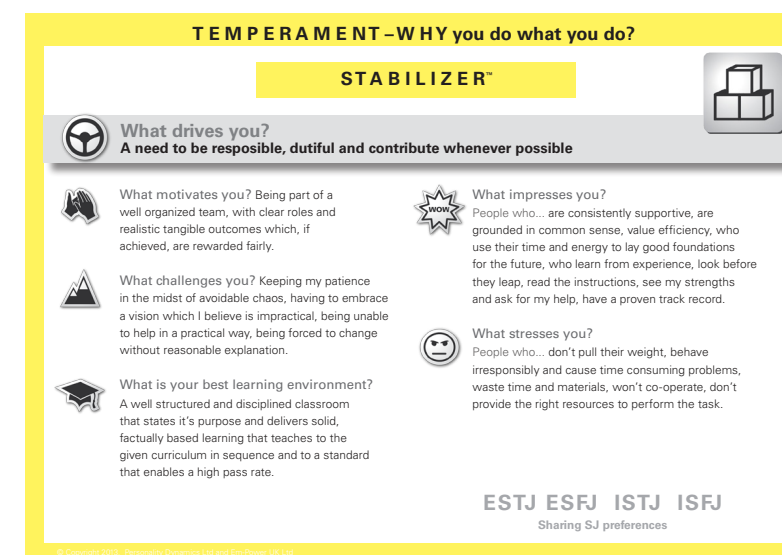
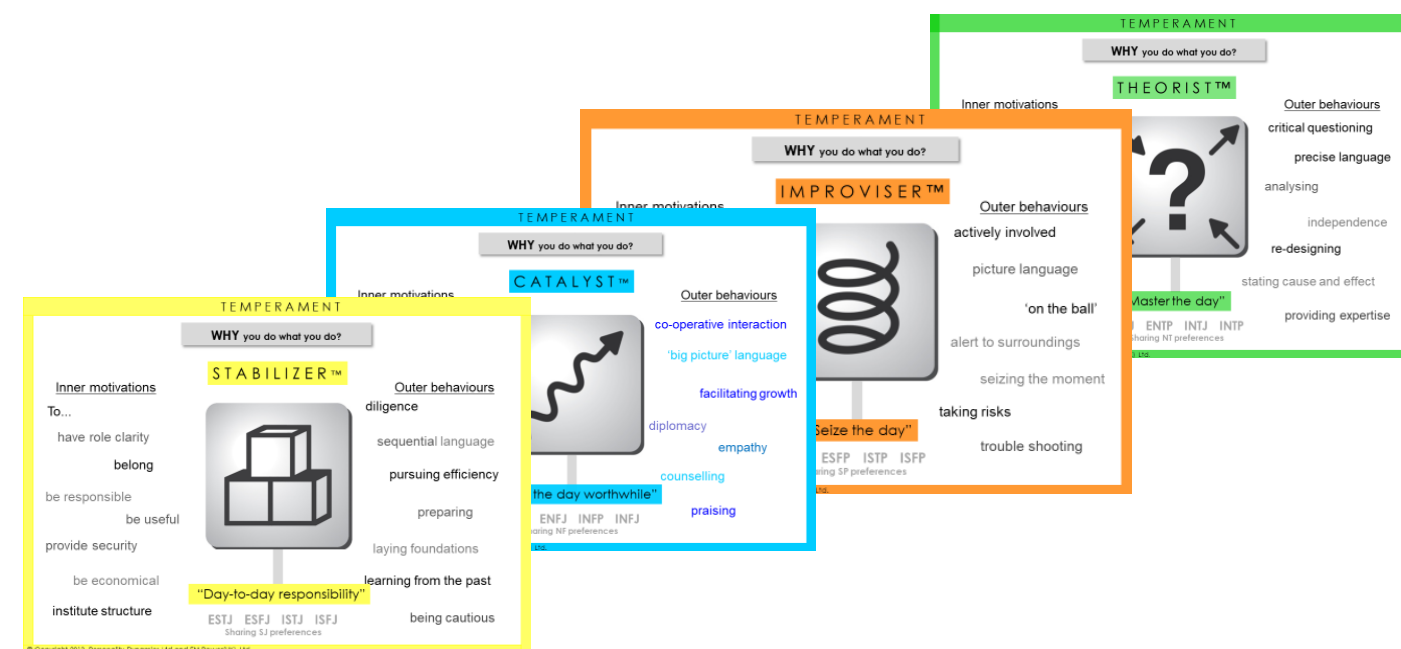
The **Type Trilogy** includes three sets of cards plus supplementary cards, 26 cards in total:

- The Temperament Cards (4 cards)
- The Interaction Style Cards (4 cards)
- The Cognitive Processes Cards (8 cards)
- The Type Trilogy Profile Cards (4 cards)
- The Symbol Cards (2 cards)
- Career cards (4 cards)

## THE TEMPERAMENT CARDS

There are four cards, one for each Temperament. The names used are those created by Dr Linda V. Berens - **Improviser, Stabilizer, Theorist and Catalyst** - as we believe they provide the best single-word description. The original names from David Keirsey are Artisan, Guardian, Rational and Idealist.

The front of the cards captures the inner motivations and the outer behaviours associated with each Temperament. These cards are typically used with clients to explore their natural preferences. The reverse of the card captures relevant categories all of which can be used to develop coaching conversations.





## THE INTERACTION STYLE CARDS

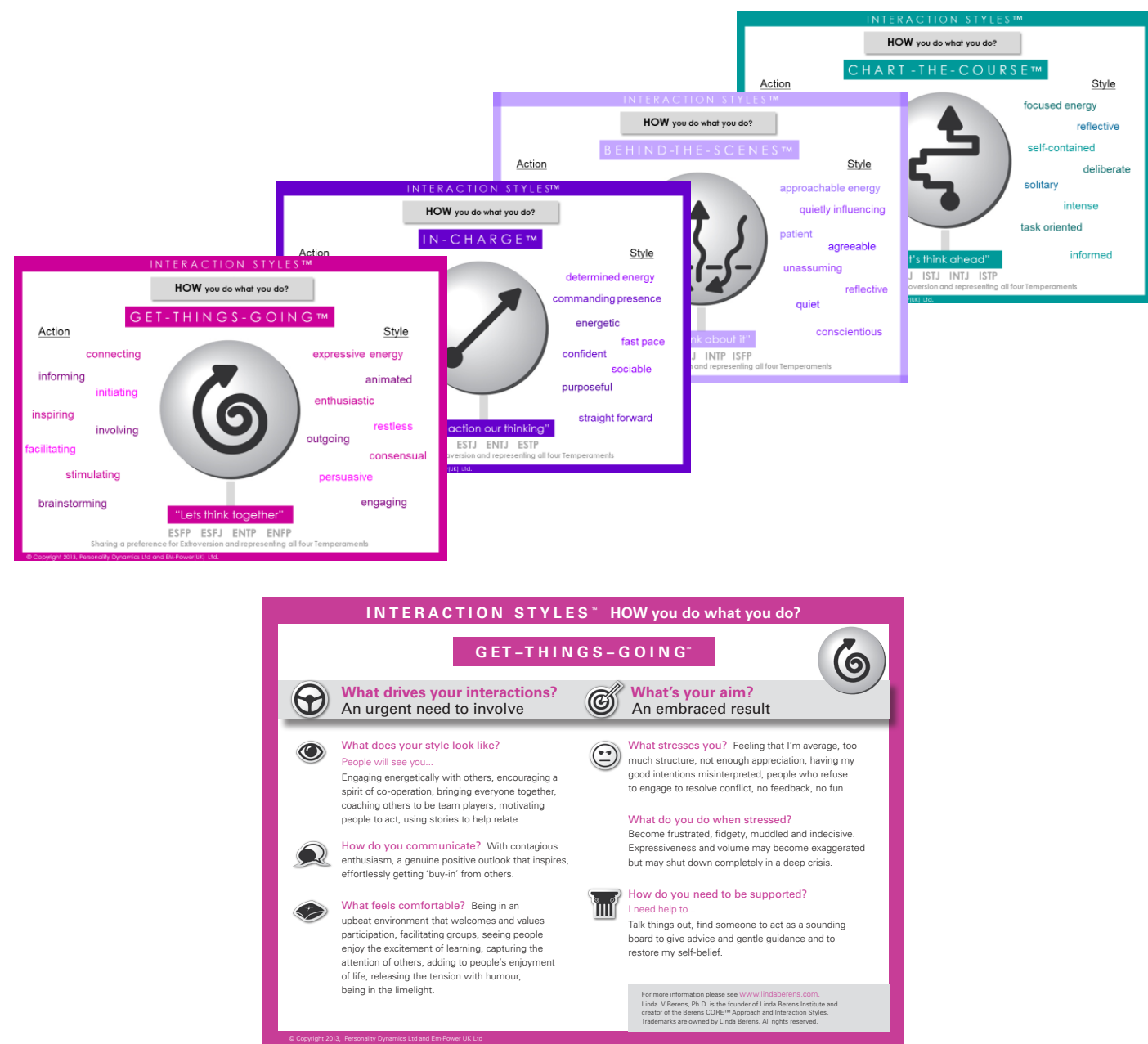
These cards describe each of the four Interaction Styles with an icon to capture the essence of the internal and external 'energy' to which it relates. The Interaction Styles framework was originally articulated by Linda V. Berens PhD.

**The four styles are:**

**In-Charge, Chart-the-Course, Get-Things-Going and Behind-the-Scenes.**

The front of the cards captures the inner drive and the outer style associated with each Interaction Style.

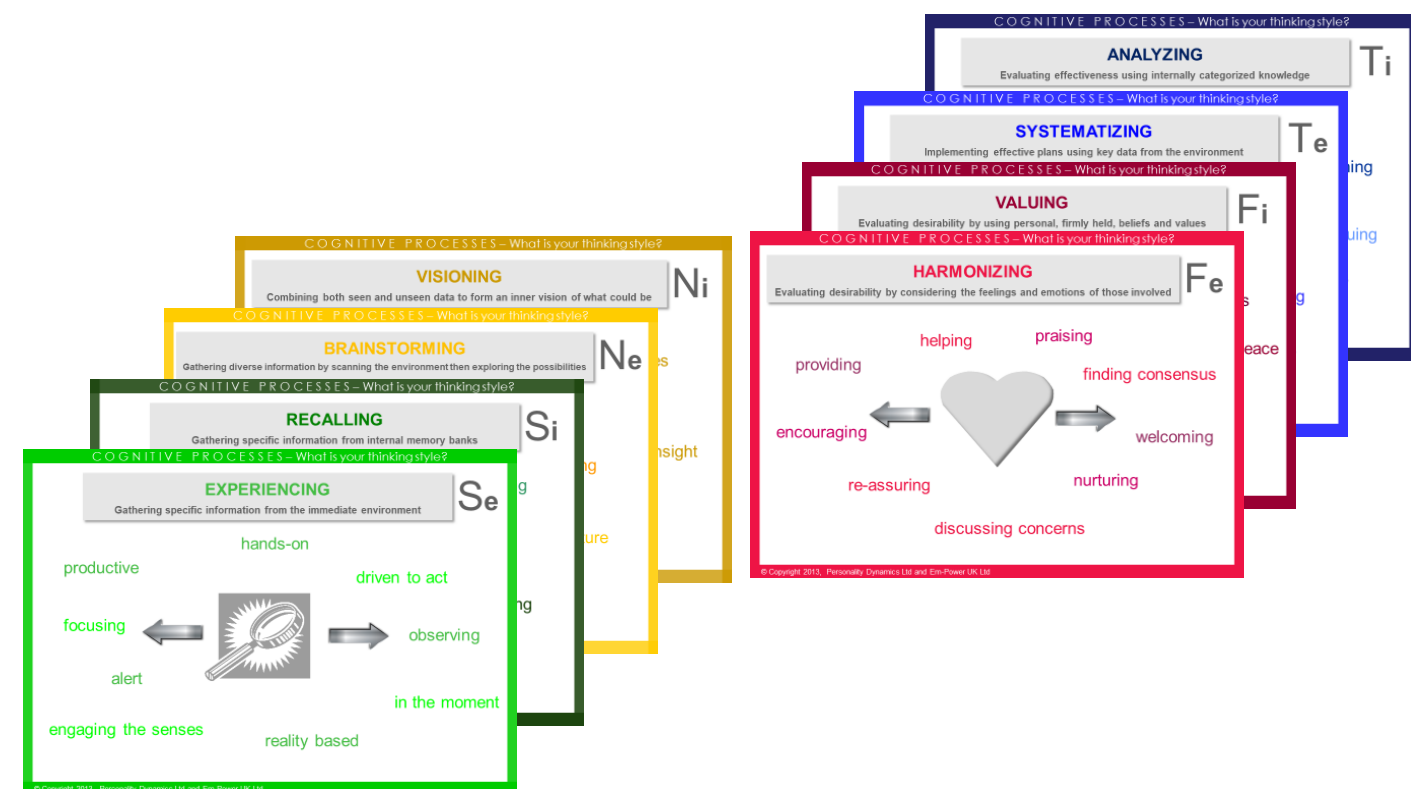
These cards are typically used with clients to explore their natural preferences. The reverse of the card captures relevant categories all of which can be used to develop coaching conversations.



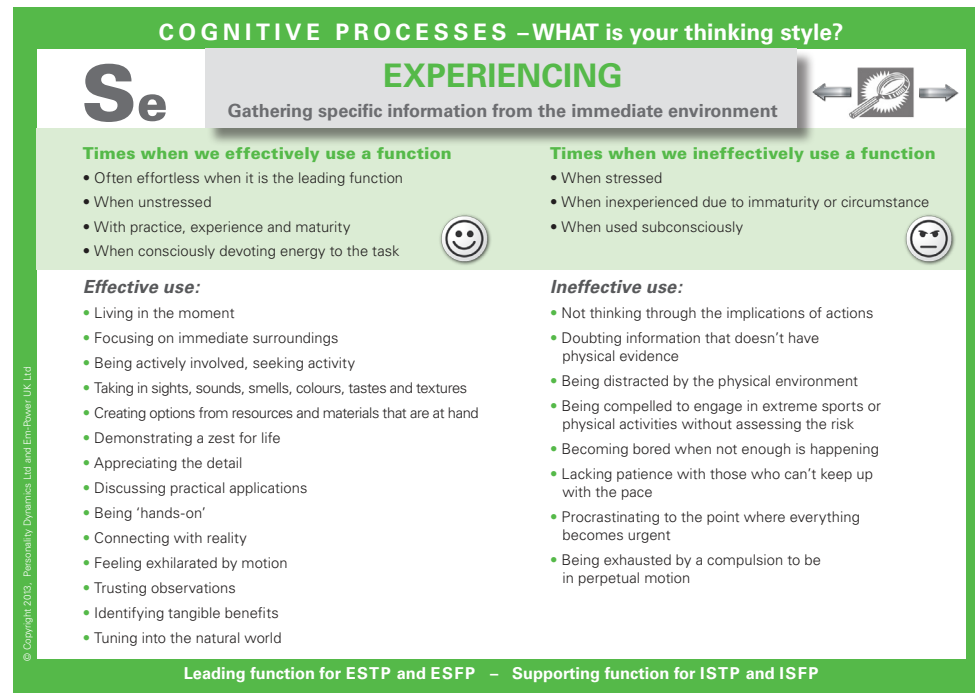
## THE COGNITIVE PROCESSES CARDS

There are eight Cognitive Processes cards: one for each of the four Information Gathering functions (Se, Si, Ne and Ni) and one for each of the four Decision Making functions (Fe, Fi, Te and Ti).

- The symbols used are the same as those used on **The Personality Puzzles** with additional outward and inward arrows to represent extraverted and introverted functions.
- The front defines the function-attitude and provides some key words associated with this Cognitive Process.
- When compared side-by-side they clearly identify the differences between the same function with the two different attitudes.
- This information is invaluable when supporting Type identification and verification.



## THE COGNITIVE PROCESSES CARDS – REVERSE SIDE



The rear of the card captures important and relevant information on:

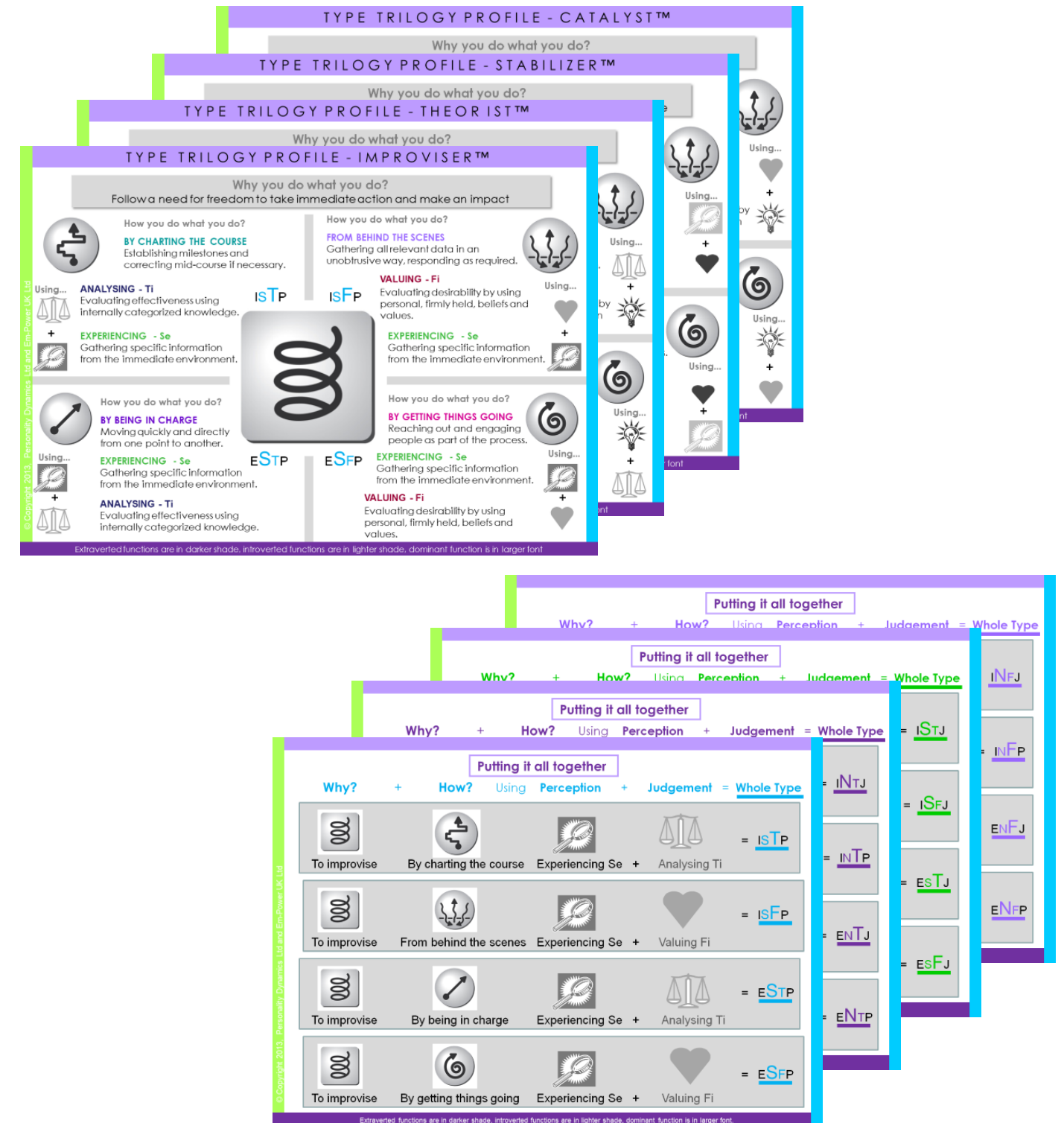
- Effective use of the function
- Ineffective use of the function

(Having coached with these cards for many years it's astounding how many times clients go straight to the 'Ineffective Use' information and immediately relate stories about how and when these difficulties make themselves all too obvious. Let the cards do much of the work for you and don't forget to guide your clients to look at the positive side too!)

**More information on how to use all of these coaching cards are in the next four chapters.**

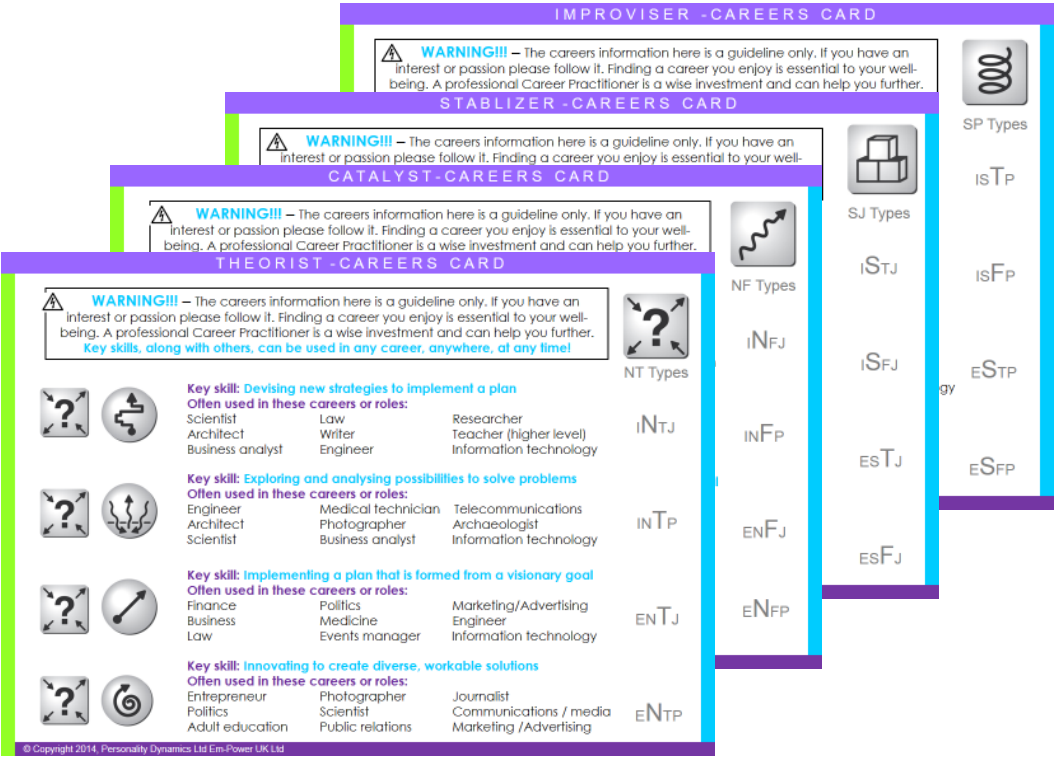
## PROFILE CARDS

Initially, when working with these three lenses, it's difficult to work out exactly how they combine to get to the Myers-Briggs® four-letter code or, conversely, how the four-letter code breaks down to the three lenses. These cards have been created to make that an easier puzzle to solve. You can view similar information in two different formats as shown below.

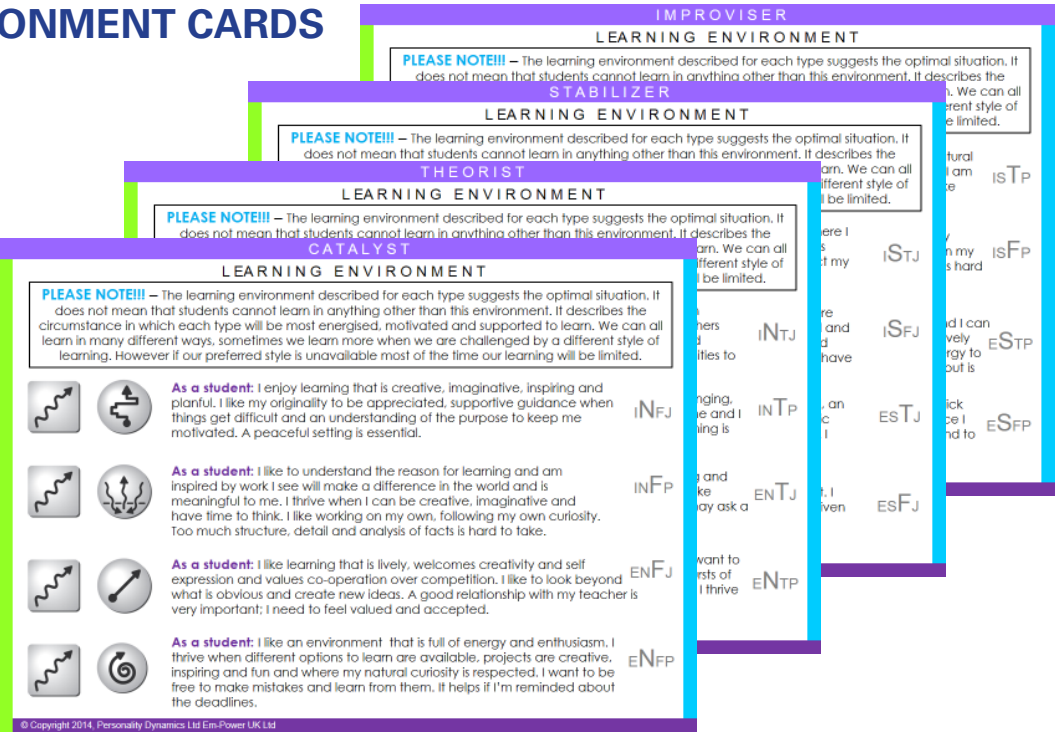


CAREERS CARDS

In order to provide another practical application we have included careers cards which are grouped using the Temperaments as a base. On the reverse side of the same cards is information on optimal learning environments for each of the 16 Types.



LEARNING ENVIRONMENT CARDS



HOW CAN THE TYPE TRILOGY CARDS BE USED?

To Learn More About Whole Type

- In Chapter One there is a simple overview of each of the Type lenses beginning with an overview of MBTI®, and then a brief history and overview for each of the lenses of Temperament, Interaction Style and Cognitive Processes.
- You can use all three sets of cards to further your understanding of each of the differing type lenses. They are simple to use and yet show a deep understanding about each of the models.
- As an experienced practitioner you will know these well and can use the cards to guide your clients. As a new practitioner the cards will help you gain knowledge and enhance competence and professionalism very quickly. The mix of graphics and language ideally suits and complements the knowledge-building process for all learning styles.

To Identify Best-fit Type with Clients

- You can identify best-fit Type by using a questionnaire such as the MBTI® and/or **The Personality Puzzle Type at Work, Type for Teens** or **The Learning Puzzle** and then follow up by explaining the three lenses described on the cards.
- Or you can introduce Type preferences using any of the three lenses as a starting point: The Temperament Cards (Why we do what we do?) and Interaction Style Cards (How we do what we do?) and the Cognitive Processes Cards (What are our most natural thinking styles. )
- You can also choose to use one lens at a time when working with clients e.g. Temperament Cards when you are working on inner motivations. Clients all have different needs and take in information at a different pace. As a coach you can guide them through the self-discovery process in whatever way is appropriate.

To Verify Best-fit Type with Clients

Sometimes clients are confused between two or more Types e.g. ENTP or ENTJ. Chapter Three contains guidelines on how to use any of the card sets, Temperament, Interaction Style and Cognitive Processes Cards, to help with this process. We call this ‘Differentiating Lookalikes’.

To Raise your Coaching Effectiveness

- You can use the cards and this User Guide to better understand your Strengths and Challenges as a coach. Understanding how to adapt your style to meet the client’s needs is included in Chapter Four – Coaching the Coach.

To Coach your Clients to Optimal Performance

- In Chapter Five you will find guidelines and questions you can use to coach clients to higher performance.

To Use with Groups

- Many of the ideas in this book work equally well with groups as well as individuals. In addition, if you check out the Type-Academy web site you will have access to more resources and activities to be used with groups of any size [www.type-academy.com](http://www.type-academy.com)

WHY ARE THE TYPE TRILOGY CARDS UNIQUE?

Card sorts facilitate excellent coaching conversations

The advantages of using cards are:

- Clients actively participate in the interpretation.
- Clients engage with the process very quickly and own the results as they are self-selected. This is very different to a ‘test and tell’ approach typically available via questionnaires.
- The cards can be sorted in a variety of different ways to explain how the Type lenses are integrated. For example; combining chosen Temperament, Interaction Style and Cognitive Processes cards synthesises whole Type patterns for each of the 16 Types in a way that cannot be achieved by reading a Type description.
- The professional coach gains valuable insights about the client’s personality by watching them use the cards through the coaching process.
- Clients have the opportunity to ‘play around’ with the cards to assess their own preferences and also those of significant others in their world. This accelerates their learning. Discussions around diversity between individuals, e.g. why an approach, strategy or interaction may work well or have the potential to cause a problem, are very easy to have. For many this means they enjoy the self-discovery process and retain the information far more readily. Consequently, they are convinced that this approach works and, more importantly, can put this learning into practice in their daily lives.

Unique icons for each Temperament and Interaction Style

The use of symbols enhances learning and understanding in many ways:

A combination of image and language is ideal for all learning. Carl Jung once said:

*“The underlying, primary psychic reality is so inconceivably complex that it can be grasped only at the farthest reach of intuition, and then but very dimly. That is why it needs symbols.”*

The Type Trilogy symbols:

- Assist clients in remembering preferences.
- Enhance visual appeal.
- Allow immediate connection with the description of the Type lenses.

**These symbols are defined on the reverse side of the front and back cards in the set.**



High quality laminated cards

They simply don't wear out! They can be used multiple times a day for many years. As the cards have a laminate finish it is possible to use a whiteboard marker to highlight important elements which increases the interactive element and, for some clients, enhances their focus.

Informative and concise

It would be wonderful if we all had time to read, digest and explore multiple books with our clients. Sadly, that isn't often the case. As professional coaches, or even just 'people enthusiasts', we can spend hours, days or months evaluating and analysing personal differences. What our clients often need is the shorter version. Using the Type Trilogy cards it's possible to provide efficient, effective learning that clarifies the basics, highlights strengths and leads reliably to coaching conversations that support growth and change.

HOW TO USE THIS USER GUIDE

This book has been written for:

- Executive Coaches and trainers who are working with clients in assessing individual talents.
- Professional coaches or trainers working within organizations.
- Internal and external Career Counsellors who are working with individuals in selecting best-fit Type as part of the career development process.
- Any individual who is confused about their best-fit Type.
- Senior executives who wish to help their direct reports and understand their team dynamics.
- Managers or department heads who wish to raise performance levels from those who report to them.
- Team Leaders who are responsible for coaching team members.
- Anyone who interacts with another person in order to improve performance.

Depending on your knowledge and needs, you can work through the book sequentially or you can "dip in" to the section that is most relevant to you. There will be space for notes, activities to use in different sections and links to additional reference resources.

TRAINING OPTIONS

If you would like individual or group training on how to maximise your use of The Type Trilogy coaching cards please contact the authors who can offer coaching via Skype or in-person training if you are in the right part of the world!

Sue Blair	sue@sueblair.co.nz	Based in Auckland, New Zealand
Susan Nash	susan.nash@em-power.com	Based in San Diego, USA

An excellent suite of on-line Certification Programs for all three of the models represented in The Type Trilogy is offered by Linda Berens PhD.

[www.interstrength.org](http://www.interstrength.org)

CHAPTER ONE – UNDERSTANDING WHOLE TYPE

In this section, we will cover:

Myers Briggs Type Indicator (MBTI®) Framework

Temperament Overview

Interaction Styles Overview

Cognitive Processes Overview

MYERS-BRIGGS® INDICATOR FRAMEWORK

Jung described how individuals innately gather information and make decisions. He described four functions (or cognitive processes) that individuals might use to gather information, and four functions (or cognitive processes) that individuals might use to make decisions. We will describe these functions in some detail later in this chapter.





The Myers Briggs Type Indicator (MBTI®) is a questionnaire which was designed to try to assess which of Jung’s cognitive processes we use most easily and that we are most comfortable with. It provides a four-letter code (e.g. ESTJ) which, in essence, acts as a template to broadly describe how an individual might approach the world and the typical behaviours that they might demonstrate. As it is called an ‘Indicator’ it was designed to ‘indicate’ the assessment takers preferences. Ethical use of this instrument requires further discussion with a knowledgeable practitioner to verify the assessment results.





The preferences are described on the next few pages. Many books have been written which analyse these in more detail, we have provided a brief overview here. Please see the book recommendations at the back of this Guide for further references.

BRIEF REVIEW OF THE MYERS BRIGGS TYPE INDICATOR®

The Four Preferences Associated with MBTI®

The Myers-Briggs Type Indicator (MBTI®) is a questionnaire which assesses our Type preferences on four dichotomies as shown below. In recent years alternatives to the original assessment or tool have become available via a variety of on-line questionnaires and assessment tools, some of which share the high reliability and validity measurements of the original and some which do not. They all reference the same four scales.

DIRECTION OF ENERGY			
 <b>E</b>	Extroverting	Introverting	 <b>I</b>
In what direction does your energy naturally flow?			
If you have an Extroverting preference, energy naturally flows out first to the external world of people and events. More time is spent initiating and externally processing before internal reflection.		If you have an Introverting preference, energy naturally flows inward first to thoughts and reflections. More time is spent receiving and reflecting before external processing.	
PERCEIVING FUNCTION (Gathering Data)			
 <b>S</b>	Sensing	Intuiting	 <b>N</b>
What type of information do you perceive from the world?			
If you have a Sensing preference, you tend to naturally gather information through your five senses; through what you see, hear, smell, touch, and feel. These observations can be in the moment or recalled from the past. Some who use the Sensing preference are incredibly aware of their immediate environment, while others can replay the sights, sounds and sensations of the past like a videotape.		If you have an iNtuiting preference, you naturally gather information through concepts, ideas and inferred meaning. These observations can appear as the unrestrained exploration of ideas or as a total picture. Some who use the iNtuiting preference excel in brainstorming and reading between the lines, while others are able to manifest a complete vision, such as an “aha” or shower solution.	

JUDGING FUNCTION (Making Decisions)			
 <b>T</b>	Thinking	Feeling	 <b>F</b>
What criteria do you use to make decisions or judgments?			
If you make decisions using a Thinking preference, you tend to prefer objective, logical criteria such as facts and principles. This can look like systematic structuring and organization of logical data, or categorization of data and analysis of principles and models.		If you make decisions using a Feeling preference, you tend to prefer subjective criteria such as personal values or a harmonious result. This can look like an expressive demonstration of empathy and appropriate communication or tolerance of differences and fairness.	
FUNCTION IN EXTERNAL WORLD			
 <b>J</b>	Judging	Perceiving	 <b>P</b>
How do you prefer to function in the external world?			
People with a Judging preference usually prefer closure and tend to push to make decisions. They tend to naturally make plans and structure outcomes. Time is viewed as fixed.		People with a Perceiving preference either make decisions and change them easily or postpone making a decision at all. They tend to be more spontaneous and adaptable. Time is viewed as flexible.	

By selecting our innate preference from each of these four dichotomies we end up with a four letter “code” (ESTJ/INFP or any of the 14 other letter combinations.)

For more information on coaching resources to identify and verify your Myers-Briggs Type please consult the **Personality Puzzle** User Guides which are available to view at [www.personalitypuzzles.com](http://www.personalitypuzzles.com)

TEMPERAMENT OVERVIEW

Temperament can be defined as a pattern of needs, values, talents and behaviours that underlie our way of acting and being in the world. **Temperament helps us to understand WHY we do what we do.** Each of us views the world through our own set of lenses, distorting reality to match our own mental picture. We are all unique individuals with our own complexities and idiosyncrasies, but for 25 centuries four basic patterns have been consistently and cross-culturally recognized in the human personality.

**Please note:** Temperament is a separate, yet complementary theory to Type, which happens to relate to certain combinations of preferences. There have been several different names applied to the Temperaments. Our preference is to use those shown below.

The four Temperaments map onto Myers-Briggs® Type in the following way

- Improviser (S and P combinations – ISTP, ISFP, ESTP and ESFP)
- Stabilizer (S and J combinations – ISTJ, ISFJ, ESTJ and ESFJ)
- Theorist (N and T combinations – INTJ, INTP, ENTJ and ENTP)
- Catalyst (N and F combinations – INFP, INFP, ENFJ and ENFP)

INTERACTION STYLES OVERVIEW

Interaction Style is defined as a pattern of physical energy, pace, movement, body language and outward behaviours. These correlate with mental aims, beliefs and innate talents that underlie the way in which we engage with others to achieve our goals. Interaction Style represents our psycho-physiological drive in relating to others. **Interaction Style helps us to understand HOW we do what we do.**

The Interaction Style patterns (articulated by Linda Berens) are very similar to the Social Styles described by Bolton and Bolton as well as the basic patterns of DiSC based on the work of William Marston in

The Emotions of Normal People.

Interaction Styles is another separate, yet complementary theory to Type, which happens to relate to certain combinations of preferences. The four Interaction Styles map with Type preferences in the following way:

- In-Charge: ESTP, ESTJ, ENTJ and ENFJ
- Chart-the-Course: ISTP, ISTJ, INTJ and INFJ
- Get-Things-Going: ESFP, ESFJ, ENTP and ENFP
- Behind-the-Scenes: ISFP, ISFJ, INTP and INFP

COGNITIVE PROCESSES OVERVIEW

Katharine Briggs and Isobel Briggs Myers developed their assessment tool to try to get simpler access to Jung’s theory of functions and attitudes. Carl Jung’s work covered an impressive array of subjects, but the theory that we will refer to comes from his research and conclusions based around “typical habits of the mind”. There are patterns of behaviour that explain how individuals take in (perceive) information and make decisions (judge). The MBTI® four letter preference code is used as shorthand for the types of data different individuals gravitate towards and the varying criteria each person uses to make decisions.

- Psychological Type can be defined as an inbuilt pattern of information-gathering and decision-making processes.
- Type helps us to understand **what** data we perceive and **what** criteria we use to make sense of our world.
- This personality type lens represents the cognitive lens i.e. how we think about things

Cognitive Processes are the specific ways in which individuals take in and make decisions about information. Jung believed that all our time is spent either gathering information (Perceiving) and/or making decisions (Judging). He defined the two Perceiving cognitive processes as Sensing and Intuiting and the two Judging cognitive processes as Thinking and Feeling.

Each of these cognitive processes has an external and an internal orientation hence there are **four ‘Perceiving’ or ‘Information Gathering’ functions:**

- Extraverted Sensing (Se)
- Introverted Sensing (Si)
- Extraverted Intuiting (Ne)
- Introverted Intuiting (Ni)

And four Decision Making Functions

- Extraverted Thinking (Te)
- Introverted Thinking (Ti)
- Extraverted Feeling (Fe)
- Introverted Feeling (Fi)

NB. The two-letter code in brackets is the internationally recognised shorthand for these functions. e.g. Se = Sensing extraverted. Using ‘ES’ for extraverted sensing may seem more logical but this would create confusion with the Myers-Briggs Type codes that share Extraversion and Sensing.

For ease of understanding when working with clients, the functions have been named in the following way:

Information Gathering: Perceiving Functions	Decision Making: Judging Functions
Extraverted Sensing (Se) Experiencing Introverted Sensing (Si) Recalling Extraverted Intuiting (Ne) Brainstorming Introverted Intuiting (Ni) Visioning	Extraverted Thinking (Te) Systematizing Introverted Thinking (Ti) Analyzing Extraverted Feeling (Fe) Harmonizing Introverted Feeling (Fi) Valuing

More information on these can be found in Chapter Three, pages 56-57. For more complete information on Temperament, Interaction Style and Cognitive Processes please consult the Type Academy web site [www.Type-Academy.co.uk](http://www.Type-Academy.co.uk)

Here you will find more information, a variety of free resources as well as a range of products such as Webinars and books to supplement your Type knowledge.

Activity: Familiarising yourself with the Type Trilogy cards:

Take all the cards out of the pack and divide them into the following groups:

(Put the front and back cards to one side)

- Four Temperament cards (square icons)
  - Four Interaction Styles cards (circular icons)
  - Eight Cognitive processes cards
  - Four ‘Putting it all together/Profile’ cards (A concise guide to how all 3 lenses combine)
  - Four Careers/Learning Environment cards
1. Using the cards, do a high-level review of your own Type: Temperament, Interaction Style and Cognitive Processes.
  2. Look at the Temperament card that reflects your best fit. What are your key learning points from looking at the card?
  3. Look at the Interaction Style card that reflects your best fit. What are your key learning points from looking at the card?
  4. Look at the Cognitive Processes cards that are indicated from your best-fit Type. What are your key learning points from looking at these cards?



CHAPTER TWO – IDENTIFYING BEST-FIT TYPE

In this section, we will describe:

- Temperament and Interaction Style Sorting
- Cognitive Processes Sorting
- The Type Trilogy Profile Cards

**Quick Note:** If you and your client are already knowledgeable around whole Type, you can skip this Chapter and focus on Chapters Four and Five which cover:

- Coaching the coach - how to maximise your own personality strengths in coaching conversations and what to look out for.
- Coaching your clients - questions to ask and how to adapt your style to suit the client’s needs.

Different Approaches

The key is flexibility and adaptability. Every coaching situation is unique and it is important that the client’s needs dictate the process. What is top of mind for them could relate to any of these different lenses and choosing which to use is quite a skill.

TEMPERAMENT AND INTERACTION STYLE SORTING





In many circumstances one of the most effective ways you can use the Type Trilogy Card Set to identify best-fit Type is by beginning with a Temperament assessment (using the Temperament cards) supported by an assessment of Interaction Style (using the Interaction Style cards). This process can involve the following steps:

1. **Select best-fit Temperament.**
2. **Select best-fit Interaction Style.**
3. **Read for verification.**
4. **Use Cognitive Processes to confirm Type if required.**

1. Temperament Self-Selection

Using Temperament at the beginning of the Type identification process can be a good approach because Temperament represents a pattern of needs, values, talents and behaviours. Often individuals find this a more holistic entrance into the discussion of differences. Temperament reflects WHY we do what we do.

Here are the needs, or key motivators, associated with each of the four Temperaments.

<p><b>Improvisers</b> (SPs)</p> <p>driven by the need for freedom to take immediate action and make an impact.</p> 	<p><b>Stabilizers</b> (SJs)</p> <p>driven by the need to be responsible, dutiful and contribute whenever possible.</p> 
<p><b>Theorists</b> (NTs)</p> <p>driven by the need to demonstrate and be recognised for expertise and competence.</p> 	<p><b>Catalysts</b> (NFs)</p> <p>driven by the need to encourage authentic personal growth of self and others.</p> 

You can use the Temperament cards in the following way to help in identifying best-fit Temperament.

- Place the cards out on a table in any way that suits. I tend to put them in the order of the grid above. There is no right or wrong way to do this.
- Briefly explain the meaning of each of the icons and how they relate to the Temperaments. (The reverse side of the front card has these definitions and could be used for this purpose).
- Ask them to scan their eyes over the cards and see if they are drawn to one in particular. If this is difficult you can ask your client to select two from the four Temperament cards which they identify with. Sometimes it is easier for a client to eliminate two rather than choose two. Either approach is fine.
- Don’t be concerned if they say they are a mixture of all four – we all can demonstrate the behaviours from all four Temperaments at different times – what we are searching for is the Temperament that best reflects our core needs and values.
- For the cards selected, ask the person to think about which words they most identify with. For each of the answers be prepared to ask follow-up questions to help filter core preference from learned behaviour.
- Make sure you highlight the importance of thinking about ‘core’ needs which have existed from an early age, not what you have learned or what just relates to a current role.
- If you wish, you can ask your client to rank the Temperaments into “most like you” and “least like you”. Place the cards in this order on the table. Discuss each ranking in turn and listen for word clues for Temperament.

The conversation is likely to just flow. Our experience is that the cards provide a focus point from which you can naturally divert to create and discuss insightful options and solutions. This is valuable and rewarding for both coach and coachee.

Activity: A key question - “What Motivates You?”

It can be helpful in this process to ask individuals to think about a time when they felt really energized. Normally individuals feel this way when their inner motivations are being met. In the same way, ask your clients to think about a time when they felt demotivated or lacking in energy. How did this correlate to inner motivations? This situation could be in the context of best job or worst job.

As they describe any situation, role or context, make sure you ask the “Why?” questions. Each Temperament can be stressed by the SAME thing for different reasons.

For instance, being stressed about being disorganized:





- For an Improviser this could originate from a task not being easy and which is preventing them from being impressive.
- For a Stabilizer this could originate from lack of structure which is preventing them from living up to responsibilities.
- For a Theorist this could originate from lack of control which is preventing them from being competent.
- For a Catalyst this could originate from lack of focus on detail which is preventing them from making a difference.

If the client is not sure about their best-fit Temperament, then use the ideas in Chapter Three to verify best-fit.

If the client has confirmed their best-fit Temperament, then you can move on to assessing best-fit Interaction Style.

2. Interaction Style Self-Selection

Interaction Style can help us to understand HOW we engage with others to get our core needs met. Below are the Interaction style icons, the four innate drives underlying how we might interact with others and an internal feeling that can be most often attributed to this style. We can all relate to each of these style at times but there is usually one which resonates with us more and which we often default to.

<p><b>Chart-the-Course</b></p> <p>Having a drive to anticipate to gain a desired result. The feeling you get when you are revising for or taking an exam.</p> 	<p><b>Behind-the-Scenes</b></p> <p>Having a drive to integrate to get the best possible result. The feeling you get when you are quietly taking in what’s happening in your current surroundings.</p> 
<p><b>In-Charge</b></p> <p>Having a drive to accomplish to get an achievable result. The feeling you get when you are in a rush.</p> 	<p><b>Get-Things-Going</b></p> <p>Having a drive to involve, to get an embraced result. The feeling you get when you are hosting a party or successfully running a meeting with multiple inputs.</p> 

It could be said that we all want desired, best, achievable and embraced results yet there is a difference for each style. It’s a question of what would you find very difficult to let go of in an interaction with another person?

The **desired** result for Chart-the-Course must be right for the situation and the course be set before action is taken. “It’s worth the effort.” The **best** result for Behind-the-Scenes must have been given the necessary time, information and resources to ensure it is optimal. “It’s worth the time.” The **achievable** result for In-Charge must be what can be done within the time frame. “It’s worth the risk.” The **embraced** result for Get-Things-Going must reflect what people really want to do and what they believe in. “It’s worth the energy”

You can use the Interaction Style cards in the following way to help in identifying best-fit Interaction Style. This follows the same process as was used for Temperament, just with a different focus.

- Place the cards out on a table in any way that suits. I tend to put them in the order of the grid above. There is no right or wrong way to do this.
- Briefly explain the meaning of each of the icons and how they relate to the Interaction Styles. (The reverse side of the front card has these definitions and could be used for this purpose).
- Ask them to scan their eyes over the cards and see if they are drawn to one in particular. If this is tricky you can ask your client to select two from the four Interaction Styles cards which they identify with. Sometimes it is easier for a client to eliminate two rather than choose two. Either approach is fine.
- Don't be concerned if they say they are a mixture of all four – we all can demonstrate the behaviours from all four Interaction Styles at different times – what we are searching for is the one that resonates the most.
- For the cards selected, ask the person to think about which words they most identify with. For each of the answers be prepared to ask follow-up questions to help filter core preference from learned behaviour.
- Make sure you highlight the importance of thinking about your core energy and drive, not what you have learned to do or told you should do. This selection should not be directly related to a current role.
- If you wish you can ask your client to rank the Interaction Styles into “most like you” and “least like you”. Place the cards in this order on the table. Discuss each ranking in turn and listen for word clues.

As you discuss each ranking in turn, listen for word and physical clues for Interaction Style. If the client is not sure about their best-fit Interaction Style, then use the ideas in Chapter Three to verify best-fit.

Activity: How do you naturally tend to make decisions?

It can be helpful in this process to ask individuals to think about how they naturally make decisions. Ask your client to read the following descriptions and then discuss their thoughts and input. The key words in the boxes are:

- Drive
- Type of goal
- Decisions
- Results

<p>My drive is to anticipate obstacles and have a process to achieve the expected goal. I like to make deliberate decisions to get a desired result.</p>	<p>My drive is to get as much input as I can from relevant sources to achieve a goal with quality. I like to make consultative decisions to get the best result possible.</p>
<p>My drive is to ensure that some action is being taken by me or others towards the attainable goal. I like to make quick decisions to get an achievable result.</p>	<p>My drive is to involve others in order to obtain buy-in to the agreed goal. I like to make collaborative decisions to get an embraced result.</p>

As they describe any situation, role or context, make sure you explore the core belief for each style:

- For In-Charge - It's worth the **risk** to go ahead and act or decide.
- For Chart-the-Course - It's worth the **effort** to think ahead and reach the goal.
- For Get-Things-Going - It's worth the **energy** to involve everyone and get them to want to.
- For Behind-the-Scenes - It's worth the **time** to integrate and reconcile many inputs.

As with Temperament, it is important to try to ask questions to get to the drive behind the behaviour, not just accept the action “as is.” Chapter Three will give you more ideas on this.

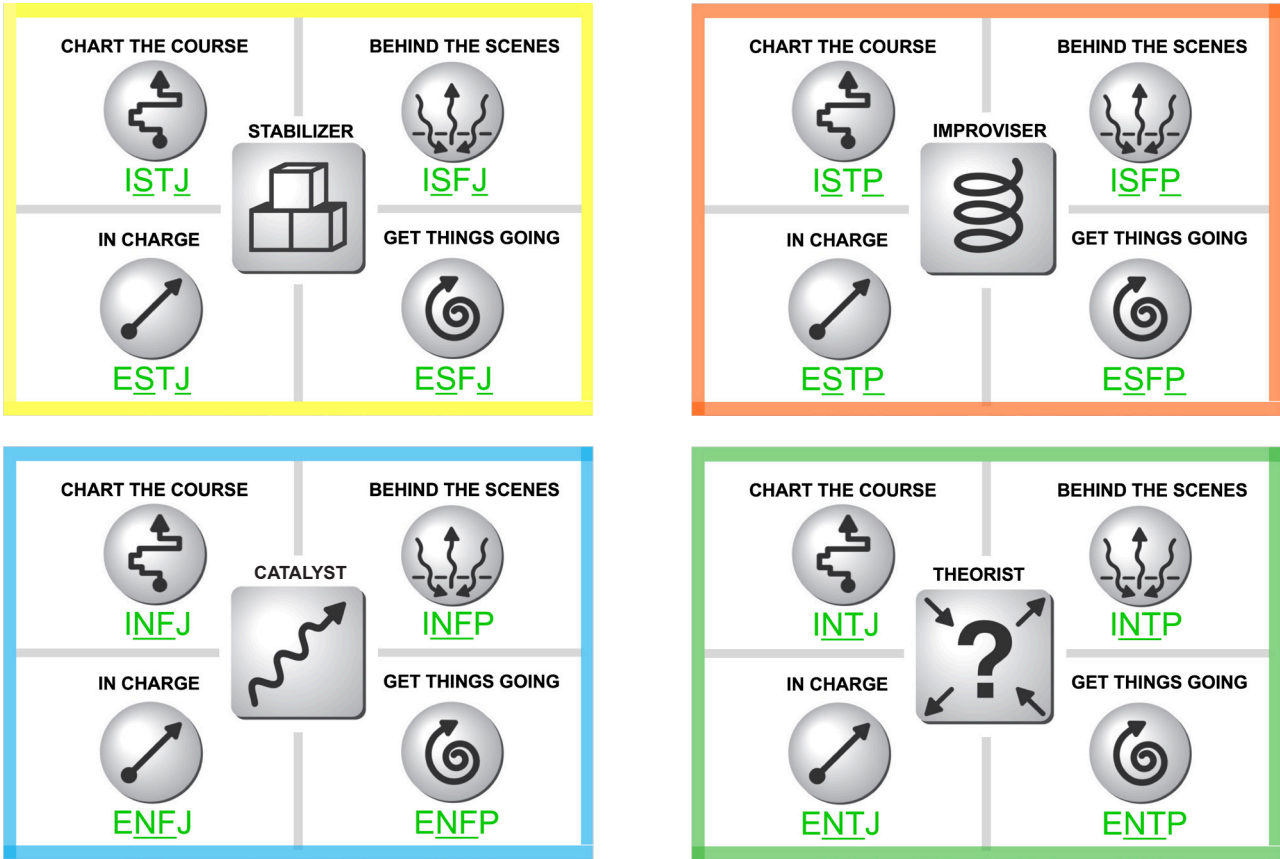
If the client has confirmed their best-fit Temperament and Interaction Style, then it is important to move on to verify this selection by reading a whole Type description.

3. Reading for Verification

Based on your observations and the client comments, I normally recommend reading certain Type Descriptions based on the table below. For instance, if the person was not sure if they were a Get-Things-Going or an In-Charge Stabilizer I would recommend reading ESFJ and ESTJ.

- As the client reads the Type descriptions, ask them to highlight the factors they agree with and the ones they do not agree with.
- We are looking for best-fit here – we are all complex individuals and it is unlikely that one description will be 100% accurate; 90% – 95% is good enough. So many times the conversations that emerge from this discussion are insightful and invaluable. We tend to use three main resources for Type Descriptions:
  - o The Personality Puzzles which have A5 quick yet thorough Type descriptions.
  - o Mary Mc Guinness’s booklet **You’ve Got Personality** which includes a thorough overview of the MBTI preferences, the Cognitive Processes and Temperament.
  - o Linda Berens and Dario Nardi’s booklet **Sixteen Type Descriptions** in the ‘Understanding Yourself and Others’ series.

The following graphics indicate how each of the Temperaments, combined with one of the four Interaction Styles come together to give you the each of the sixteen four-letter Type codes.



It is because of these inter-related connections that The Type Trilogy has such an important place in the verification of best fit Type. As we have said before, these lenses can be used independently without referring to Myers-Briggs codes. However, if you are a Type practitioner, your ability to move people forward when they are genuinely unsure, or ‘stuck on the fence,’ is greatly accelerated. You can revisit the Type scales yet again to assist the process and that may work. However, it is our experience that a discussion on one of these lenses creates the shift that is needed to gain clarity. The ultimate ‘aha’ moment arrives!

For example: If your client is confused between ESTJ and ESFJ, use the Interaction style cards to determine whether they are ‘In-Charge’ or ‘Get -Things-Going’. If they are confused between ISTP and ESTP use the Interaction style cards to determine whether they are ‘Chart-the-Course’ or ‘In-Charge’.

If they are confused between ISFP or ISFJ use the Temperament cards to determine if they are an ‘Improviser’ (SP preferences) or ‘Stabilizer’ (SJ preferences). If they are confused between ENTJ and ESTJ use the Temperament cards to determine if they are a ‘Theorist’ (NT preferences) or ‘Stabilizer’ (SJ preferences).

The more practice you have with the models the more fluent you will become with them. While you are becoming proficient the cards provide the prompts you need to assist when you need it.



Here is a story that may help see how this can play out in a real situation:

Let me introduce you to Jane:

Temperament – Catalyst



Interaction Style – Get-Things-Going



Jane is a manager in the HR department of a large company. Her work is diverse and interesting, she enjoys the collaboration with colleagues, the freedom she has to generate ideas and the focus on helping people maximise their potential. However, her boss is driving her crazy and her life is falling apart.

Let me introduce you to Bob:

Temperament – Theorist



Interaction Style - Behind-the-Scenes



Bob is her boss. Jane’s sense is that he has tremendous skills in exploring and committing to the right process but has difficulty sustaining this for any length of time and changes the goal posts without telling anyone. (Does he think she’s a mind reader?!) He then just asks so many questions which she feels she has to analytically justify her answers to, which is all such a waste of time and helps nobody else other than him. And then he defers all presentations to her. Apparently, she is a ‘natural’, which is all very well but very exhausting!

And now, Dan:

Temperament – Improviser



Interaction Style – In Charge



Dan is her boyfriend. He is an engineer whose work life is flexible and fast paced. It still leaves him time to train for triathlons which he does before and after work. He says that she should join him in this pursuit otherwise they won’t have much time together. Jane is committed to her relationship and tries to fit this in whenever possible. This is exhausting!

And also Penny:

Temperament – Catalyst



Interaction Style - In Charge



Penny is her Mum. She can sense that all is not well and suggests she come and live at home for a while where she can work out what she really wants to do. She tells Jane that her work will never meet her needs, they don’t deserve or appreciate her talents and that she should leave. Jane sees this as controlling but at the same time appreciates her care and concern.

And finally Jack:

Temperament – Stabilizer



Interaction Style - Chart-the-Course



Jack is her Dad. He has got used to home life without the children around and remains outwardly supportive but Jane knows he needs his own space. What he can’t understand is how anyone would leave their current job without having a new one to go to. That’s madness! And he says so.

Jane is in a bind. Can you help?

Type professionals are called upon to help in many different situations depending on the roles we are playing. Our knowledge and expertise can shed so many lights on events which seem cluttered with confusion and doubt. Of course, we do not have a magic wand. However, the lenses we use are all important. For most people they cannot see the lenses they are looking through; even when we have an understanding it is still hard to wear someone else’s glasses! And yet I believe we can still help people focus with the lenses that they have been naturally given.

Coaching suggestions for Jane

There are many avenues and approaches that one can use to help Jane. An excellent and obvious starting place is her own self-awareness which leads naturally to understanding the diversity of motivation and personal style of those around her. We all need to have our needs met which, in many situations, is difficult but not impossible. When we know what drives our own behavior, and we can see the different drivers in others, we are ready for the inevitable interactions that can create a shift in our current difficulties towards solutions. In fact, all the people in Jane’s life are behaving in a way that is ‘true to Type’.

One of the exciting and rewarding things about using The Type Trilogy cards is that on so many occasions clients can simply look at the icons and text on the cards in front of them and talk their way through, not only their own situation, but what this means with regards to whichever significant others who are in their lives. This makes the coaching task so much easier as they narrate their own story, of course, with guiding questions from their coach.

Once Jane has been made aware of her own style she may benefit from being asked some simple questions that will help her decide her next steps. For example;

Questions relating to her Temperament – prompted by the ‘Catalyst’ card:

- How are your needs for personal growth being met?
- Which of the challenges are present for you currently?
- To what extent are you taking care of your own needs?
- How do you think you react under stress?
- How could you flex to see the other person’s perspective in a stressful situation?

Questions relating to her Interaction Style – prompted by the ‘Get-Things-Going’ card:

- How do you experience the need to involve others?
- What are the advantages and challenges of this tendency?
- How might you moderate your drive to engage others when interacting with people who have different styles?
- Which of your support factors are missing for you now?
- How can you be explicit about what you want, given the styles of those you share your life with?

Many more observations and suggestions will emerge as these questions, and many more, are discussed. The cards, simply and effectively, facilitate the discussion.

Chapter Five, ‘Coaching the Client’, offers a lot more advice which may help you further.

COGNITIVE PROCESSES SORTING

How can they help to verify Best-Fit Type?

The order that we have described each of these lenses is by no means in order of importance. Each lens provides a different, yet equally important perspective. In MBTI Certification programs around the world, information about the difference between the extraverted and introverted attitudes of each of the functions is covered minimally. In fairness this is because there is only so much you can cover over a four-day period. However, a deeper understanding is much needed as this is an important part of the Type equation. If you are using Type in a coaching role, we believe it is essential. This framework is called Type Dynamics.

A first step is to be able to work out the dominant, auxiliary, tertiary and inferior functions for each of the Type codes. The table below gives you this information. A formula for doing this is explained in the ‘Type at Work’ Personality Puzzle User Guide on page 41.

<https://www.personalitypuzzles.com/wp-content/uploads/2018/10/Type-at-Work-Guidebook.pdf>

A second step is to know whether these functions are being used in their extraverted or introverted ‘attitude’. The word ‘attitude’ in this context relates to whether the function is being used with an extraverted or introverted orientation e.g Extraverted Sensing (Experiencing) or Introverted Sensing (Recalling), so that when explaining whole Type to your clients you make it come alive for them and it makes better sense. They can reflect on what is happening in their own minds and get a sense that there are some ways of thinking that come so easily, like a ‘super-power’, if you will. Very often they have not been aware of this until your conversation, as we all tend to think that people think in a similar way. This is a long way from the truth. It can be eye-opening for them. There is then a far greater likelihood that they will find their true best-fit Type when you approach the coaching conversation in this way.

We have tried to make this as easy as possible for you. The table on the next page lists the ‘Hierarchy of Functions’ for each of the 16 type codes, with a list of where each of the 8 functions sits from 1st to 8th positions. This analysis is known as Type Dynamics.

As I mentioned in the brief overview of cognitive processes we have used the two-letter codes which are internationally recognised shorthand for these functions.

Se	Extraverted Sensing	Experiencing
Si	Introverted Sensing	Recalling
Ne	Extraverted Intuiting	Brainstorming
Ni	Introverted Intuiting	Visioning
Te	Extraverted Thinking	Systematizing
Ti	Introverted Thinking	Analysing
Fe	Extraverted Feeling	Harmonising
Fi	Introverted Feeling	Valuing

Extraverted Sensing (Se - Experiencing) is very different to having E (Extraversion) and S (Sensing) in your four-letter Type code. If you are unfamiliar with this difference, please don’t worry. It is explained further in a wide range of resources. A list of book recommendations is available at the end of this User Guide for you to explore this in-depth should you wish. Our role for the moment is to explain how the Type Trilogy cards specifically can be used.

You may also contact the authors for further advice on advanced training in this area.

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Hierarchy of Functions for Each Type

The hierarchy of functions for each Type is shown on the following two pages. The dominant and auxiliary (1st and 2nd) functions are also shown on the Type Trilogy Profile Cards. Please note; the functions that are the most relevant in the initial coaching process are the dominant (1st) and auxiliary (2nd). Coaching can be continued in more depth through analysis of the ways the other functions are available and how they are used.

For more information please refer to Susan Nash’s book **Let’s Split the Difference** and John Beebe’s work on ‘Archetypes’.

	Type	IMPROVISER							
Hierarchy of Function Attitudes		ISTP Chart-the-Course		ISFP Behind-the-Scenes		ESTP In-Charge		ESFP Get-Things-Going	
1st	Ti	Analyzing	Fi	Valuing	Se	Experiencing	Se	Experiencing	
2nd	Se	Experiencing	Se	Experiencing	Ti	Analyzing	Fi	Valuing	
3rd	Ni	Visioning	Ni	Visioning	Fe	Harmonizing	Te	Systematizing	
4th	Fe	Harmonizing	Te	Systematizing	Ni	Visioning	Ni	Visioning	
5th	Te	Systematizing	Fe	Harmonizing	Si	Recalling	Si	Recalling	
6th	Si	Recalling	Si	Recalling	Te	Systematizing	Fe	Harmonizing	
7th	Ne	Brainstorming	Ne	Brainstorming	Fi	Valuing	Ti	Analyzing	
8th	Fi	Valuing	Ti	Analyzing	Ne	Brainstorming	Ne	Brainstorming	

	Type	STABILIZER							
Hierarchy of Function Attitudes		ISTJ Chart-the-Course		ISFJ Behind-the-Scenes		ESTJ In-Charge		ESFJ Get-Things-Going	
1st	Si	Recalling	Si	Recalling	Te	Systematizing	Fe	Harmonizing	
2nd	Te	Systematizing	Fe	Harmonizing	Si	Recalling	Si	Recalling	
3rd	Fi	Valuing	Ti	Analyzing	Ne	Brainstorming	Ne	Brainstorming	
4th	Ne	Brainstorming	Ne	Brainstorming	Fi	Valuing	Ti	Analyzing	
5th	Se	Experiencing	Se	Experiencing	Ti	Analyzing	Fi	Valuing	
6th	Ti	Analyzing	Fi	Valuing	Se	Experiencing	Se	Experiencing	
7th	Fe	Harmonizing	Te	Systematizing	Ni	Visioning	Ni	Visioning	
8th	Ni	Visioning	Ni	Visioning	Fe	Harmonizing	Te	Systemizing	

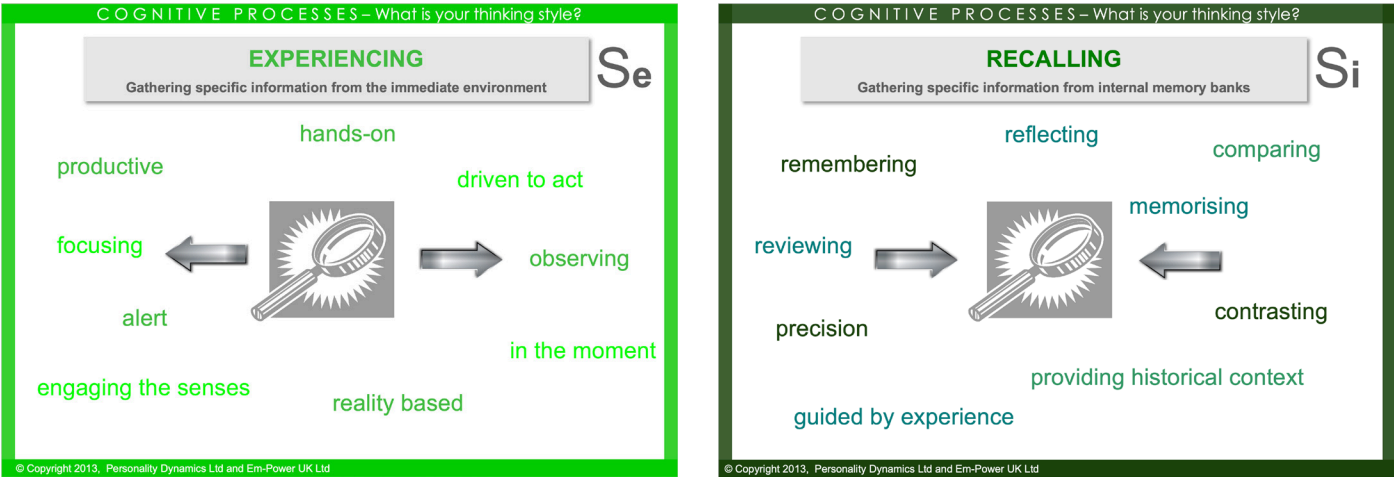
	Type	THEORIST							
Hierarchy of Function Attitudes		INTJ Chart-the-Course		INTP Behind-the-Scenes		ENTJ In-Charge		ENTP Get-Things-Going	
1st	Ni	Visioning	Ti	Analyzing	Te	Systematizing	Ne	Brainstorming	
2nd	Te	Systematizing	Ne	Brainstorming	Ni	Visioning	Ti	Analyzing	
3rd	Fi	Valuing	Si	Recalling	Se	Experiencing	Fe	Harmonizing	
4th	Se	Experiencing	Fe	Harmonizing	Fi	Valuing	Si	Recalling	
5th	Ne	Brainstorming	Te	Systematizing	Ti	Analyzing	Ni	Visioning	
6th	Ti	Analyzing	Ni	Visioning	Ne	Brainstorming	Te	Systematizing	
7th	Fe	Harmonizing	Se	Experiencing	Si	Recalling	Fi	Valuing	
8th	Si	Recalling	Fi	Valuing	Fe	Harmonizing	Se	Experiencing	

	Type	CATALYST							
Hierarchy of Function Attitudes		INFJ Chart-the-Course		INFP Behind-the-Scenes		ENFJ In-Charge		ENFP Get-Things-Going	
1st	Ni	Visioning	Fi	Valuing	Fe	Harmonizing	Ne	Brainstorming	
2nd	Fe	Harmonizing	Ne	Brainstorming	Ni	Visioning	Fi	Valuing	
3rd	Ti	Analyzing	Si	Recalling	Se	Experiencing	Te	Systematizing	
4th	Se	Experiencing	Te	Systematizing	Ti	Analyzing	Si	Recalling	
5th	Ne	Brainstorming	Fe	Harmonizing	Fi	Valuing	Ni	Visioning	
6th	Fi	Valuing	Ni	Visioning	Ne	Brainstorming	Fe	Harmonizing	
7th	Te	Systematizing	Se	Experiencing	Si	Recalling	Ti	Analyzing	
8th	Si	Recalling	Ti	Analyzing	Te	Systematizing	Se	Experiencing	

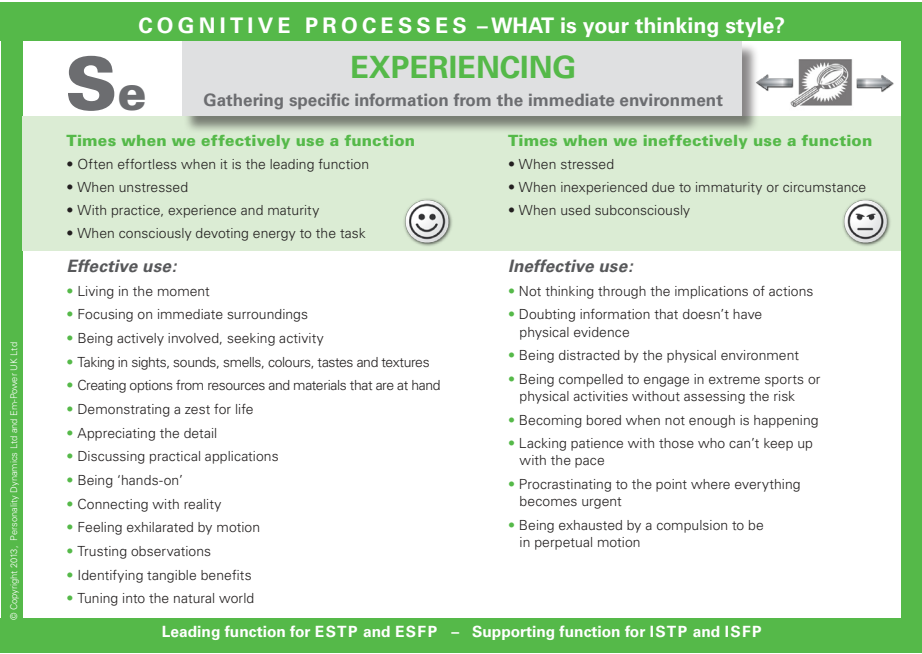


If Type Dynamics is a new concept for you...

The Type Trilogy cognitive processes cards can be used to quickly get a grasp of the differences between the functions. You may want to take each of the pairs of cards for the functions i.e. Extraverted Sensing (Experiencing) and Introverted Sensing (Recalling) and compare and contrast the two. They share some things in common, for example a natural focus on what is ‘real’, but there are so many ways in which they differ.



The reverse of each of the cards show how these functions can be used effectively and ineffectively:



If you have been using Type Dynamics for a while...

you will be ready to use the cards with clients. As was mentioned with the Temperament and Interaction Styles cards, you may be using this model independently of whole Type. It is absolutely fine to do this. It is perhaps more common to be working with this as a supplement to the Myers-Briggs four-letter code. The cards become invaluable for helping clients come to a better understanding of their whole Type. In particular it becomes obvious why a four-letter code can be one letter different but it changes so many things.

For example: In comparing ENTP and ENTJ - just one letter different. Because of the nature of Type Dynamics these two types have very different cognitive processes. Even if we just look at the dominant and auxiliary functions we can easily highlight some key differences.

ENTP

The dominant function is Ne (Brainstorming) and the auxiliary function is Ti (Analysing).

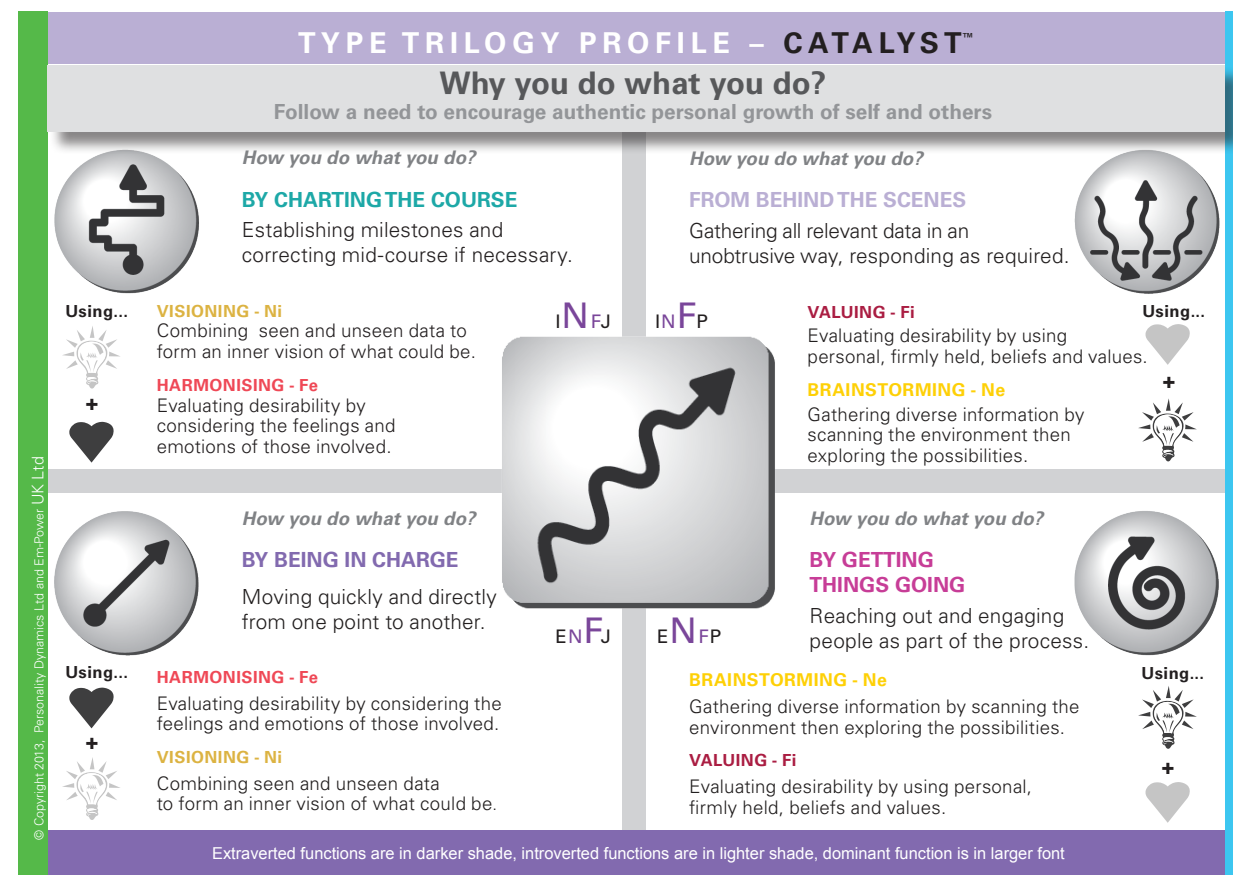
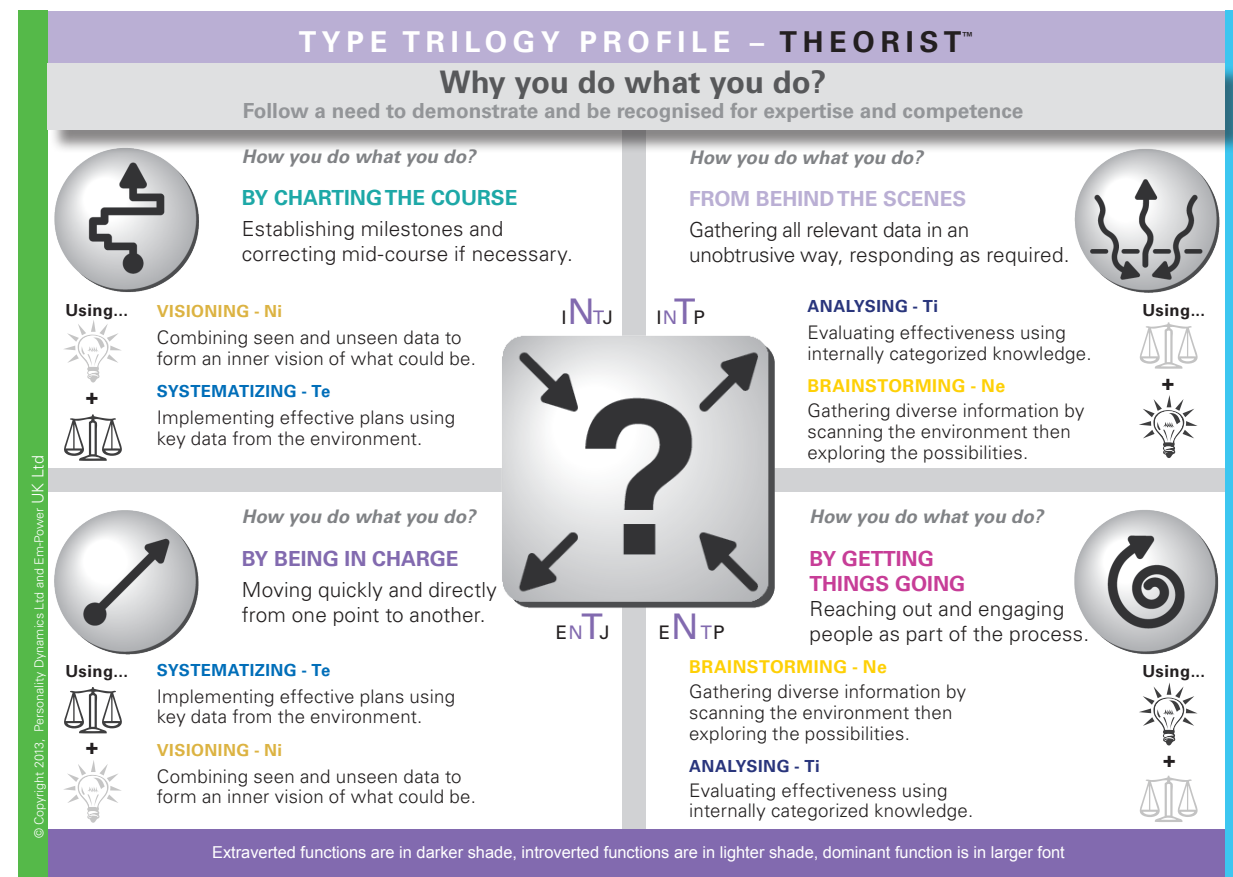
ENTJ

The dominant function is Te (Systematizing) and the auxiliary function is Ni (Visioning).

These are profoundly different perceiving and decision-making functions. The Type Trilogy cards help you to easily explain why, which means they are the ideal resource to help verify best-fit Type.

THE TYPE TRILOGY PROFILE CARDS

These cards are part of the Type Trilogy card set. We have shown them all here as it enables you to get an overall picture of how the three lenses work together. The information shown on these cards represent the whole Type pattern with simple infographics. You may wish to use these with clients or simply use them as a learning tool for yourself to gain more understanding. The Profile Cards sort the sixteen Types into Temperament groups and work from there.



If you are using the Cognitive Process cards as a three-lens coaching conversation you may wish to follow this process

- Pick out the prime Information Gathering function card associated with this Type preference.  
For instance, for a Get-Things-Going/Stabilizer (ESFJ), you can ask your client to review the key words on the Recalling (Si – Introverted Sensing) Card.
- Ask them to review the front of this card and think about which words they most identify with.
- Ask for examples of how he/she has used this function to verify that the definition of the function has been understood accurately.
- You can then pick out the Decision Making associated with this Type.  
For instance, for a Get-Things-Going/Stabilizer, you can ask the client to review the key words on the Harmonizing (Fe – Extraverted Feeling) Card.
- Ask them to review the front of this card and think about which words they most identify with.
- Ask for examples of how he/she has used this function to verify that the definition of the function has been understood accurately.
- If both cards seem to fit, you are ready to discuss how you might use this knowledge in the coaching journey. This is assisted by the information on the reverse side of the card which bullet points how we can all use these cognitive processes effectively (when we are functioning well) and ineffectively (when we are stressed).
- If there is still some confusion, use the ideas in Chapter Three to verify best-fit type.

Activity: Using Cognitive Process Cards

Think of your Type profile. Were you ever confused about one of your Type preferences?

If so, pick out the Cognitive Process cards that correlate with the two different Types. How does reviewing these cards help you in selecting best-fit Type? How could you refine this skill when working with others?

Summary

As we have demonstrated, the **Type Trilogy** Cards can provide a versatile and practical support to the Type Practitioner when working with clients trying to identify best-fit Type. Using the multiple Type lenses with the Temperament, Interaction Style and Cognitive Processes Cards provides considerable benefits to the coach and client:

- They provide the context for a dynamic two-way conversation about selecting Type preferences.
- The result will be a more in-depth understanding of what complexities are included in the “four-letter” code.
- There will be greater understanding and buy-in by using a self-assessment process because it feels less like “being put in a box.”

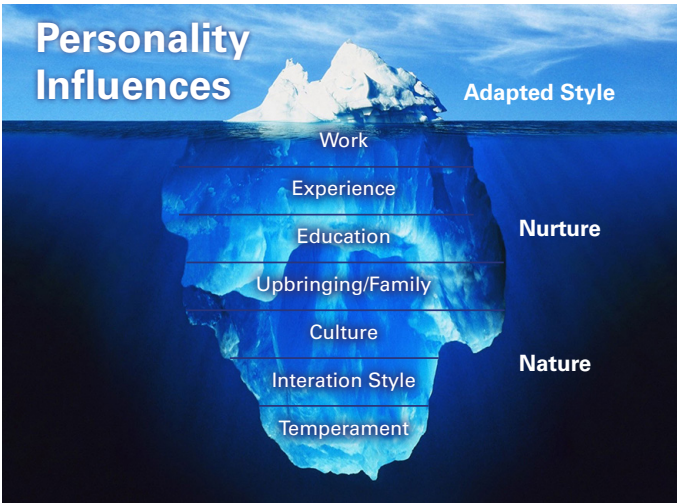
# CHAPTER THREE – VERIFYING BEST-FIT TYPE

In this section, we will share tips for:

- Verifying Temperament
- Verifying Interaction Style
- Verifying Cognitive Processes
- Differentiating Between “Lookalikes”

The previous chapter was about using The Type Trilogy cards to ‘identify’ best-fit Type. Verifying is the process that you may need to use to double check. Many individuals may initially struggle with identifying their best-fit Temperament, Interaction Style, Cognitive Processes and Type. There are a variety of reasons for this:

- Individuals represent complex, messy emotional systems.  
This Iceberg visual below represents the reasons why.  
  
Trying to differentiate between adapted style which tends to be more contextual, Nature (inborn preferences for Temperament, Type and Interaction Style), and elements of Nurture such as culture, family background, education and experience can be difficult.



- It can be hard to self-assess and observe our behaviour in action – which is a key part of verifying best-fit Type.

In this chapter we will provide ideas, clues and insights on how to use the Type Trilogy cards in verifying best-fit Temperament, Interaction Style and Type.

VERIFYING TEMPERAMENT

Verifying Improvisers

The spring represents the desire to have the freedom to respond in the moment and make an impact.

- The categories in the left column match those on the cards.  
The words in the right column provide more detail about each attribute.
- Feel free to share these additional notes with your client for greater clarity on Type selection.

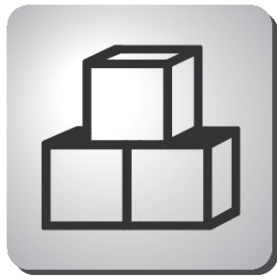


Attributes	Explanation
<b>Needs:</b> Freedom to take immediate action and make an impact	<ul style="list-style-type: none"><li>• They may not always take immediate action but want the freedom to choose.</li><li>• They want to be noticed – “love me or hate me but please don’t ignore me or bore me!”</li></ul>
<b>Inner Motivations</b>	<ul style="list-style-type: none"><li>• Tend to be tuned into the here and now and acutely aware of immediate sensory environment.</li><li>• Need external sensory stimulation to keep focused – either something visual, auditory or kinaesthetic.</li><li>• Constantly tuned in ready to act – brain is often in “tennis hop” mode. (See Dario Nardi’s work on Type and Neuroscience.)</li></ul>
<b>Outer Behaviours</b>	<ul style="list-style-type: none"><li>• Like to “do” or “act” not just think about ideas or tasks to take advantage of immediate opportunities.</li><li>• Use visual language with action verbs that communicate images, and like to tell stories to bring reality to life and be impressive.</li><li>• May be distracted by inconsistencies in the physical environment.</li></ul>

Verifying Stabilizers

The boxes represent the desire to be responsible, productive and make a contribution.

- The words in the left column match those on the cards.  
The words in the right column provide more detail about each attribute.
- Feel free to share these additional notes with your client for greater clarity on Type selection.



Attributes	Explanation
<b>Needs:</b> Be responsible, dutiful and contribute to the team	<ul style="list-style-type: none"><li>• They tend to want to know who is responsible for what?</li><li>• They not only tend to live up to their responsibilities, they also monitor others responsibilities so that they can step in if these are not being addressed.</li></ul>
<b>Inner Motivations</b>	<ul style="list-style-type: none"><li>• They prefer to have roles defined and understand where each role fits in the overall hierarchy.</li><li>• They tend to gravitate towards membership in teams, whether these are within the family, in organisations, community or social.</li><li>• Tend to value consistency and stability and are naturally careful with economic resources – sometimes to a fault “penny-wise, pound-foolish”</li></ul>
<b>Outer Behaviours</b>	<ul style="list-style-type: none"><li>• Use chronological language often using the words “First, second, third” giving detailed examples from the past to make expression concrete and real.</li><li>• Naturally see the things that might go wrong and institute contingency planning to cover multiple eventualities.</li><li>• Able to use information from the past in a practical way to preserve current structures and protect others from risk.</li></ul>



Verifying Theorists

The question mark represents the desire to ask questions, be curious and get to the bottom of the problem.

- The words in the left column are on the cards.  
The words in the right column provide more detail about each attribute.
- Feel free to share these additional notes with your client for greater clarity on Type selection.

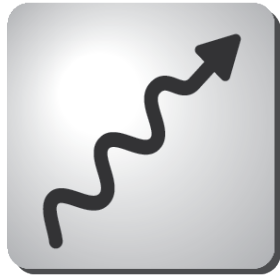


Attributes	Explanation
<b>Needs:</b> Demonstrate and be recognized for expertise and competence.	<ul style="list-style-type: none"><li>• They tend to want to develop mastery in the subjects in which they are interested.</li><li>• They also tend to want to work with experts and be recognized for their capability.</li></ul>
<b>Inner Motivations</b>	<ul style="list-style-type: none"><li>• They tend to value self-sufficiency and display objectivity – demonstration of emotions can be perceived as a loss of control.</li><li>• They prefer to have intellectual independence as they scan past, present and futures to create innovative solutions.</li><li>• They like to create rational arguments and test premises for resilience and logical consistency.</li></ul>
<b>Outer Behaviours</b>	<ul style="list-style-type: none"><li>• Tend to use questions to test out thought processes and to encourage more in-depth reflection and analysis.</li><li>• As words are their tools they tend to use accurate language, often changing others’ word choice to ensure the correctness of terms and exact comprehension.</li><li>• Able to reframe information to look at a situation from, and an interest in, supplying alternative knowledge or frameworks.</li></ul>

Verifying Catalysts

The flowing pathway represents the desire to follow a path towards their unique identity and have authentic relationships. with purpose towards future growth.

- The categories in the left column match those on the cards.  
The words in the right column provide more detail about each attribute.
- Feel free to share these additional notes with your client for greater clarity on Type selection.



Attributes	Explanation
<b>Needs:</b> Encourage authentic personal growth of self and others.	<ul style="list-style-type: none"><li>• They tend to see and want to develop potential in every aspect of their lives.</li><li>• They also tend to want to have a purpose and meaning in what they do in order to be able to make a difference.</li></ul>
<b>Inner Motivations</b>	<ul style="list-style-type: none"><li>• They tend to search out opportunities for learning new concepts and models that can help individuals fulfil a vision, goal or talent.</li><li>• They prefer to focus on the future and life is seen as a journey to achieve potential.</li><li>• They naturally start from the big picture and are optimistic about possibilities,seeing the opportunity to change the form while the meaning remains the same.</li></ul>
<b>Outer Behaviours</b>	<ul style="list-style-type: none"><li>• Tend to use metaphors and generalizations, quoting impressions rather than specifics. Tend to use words such as “always, never, wonderful, awful” with the focus on extremes.</li><li>• Tend to be able to put themselves in the other person’s shoes to understand the alternative frame of reference and search for opportunities to enhance skills.</li><li>• Naturally tend to see the positive and are adept at giving genuine, effective positive feedback. They also like to receive positive feedback on their unique skill set.</li></ul>

VERIFYING INTERACTION STYLE

Verifying the In-Charge Interaction Style

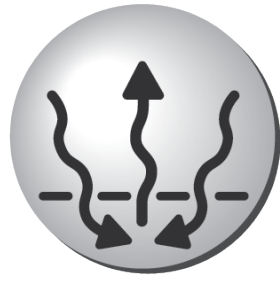


The arrow represents the to drive for accomplishment, urgently getting things done.

- The categories in the left column are on the cards.  
The words in the right column provide more detail about each attribute.
- Share these additional notes with your client for greater clarity on Type selection.

Attributes	Explanation
<b>Needs:</b> “Let’s action our thinking!”	<ul style="list-style-type: none"><li>• This Interaction Style is driven to act quickly and decisively.</li><li>• This could be confused with the Improviser Temperament: the difference is that this is a physical drive versus an emotional need for freedom to act.</li></ul>
<b>Inner Motivations</b>	<ul style="list-style-type: none"><li>• Tend to be tuned into the completion in a timely manner of any task or activity that they undertake. Tend to have a clear focus on a “doable” result.</li><li>• Naturally tend to have a time and task focus in their communication – who is going to do what by when?</li><li>• Often appear comfortable guiding or taking the lead. Are often surprised that they end up in this role.</li></ul>
<b>Outer Behaviours</b>	<ul style="list-style-type: none"><li>• With their straightforward communication style and poise they tend to look assured in what they say.</li><li>• Use time in a quick way – tend to make limited eye contact and tend to move from one subject to another swiftly, especially when there is time pressure. They tend to be social for a purpose. When the deadline is then complete, the social side re-emerges.</li><li>• They are often surprised when others perceive them to be “bossy” as they tend to expect others to push back if they do not agree.</li></ul>

Verifying the Behind-the-Scenes Interaction Style



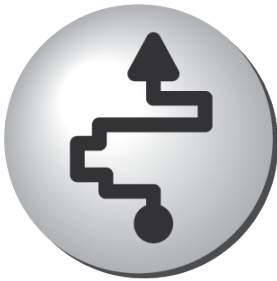
The arrows represent the ability to gather all relevant data in an unobtrusive way and respond as fits the situation.

- The words in the left column are on the cards.  
The words in the right column provide more detail about each attribute.
- Share these additional notes with your client for greater clarity on Type selection.

Attributes	Explanation
<b>Needs:</b> “Let’s think about it!”	<ul style="list-style-type: none"><li>• This Interaction Style is driven to integrate as much relevant data as possible in order to achieve quality.</li><li>• This might be confused with the Theorist temperament with the desire for the best result possible. The difference tends to be that this is a physical drive to collect relevant data versus a more cerebral need for mastery.</li></ul>
<b>Inner Motivations</b>	<ul style="list-style-type: none"><li>• Tend to be driven to reconcile pertinent information to achieve a quality result with an input focus in their communication - who can provide me with more facts about this situation?</li><li>• Tend to believe that it is OK if the first decision is not made until the necessary information has been considered – better to make the right decision first!</li><li>• Tend to make consultative decisions – with one-on-one information gathering and then an individual decision.</li></ul>
<b>Outer Behaviours</b>	<ul style="list-style-type: none"><li>• Often appear comfortable supporting others rather than taking the lead. Are often surprised if their contribution is overlooked.</li><li>• Use time in a sustained way – make longer eye contact and tend to move from one subject to another in a considered way.</li><li>• They tend to be more comfortable making statements and sharing information.</li></ul>

Verifying the Chart-the-Course Interaction Style

The arrow represents the drive to establish the milestones and correct mid-course if necessary.



- The words in the left column are on the cards.  
The words in the right column provide more detail about each attribute.
- Share these additional notes with your client for greater clarity on Type selection.

Attributes	Explanation
<b>Needs:</b> “Let’s think ahead.”	<ul style="list-style-type: none"><li>• This Interaction Style is driven think ahead to anticipate eventualities to achieve the desired goal.</li><li>• This might be confused with the Stabilizer temperament with the desire for some type of plan or route forward. The difference tends to be that this is a physical drive to look forward versus a more cerebral need for structure.</li></ul>
<b>Inner Motivations</b>	<ul style="list-style-type: none"><li>• Tend to have a clear focus on the desirability of the end result and will want to have a perspective of the most efficient pathway to the goal anticipating potential obstacles in their path.</li><li>• Often appear comfortable checking in on how current status matches with the key steps or milestones and help to keep projects and teams on track by comparing ideal status with current position.</li><li>• Tend to make deliberate and thought-through decisions – with a clear goal in mind.</li></ul>
<b>Outer Behaviours</b>	<ul style="list-style-type: none"><li>• Naturally tend to have a time and task focus in their communication – who is going to do what by when?</li><li>• Tend to appear calm, concentrated and self-contained.</li><li>• Use time in a sustained way – make longer eye contact and tend to move from one subject to another in a thoughtful way and may feel tension if inadequate time has been spent considering the most advantageous course of action.</li></ul>

Verifying Get-Things-Going Interaction Style

The arrow represents the drive to reach out and engage people as part of the process.







- The words in the left column are on the cards.  
The words in the right column provide more detail about each attribute.
- Share these additional notes with your client for greater clarity on Type selection.

Attributes	Explanation
<b>Needs:</b> “Let’s think together!”	<ul style="list-style-type: none"><li>• This Interaction Style is driven to engage as many people as possible in order to commitment.</li><li>• This might be confused with the Catalyst temperament with the desire to involve others in a process or event. The difference tends to be that this is a physical drive to obtain buy-in versus a more cerebral need for connection.</li></ul>
<b>Inner Motivations</b>	<ul style="list-style-type: none"><li>• Naturally tend to have an input focus in their communication - who needs to participate to move this project forward? Tend to be more comfortable reaching out to instigate activity and making the first move.</li><li>• Tend to have a clear focus on an embraced result and will trust the process to achieve the goal.</li><li>• Tend to make collaborative decisions – shared input and consideration.</li></ul>
<b>Outer Behaviours</b>	<ul style="list-style-type: none"><li>• With their persuasive style they tend to appear energetic, helpful and expressive.</li><li>• Use time in a quick way – make shorter eye contact and tend to move from one subject to another swiftly and tend to be more comfortable making statements and sharing information.</li><li>• They are often surprised when others perceive them to be “too positive” as they tend to see the possibilities and be lively in expressing them.</li></ul>




VERIFYING COGNITIVE PROCESSES

Many times, clients can select their preference (Sensing, iNtuiting, Thinking or Feeling), and yet struggle with understanding whether they identify more with the Introverted or the Extraverted version of the function.

Below are a few clues to help differentiate between the Extraverted and Introverted version of each information gathering process.

PERCEIVING FUNCTIONS (Gathering Information)	
<div><b>Extraverted Sensing (Se) Experiencing</b></div> <div><ul style="list-style-type: none"><li>• Energy gravitates to external world first.</li><li>• Drawn to act on the current sensory data.</li><li>• Present focus.</li><li>• What is.</li></ul></div> <div></div>	<div><b>Introverted Sensing (Si) Recalling</b></div> <div><ul style="list-style-type: none"><li>• Energy gravitates to internal world first.</li><li>• Drawn to reflect on historic sensory data.</li><li>• Past focus.</li><li>• What was.</li></ul></div> <div></div>
<div><b>Extraverted Intuiting (Ne) Brainstorming</b></div> <div><ul style="list-style-type: none"><li>• Energy gravitates to external world first.</li><li>• Drawn to immediately explore patterns and meanings.</li><li>• Ideas build progressively.</li><li>• What could be.</li></ul></div> <div></div>	<div><b>Introverted Intuiting (Ni) Visioning</b></div> <div><ul style="list-style-type: none"><li>• Energy gravitates to internal world first</li><li>• Drawn to reflect on inner visions.</li><li>• Ideas come as a complete picture.</li><li>• What will be.</li></ul></div> <div></div>

Below are a few clues to help differentiate between the Extraverted and Introverted version of each decision making process.

JUDGING FUNCTIONS (Making Decisions)	
<div><b>Extraverted Thinking (Te) Systematizing</b></div> <div><ul style="list-style-type: none"><li>• Energy gravitates to external world first.</li><li>• Drawn to physically organize the external world using quantified facts and data.</li><li>• Focus is on, “Who will do what by when?”</li><li>• Communication often takes the form of talking through an action plan.</li></ul></div> <div></div>	<div><b>Introverted Thinking (Ti) Analysing</b></div> <div><ul style="list-style-type: none"><li>• Energy gravitates to internal world first.</li><li>• Drawn to internally categorise and create frameworks.</li><li>• Focus is on, “How can we reframe and look at this data differently?”</li><li>• Communication often takes the form of asking critical questions to gain greater clarity.</li></ul></div> <div></div>
<div><b>Extraverted Feeling (Fe) Harmonising</b></div> <div><ul style="list-style-type: none"><li>• Energy gravitates to external world first.</li><li>• Drawn to build a positive and cohesive atmosphere prioritising decisions primarily based on impact on others.</li><li>• Focus is on creating a safe and supportive environment.</li><li>• Communication often takes the form of self-disclosing to connect.</li></ul></div> <div></div>	<div><b>Introverted Feeling (Fi) Valuing</b></div> <div><ul style="list-style-type: none"><li>• Energy gravitates to internal world first.</li><li>• Drawn to build alignment between internal values and external world, prioritizing decisions primarily based on internal beliefs and what is fair.</li><li>• Focus is on creating an environment which is tolerant of differences.</li><li>• Communication often takes the form of listening intently.</li></ul></div> <div></div>

DIFFERENTIATING BETWEEN ‘LOOKALIKES’

Different Types can often look somewhat alike, we call these ‘lookalikes’. The Type Trilogy cards provide an opportunity to discuss these differences and achieve a true Type verification which has been previously challenging. Without revisiting the often already covered territory of the four Myers Briggs preference scales (E/I, S/N, T/F, and J/P) you can use these cards to take a fresh look and see things from a new angle. Having used the cards for many years it has been so rewarding to be able to, often instantly, get people ‘off the fence’ when deciding between two whole Type patterns (e.g. ISTJ and ISFJ). By understanding how the two Types differ, by looking through any, or all, of these three Type lenses, it can become a much simpler, quicker and enjoyable process.

In the card set there are two types of formula cards - both can be helpful in differentiating between ‘lookalikes’. Samples of the two types of formula cards are below. Please use whichever ones you, or your client, prefers. On the following pages is an overview of some of these ‘lookalikes’. The book **Let’s Split the Difference (Authored by Susan Nash and available on Amazon)** contains in-depth comparisons between pairs who are often confused with each other because they share three out of four preferences although they have different Temperaments.

The approach in working with ‘lookalikes’ is as follows:

- 1. Try to narrow down the choice to two options.
- 2. Use the Profile Cards in The Type Trilogy pack or those on pages 42 and 43 to check:
  - a. Which Temperament is each Type?
  - b. Which Interaction Style is each Type?
  - c. What are the Controller (dominant) and Parent (auxiliary) functions for each Type?
- 3. Lay out the relevant cards from the Type Trilogy card set and lead an exploratory discussion on the words that the individual gravitates towards.
- 4. Make sure you highlight ‘core’ self and not just work or adapted style.
- 5. Encourage more reading of Type Descriptions to verify results.

Examples of the two types of Profile cards.

These represent the Types with an Improviser Temperament:

**PUTTING IT ALL TOGETHER**

Why?	+	How?	Using Perception	+	Judgement	=	Whole Type
To improvise		By charting the course	Experiencing Se	+	Analysing Ti	=	ISTP
To improvise		From behind the scenes	Experiencing Se	+	Valuing Fi	=	ISFP
To improvise		By being in charge	Experiencing Se	+	Analysing Ti	=	ESTP
To improvise		By getting things going	Experiencing Se	+	Valuing Fi	=	ESFP

Extraverted functions are in darker shade, introverted functions are in lighter shade, dominant function is in larger font

**TYPE TRILOGY PROFILE – IMPROVISER™**

**Why you do what you do?**  
Follow a need for freedom to take immediate action and make an impact

How you do what you do?	Using...
<b>BY CHARTING THE COURSE</b> Establishing milestones and correcting mid-course if necessary.	<b>ANALYSING - Ti</b> Evaluating effectiveness using internally categorized knowledge. <b>EXPERIENCING - Se</b> Gathering specific information from the immediate environment.
<b>FROM BEHIND THE SCENES</b> Gathering all relevant data in an unobtrusive way, responding as required.	<b>VALUING - Fi</b> Evaluating desirability by using personal, firmly held, beliefs and values. <b>EXPERIENCING - Se</b> Gathering specific information from the immediate environment.
<b>BY BEING IN CHARGE</b> Moving quickly and directly from one point to another.	<b>EXPERIENCING - Se</b> Gathering specific information from the immediate environment. <b>ANALYSING - Ti</b> Evaluating effectiveness using internally categorized knowledge.
<b>BY GETTING THINGS GOING</b> Reaching out and engaging people as part of the process.	<b>EXPERIENCING - Se</b> Gathering specific information from the immediate environment. <b>VALUING - Fi</b> Evaluating desirability by using personal, firmly held, beliefs and values.









Extraverted functions are in darker shade, introverted functions are in lighter shade, dominant function is in larger font



Analysing (Ti) Lookalikes

**Please Note: Only one letter different but it makes all the difference!**

Using The Type Trilogy approach it is clear that the only thing these two Types have in common is the lead function of Introverted Thinking. Both are intensely analytical and enjoy figuring out how and why things work the way they do. Other than that, their motivating Temperament and Interaction Style energy are quite different as is the supporting cognitive process.

IS <i>T</i> P or INT <i>P</i>	
<div></div> <div><b>Why you do what you do?</b> <b>TO IMPROVISE</b> Follow a need for freedom to take immediate action and make an impact</div> <div></div> <div><b>How you do what you do?</b> <b>BY CHARTING THE COURSE</b> Establishing milestones and correcting mid-course if necessary</div>	<div></div> <div><b>Why you do what you do?</b> <b>TO THEORIZE</b> Follow a need to demonstrate and be recognised for expertise and competence</div> <div></div> <div><b>How you do what you do?</b> <b>FROM BEHIND THE SCENES</b> Gathering all relevant data in an unobtrusive way, responding as required</div>
<div></div> <div><b>Using Lead Function</b> <b>ANALYSING - Ti</b> Evaluating effectiveness using internally categorized knowledge</div> <div></div> <div><b>Supported by</b> <b>EXPERIENCING - Se</b> Gathering specific information from the immediate environment</div>	<div></div> <div><b>Using Lead Function</b> <b>ANALYSING - Ti</b> Evaluating effectiveness using internally categorized knowledge</div> <div></div> <div><b>Supported by</b> <b>BRAINSTORMING - Ne</b> Gathering diverse information by scanning the environment then exploring the possibilities</div>









**Coaching tips:**

In this case Temperament is the easiest route to eliminate one of the options. The ISTP Improviser is interesting as they do want to make an impact but, frequently, this is from under the radar. This does not need to be overtly rewarded, although subtle recognition is valued. It is important to make this distinction between the introverted and extraverted Improvisers. The INTP Theorist places a high value on mastery and competence and has less need for physical action, their pursuits tend to be more intellectually motivated. Both have an introverted Interaction Style. The ISTP Chart-the-Course may be more planful whilst the INTP Behind-the-Scenes may synthesise the options for quite a while before forming a plan. They do not wish to be rushed if they believe a better result will take more time. The Temperament cards will help to explain this well.

Theorist Lookalikes

**Please Note: Only one letter different but it makes all the difference!**

Using The Type Trilogy approach it is clear that the only thing these two Types have in common is their Theorist Temperament - they share a drive for mastery and competence. Other than that, their Interaction Styles are different and their Cognitive Processes are, at first glance, similar but when analysed correctly are very different; they use opposite attitudes (one extraverted and one Introverted) for both Intuiting and Thinking.









EN <i>T</i> P or ENT <i>J</i>	
<div></div> <div><b>Why you do what you do?</b> <b>TO THEORIZE</b> Follow a need to demonstrate and be recognised for expertise and competence</div> <div></div> <div><b>How you do what you do?</b> <b>BY GETTING THINGS GOING</b> Reaching out and engaging people as part of the process</div>	<div></div> <div><b>Why you do what you do?</b> <b>TO THEORIZE</b> Follow a need to demonstrate and be recognised for expertise and competence</div> <div></div> <div><b>How you do what you do?</b> <b>BY BEING IN CHARGE</b> Moving quickly and directly from one point to another</div>
<div></div> <div><b>Using Lead Function</b> <b>BRAINSTORMING - Ne</b> Gathering diverse information by scanning the environment then exploring the possibilities</div> <div></div> <div><b>Supported by</b> <b>ANALYSING - Ti</b> Evaluating effectiveness using internally categorized knowledge</div>	<div></div> <div><b>Using Lead Function</b> <b>SYSTEMATIZING - Te</b> Implementing effective plans using key data from the environment</div> <div></div> <div><b>Supported by</b> <b>VISIONING - Ni</b> Combining seen and unseen data to form an inner vision of what could be</div>

**Coaching tips:**

In this case the Cognitive Processes are the easiest route to eliminate one of the options. This is a common lookalike to re-interpret as many ENTPs see 'J' behaviour as the only way to appear competent. Once explained, most ENTPs clearly see the way Extraverted Intuition works in their lives and the implications of this function. Although the Interaction Styles are also different, in my experience, it's not usually the deciding factor. However, it is often the case that ENTPs may be less likely to claim a senior role if they can see the person 'in charge' is competent. Whilst ENTJs are the architects of infrastructure and tend to play a leadership role effortlessly.

Temperament Lookalikes

**Please Note: One letter different and it makes some difference.**  
Using The Type Trilogy approach it is obvious that, unlike other lookalikes, by changing one letter not so much changes. The Temperament is the same, they share a drive to explore personal growth, and the Cognitive Processes are reversed in the leading and support roles. This is significant but the functions are at least the same. The Interaction Style is the key factor here.

ENFP		or	INFp	
	<b>Why you do what you do?</b> <b>TO BE A CATALYST</b> Follow a need to encourage authentic personal growth of self and others			<b>Why you do what you do?</b> <b>TO BE A CATALYST</b> Follow a need to encourage authentic personal growth of self and others
	<b>How you do what you do?</b> <b>BY GETTING THINGS GOING</b> Reaching out and engaging people as part of the process			<b>How you do what you do?</b> <b>FROM BEHIND THE SCENES</b> Gathering all relevant data in an unobtrusive way, responding as required
	<b>Using Lead Function</b> <b>BRAINSTORMING - Ne</b> Gathering diverse information by scanning the environment then exploring the possibilities			<b>Using Lead Function</b> <b>VALUING - Fi</b> Evaluating desirability by using personal, firmly held, beliefs and values
	<b>Supported by</b> <b>VALUING - Fi</b> Evaluating desirability by using personal, firmly held, beliefs and values			<b>Supported by</b> <b>BRAINSTORMING - Ne</b> Gathering diverse information by scanning the environment then exploring the possibilities

**Coaching tips:**  
In this case the Interaction Styles are the most obvious route to eliminate one of the options. What is quite common is for INFp's to come across as having a preference for Extraversion. This may come about as both Types extravert Intuition and, when motivated, INFp's can share their ideas well and often be playful. Their intensity at other times is very evident. The difference is that for ENFP's their default mode is to be engaged in their outer world with periods of intensity. For INFp's it is the opposite. Their default mode is to be engaged with their inner world with periods of play. The Interaction Style cards will make this difference very obvious very quickly. Just let them do the work for you.

Verifying best-fit is an important part of working with clients - without accurate data any coaching conversation will have less validity and relevance to the client.

Activity: Verifying Type

Think of a client you have been working with. At any time, have they expressed a confusion about one (or more) of their best-fit preferences?

If so, pick out the cards that correlate with this potential confusion (could be Temperament, Interaction Style or Cognitive Processes). What might be the cause of this confusion? How could you use the cards to clarify?

CHAPTER FOUR – COACHING THE COACH

As a coach, it is important to be aware of our Type profile (Temperament, Interaction Style and Cognitive Processes), to not only understand our strengths and potential blind spots as a coach, but also to be able to flex our style in order to interact more effectively with our clients.

In this section we will cover:

Understanding your Strengths and Challenges as a Coach

Adapting your Coaching Style to the Client

UNDERSTANDING YOUR STRENGTHS AND CHALLENGES AS A COACH

Temperament

On the following pages are a few sample ideas for the strengths and potential challenges of each Temperament as a Coach.



Improviser Strengths	Improviser Potential Blind Spots
Ability to set short-term goals	May not consider the long-term goals
Now-focused – so ability to respond in the moment	May be reluctant to follow a coaching agenda
Tactical – so able to focus on short-term action steps	May miss the big picture – so might not see implications from actions
Understand motive – what the client might want from the coaching process	May not give credence to abstract models, theories and concepts



Stabilizer Strengths	Stabilizer Potential Blind Spots
Understand process – how to create a structured coaching experience	May be stressed if the client requires too much flexibility
Past-focused – so ability to remember previous examples and ideas	May be reluctant to encourage the client to try something new
Realistic – so able to focus on what is achievable	May dismiss abstract ideas as unrealistic
Ability to set concrete goals	May miss the big picture



Theorist Strengths	Theorist Potential Blind Spots
Focus on the what and why of the coaching process	May appear overly analytical
Infinite time orientation so able to scan past, present and future to obtain the most relevant information	May be reluctant to follow a tried and true idea
Strategic so able to focus on the connection between the ends and the means and the means to the end	May miss the current reality
Ability to view information from a logical perspective	May miss the emotional connection



Catalyst Strengths	Catalyst Potential Blind Spots
Understand what is important for the client	May be overly credulous in deciding goals
Future-focused – so ability to see potential	May be reluctant to consider realistic options
Empathic with the client	May miss the logical perspective
Naturally optimistic	May be disappointed if the client does not live up to their potential

Activity: Your Temperament as a Coach

Think of your Temperament. What do you perceive to be your main strengths and challenges as a Coach?  
What can you do to manage any blindspots? What can you do to capitalize on your strengths?

UNDERSTAND YOUR STRENGTHS AND CHALLENGES AS A COACH

Interaction Style

**Remember:** When working with clients it is really important to consider your Interaction Style. This will influence the energy, pace and movement you use in the coaching conversation. Here are a few sample ideas for the strengths and potential challenges of each Interaction Style as a Coach.



In-Charge Strengths	In-Charge Potential Blind Spots
Strong focus on achievable results	May push for action too quickly or get frustrated if the Client appears to be hesitating
Can give clear directives if someone wants/needs guidance or structure	May give advice when not needed and appear bossy
Can make rapid decisions with confidence	May not take others’ emotions into account when under a time pressure
Responsive, quick thinking and willing to change direction if the Client wants to	May not take the time to listen to the Client



Chart-the-Course Strengths	Chart-the-Course Potential Blind Spots
Strong focus on the goal for the coaching process	May not be able to adapt if there are changes that do not align with the Coach’s thought process
Encourage thought-through decisions	Could be more time consuming then necessary
Focused and calm approach: plot and consider the options before acting	Effort mapping out the actions might be perceived as lack of engagement
Incorporate a method and course of action for the coaching process	May not be tuned in to non-task activities



Get-Things-Going Strengths	Get-Things-Going Potential Blind Spots
Enthusiastic and expressive in coaching and provides positive feedback	May get discouraged if the Client does not demonstrate enthusiasm
Naturally reaches out to find options and possibilities that the Client can commit to	May talk too much in the drive to raise energy and commitment
Positive energy can motivate the Client to take action	May get stressed with lack of movement if the Client is not ready to explore new ideas
Open communication style allows the Client to explore his/her ideas	May struggle with staying focused



Behind-the-Scenes Strengths	Behind-the-Scenes Potential Blind Spots
Helps the Client think through all relevant information, ideas and approaches	Approach may appear too laborious for the other three styles
Good at listening to client needs	May not direct the conversation when needed
Patient with the coaching process with the focus on the quality of the end result	May feel some conflict between the time frame for meaningful coaching and bottom line considerations
Willing to provide support as needed to achieve the goal	May feel uncomfortable asking challenging questions

Activity: Your Interaction Style as a Coach

Think of your Interaction Style. What do you perceive to be your main strengths and challenges as a Coach?  
What can you do to manage any blind spots? What can you do to capitalize on your strengths?

Cognitive Processes

**Remember:** When working with clients it is really important to consider your Type. Look at your hierarchy of functions and look at the strengths and challenges your dominant and auxiliary functions have in your role as a coach. On the following pages are some examples of strengths and possible challenges of each Cognitive Process in coaching.

Information Gathering Function - Sensing

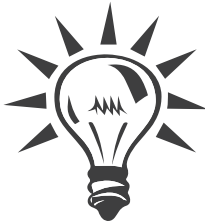


Se: Experiencing Strengths	Se: Experiencing Challenges
Aware of and uses the current available data	May change direction too frequently as new information becomes available
Focused on what can be done right now to raise performance	May miss considering the longer-term perspective
Drawn to act on immediate sensory information	May not get enough input before taking action

Si: Recalling Strengths	Si: Recalling Challenges
Refer to past experience for new ideas	May struggle in completely new situations where there is no historic framework
Ensure coaching process is realistic	May not be open to new possibilities, ideas or change which appear unrealistic
Great at comparing current reality with past state	May not be comfortable with abstract, unverified data



Information Gathering Function - Intuition



Ne: Brainstorming Strengths	Ne: Brainstorming Challenges
Able to see possibilities and positive potential in most situations	May not want to stick with the tried and true – change for the sake of change
Future focused and upbeat	May not consider implementation ideas around ideas
See hidden patterns and meaning and are able to read between the lines	May not focus enough on the current reality

Ni: Visioning Strengths	Ni: Visioning Challenges
Able to simplify the complex and discern meaning	Vision may appear too unrealistic or unrelated to ideas
Broad long-range vision with ability to do scenario planning	May not focus on the events at hand
Provide an independent, fresh perspective	May have trouble articulating the vision

Decision Making Function – Thinking



Te: Systematizing Strengths	Te: Systematizing Challenges
Clear with milestones, priorities, action steps and deadlines	May overlook the human element when encouraging quick decisions
Able to define boundaries in the external world	May be unrealistic in implementation expectations
Able to harness resources to achieve the goal in the most efficient way	May not accept decisions without solid facts and data

Ti: Analyzing Strengths	Ti: Analyzing Challenges
Constantly analyze what is happening and why	Critical questioning might be perceived as criticizing
Able to reframe and present an alternative independent perspective	May use their own logic and deny that of others
Focus on accuracy and precision of thought processes	May not push for action and allow the coaching process to be too flexible

Decision Making Function – Feeling



Fe: Harmonizing Strengths		Fe: Harmonizing Challenges	
Able to create a safe, harmonious coaching relationship		May be uncomfortable with a perceived conflict/challenging situation	
Give ample positive feedback		May neglect the task aspect in order to facilitate the other person being comfortable	
Acutely aware of how an individual is feeling		May show emotions when frustrated	

Fi: Valuing Strengths		Fi: Valuing Challenges	
Appreciate many diverse perspectives		May respond negatively if values are crossed	
Walk the talk as a coach; great listening talent		May focus on the good in others and downplay issues	
Search for what is important to the person they are coaching		May allow too many second chances	

Activity: Your Cognitive Processes as a Coach

Think of your primary Cognitive Processes. What do you perceive to be your main strengths and challenges as a Coach? What can you do to make sure you include multiple types of data when coaching (not just your preference)? How can you cater to different decision making criteria?

ADAPTING YOUR COACHING STYLE TO THE CLIENT

Understanding your client’s best fit Type can help you to adapt your language, style and approach to meet your client in “their space”.





Temperament

Temperament	Ideas
<b>For Improvisers</b> 	<ul style="list-style-type: none"><li>• Make any goals challenging, concrete and “now”.</li><li>• Give choices not direction.</li><li>• Use concrete informal language with similes.</li><li>• Incorporate demos and role plays.</li><li>• Be flexible in your approach.</li><li>• Focus on hands-on actions.</li></ul>
<b>For Stabilizers</b> 	<ul style="list-style-type: none"><li>• Be prepared with a clear goal, process, agenda and structure.</li><li>• Define roles and accountabilities: yours and the client’s.</li><li>• Use sequential language which is appropriate to the context.</li><li>• Provide examples from past experience and detailed “how to” information ..</li><li>• Focus on what is real and relevant.</li><li>• Set clear action plans, responsibilities and time lines.</li></ul>
<b>For Theorists</b> 	<ul style="list-style-type: none"><li>• Define the future outcome: what we are doing and why?</li><li>• Describe your qualifications to build credibility.</li><li>• Use models/theories/frameworks with precise language with metaphors and analogies.</li><li>• Make the approach challenging and intellectually stimulating.</li><li>• Hold objective, dispassionate discussions on ideas and actions.</li><li>• Ensure action plans incorporate building autonomy and competence.</li></ul>
<b>For Catalysts</b> 	<ul style="list-style-type: none"><li>• Show the goal and how it will develop potential: what we will achieve and who will be affected.</li><li>• Be authentic and genuine to build credibility: don’t be fake!</li><li>• Integrate the coaching content with other models and use abstract language with analogies and metaphors.</li><li>• Incorporate genius positive feedback on participation, ideas and contributions.</li><li>• Make sure approach is future focused with an optimistic energy.</li><li>• Talk about how action plans can help achieve a purpose or mkae a difference.</li></ul>

Activity: Adapting to Different Temperaments

Think about clients you have coached. What Temperaments do you think were represented? How did you adapt your style to different Temperaments? What will you do differently with this information?

Interaction Style

Interaction Style	Ideas
<div>For In-Charge</div> <div></div>	<ul style="list-style-type: none"><li>• Use a fast pace and direct eye contact.</li><li>• Push back and be assertive with them.</li><li>• Help them postpone their drive for closure to consider other information.</li><li>• Suggest other ideas they may not have considered.</li><li>• Utilize humour to disarm them.</li><li>• Demonstrate that you are sensitive to time pressure.</li></ul>
<div>For Chart-the-Course</div> <div></div>	<ul style="list-style-type: none"><li>• Be matter-of-fact in your communication style.</li><li>• Be calm and direct.</li><li>• Stay focused on the coaching conversation – don't get side tracked.</li><li>• Emphasize key milestones in achieving coaching goals.</li><li>• Talk about the goal and movement towards the goal.</li><li>• Think things through – don't jump in.</li></ul>
<div>For Get-Things-Going</div> <div></div>	<ul style="list-style-type: none"><li>• Listen and demonstrate interest, use open body language.</li><li>• Reinforce ideas with positive comments.</li><li>• Highlight the benefits of one or two options.</li><li>• Deliver information in an upbeat tone of voice.</li><li>• Use personal examples.</li><li>• Put a positive spin on any ideas you are sharing.</li></ul>
<div>For Behind-the-Scenes</div> <div></div>	<ul style="list-style-type: none"><li>• Use an open and unassuming approach.</li><li>• Allow pauses to allow the Client to think.</li><li>• Ask questions and listen carefully to the answer.</li><li>• Don't pressure to make a decision immediately – they will dig in their heels.</li><li>• Offer choices and pros and cons of difference choices.</li><li>• Ask Client where they are in their thought process: to externalize the internal integration.</li></ul>

Activity: Adapting to Different Interaction Styles

Think about clients you have coached. What Interaction Styles do you think were represented? How did you adapt your style to these Styles? What will you do differently with this information?

Cognitive Processes

Se: Experiencing	Si: Recalling
<ul style="list-style-type: none"><li>• Ask the question, “What is happening right now?”</li><li>• Use demos, role-plays and activities to make anylearning practical and hands-on.</li><li>• Talk about/highlight relevant current data.</li><li>• Provide sensory experiences, touch, taste, smell, visuals, graphics, clips, etc.</li></ul>	<ul style="list-style-type: none"><li>• Ask the question, “What happened in the past?”</li><li>• Use examples from previous experience; either yours or others.</li><li>• Talk about what has worked and not worked in the past and why.</li><li>• Provide structured clear instructions for tasks and action ideas: what has to be done, for how long, who does what, and what is the goal to make coaching real.</li></ul>
Ne: Brainstorming	Ni: Visioning
<ul style="list-style-type: none"><li>• Ask the question, “What are the possibilities?”</li><li>• Provide an opportunity to explore theories, models and concepts.</li><li>• Use a blank page and blue sky thinking when discussing possibilities.</li><li>• Encourage the conversation to evolve as connections are explored.</li></ul>	<ul style="list-style-type: none"><li>• Ask the question, “What will the future picture be or look like?”</li><li>• Provide time to think about theories, models and concepts.</li><li>• Talk about the end goal, vision or purpose.</li><li>• Build in reflection time and anticipate solutions ideas being very different from core information.</li></ul>
Te: Systematizing	Ti: Analyzing
<ul style="list-style-type: none"><li>• Ask, “What steps do we need to take by when?”</li><li>• Define goals, priorities, action plans and time lines.</li><li>• Be clear about boundaries in the external world: what you will talk about, roles and accountabilities.</li><li>• Use causal-effect logic – if this, then this.</li></ul>	<ul style="list-style-type: none"><li>• Ask , “How could you reframe this information tolook at this subject differently?”</li><li>• Define categories, heading, subject areas and types of tasks.</li><li>• Ask questions about what actions are needed and the reason for any course of action.</li><li>• Encourage root cause analysis for problems/situations.</li></ul>
Fe: Harmonizing	Fi: Valuing
<ul style="list-style-type: none"><li>• Ask “What is the group process right now – how are people feeling?”</li><li>• Encourage reflection on the impact of any decision on others and what is appropriate to any situation.</li><li>• Talk about what you can do to make others feel “safe” in an interaction.</li><li>• Prepare personal stories to connect.</li></ul>	<ul style="list-style-type: none"><li>• Ask the questions, “What is the fair thing to do?”</li><li>• Encourage reflection on the values, ethics and unwritten beliefs about any decision.</li><li>• Talk about what is important to the individual in any action planning.</li><li>• Walk the talk – don’t talk about your beliefs – act them.</li></ul>

CHAPTER FIVE – COACHING THE CLIENT

Activity: Using all Eight Cognitive Processes

What cognitive processes were being accessed? How did you adapt your approach to incorporate different cognitive processes? What will you do differently with this information?

Summary

The Type Trilogy Cards can be used to stimulate a productive two-way coaching conversation. By using the cards in this way you will be able to ensure any coaching goals and action plan will incorporate the client’s core needs and driving forces (Temperament), that it capitalizes on their natural aims, beliefs and energy (Interaction Style) and you are able to understand their thought processes (Cognitive Processes).

In this section we will cover coaching the client;

Using the Temperament Cards

Using the Interaction Style Cards

Using the Cognitive Processes Cards

USING THE TEMPERAMENT CARDS

Coaching Point

Most of the questions relating to the front of the Temperament cards are phrased in present/past tense in order to surface how your client’s Temperament may have influenced him/her in the past or be influencing him/her in the present.They can also be asked in the “future perspective” as part of guiding the performance development process.Many of the questions relating to the back of the cards are focused on the future in terms of identifying coaching goals. They can also be used in the present/past tense to build awareness.


TEMPERAMENT

WHY you do what you do?

Inner motivations

Outer behaviours

CATALYST



"Make the day worthwhile"

ENFP ENFJ INFP INFJ

Sharing NF preferences


TEMPERAMENT

WHY you do what you do?

Inner motivations

Outer behaviours

STABILIZER



"Day-to-day responsibility"

ESTJ ESFJ ISTJ ISFJ

Sharing SJ preferences


TEMPERAMENT

WHY you do what you do?

Inner motivations

Outer behaviours

THEORIST



"Master the day"

ENTJ ENTP INTJ INTP

Sharing NT preferences


TEMPERAMENT

WHY you do what you do?

Inner motivations

Outer behaviours

IMPROVISER



"Seize the day"

ESTP ESFP ISTP ISFP

Sharing SP preferences

USING THE TEMPERAMENT CARDS  
Coaching Catalysts



LOOKING AT THE FRONT OF THE CARD

Possible Questions to Ask	Guidelines/Things to Consider
<p><b>For Inner Motivations</b></p> <ul style="list-style-type: none"><li>Describe a time when you felt <b>motivated</b> and energized. What made you feel that way?</li><li>Give me an example of when you believed that had <b>made a difference</b>? What factors contributed to that?</li><li>How important is it for you to have <b>purpose and meaning</b> in your role/life? How do you ensure you get this? What are the advantages of this preference for <b>authenticity</b>? What might be the challenges associated with this?</li><li>Describe a time when you <b>were able to transform something</b>. What did you transform? How were you able to do this? How successful was what you influenced?</li><li>Describe a time when you <b>inspired</b> someone to make a change. What was the change? What were your contributions to this variation? What were some potential challenges inherent in this process?</li><li>How do you see your drive for <b>enhancing relationships</b>? When has this been positive? When has this had a negative impact?</li><li>In the future, how can you ensure you stay motivated by getting your needs met?</li><li>How can you balance your need for purpose and meaning in your current environment?</li></ul>	<ul style="list-style-type: none"><li>Identifying times when a client feels <b>motivated</b> can give a good indicator that there was some action or behaviour that was helping them to meet their core needs.</li><li>By asking questions about <b>making a difference</b> or the need to <b>have a purpose</b> can help to make these ideas real and verify that the client does possess these inner motivations.</li><li>The questions about <b>transforming and inspiring</b> are designed to raise awareness of the advantages of catalyzing in terms of helping individuals develop and grow. In addition they can give insight into the potential disadvantages of appearing to be not grounded in reality.</li><li>The question about <b>enhancing relationships</b> can also demonstrate the potential advantages and challenges of this preference.</li></ul>
<p><b>For Outer Behaviours</b></p> <ul style="list-style-type: none"><li>How is your communication style helping you currently? How is it hindering your results?</li><li>Give me an example of facilitating growth. What worked? What didn't work?</li><li>How is your ability in building bridges helpful? Not helpful? Why?</li><li>Give me an example of when you provided counselling to an individual? What did you do? What was successful? What was not? What would you do differently in the future?</li></ul>	<ul style="list-style-type: none"><li>Most of the questions can also be worded in the future tense and/or related to current job role and challenges.</li><li>The purpose of these questions is to cement how each of these outer behaviours contributes to meeting the internal need.</li></ul>

USING THE TEMPERAMENT CARDS  
Coaching Catalysts



LOOKING AT THE BACK OF THE CARD

Possible Questions to Ask	Guidelines/Things to Consider
<p><b>For Needs</b></p> <ul style="list-style-type: none"><li>How are your needs for personal growth being met currently in your work context?</li><li>How are your needs for developing potential being met?</li><li>Give me an example for each?</li><li>How are these needs helping your current performance?</li><li>How might these needs be hindering your current performance?</li></ul>	<ul style="list-style-type: none"><li>Temperament gives us a unique insight into core needs, about which until this point we were probably unconscious.</li><li>As a result, clients may find these questions difficult in the coaching process and follow up questions are important to surface these needs and how the client can get these needs met.</li></ul>
<p><b>Possible Questions to Ask</b></p>	
<p><b>What motivates you?</b></p> <ul style="list-style-type: none"><li>Review the list on the back of the card under "What motivates you?"</li><li>To what extent are these facets available to you currently? How could you gain access to more of these motivating factors?</li><li>What can you do to manage your need for unique identity so that you harness the strengths of this preference and manage any weaknesses?</li><li>How can you ensure you retain access to these motivating factors?</li></ul>	
<p><b>What challenges you?</b></p> <ul style="list-style-type: none"><li>Review the list on the back of the card under "What Challenges you?"</li><li>How many of these challenges are present for you currently?</li><li>What challenges could you address and how?</li><li>What challenges are outside your control and why? How could you better manage these challenges?</li></ul>	
<p><b>What is your best learning environment?</b></p> <ul style="list-style-type: none"><li>Review the list on the back of the card under "What is your best learning environment?"</li><li>What are some key areas that you need to learn currently? Skills? Knowledge? Techniques? Other?</li><li>How can you ensure you are able to learn effectively?</li><li>How can you overcome any potential barriers to learning?</li><li>How would you learn best in the coaching process?</li></ul>	
<p><b>What impresses you?</b></p> <ul style="list-style-type: none"><li>Who do you identify with on the list?</li><li>What behaviours do they demonstrate and why do these impress you?</li><li>To what extent are you demonstrating the behaviours from the "What impresses you" list?</li></ul>	



USING THE TEMPERAMENT CARDS  
Coaching Catalysts



CONTINUING ON THE BACK OF THE CARD

<p><b>What stresses you?</b></p> <ul style="list-style-type: none"><li>• Review the list on the back of the card under “What stresses you?”</li><li>• To what extent do you agree with that list? What else would you add? Delete?</li><li>• How do you think you react under stress? How is your response helpful? Destructive?</li><li>• How could you manage your stress response more effectively?</li><li>• How could you flex to see the other person’s perspective in these stressful situations?</li></ul>	
<p><b>Summary</b></p> <ul style="list-style-type: none"><li>• What has been your key initial learning about Temperament?</li><li>• How will this knowledge to enhance your understanding about personality type?</li><li>• How can you use this knowledge in raising your performance?</li><li>• How will this knowledge influence the coaching process for you?</li></ul>	

**Remember** that these are only a few of the questions that you might use when coaching Catalysts. They are designed purely to help you in bringing the use of the cards in the coaching conversation to life.

**Remember** also that the essence of the coaching conversation is ideally around core needs and inner motivations that drive behaviour, satisfaction and can help to reduce stress. For Catalysts, this means the focus will be on developing potential, having a purpose and being special.

USING THE TEMPERAMENT CARDS  
Coaching Stabilizers



LOOKING AT THE FRONT OF THE CARD

Possible Questions to Ask	Guidelines/Things to Consider
<p><b>For Inner Motivations</b></p> <ul style="list-style-type: none"><li>• Describe a time when you felt <b>motivated</b> and energized. What made you feel that way?</li><li>• Describe a time when you felt like you <b>belonged</b> to a team. What was the team? How were you able to contribute to the team? Why did this feel like a successful team experience to you?</li><li>• Describe a time when you felt like you <b>belonged</b> to an unproductive team. What was the team? Why did this feel like an unsuccessful team experience to you? How did you respond in this team environment?</li><li>• Give me an example of when you believed that you <b>lived up to your responsibilities</b>? What factors contributed to that?</li><li>• How important is it for you to <b>provide security</b>, and have consistency and stability in your role/life? How do you ensure you get this? What are the advantages of this preference for <b>structure</b>? What might be the challenges associated with this?</li><li>• How do you see the need to <b>be economical</b> influencing your life? When has this been positive? When has this had a negative impact?</li><li>• In the future, how can you ensure you stay motivated by getting your needs met?</li><li>• How can you balance your need for structure in your current environment?</li></ul>	<ul style="list-style-type: none"><li>• Identifying times when a client feels <b>motivated</b> can give a good indicator that there was some action or behaviour that was helping them to meet their core needs.</li><li>• Asking questions about being <b>responsible</b> or the need to <b>contribute to a team</b> can help to make these ideas real and verify that the client does possess these inner motivations.</li><li>• The questions about <b>consistency and stability</b> are designed to raise awareness of the advantages of instituting structure in terms of getting prepared and organized, in addition to seeing the potential disadvantages of appearing inflexible.</li><li>• The question about providing <b>security</b> can also demonstrate the potential advantages and challenges of this preference.</li></ul>
<p><b>For Outer Behaviours</b></p> <ul style="list-style-type: none"><li>• How is your communication style helping you currently? How is it hindering your results?</li><li>• Give me an example of pursuing efficiency – what did you do? What worked? What didn’t work?</li><li>• Give me an example of when you laid foundations? What did you do? What was successful? What was not? What would you do differently in the future?</li><li>• How is your ability to learn from the past helpful? Not helpful? Why?</li></ul>	<ul style="list-style-type: none"><li>• Most of the questions can be also worded in the future tense and/or related to current job role and challenges.</li><li>• The purpose of these questions is to cement how each of these outer behaviours contributes to meeting the internal need.</li></ul>

USING THE TEMPERAMENT CARDS  
Coaching Stabilizers



LOOKING AT THE BACK OF THE CARD

Possible Questions to Ask	Guidelines/Things to Consider
<p><b>For Needs</b></p> <ul style="list-style-type: none"><li>How are your needs for being responsible being met currently in your work context?</li><li>How are your needs for contributing to the team being met?</li><li>Give me an example for each?</li><li>How are these needs helping your current performance?</li><li>How might these needs be hindering your current performance?</li></ul>	<ul style="list-style-type: none"><li>Temperament gives us a unique insight into core needs, about which until this point we were probably unconscious.</li><li>As a result, clients may find these questions difficult in the coaching process and follow up questions are important to surface these needs and how the client can get these needs met.</li></ul>
<p><b>Possible Questions to Ask</b></p>	
<p><b>What motivates you?</b></p> <ul style="list-style-type: none"><li>Review the list on the back of the card under “What motivates you?”</li><li>To what extent are these facets available to you currently? How could you gain access to more of these motivating factors?</li><li>What can you do to manage your need for role clarity so that you harness the strengths of this preference and manage any weaknesses?</li><li>How can you ensure you retain access to these motivating factors?</li></ul>	
<p><b>What challenges you?</b></p> <ul style="list-style-type: none"><li>Review the list on the back of the card under “What Challenges you?”</li><li>How many of these challenges are present for you currently?</li><li>What challenges could you address and how?</li><li>What challenges are outside your control and why? How could you better manage these challenges?</li></ul>	
<p><b>What is your best learning environment?</b></p> <ul style="list-style-type: none"><li>Review the list on the back of the card under “What is your best learning environment?”</li><li>What are some key areas that you need to learn currently? Skills? Knowledge? Techniques? Other?</li><li>How can you ensure you are able to learn effectively?</li><li>How can you overcome any potential barriers to learning?</li><li>How would you learn best in the coaching process?</li></ul>	
<p><b>What impresses you?</b></p> <ul style="list-style-type: none"><li>Who do you identify with on the list?</li><li>What behaviours do they demonstrate and why do these impress you?</li><li>To what extent are you demonstrating the behaviours from the “What impresses you” list?</li></ul>	

USING THE TEMPERAMENT CARDS  
Coaching Stabilizers



CONTINUING ON THE BACK OF THE CARD

<p><b>What stresses you?</b></p> <ul style="list-style-type: none"><li>Review the list on the back of the card under “What stresses you?”</li><li>To what extent do you agree with that list? What else would you add? Delete?</li><li>How do you think you react under stress? How is your response helpful? Destructive?</li><li>How could you manage your stress response more effectively?</li><li>How could you flex to see the other person’s perspective in these stressful situations?</li></ul>	
<p><b>Summary</b></p> <ul style="list-style-type: none"><li>What has been your key initial learning about Temperament?</li><li>How will this knowledge enhance your understanding about personality type?</li><li>How can you use this knowledge in raising your performance?</li><li>How will this knowledge influence the coaching process for you?</li></ul>	

**Remember** that these are only a few of the questions that you might use when coaching Stabilizers. They are designed purely to help you in bringing the use of the cards in the coaching conversation to life.

**Remember** also that the essence of the coaching conversation is ideally around core needs and inner motivations that drive behaviour, satisfaction and can help to reduce stress. So, for Stabilizers, this will revolve around contributing to the team and being responsible.

USING THE TEMPERAMENT CARDS  
Coaching Theorists

LOOKING AT THE FRONT OF THE CARD



Possible Questions to Ask	Guidelines/Things to Consider
<p><b>For Inner Motivations</b></p> <ul style="list-style-type: none"><li>Describe a time when you felt <b>motivated</b> and energized. What made you feel that way?</li><li>Give me an example of when you believed you had <b>demonstrated competence</b>? What factors contributed to that?</li><li>How important is it for you to have <b>autonomy and control</b> in your role/life? How do you ensure you get this? What are the advantages of this preference for <b>self-sufficiency</b>? What might be the challenges associated with this?</li><li>Describe a time when you <b>were able to invent something</b>. What did you invent? How were you able to do this? How successful was what you invented?</li><li>Describe a time when you <b>proved an idea through logic</b>. What was the idea? What were the advantages of this method? What were some potential challenges inherent in this process?</li><li>How do you see the drive for <b>improving through critique</b>? When has this been positive? When has this had a negative impact?</li><li>In the future, how can you ensure you stay motivated by getting your needs met?</li><li>How can you achieve your need for intellectual independence in your current environment?</li></ul>	<ul style="list-style-type: none"><li>Identifying times when a client feels <b>motivated</b> can give a good indicator that there was some action or behaviour that was helping them to meet their core needs.</li><li>Asking questions about being <b>competent</b>, or the need to <b>have autonomy</b> can help to make these ideas real and verify that the client does possess these inner motivations.</li><li>The questions about <b>inventing and proving through logic</b> are designed to raise awareness of the advantages of creating innovative solutions in terms of getting fresh ideas and seeing things from a different perspective. In addition the questions can highlight the potential disadvantages of appearing to not value existing reality.</li><li>The question about <b>improving through critique</b> can also demonstrate the potential advantages and challenges of this preference.</li></ul>
<p><b>For Outer Behaviours</b></p> <ul style="list-style-type: none"><li>How is your communication style helping you currently? How is it hindering your results?</li><li>Give me an example of analyzing and stating cause and effect. What worked? What didn't work?</li><li>How is your ability to re-design helpful? Not helpful? Why?</li><li>Give me an example of when and how you provided expertise? What was successful? What would you do differently in the future?</li></ul>	<ul style="list-style-type: none"><li>Most of the questions can also be worded in the future tense and/or related to current job role and challenges.</li><li>The purpose of these questions is to cement how each of these outer behaviours contributes to meeting the internal need.</li></ul>

USING THE TEMPERAMENT CARDS  
Coaching Theorists

LOOKING AT THE BACK OF THE CARD



Possible Questions to Ask	Guidelines/Things to Consider
<p><b>For Needs</b></p> <ul style="list-style-type: none"><li>How are your needs for being competent being met currently in your work context?</li><li>How are your needs for developing mastery being met?</li><li>Give me an example for each?</li><li>How are these needs helping your current performance?</li><li>How might these needs be hindering your current performance?</li></ul>	<ul style="list-style-type: none"><li>Temperament gives us a unique insight into core needs, about which until this point we were probably unconscious.</li><li>As a result, clients may find these questions difficult in the coaching process and follow up questions are important to surface these needs and how the client can get these needs met.</li></ul>
<p><b>Possible Questions to Ask</b></p>	
<p><b>What motivates you?</b></p> <ul style="list-style-type: none"><li>Review the list on the back of the card under “What motivates you?”</li><li>To what extent are these facets available to you currently? How could you gain access to more of these motivating factors?</li><li>What can you do to manage your need for intellectual independence so that you harness the strengths of this preference and manage any weaknesses?</li><li>How can you ensure you retain access to these motivating factors?</li></ul>	
<p><b>What challenges you?</b></p> <ul style="list-style-type: none"><li>Review the list on the back of the card under “What Challenges you?”</li><li>How many of these challenges are present for you currently?</li><li>What challenges could you address and how?</li><li>What challenges are outside your control and why? How could you better manage these challenges?</li></ul>	
<p><b>What is your best learning environment?</b></p> <ul style="list-style-type: none"><li>Review the list on the back of the card under “What is your best learning environment?”</li><li>What are some key areas that you need to learn currently? Skills? Knowledge? Techniques? Other?</li><li>How can you ensure you are able to learn effectively?</li><li>How can you overcome any potential barriers to learning?</li><li>How would you learn best in the coaching process?</li></ul>	
<p><b>What impresses you?</b></p> <ul style="list-style-type: none"><li>Who do you identify with on the list?</li><li>What behaviours do they demonstrate and why do these impress you?</li><li>To what extent are you demonstrating the behaviours from the “What impresses you” list?</li></ul>	

USING THE TEMPERAMENT CARDS  
Coaching Theorists



CONTINUING ON THE BACK OF THE CARD

<p><b>What stresses you?</b></p> <ul style="list-style-type: none"><li>• Review the list on the back of the card under “What stresses you?”</li><li>• To what extent do you agree with that list? What else would you add? Delete?</li><li>• How do you think you react under stress? How is your response helpful? Destructive?</li><li>• How could you manage your stress response more effectively?</li><li>• How could you flex to see the other person’s perspective in these stressful situations?</li></ul>	
<p><b>Summary</b></p> <ul style="list-style-type: none"><li>• What has been your key initial learning about Temperament?</li><li>• How will this knowledge enhance your understanding about personality type?</li><li>• How can you use this knowledge in raising your performance?</li><li>• How will this knowledge influence the coaching process for you?</li></ul>	

**Remember** that these are only a few of the questions that you might use when coaching Theorists. They are designed purely to help you in bringing the use of the cards in the coaching conversation to life.

**Remember** also that the essence of the coaching conversation is ideally around core needs and inner motivations that drive behaviour, satisfaction and can help to reduce stress. So for Theorists the focus will be on developing competence and having autonomy and self-control.

USING THE TEMPERAMENT CARDS  
Coaching Improvisers



LOOKING AT THE FRONT OF THE CARD

Possible Questions to Ask	Guidelines/Things to Consider
<p><b>For Inner Motivations</b></p> <ul style="list-style-type: none"><li>• Describe a time when you felt <b>motivated</b> and energized. What made you feel that way?</li><li>• Give me an example of when you believed that you were <b>impressive</b>? What factors contributed to that?</li><li>• How important is it for you to have flexibility and <b>variety</b> in your role/life? How do you ensure you get this? What are the advantages of this preference for flexibility/variety? What might be the challenges associated with this?</li><li>• Describe a time when you <b>responded quickly</b> and the results were positive. How were you able to respond quickly? What happened? Why were the results positive?</li><li>• Give me an example of a time when you <b>responded quickly</b> and the results were negative. How were you able to respond quickly? What happened? Why were the results negative?</li><li>• How do you see the need for <b>adventure</b> and the need to experience the current reality influencing your life? When has this been positive? When has this had a negative impact?</li><li>• In the future, how can you ensure you stay motivated by getting your needs met?</li><li>• How can you balance your need for flexibility and variety in your current environment?</li></ul>	<ul style="list-style-type: none"><li>• Identifying times when a client feels <b>motivated</b> can give a good indicator that there was some action or behaviour that was helping them to meet their core needs.</li><li>• Asking questions about being <b>impressive</b> or the need for <b>flexibility</b> and <b>variety</b> can help to make these ideas real and verify that the client does possess these inner motivations.</li><li>• The questions about <b>responding quickly</b> are designed to raise awareness of the advantages of responding quickly in terms of seizing opportunities, being “ahead of the game”, in addition to the possible disadvantages such as not seeing the implication from actions.</li><li>• The question about the <b>need for adventure</b> can also demonstrate the potential advantages and challenges of this preference.</li></ul>
<p><b>For Outer Behaviours</b></p> <ul style="list-style-type: none"><li>• How is your communication style helping you currently? How is it hindering your results?</li><li>• Give me an example of taking risks – what did you do? What worked? What didn’t work?</li><li>• How is your ability to be alert to surroundings helpful? Not helpful? Why?</li><li>• Give me an example of when you had to solve an immediate problem? What did you do? What was successful? What was not? What would you do differently in the future?</li></ul>	<ul style="list-style-type: none"><li>• Most of the questions can be also worded in the future tense and/or related to current job role and challenges.</li><li>• The purpose of these questions is to cement how each of these outer behaviours contributes to meeting the internal need.</li></ul>



USING THE TEMPERAMENT CARDS  
Coaching Improvisers



LOOKING AT THE BACK OF THE CARD

Possible Questions to Ask	Guidelines/Things to Consider
<p><b>For Needs</b></p> <ul style="list-style-type: none"><li>How are your needs for freedom to act being met currently (in your work context)?</li><li>How are your needs for making an impact being met?</li><li>Give me an example for each?</li><li>How are these needs helping your current performance?</li><li>How might these needs be hindering your current performance?</li></ul>	<ul style="list-style-type: none"><li>Temperament gives us a unique insight into core needs, about which until this point we were probably unconscious.</li><li>As a result, clients may find these questions difficult in the coaching process and follow up questions are important to surface these needs and how the client can get these needs met.</li></ul>
<p><b>Possible Questions to Ask</b></p>	
<p><b>What motivates you?</b></p> <ul style="list-style-type: none"><li>Review the list on the back of the card under “What motivates you?”</li><li>To what extent are these facets available to you currently? How could you gain access to more of these motivating factors?</li><li>What can you do to manage your need to respond quickly so that you harness the strengths of this preference and manage any weaknesses?</li><li>How can you ensure you retain access to these motivating factors?</li></ul>	
<p><b>What challenges you?</b></p> <ul style="list-style-type: none"><li>Review the list on the back of the card under “What Challenges you?”</li><li>How many of these challenges are present for you currently?</li><li>What challenges could you address and how?</li><li>What challenges are outside your control and why? How could you better manage these challenges?</li></ul>	
<p><b>What is your best learning environment?</b></p> <ul style="list-style-type: none"><li>Review the list on the back of the card under “What is your best learning environment?”</li><li>What are some key areas that you need to learn currently? Skills? Knowledge? Techniques? Other?</li><li>How can you ensure you are able to learn effectively?</li><li>How can you overcome any potential barriers to learning?</li><li>How can you learn best in the coaching process?</li></ul>	
<p><b>What impresses you?</b></p> <ul style="list-style-type: none"><li>Who do you identify with on the list?</li><li>What behaviours do they demonstrate and why do these impress you?</li><li>To what extent are you demonstrating the behaviours from the “What impresses you” list?</li></ul>	

USING THE TEMPERAMENT CARDS  
Coaching Improvisers



CONTINUING ON THE BACK OF THE CARD

<p><b>What stresses you?</b></p> <ul style="list-style-type: none"><li>Review the list on the back of the card under “What stresses you?”</li><li>To what extent do you agree with that list? What else would you add? Delete?</li><li>How do you think you react under stress? How is your response helpful? Destructive?</li><li>How could you manage your stress response more effectively?</li><li>How could you flex to see the other person’s perspective in these stressful situations?</li></ul>	
<p><b>Summary</b></p> <ul style="list-style-type: none"><li>What has been your key initial learning about Temperament?</li><li>How will this knowledge enhance your understanding about personality type?</li><li>How can you use this knowledge in raising your performance?</li><li>How will this knowledge influence the coaching process for you?</li></ul>	

**Remember** that these are only a few of the questions that you might use when coaching Improvisers. They are designed purely to help you in bringing the use of the cards in the coaching conversation to life.

**Remember** that the essence of the coaching conversation is ideally around core needs and inner motivations that drive behaviour, satisfaction and can help to reduce stress. For Improvisers this means the freedom to make immediate impact and be impressive.



USING THE INTERACTION STYLE CARDS

You can use the Interaction Style cards when your client is comfortable with their four Type preferences (E/I, S/N, T/F and J/P) – their best-fit Type. This can be achieved either through a discussion following them taking a written assessment (such as the MBTI) or by using the **Personality Puzzle**. Or you can use the approach described in Chapter Two of this book and then verify using the process in Chapter Three.

You can introduce the Interaction Style cards as per the list below:

- **If the client has selected ESTP, ESTJ, ENTJ or ENFJ, you can share the In-Charge card.**
- **If the client has selected ISTP, ISTJ, INTJ or INFJ, you can share the Chart-the-Course card.**
- **If the client has selected ESFP, ESFJ, ENTP or ENFP, you can share the Get-Things-Going card.**
- **If the client has selected ISFP, ISFJ, INTP or INFP, you can share the Behind-the-Scenes card.**

The purpose of reviewing the Interaction Style cards is to provide greater insight into the internal aims and beliefs as well as external style and energy. As Interaction Style has such a physical component to it, individuals may not always be aware of their body language so be prepared to focus on some of the internal facets such as stressors, feeling of comfort, etc.

Coaching Point

Most of the questions on the front of the Interaction Style cards are phrased in present/past tense in order to build awareness and knowledge about how his might have influenced his/her behaviour.

Many of the questions on the back of the cards are focused on the future in terms of identifying coaching goals. They can also be used in the present/past tense to build awareness.

USING THE INTERACTION STYLE CARDS

Occasionally, when Interaction Style is introduced, clients may want to revisit their Type preferences. This is a healthy sorting option and helps to ensure that they buy into and gain a greater understanding of their Type selection. You may then wish to revisit the ideas in Chapters Two and Three.

Much of conflict seems to play out through the Interaction Styles lens.

The content therefore on stress and stress response can be pivotal in the coaching and development process.


INTERACTION STYLES™

HOW you do what you do?

CHART-THE-COURSE™

Action

anticipating  
directing  
responding  
tracking  
progressing  
foreseeing  
outlining  
monitoring



Style

focused energy  
reflective  
self-contained  
deliberate  
solitary  
intense  
task oriented  
informed

"Let's think ahead"

INFJ ISTJ INTJ ISTP

Sharing a preference for Introversion and representing all four Temperaments

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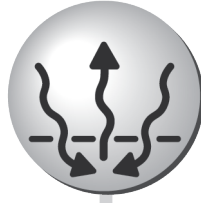
INTERACTION STYLES™

HOW you do what you do?

BEHIND-THE-SCENES™

Action

integrating  
informing  
responding  
reconciling  
supporting  
clarifying  
listening  
aligning



Style

approachable energy  
quietly influencing  
patient  
agreeable  
unassuming  
reflective  
quiet  
conscientious

"Let's think about it"

INFP ISFJ INTP ISFP

Sharing a preference for Introversion and representing all four Temperaments

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INTERACTION STYLES™

HOW you do what you do?

IN-CHARGE™

Action

accomplishing  
directing  
initiating  
goal setting  
leading  
enterprising  
mobilising  
deciding



Style

determined energy  
commanding presence  
energetic  
fast pace  
confident  
sociable  
purposeful  
straight forward

"Let's action our thinking"

ENFJ ESTJ ENTJ ESTP

Sharing a preference for Extraversion and representing all four Temperaments

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INTERACTION STYLES™

HOW you do what you do?

GET-THINGS-GOING™

Action

connecting  
informing  
initiating  
inspiring  
involving  
facilitating  
stimulating  
brainstorming



Style

expressive energy  
animated  
enthusiastic  
restless  
outgoing  
consensual  
persuasive  
engaging

"Let's think together"

ESFP ESFJ ENTP ENFP

Sharing a preference for Extraversion and representing all four Temperaments

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USING THE INTERACTION STYLE CARDS  
Coaching Chart-the-Course



If you have spent time with your client reviewing the front of the card in verifying best-fit Type then you may want to focus on the back of the card during the coaching conversation.

LOOKING AT THE FRONT OF THE CARD

Action: Key Words	Possible Questions to Ask
<ul style="list-style-type: none"><li>Anticipating</li><li>Directing</li><li>Responding</li><li>Tracking</li><li>Progressing</li><li>Foreseeing</li><li>Outlining</li><li>Monitoring</li></ul>	<ul style="list-style-type: none"><li>To what extent do you see your ability to anticipate being used in your current role?</li><li>What can be the strengths and challenges of using a more Directing style? How could you learn to adapt your communication style?</li><li>How do you see your ability to Respond in your current role? What are the strengths and challenges of this preference?</li><li>What might your Interaction Style tell you about the way that you tend to track milestones when moving forward? What could be the advantages and disadvantages of this?</li><li>What does progressing mean to you in terms of your Interaction Style? Give me an example of a situation where you were able progress a task or project and reflect upon how your Interaction Style may have influenced this.</li><li>Tell me how your Interaction Style might influence your ability to foresee? What might be the advantages and disadvantages to this preference?</li><li>Give me an example of outlining from your home or work context. What influence did your Interaction Style energy have on this process?</li><li>Think about how you have made decisions in the past. How might your Interaction Style have influenced this?</li></ul>
Style: Key Words	Possible Questions to Ask
<ul style="list-style-type: none"><li>Focused energy</li><li>Reflective</li><li>Self-contained</li><li>Deliberate</li><li>Solitary</li><li>Intense</li><li>Task oriented</li><li>Informed</li></ul>	<ul style="list-style-type: none"><li>What are your reactions reviewing the list under style?</li><li>What attributes are you aware of?</li><li>What elements came as a surprise to you?</li><li>What are the advantages of your focused energy? Disadvantages?</li><li>How does the fact that your style appears self-contained help and/or hinder you in engaging with others?</li><li>What are the advantages of being task-oriented? Possible challenges?</li><li>What is your key learning point about your Interaction Style from reviewing actions and style?</li></ul>

USING THE INTERACTION STYLE CARDS  
Coaching Chart-the-Course



LOOKING AT THE BACK OF THE CARD...

- The two key categories on the back of the card are those related to the drive and aim of the Interaction Style.
- These reflect the internal psychological forces.
- Many of the outer behaviours originate from this core drive and aim.

Possible Questions to Ask	
<p><b>What Drives your Interactions?</b></p> <ul style="list-style-type: none"><li>To what extent do you experience the pressing need to anticipate?</li><li>How does this drive feel in your body?</li><li>How is this drive an advantage in your current role? How might this be a challenge?</li><li>How can you ensure you apply this drive in the correct settings?</li></ul>	
<p><b>What is your aim?</b></p> <ul style="list-style-type: none"><li>To what extent do you identify with the aim of getting the desired result?</li><li>Give me an example of a time when you mapped and achieved this desired result.</li><li>What were the advantages of this tendency? What might be the challenges associated with this preference?</li><li>How is this aim useful to you in your current role?</li><li>How might this be a challenge to you in your current role?</li></ul>	
<p><b>What does your style look like?</b></p> <ul style="list-style-type: none"><li>Review the list under “What does your style look like?” To what extent do you agree with the statements listed? What statements surprised you and why?</li><li>Give me an example of a time you “created and monitored a timeline of events”. What were the advantages of doing this? What were the challenges?</li><li>How might you moderate your drive to organize resources so that you do not appear rigid?</li><li>What are the benefits of your ability to reflect and check in? Give me an example of how you have used this talent in the past? How could you use this ability more consistently in the future?</li></ul>	
<p><b>How do you communicate?</b></p> <ul style="list-style-type: none"><li>Review the comments under “How do you communicate?”</li><li>To what extent do you agree with these remarks?</li><li>What are the advantages of your communication preferences?</li><li>What might be the challenges?</li><li>How can you make sure you appear approachable when you have a point to make?</li><li>How can you make sure you listen to other ideas for moving projects forward?</li></ul>	

USING THE INTERACTION STYLE CARDS  
Coaching Chart-the-Course



LOOKING AT THE BACK OF THE CARD CONTINUED...

Possible Questions to Ask	
<p><b>What feels comfortable?</b></p> <ul style="list-style-type: none"><li>Review the statements under “What feels comfortable?”</li><li>To what extent do you identify with those ideas?</li><li>What, if any, do you disagree with? Why?</li><li>To what extent are these factors available in your current role?</li><li>What is missing for you now?</li><li>How could you ensure you have the opportunity to move things forward in an independent way in your current role?</li></ul>	
<p><b>What stresses you?</b></p> <ul style="list-style-type: none"><li>Review the list under “What stresses you?”</li><li>To what extent do you agree with this list? What else would you add? Delete?</li><li>How many of these factors are present in your current role?</li><li>How could you reduce the number of stressors in your role?</li><li>How do you see these stressors causing conflict?</li><li>How do you tend to respond in conflict situations?</li></ul>	
<p><b>What do you do when stressed?</b></p> <ul style="list-style-type: none"><li>Review the list under “What do you do when stressed?” To what extent do you identify with those reactions?</li><li>Give me an example of when you shut down and/or became self-absorbed? What happened? What were the long-term results of this (if any)?</li><li>What could you do in the future to manage this stress response?</li><li>What are some techniques that might help you manage this stress response?</li></ul>	
<p><b>How do you need to be supported?</b></p> <ul style="list-style-type: none"><li>Review the information under, “What do you need to be supported?”</li><li>To what extent are these factors present in your current role?</li><li>Which of those factors seems most important to you? Why?</li><li>How can you ensure you are able to get away for a while?</li><li>How can you make certain you disclose your thoughts appropriately?</li><li>What techniques can you use to give yourself time to think?</li><li>How can you reduce your tendency to say nothing and be misunderstood?</li><li>How can you practice speaking up in a timely manner?</li><li>How can you ensure you are open to new ideas that you have not calculated?</li><li>How can you get the support you need?</li></ul>	
<p><b>Summary</b></p> <ul style="list-style-type: none"><li>What has been your key initial learning about your Interaction Style?</li><li>How can you use this knowledge in raising your performance?</li><li>How will this knowledge influence the coaching process for you?</li></ul>	

USING THE INTERACTION STYLE CARDS  
Coaching Behind-the-Scenes



LOOKING AT THE FRONT OF THE CARD

Action: Key Words	Possible Questions to Ask
<ul style="list-style-type: none"><li>Integrating</li><li>Informing</li><li>Responding</li><li>Reconciling</li><li>Supporting</li><li>Clarifying</li><li>Listening</li><li>Aligning</li></ul>	<ul style="list-style-type: none"><li>To what extent do you see your ability to integrate being used in your current role?</li><li>What can be the strengths and challenges of using a more Informing style? How could you learn to adapt your communication style?</li><li>How do you see your ability to Respond in your current role? What are the strengths and challenges of this preference?</li><li>What might your Interaction Style tell you how you support others? What could be the advantages and disadvantages of this?</li><li>What does clarifying mean to you in terms of your Interaction Style? Give me an example of a situation where you were able to clarify the most important information and reflect on how your Interaction Style may have influenced this.</li><li>Tell me how your Interaction Style might influence your ability to listen? What might be the advantages and disadvantages of this preference?</li><li>Give me an example of aligning from your home or work context. What influence did your Interaction Style energy have on this process?</li><li>Think about how you have made decisions in the past. How might your Interaction Style have influenced this?</li></ul>
Style: Key Words	Possible Questions to Ask
<ul style="list-style-type: none"><li>Approachable energy</li><li>Quietly influencing</li><li>Patient</li><li>Agreeable</li><li>Unassuming</li><li>Reflective</li><li>Quiet</li><li>Conscientious</li></ul>	<ul style="list-style-type: none"><li>What are your reactions reviewing the list under style?</li><li>What attributes are you aware of?</li><li>What elements came as a surprise to you?</li><li>What are the advantages of your approachable energy? Disadvantages?</li><li>How does the fact that your style appears unassuming help and/or hinder how you engage with others?</li><li>What are the advantages of being conscientious? Possible challenges?</li><li>What is your key learning point about your Interaction Style from reviewing actions and style?</li></ul>

USING THE INTERACTION STYLE CARDS  
Coaching Behind-the-Scenes

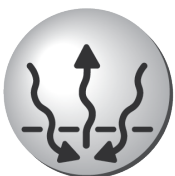


LOOKING AT THE BACK OF THE CARD...

- The two key categories on the back of the card are those related to the drive and aim of the Interaction Style.
- These reflect the internal psychological forces.
- Many of the outer behaviours originate from this core drive and aim.

Possible Questions to Ask	
<p><b>What Drives your Interactions?</b></p> <ul style="list-style-type: none"><li>• To what extent do you experience the pressing need to integrate?</li><li>• How does this drive feel in your body?</li><li>• How is this drive an advantage in your current role? How might this be a challenge?</li><li>• How can you ensure you apply this drive in the correct settings?</li></ul>	
<p><b>What is your aim?</b></p> <ul style="list-style-type: none"><li>• To what extent do you identify with the aim of getting the best result possible?</li><li>• Give me an example of a time when you sought and achieved a quality result.</li><li>• What were the advantages of this tendency? What might be the challenges associated with this preference?</li><li>• How is this aim useful to you in your current role?</li><li>• How might this be a challenge to you in your current role?</li></ul>	
<p><b>What does your style look like?</b></p> <ul style="list-style-type: none"><li>• Review the list under “What does your style look like?” To what extent do you agree with the statements listed? What statements surprised you and why?</li><li>• Give me an example of a time you “ensured everything was in place for the optimum result”. What were the advantages of doing this? What were the challenges?</li><li>• How might you moderate your drive to accommodate many needs so that you do not appear to be too subservient?</li><li>• What are the benefits of your ability to engage a consultative approach? Give me an example of how you have used this talent in the past? How could you use this ability more consistently in the future?</li></ul>	
<p><b>How do you communicate?</b></p> <ul style="list-style-type: none"><li>• Review the comments under “How do you communicate?”</li><li>• To what extent do you agree with the remarks?</li><li>• What are the advantages of your communication preferences?</li><li>• What might be the challenges?</li><li>• How can you make sure you speak up when confidently when you have a point to make?</li><li>• How can you make sure you get heard in a group?</li></ul>	

USING THE INTERACTION STYLE CARDS  
Coaching Behind-the-Scenes



LOOKING AT THE BACK OF THE CARD CONTINUED...

Possible Questions to Ask	
<p><b>What feels comfortable?</b></p> <ul style="list-style-type: none"><li>• Review the statements under “What feels comfortable?”</li><li>• To what extent do you identify with those ideas?</li><li>• What, if any, do you disagree with? Why?</li><li>• To what extent are these factors available in your current role?</li><li>• What is missing for you now?</li><li>• How could you ensure you have the chance to influence quietly in your current role?</li></ul>	
<p><b>What stresses you?</b></p> <ul style="list-style-type: none"><li>• Review the list under “What stresses you?”</li><li>• To what extent do you agree with that list? What else would you add? Delete?</li><li>• How many of these factors are present in your current role?</li><li>• How could you reduce the number of stressors in your role?</li><li>• How do you see these stressors causing conflict?</li><li>• How do you tend to respond in conflict situations</li></ul>	
<p><b>What do you do when stressed?</b></p> <ul style="list-style-type: none"><li>• Review the list under “What do you do when stressed?”</li><li>• To what extent do you identify with those reactions?</li><li>• Give me an example of when you have initially internalized anger but then lashed out? What happened?</li><li>• What were the long-term results of this (if any)?</li><li>• What could you do in the future to manage this stress response?</li><li>• What are some techniques that might help you manage this stress response?</li></ul>	
<p><b>How do you need to be supported?</b></p> <ul style="list-style-type: none"><li>• Review the information under, “What do you need to be supported?”</li><li>• To what extent are these support factors present in your current role? Which of those factors seems most important to you? Why?</li><li>• How can you find some space to work out your thoughts?</li><li>• How can you ensure you are listened to without interruptions?</li><li>• What techniques can you use to give yourself time to think?</li><li>• How can you improve your assertiveness?</li><li>• How can you practice speaking up in a timely manner?</li><li>• How can you ensure you are explicit about what you want?</li><li>• How can you get the support you need?</li></ul>	
<p><b>Summary</b></p> <ul style="list-style-type: none"><li>• What has been your key initial learning about your Interaction Style?</li><li>• How can you use this knowledge in raising your performance?</li><li>• How will this knowledge influence the coaching process for you?</li></ul>	



USING THE INTERACTION STYLE CARDS  
Coaching In-Charge



If you have spent time with your client reviewing the front of the card in verifying best-fit Type then you may want to focus on the back of the card during the coaching conversation.

LOOKING AT THE FRONT OF THE CARD

Action: Key Words	Possible Questions to Ask
<ul style="list-style-type: none"><li>Accomplishing</li><li>Directing</li><li>Initiating</li><li>Goal Setting</li><li>Leading</li><li>Enterprising</li><li>Mobilizing</li><li>Deciding</li></ul>	<ul style="list-style-type: none"><li>To what extent do you see your ability to accomplish being used in your current role?</li><li>What can be the strengths and challenges of using a more Directing style? How could you temper your communication style?</li><li>How do you see your ability to Initiate in your current role? What are the strengths and challenges of this preference?</li><li>What might your Interaction Style tell you about the way that you set goals? What could be the advantages and disadvantages of this?</li><li>Tell me how your Interaction Style might influence your ability to lead? What might be the advantages and disadvantages to this preference?</li><li>What does enterprising mean to you in terms of your Interaction Style? Give me an example of how you have demonstrated enterprising behaviour in the past and reflect on how your Interaction Style may have influenced this.</li><li>Give me an example of mobilizing from your home or work context. What influence did your Interaction Style energy have on this process?</li><li>Think about how you have made decisions in the past. How might your Interaction Style have influenced this?</li></ul>
Style: Key Words	Possible Questions to Ask
<ul style="list-style-type: none"><li>Determined energy</li><li>Commanding presence</li><li>Energetic</li><li>Fast pace</li><li>Confident</li><li>Sociable</li><li>Purposeful</li><li>Straightforward</li></ul>	<ul style="list-style-type: none"><li>What are your reactions reviewing the list under style?</li><li>What attributes are you aware of?</li><li>What elements came as a surprise to you?</li><li>What are the advantages of your fast pace? Disadvantages?</li><li>How does the fact that your style appears confident help and/or hinder you in engaging with others?</li><li>What are the advantages of being purposeful? Possible challenges?</li><li>What is your key learning point about your Interaction Style from reviewing actions and style?</li></ul>

USING THE INTERACTION STYLE CARDS  
Coaching In-Charge



LOOKING AT THE BACK OF THE CARD...

- The two key categories on the back of the card are those related to the drive and aim of the Interaction Style.
- These reflect the internal psychological forces.
- Many of the outer behaviours originate from this core drive and aim.

Possible Questions to Ask
<p><b>What Drives your Interactions?</b></p> <ul style="list-style-type: none"><li>To what extent do you experience the urgent need to accomplish?</li><li>How does this drive feel in your body?</li><li>How is this drive an advantage in your current role? How might this be a challenge?</li><li>How can you ensure you apply this drive in an appropriate way?</li></ul> <p><b>What is your aim?</b></p> <ul style="list-style-type: none"><li>To what extent do you identify with the aim of getting an achievable result?</li><li>Give me an example of a time when you drove to an achievable result.</li><li>What were the advantages of this tendency? What might be the challenges associated with this preference?</li><li>How is this aim useful to you in your current role?</li><li>How can you ensure you meet your aim in a productive way?</li></ul>
<p><b>What does your style look like?</b></p> <ul style="list-style-type: none"><li>Review the list under “What does your style look like?” To what extent do you agree with the statements listed? What statements surprised you and why?</li><li>Give me an example of a time you “took the reins.” What were the advantages of doing this? What were the challenges?</li><li>How might you moderate your drive to control resources so that you do not alienate people?</li><li>What are the benefits of your ability to remove obstacles? Give me an example of how you have used this talent in the past? How could you use this ability more consistently in the future?</li></ul>
<p><b>How do you communicate?</b></p> <ul style="list-style-type: none"><li>Review the comments under “How do you communicate?”</li><li>To what extent do you agree with the remarks?</li><li>What are the advantages of your communication preferences?</li><li>What might be the challenges?</li><li>How can you make sure you slow down to listen to others?</li><li>How can you make sure you do not finish other people’s sentences?</li></ul>



USING THE INTERACTION STYLE CARDS  
Coaching In-Charge



LOOKING AT THE BACK OF THE CARD CONTINUED...

Possible Questions to Ask	
<p><b>What feels comfortable?</b></p> <ul style="list-style-type: none"><li>Review the statements under “What feels comfortable?”</li><li>To what extent do you identify with those ideas?</li><li>What, if any, do you disagree with? Why?</li><li>To what extent are these factors available in your current role?</li><li>What is missing for you now?</li><li>How could you ensure you have the ability to make something important happen?</li></ul>	
<p><b>What stresses you?</b></p> <ul style="list-style-type: none"><li>Review the list under “What stresses you?”</li><li>To what extent do you agree with that list? What else would you add? Delete?</li><li>How many of these factors are present in your current role?</li><li>How could you reduce the number of stressors in your role?</li><li>How do you see these stressors causing conflict?</li><li>How do you tend to respond in conflict situations?</li></ul>	
<p><b>What do you do when stressed?</b></p> <ul style="list-style-type: none"><li>Review the list under “What do you do when stressed?”</li><li>To what extent do you identify with those reactions?</li><li>Give me an example of when you became bossy and demanding? What happened?</li><li>What were the long-term results of this (if any)?</li><li>What could you do in the future to manage this stress response?</li><li>What are some techniques that might help you manage this stress response?</li></ul>	
<p><b>How do you need to be supported?</b></p> <ul style="list-style-type: none"><li>Review the list under, “What do you need to be supported?”</li><li>To what extent are these factors present in your current role? Which of those factors seems most important to you? Why?</li><li>How can you maintain work/life balance?</li><li>How can you slow down when you are feeling the pressure to act?</li><li>What techniques can you insert between the stimulus and your response?</li><li>How can you improve your listening skills?</li><li>How can you practice going into “Observer versus Doing” mode?</li><li>How can you ensure you give others time to think?</li><li>How can you get the support you need?</li></ul>	
<p><b>Summary</b></p> <ul style="list-style-type: none"><li>What has been your key initial learning about Interaction Style?</li><li>How can you use this knowledge in raising your performance?</li><li>How will this knowledge influence the coaching process for you?</li></ul>	

USING THE INTERACTION STYLE CARDS  
Coaching Get-Things-Going



If you have spent time with your client reviewing the front of the card in verifying best-fit Type then you may want to focus on the back of the card during the coaching conversation.

LOOKING AT THE FRONT OF THE CARD

Action: Key Words	Possible Questions to Ask
<ul style="list-style-type: none"><li>Connecting</li><li>Informing</li><li>Initiating</li><li>Inspiring</li><li>Involving</li><li>Facilitating</li><li>Stimulating</li><li>Brainstorming</li></ul>	<ul style="list-style-type: none"><li>To what extent do you see your ability to connect with others being used in your current role?</li><li>What can be the strengths and challenges of using a more Informing style? How could you learn to adapt your communication style?</li><li>How do you see your ability to Initiate in your current role? What are the strengths and challenges of this preference?</li><li>What might your Interaction Style tell you about the way that you tend to inspire others? What could be the advantages and disadvantages of this?</li><li>What does involving mean to you in terms of your Interaction Style? Give me an example of a situation where you were able to include others and reflect on how your Interaction Style may have influenced this.</li><li>Tell me how your Interaction Style might influence your ability to facilitate? What might be the advantages and disadvantages to this preference?</li><li>Give me an example of stimulating commitment and buy-in from your home or work context. What influence did your Interaction Style energy have on this process?</li><li>Think about how you have made decisions in the past. How might your Interaction Style have influenced this?</li></ul>
Style: Key Words	Possible Questions to Ask
<ul style="list-style-type: none"><li>Expressive energy</li><li>Animated</li><li>Enthusiastic</li><li>Restless</li><li>Outgoing</li><li>Consensual</li><li>Persuasive</li><li>Engaging</li></ul>	<ul style="list-style-type: none"><li>What are your reactions reviewing the list under style?</li><li>What attributes are you aware of?</li><li>What elements came as a surprise to you?</li><li>What are the advantages of your expressive energy? Disadvantages?</li><li>How does the fact that your style appears enthusiastic help and/or hinder you in engaging with others?</li><li>What are the advantages of being persuasive? Possible challenges?</li><li>What is your key learning point about your Interaction Style from reviewing actions and style?</li></ul>

USING THE INTERACTION STYLE CARDS  
Coaching Get-Things-Going



LOOKING AT THE BACK OF THE CARD...

- The two key categories on the back of the card are those related to the drive and aim of the Interaction Style.
- These reflect the internal psychological forces.
- Many of the outer behaviours originate from this core drive and aim.

Possible Questions to Ask	
<p><b>What Drives your Interactions?</b></p> <ul style="list-style-type: none"><li>• To what extent do you experience the pressing need to involve others?</li><li>• How does this drive feel in your body?</li><li>• How is this drive an advantage in your current role? How might this be a challenge?</li><li>• How can you ensure you apply this drive in the correct settings?</li></ul>	
<p><b>What is your aim?</b></p> <ul style="list-style-type: none"><li>• To what extent do you identify with the aim of getting an embraced result?</li><li>• Give me an example of a time when you sought support and commitment from the group and achieved it.</li><li>• What were the advantages of this tendency? What might be the challenges associated with this preference?</li><li>• How is this aim useful to you in your current role?</li><li>• How might this be a challenge to you in your current role?</li></ul>	
<p><b>What does your style look like?</b></p> <ul style="list-style-type: none"><li>• Review the list under "What does your style look like?" To what extent do you agree with the statements listed? What statements surprised you and why?</li><li>• Give me an example of a time you "encouraged a spirit of co-operation". What were the advantages of doing this? What were the challenges?</li><li>• How might you moderate your drive to bring everyone together when this is not feasible?</li><li>• What are the benefits in your ability to motivate others to act? Give me an example of how you have used this talent in the past? How could you use this ability more consistently in the future?</li></ul>	
<p><b>How do you communicate?</b></p> <ul style="list-style-type: none"><li>• Review the comments under "How do you communicate?"</li><li>• To what extent do you agree with the remarks?</li><li>• What are the advantages of your communication preferences?</li><li>• What might be the challenges?</li><li>• How can you make sure you moderate your enthusiasm to achieve credibility?</li><li>• How can you make sure you balance your keenness with the need to think things through?</li></ul>	

USING THE INTERACTION STYLE CARDS  
Coaching Get-Things-Going



LOOKING AT THE BACK OF THE CARD CONTINUED...

Possible Questions to Ask	
<p><b>What feels comfortable?</b></p> <ul style="list-style-type: none"><li>• Review the statements under "What feels comfortable?"</li><li>• To what extent do you identify with those ideas?</li><li>• What, if any, do you disagree with? Why?</li><li>• To what extent are these factors available in your current role?</li><li>• What is missing for you now?</li><li>• How could you ensure you have the opportunity to facilitate group engagement in your current role?</li></ul>	
<p><b>What stresses you?</b></p> <ul style="list-style-type: none"><li>• Review the list under "What stresses you?"</li><li>• To what extent do you agree with this list? What else would you add? Delete?</li><li>• How many of these factors are present in your current role?</li><li>• How could you reduce the number of stressors in your role?</li><li>• How do you see these stressors causing conflict?</li><li>• How do you tend to respond in conflict situations?</li></ul>	
<p><b>What do you do when stressed?</b></p> <ul style="list-style-type: none"><li>• Review the list under "What do you do when stressed?"</li><li>• To what extent do you identify with those reactions?</li><li>• Give me an example of when you have initially become frustrated or indecisive? What happened?</li><li>• What were the long-term results of this (if any)?</li><li>• What could you do in the future to manage this stress response?</li><li>• What are some techniques that might help you manage this stress response?</li></ul>	
<p><b>How do you need to be supported?</b></p> <ul style="list-style-type: none"><li>• Review the information under, "What do you need to be supported?"</li><li>• To what extent are these support factors present in your current role?</li><li>• Which of those factors seems most important to you? Why?</li><li>• How can you find some space to talk things out?</li><li>• How can you ensure you find someone to act as a sounding board?</li><li>• What techniques can you use to restore your self-belief?</li><li>• How can you manage your tendency to be overly expressive?</li><li>• How can you ensure you do not shut down in a complete crisis?</li><li>• How can you ensure you are explicit about what you want?</li><li>• How can you get the support you need?</li></ul>	
<p><b>Summary</b></p> <ul style="list-style-type: none"><li>• What has been your key initial learning about your Interaction Style?</li><li>• How can you use this knowledge in raising your performance?</li><li>• How will this knowledge influence the coaching process for you?</li></ul>	

USING THE COGNITIVE PROCESSES CARDS

The Cognitive Processes cards can provide greater insight to the information the client may naturally gravitate towards and the criteria they may naturally use to make decisions.

INFORMATION GATHERING FUNCTIONS

You can share the cards as listed below:

- If the client has selected ESTP, ESFP, ISTP or ISFP, you can share Extraverted Sensing (Se) - Experiencing card.
- If the client has selected ISTJ, ISFJ, ESTJ or ESFJ, ISTJ, you can share the Introverted Sensing (Si) - Recalling card.
- If the client has selected ENTP, ENFP, INTP or INFP, you can share the Extraverted Intuiting (Ne) - Brainstorming card.
- If the client has selected INTJ, INFJ, ENTJ or ENFJ, you can share the Introverted Intuiting (Ni) - Visioning card.

DECISION MAKING FUNCTIONS

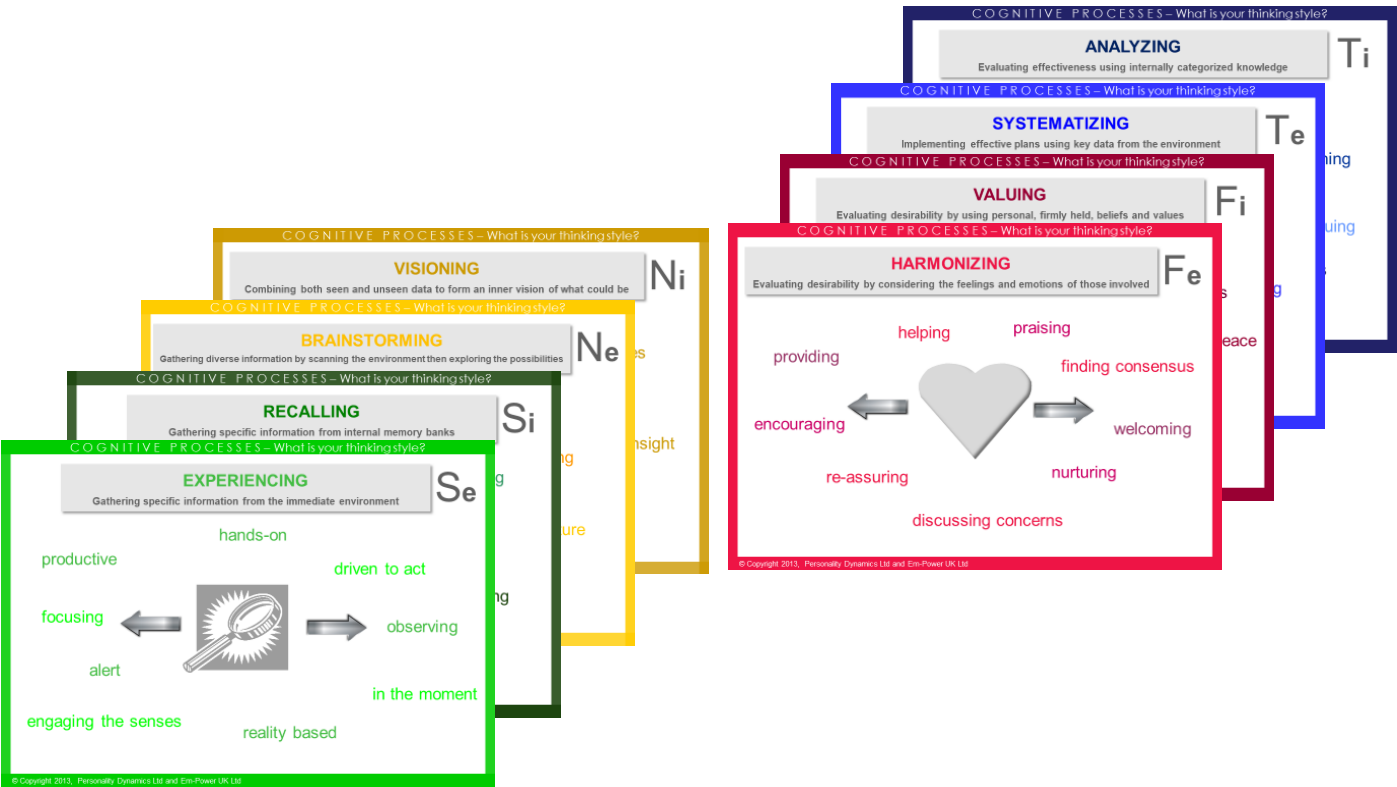
- If the client has selected ESTJ, ENTJ, ISTJ or INTJ, you can share the Extraverted Thinking (Te) - Systematizing card.
- If the client has selected ISTP, INTP, ESTP or ENTP, you can also share the Introverted Thinking (Ti) - Analyzing card.
- If the client has selected ESFJ, ENFJ, ISFJ or INFJ , you can also share the Extraverted Feeling (Fe) - Harmonizing card.
- If the client has selected ISFP, INFP, ESFP or ENFP, you can share the Introverted Feeling (Fi) - Valuing card

Coaching Point

Most of the content on the front of the Cognitive Processes cards is written to explain and define each Cognitive Process. The content in this Guide supplements the words on the cards.

The back of the card is designed to be used in implementing the knowledge of the Cognitive Processes in raising performance effectiveness.

Occasionally, when Cognitive Processes are introduced, clients may want to revisit their Type preferences. This is a healthy sorting option and helps to ensure that they buy into and gain a greater understanding of their Type selection. You can refer to Chapter Three or use **The Personality Puzzle** in clarifying best-fit Type.



USING THE COGNITIVE PROCESSES CARDS  
Coaching Extraverted Sensing (Se) – Experiencing  
*WHAT IS*





LOOKING AT THE FRONT OF THE CARD

Attributes	Explanation
<b>Definition:</b> Gathering specific information from the immediate environment	<ul style="list-style-type: none"><li>• Being drawn outward for the immediate, acute uptake and exploration of sensory data from the external world through senses such as sight, sound, touch, taste, and smell.</li><li>• Used as a dominant function by ESTPs and ESFPs and as an auxiliary function by ISTPs and ISFPs.</li><li>• All Improvisers use this function as a dominant or auxiliary.</li></ul>
<b>Key Words:</b> <ul style="list-style-type: none"><li>• Hands-on</li><li>• Productive</li><li>• Focusing</li><li>• Alert</li><li>• Engaging the senses</li><li>• Driven to act</li><li>• Observing</li><li>• In the moment</li><li>• Reality based</li></ul>	<ul style="list-style-type: none"><li>• Tend to be tuned into the here and now and acutely aware of the immediate sensory environment.</li><li>• Need external sensory stimulation to keep focused – either something visual, auditory or kinaesthetic.</li><li>• Can get distracted if sensory clues are “off” in some way.</li><li>• Will remember the past like a colour photograph with all the detail in static form.</li><li>• Are able to read body language and name specific behavioural clues e.g. your jaw just tensed.</li><li>• Able to see options in the moment and explore physical reality.</li><li>• Driven to act on immediate sensory stimuli – will touch things to explore.</li><li>• Often demonstrate physical acuity and tend to enjoy more extreme sports.</li><li>• Able to exploit concrete tools in the current environment.</li></ul>
<b>Possible Coaching Questions</b>	<ul style="list-style-type: none"><li>• When do you use Experiencing (Se) in your work?</li><li>• What are the advantages of this function in your current role?</li><li>• What could be some challenges?</li><li>• What are the benefits of your acute observation skills? Challenges?</li><li>• Give an example of a time when you were driven to act quickly and this was positive? What about a time when this drive to act was negative?</li><li>• What are the advantages of your ability to use all your concrete senses in gathering information? What could be the disadvantages?</li><li>• How do you see being reality-based in your current role? How can this help your performance? How could this hinder your performance?</li></ul>

USING THE COGNITIVE PROCESSES CARDS  
Coaching Extraverted Sensing (Se) – Experiencing



LOOKING AT THE BACK OF THE CARD

Attributes	Possible Questions to Discuss in coaching
<b>Effective Use</b>  <ul style="list-style-type: none"><li>• Often effortless when it is the leading function</li><li>• When unstressed</li><li>• With practice, experience and maturity</li><li>• When consciously devoting energy to the task</li></ul>	<ul style="list-style-type: none"><li>• Looking through the list of effective behaviours, which do you identify with and why?</li><li>• How do you see these behaviours at work? Think of as many examples as you can.</li><li>• To what extent is the use of this Cognitive Process aiding your performance? To what extent is it hindering your performance?</li><li>• How could you adapt your role to be able to use this function more consistently?</li><li>• What are the advantages/challenges of living in the moment?</li><li>• How is seeking activity constructive or destructive in your current role?</li><li>• How much opportunity do you have to be hands-on? Now? In the future?</li><li>• To what extent do you have the opportunity to create options from resources?</li><li>• How is tuning in to the natural world helpful for you in your role?</li></ul>
<b>Ineffective Use</b>  <ul style="list-style-type: none"><li>• When stressed</li><li>• When inexperienced due to immaturity or circumstance</li><li>• When used subconsciously</li></ul>	<ul style="list-style-type: none"><li>• Looking through the list of ineffective behaviours, which do you identify with and why?</li><li>• What are the risks for you in your current role of the ineffective use of this function?</li><li>• What might you do to moderate some of the ineffective use of this function?</li><li>• How can you work to prevent yourself from being distracted by the physical environment?</li><li>• To what extent do you get bored and how do you manage this boredom?</li><li>• How can you build in quiet time so that you are not always in perpetual motion?</li><li>• How can you try to make sure you think through the implications of your actions before acting?</li><li>• To what extent can you assess the risk before engaging in physical activities?</li><li>• How can you plan your activities to avoid procrastination?</li></ul>



USING THE COGNITIVE PROCESSES CARDS  
Coaching Introverted Sensing (Si) – Recalling  
*WHAT WAS*





LOOKING AT THE FRONT OF THE CARD

Attributes	Explanation
<b>Definition:</b> Gathering specific information from internal memory banks.	<ul style="list-style-type: none"><li>• Being pulled inward to recall past experiences and compare the present information to a historical data bank of stored sensory data and internal thoughts, feelings, sensations and memories.</li><li>• Used as a dominant function by ISTJs and ISFJs and as an auxiliary function by ESTJs and ESFJs.</li><li>• All Stabilizers use this function as a dominant or auxiliary.</li></ul>
<b>Key Words:</b> <ul style="list-style-type: none"><li>• Reflecting</li><li>• Remembering</li><li>• Reviewing</li><li>• Precision</li><li>• Guided by experience</li><li>• Comparing</li><li>• Memorising</li><li>• Contrasting</li><li>• Providing historical context</li></ul>	<ul style="list-style-type: none"><li>• Tend to start from the current data and then go inside to play back past data in sequence.</li><li>• There is then an ability to review and contrast current reality with past perception.</li><li>• Will often hear words such as, “Last time”, “In the past”, “First we did this” etc.</li><li>• Will remember the past like a video tape that plays in sequence and has movement and sensory data.</li><li>• Are able to know instinctively what is “real” or practical and can act as holders of the “group memory” in organizations.</li><li>• Have a great respect for material possessions and are protective of anything in their custody.</li><li>• Can appear cautious as data is processed and compared against past experience.</li><li>• May struggle with a blank sheet of paper – doing something that they have not done before.</li><li>• Tend to learn best by repetition.</li></ul>
<b>Possible Coaching Questions</b>	<ul style="list-style-type: none"><li>• When do you use Recalling (Si) in your work?</li><li>• What are the advantages of this function in your current role?</li><li>• What could be some challenges?</li><li>• What are the benefits of your ability to remember the past in detail? Challenges?</li><li>• Give an example of a time when you were able to use your past experience in creating new ideas for the future?</li><li>• What are the advantages of your ability to know what is real in gathering information? What could be the disadvantages?</li><li>• How do you see being cautious in your current role? How can this help your performance? How could this hinder your performance?</li></ul>

USING THE COGNITIVE PROCESSES CARDS  
Coaching Introverted Sensing (Si) – Recalling

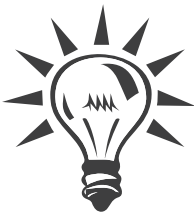


LOOKING AT THE BACK OF THE CARD

Attributes	Possible Questions to Discuss in coaching
<b>Effective Use</b>  <ul style="list-style-type: none"><li>• Often effortless when it is the leading function</li><li>• When unstressed</li><li>• With practice, experience and maturity</li><li>• When consciously devoting energy to the task</li></ul>	<ul style="list-style-type: none"><li>• Looking through the list of effective behaviours, which do you identify with and why?</li><li>• How do you see these behaviours at work? Think of as many examples as you can.</li><li>• To what extent is the use of this Cognitive Process aiding your performance? To what extent is it hindering your performance?</li><li>• How could you adapt your role to be able to use this function more consistently?</li><li>• What are the advantages/challenges of recalling the past in vivid detail?</li><li>• How is comparing the present with the past constructive or destructive in your current role?</li><li>• How much opportunity do you have to provide helpful similes and practical examples? Now? In the future?</li><li>• To what extent do you have the internal drive to make things safe and secure?</li><li>• How is retracing steps helpful for you in your role?</li></ul>
<b>Ineffective Use</b>  <ul style="list-style-type: none"><li>• When stressed</li><li>• When inexperienced due to immaturity or circumstance</li><li>• When used subconsciously</li></ul>	<ul style="list-style-type: none"><li>• Looking through the list of ineffective behaviours, which do you identify with and why?</li><li>• What are the risks for you in your current role of the ineffective use of this function?</li><li>• What might you do to moderate some of the ineffective use of this function?</li><li>• How can you work to prevent yourself from being too stuck to the tried and tested?</li><li>• How can help yourself explore new experiences?</li><li>• To what extent do you disregard ideas if you initially view them as impractical? How could you moderate this approach?</li><li>• How can you moderate the amount of information you provide if others seem to view the detail as excessive?</li><li>• What can you do to help yourself when you have to start with a blank sheet of paper or do something that you have not done before?</li><li>• How can you learn to value other data than only direct experience?</li></ul>



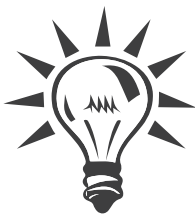
USING THE COGNITIVE PROCESSES CARDS  
Coaching Extraverted Intuiting (Ne) – Brainstorming  
*WHAT COULD BE*





LOOKING AT THE FRONT OF THE CARD

Attributes	Explanation
<b>Definition:</b> Gathering diverse information by scanning the environment and then exploring the possibilities.	<ul style="list-style-type: none"><li>Being drawn to the outer world for the unrestrained exploration and interpretation of new ideas, patterns and possibilities that are not inherently obvious.</li><li>Used as a dominant function by ENTPs and ENFPs and as an auxiliary function by INTPs and INFPs.</li><li>Some Theorists and some Catalysts use this function as a dominant or auxiliary.</li></ul>
<b>Key Words:</b> <ul style="list-style-type: none"><li>Connecting</li><li>Ideas</li><li>Extrapolating</li><li>Inventing</li><li>Innovating</li><li>Scanning</li><li>Exploring</li><li>Global picture</li><li>Optimistic</li></ul>	<ul style="list-style-type: none"><li>Tend to imply patterns and meanings from current information.</li><li>Have an ability to read between the lines to what is not obvious.</li><li>Will often hear the person thinking out loud and hypothesizing about possibilities.</li><li>Appear positive and optimistic.</li><li>Constantly suggest “What if?” “What if?”</li><li>Looks at the big picture and is able to infer new ideas in different contexts.</li><li>Able to make connections to create new propositions.</li><li>May be so absorbed in ideas that they may miss the current reality.</li><li>Welcome a problem to solve as a means of stimulating independent thought.</li></ul>
<b>Possible Coaching Questions</b>	<ul style="list-style-type: none"><li>When do you use Brainstorming (Ne) in your work?</li><li>What are the advantages of this function in your current role?</li><li>What could be some challenges?</li><li>What are the benefits of your ability to explore possibilities and be unrestricted by current reality? Challenges?</li><li>Give an example of a time when you were able to read between the lines and infer something that no one else could see.</li><li>What are the advantages of your ability to see the big picture and make connections when gathering information? What could be the disadvantages?</li><li>How do you see being positive and optimistic in your current role? How can this help your performance? How could this hinder your performance?</li></ul>

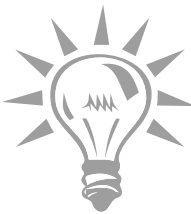
USING THE COGNITIVE PROCESSES CARDS  
Coaching Extraverted Intuiting (Ne) – Brainstorming



LOOKING AT THE BACK OF THE CARD

Attributes	Possible Questions to Discuss in coaching
<b>Effective Use</b>  <ul style="list-style-type: none"><li>Often effortless when it is the leading function</li><li>When unstressed</li><li>With practice, experience and maturity</li><li>When consciously devoting energy to the task</li></ul>	<ul style="list-style-type: none"><li>Looking through the list of effective behaviours, which do you identify with and why?</li><li>How do you see these behaviours at work? Think of as many examples as you can.</li><li>To what extent is the use of this Cognitive Process aiding your performance? To what extent is it hindering your performance?</li><li>How could you adapt your role to be able to use this function more consistently?</li><li>What are the advantages/challenges of effortless brainstorming?</li><li>How is focusing on future possibilities constructive or destructive in your current role?</li><li>How much opportunity do you have to think outside the square? Now? In the future?</li><li>To what extent do you have the drive to welcome unpredictability and future potential?</li><li>How is reading patterns and meanings helpful for you in your role?</li></ul>
<b>Ineffective Use</b>  <ul style="list-style-type: none"><li>When stressed</li><li>When inexperienced due to immaturity or circumstance</li><li>When used subconsciously</li></ul>	<ul style="list-style-type: none"><li>Looking through the list of ineffective behaviours, which do you identify with and why?</li><li>What are the risks for you in your current role of the ineffective use of this function?</li><li>What might you do to moderate the ineffective use of this function?</li><li>How can you learn to prioritize when there are too many options?</li><li>How can you work to prevent yourself creating too many possibilities and therefore redundant data?</li><li>How can you prevent yourself from reinventing the wheel?</li><li>To what extent do you disregard ideas if you initially view them as too practical rather than innovative? How could you moderate this approach?</li><li>How can you learn to recognize when you are overwhelming people with too many ideas?</li><li>What can you do to make sure you are not overly optimistic and ground your ideas in reality?</li></ul>

USING THE COGNITIVE PROCESSES CARDS  
Coaching Introverted Intuiting (Ni) – Visioning  
*WHAT WILL BE*





LOOKING AT THE FRONT OF THE CARD

Attributes	Explanation
<b>Definition:</b> Combining both seen and unseen data to form an inner vision of what could be.	<ul style="list-style-type: none"><li>Being pulled inward for the unconscious correlation of conceptual ideas, possibilities and symbols that enter consciousness as a whole system or idea.</li><li>Used as a dominant function by INTJs and INFJs and as an auxiliary function by ENTJs and ENFJs.</li><li>Some Theorists and some Catalysts use this function as a dominant or auxiliary.</li></ul>
<b>Key Words:</b> <ul style="list-style-type: none"><li>Predicting</li><li>Discerning</li><li>Envisaging</li><li>Synthesizing</li><li>Inner vision</li><li>Following hunches</li><li>Using insight</li><li>Forecasting</li><li>Searching for meaning</li></ul>	<ul style="list-style-type: none"><li>Tend to experience “shower solutions” – when the brain is calm a complete solution or idea will flash into the mind.</li><li>Needs time to unconsciously assimilate ideas – “I need to think on this.” Will often hear the person saying, “I just know” without necessarily having supporting information.</li><li>Appears to step back before sharing the total idea.</li><li>Solution is complete and often not open to additional suggestions.</li><li>The person may have difficulty articulating the vision – it is such a clear mental picture that it can be hard to realize others cannot see it.</li><li>Shares insights with no direct link to the data that was input.</li><li>Tends to focus on overall theme or message.</li><li>A complete theory or model comes to mind that then can be proved.</li></ul>
<b>Possible Coaching Questions</b>	<ul style="list-style-type: none"><li>When do you use Visioning (Ni) in your work?</li><li>What are the advantages of this function in your current role?</li><li>What could be some challenges?</li><li>What are the benefits of your ability to envision complete solutions? Challenges?</li><li>Give an example of a time when you followed a hunch and were correct? How did people respond?</li><li>What are the advantages of your ability to create an inner vision? What could be the disadvantages?</li><li>How do you see being able to synthesize in your current role? How can this help your performance? How could this hinder your performance?</li></ul>

USING THE COGNITIVE PROCESSES CARDS  
Coaching Introverted Intuiting (Ni) – Visioning



LOOKING AT THE BACK OF THE CARD

Attributes	Possible Questions to Discuss in coaching
<b>Effective Use</b>  <ul style="list-style-type: none"><li>Often effortless when it is the leading function</li><li>When unstressed</li><li>With practice, experience and maturity</li><li>When consciously devoting energy to the task</li></ul>	<ul style="list-style-type: none"><li>Looking through the list of effective behaviours, which do you identify with and why?</li><li>How do you see these behaviours at work? Think of as many examples as you can.</li><li>To what extent is the use of this Cognitive Process aiding your performance? To what extent is it hindering your performance?</li><li>How could you adapt your role to be able to use this function more consistently?</li><li>What are the advantages/challenges of developing a depth of understanding?</li><li>How is following hunches constructive or destructive in your current role?</li><li>How much time do you spend being absorbed in complexity? What are the benefits of this? What are the risks?</li><li>To what extent do you have the internal drive to get to the heart of an issue?</li><li>How is envisaging goals helpful for you in your role?</li></ul>
<b>Ineffective Use</b>  <ul style="list-style-type: none"><li>When stressed</li><li>When inexperienced due to immaturity or circumstance</li><li>When used subconsciously</li></ul>	<ul style="list-style-type: none"><li>Looking through the list of ineffective behaviours, which do you identify with and why?</li><li>What are the risks for you in your current role of the ineffective use of this function?</li><li>What might you do to moderate some of the ineffective use of this function?</li><li>How can you learn to simplify rather than complicate an issue?</li><li>How can you work to prevent yourself being overcommitted to models and theories without considering the practical applications?</li><li>How can you prevent yourself from being stubborn with your vision?</li><li>How can you learn to articulate your visions more clearly so that others can comprehend them?</li><li>How can you manage the time delay between the information being received and your insight occurring?</li><li>How can you ensure you consider practical details?</li></ul>

USING THE COGNITIVE PROCESSES CARDS  
Coaching Extraverted Thinking (Te) – Systematizing  
*WHO IS GOING TO DO WHAT BY WHEN?*





LOOKING AT THE FRONT OF THE CARD

Attributes	Explanation
<b>Definition:</b> Implementing effective plans using key data from the environment.	<ul style="list-style-type: none"><li>• Making and acting on decisions using logical criteria to sequence and organize resources to achieve goals in the external world.</li><li>• Used as a dominant function by ESTJs and ENTJs and as an auxiliary function by ISTJs and INTJs.</li><li>• Some Stabilizers and some Theorists use this function as a dominant or auxiliary</li></ul>
<b>Key Words:</b> <ul style="list-style-type: none"><li>• Organising</li><li>• Goal orientation</li><li>• Expediting</li><li>• Structuring</li><li>• Implementing plans</li><li>• Critiquing</li><li>• Prioritising</li><li>• Measuring progress</li><li>• Finding logical solutions</li></ul>	<ul style="list-style-type: none"><li>• Tend to focus on logical facts and data in the external world.</li><li>• Are adept at focusing on the goal and organizing resources in the most efficient way to achieve the goal.</li><li>• May use causal-effect logic so common words are, “If this_____ then this_____”</li><li>• Tend to be clear about boundaries in the external world and see tangible limits and restrictions.</li><li>• Tend to think in a linear way, moving step-by-step through actions and tracking progress on the way.</li><li>• May naturally use project plans and flow charts.</li><li>• Looks a lot like traditional “Time Management” – setting goals, prioritising and making plans.</li><li>• Often there is a drive for acting on the decision and impatience with too long deliberating.</li><li>• Can see what is wrong or minor faults in what is written and tend to be driven to be accurate.</li></ul>
<b>Possible Coaching Questions</b>	<ul style="list-style-type: none"><li>• When do you use Systematizing (Te) in your work?</li><li>• What are the advantages of this function in your current role?</li><li>• What could be some challenges?</li><li>• What are the benefits of your ability to organize and sequence tasks and activities? Challenges?</li><li>• Give an example of a time when you were able to expedite an action towards a goal or make a process more efficient.</li><li>• What are the advantages of your ability to set boundaries in the external world? What could be the disadvantages?</li><li>• How do you see finding logical solutions in your current role? How can this help your performance? How could this hinder your performance?</li></ul>

USING THE COGNITIVE PROCESSES CARDS  
Coaching Extraverted Thinking (Te) – Systematizing



LOOKING AT THE BACK OF THE CARD

Attributes	Possible Questions to Discuss in coaching
<b>Effective Use</b>  <ul style="list-style-type: none"><li>• Often effortless when it is the leading function</li><li>• When unstressed</li><li>• With practice, experience and maturity</li><li>• When consciously devoting energy to the task</li></ul>	<ul style="list-style-type: none"><li>• Looking through the list of effective behaviours, which do you identify with and why?</li><li>• How do you see these behaviours at work? Think of as many examples as you can.</li><li>• To what extent is the use of this Cognitive Process aiding your performance? To what extent is it hindering your performance?</li><li>• How could you adapt your role to be able to use this function more consistently?</li><li>• What are the advantages/challenges of focusing on logical data?</li><li>• How is structuring your personal environment helpful and/or unhelpful to you in your current role?</li><li>• How much opportunity do you have to formulate contingency plans? Now? In the future?</li><li>• To what extent does your role require that you measure progress?</li><li>• How is debating impersonal issues helpful for you in your role? Unhelpful?</li></ul>
<b>Ineffective Use</b>  <ul style="list-style-type: none"><li>• When stressed</li><li>• When inexperienced due to immaturity or circumstance</li><li>• When used subconsciously</li></ul>	<ul style="list-style-type: none"><li>• Looking through the list of ineffective behaviours, which do you identify with and why?</li><li>• What are the risks for you in your current role of the ineffective use of this function?</li><li>• What might you do to moderate some of the ineffective use of this function?</li><li>• How can you work to prevent yourself from seeing the world as too black and white?</li><li>• How can you help yourself to feel more comfortable when decisions are delayed?</li><li>• To what extent do you disregard emotional situations? How could you moderate this approach?</li><li>• How can you moderate your tendency of being critical or highlighting errors?</li><li>• How can you make sure you seek help when needed?</li><li>• How can you make sure you set realistic attainable goals?</li></ul>

USING THE COGNITIVE PROCESSES CARDS  
Coaching Introverted Thinking (Ti) – Analyzing  
*HOW CAN WE LOOK AT THIS DATA DIFFERENTLY?*





LOOKING AT THE FRONT OF THE CARD

Attributes	Explanation
<b>Definition:</b> Evaluating effectiveness using internally categorized knowledge.	<ul style="list-style-type: none"><li>• Making decisions where information is evaluated and sorted against an internal set of logical criteria.</li><li>• Used as a dominant function by ISTPs and INTPs and as an auxiliary function by ESTPs and ENTPs.</li><li>• Some Improvisers and some Theorists use this function as a dominant or auxiliary.</li></ul>
<b>Key Words:</b> <ul style="list-style-type: none"><li>• Refining</li><li>• Organising thoughts</li><li>• Reframing data</li><li>• Perfecting a process</li><li>• Independent thinking</li><li>• Reasoning</li><li>• Critiquing</li><li>• Internal focus</li><li>• Considering logic</li></ul>	<ul style="list-style-type: none"><li>• Tend to dissect a point of view to find an alternative perspective.</li><li>• Are adept at creating and formulating a unique “point-of-view”.</li><li>• Can categorize and sort data to establish new mental frameworks.</li><li>• May use critical questioning to test out arguments and help in reassigning headings.</li><li>• May enjoy debate and appear stubborn with ideas in the face of “external logic.”</li><li>• Search for root cause in the analysis process.</li><li>• Conduct deep and detached investigation in the pursuit of intellectual purity.</li><li>• Possess a drive to assess the essence or source of data.</li><li>• Tend to focus more on effectiveness – what is the right thing to do?</li></ul>
<b>Possible Coaching Questions</b>	<ul style="list-style-type: none"><li>• When do you use Analyzing (Ti) in your work?</li><li>• What are the advantages of this function in your current role?</li><li>• What could be some challenges?</li><li>• What are the benefits of your ability to dissect and reframe an alternative perspective? Challenges?</li><li>• Give an example of a time when you were able to improve a process.</li><li>• What are the advantages of your ability to search for root cause and conduct in-depth analysis? What could be the disadvantages?</li><li>• How do you see using independent thinking in your current role? How can this help your performance? How could this hinder your performance?</li></ul>

USING THE COGNITIVE PROCESSES CARDS  
Coaching Introverted Thinking (Ti) – Analyzing



LOOKING AT THE BACK OF THE CARD

Attributes	Possible Questions to Discuss in coaching
<b>Effective Use</b>  <ul style="list-style-type: none"><li>• Often effortless when it is the leading function</li><li>• When unstressed</li><li>• With practice, experience and maturity</li><li>• When consciously devoting energy to the task</li></ul>	<ul style="list-style-type: none"><li>• Looking through the list of effective behaviours, which do you identify with and why?</li><li>• How do you see these behaviours at work? Think of as many examples as you can.</li><li>• To what extent is the use of this Cognitive Process aiding your performance? To what extent is it hindering your performance?</li><li>• How could you adapt your role to be able to use this function more consistently?</li><li>• What are the advantages/challenges of playing devil’s advocate?</li><li>• How is focusing on internal logic helpful/unhelpful to you in your current role?</li><li>• How much opportunity do you have currently to create models and refine concepts and terms? Now? In the future?</li><li>• To what extent does your role require that you define and analyse root cause?</li><li>• How is being guided by key principles of truth and accuracy helpful for you in your role? Unhelpful?</li></ul>
<b>Ineffective Use</b>  <ul style="list-style-type: none"><li>• When stressed</li><li>• When inexperienced due to immaturity or circumstance</li><li>• When used subconsciously</li></ul>	<ul style="list-style-type: none"><li>• Looking through the list of ineffective behaviours, which do you identify with and why?</li><li>• What are the risks for you in your current role of the ineffective use of this function?</li><li>• What might you do to moderate some of the ineffective use of this function?</li><li>• How can you work to prevent yourself from “analysis paralysis” – perpetually revisiting an issue but failing to come to a decision?</li><li>• How can you make sure you keep other team members up to speed with your thought processes (on an ongoing basis – even if they are not perfected yet)?</li><li>• To what extent do you give up when a perfect solution is not available?</li><li>• How can you more clearly explain your internal thought processes?</li><li>• How can you manage your tendency to ask critical questions?</li><li>• How can you make sure you stick with attainable solutions?</li></ul>



USING THE COGNITIVE PROCESSES CARDS

Coaching Extraverted Feeling (Fe) – Harmonizing

*WHAT DOES THE GROUP BELIEVE IS THE BEST IDEA?*



LOOKING AT THE FRONT OF THE CARD



Attributes	Explanation
<b>Definition:</b> Evaluating desirability by considering the feelings and emotions of those involved.	<ul style="list-style-type: none"><li>• Making decisions using subjective criteria to optimize interpersonal harmony.</li><li>• Used as a dominant function by ESFJs and ENFJs and as an auxiliary function by ISFJs and INFJs.</li><li>• Some Stabilizers and some Catalysts use this function as a dominant or auxiliary.</li></ul>
<b>Key Words:</b> <ul style="list-style-type: none"><li>• Helping</li><li>• Providing</li><li>• Encouraging</li><li>• Re-assuring</li><li>• Discussing concerns</li><li>• Praising</li><li>• Finding consensus</li><li>• Welcoming</li><li>• Nurturing</li></ul>	<ul style="list-style-type: none"><li>• Tend to be intensely tuned in to social feedback and aware of how individuals are responding in any given situation.</li><li>• Are more likely to make a decision that conforms to group norms versus one that is in alignment with personal values.</li><li>• Naturally self-disclose to connect and create rapport.</li><li>• Tend to reach out to make the other person feel valued by providing positive feedback and empathic support.</li><li>• Project a warm and positive presence.</li><li>• May be uncomfortable with conflict particularly if it they are closely involved.</li><li>• May have issues creating boundaries in the external world as connections cross multiple life roles.</li><li>• Possess a drive to make the other person feel comfortable and at ease.</li><li>• Tend to focus more on consensus decision making to optimize the group process.</li></ul>
<b>Possible Coaching Questions</b>	<ul style="list-style-type: none"><li>• When do you use Harmonising (Fe) in your work?</li><li>• What are the advantages of this function in your current role? What could be some of the challenges?</li><li>• What are the benefits of your ability to create rapport and harmony? Challenges?</li><li>• Give an example of a time when you were able to make another person feel valued by providing support or positive feedback.</li><li>• What are the advantages of your ability to be sensitive to group norms and achieve consensus? What could be the disadvantages?</li><li>• How do you see using rapport building in your current role? How can this help your performance? How could this hinder your performance?</li></ul>

USING THE COGNITIVE PROCESSES CARDS

Coaching Extraverted Feeling (Fe) – Harmonizing



LOOKING AT THE BACK OF THE CARD

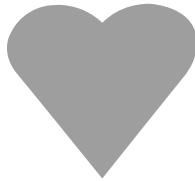
Attributes	Possible Questions to Discuss in coaching
<b>Effective Use</b>  <ul style="list-style-type: none"><li>• Often effortless when it is the leading function</li><li>• When unstressed</li><li>• With practice, experience and maturity</li><li>• When consciously devoting energy to the task</li></ul>	<ul style="list-style-type: none"><li>• Looking through the list of effective behaviours, which do you identify with and why?</li><li>• How do you see these behaviours at work? Think of as many examples as you can.</li><li>• To what extent is the use of this Cognitive Process aiding your performance? To what extent is it hindering your performance?</li><li>• How could you adapt your role to be able to use this function more consistently?</li><li>• What are the advantages/challenges of creating harmonious relationships?</li><li>• How is prioritizing according to the impact on others helpful/unhelpful to you in your current role?</li><li>• How much opportunity do you have currently to pick up tension and smooth it over? Now? In the future?</li><li>• To what extent does your role require that you ensure that people are heard? How is expressing the feelings of the group helpful for you in your role? Unhelpful?</li></ul>
<b>Ineffective Use</b>  <ul style="list-style-type: none"><li>• When stressed</li><li>• When inexperienced due to immaturity or circumstance</li><li>• When used subconsciously</li></ul>	<ul style="list-style-type: none"><li>• Looking through the list of ineffective behaviours, which do you identify with and why?</li><li>• What are the risks for you in your current role of the ineffective use of this function? What might you do to moderate some of the ineffective use of this function?</li><li>• How can you work to prevent yourself from being self sacrificing – how can you make sure you consider your individual values and beliefs?</li><li>• How can you help yourself to be more comfortable in times of conflict or when the group is not in agreement?</li><li>• To what extent do you get offended when you do not receive positive feedback? How could you manage this response?</li><li>• How can you more clearly define what you are responsible for and what others are responsible for so that you are clearer about external boundaries?</li><li>• How can you ground your drive to support others with your need to take care of yourself?</li><li>• How can you make sure you consider the quality and quantity of help that may be required?</li></ul>



USING THE COGNITIVE PROCESSES CARDS

Coaching Introverted Feeling (Fi) – Valuing

WHAT DO I BELIEVE IS THE RIGHT THING TO DO?



LOOKING AT THE FRONT OF THE CARD



Attributes	Explanation
<b>Definition:</b> Evaluating desirability by using personal, firmly held, beliefs and values.	<ul style="list-style-type: none"><li>• Making decisions based on subjective values and an internal beliefs system.</li><li>• Used as a dominant function by ISFPs and INFPs and as an auxiliary function by ESFPs and ENFPs.</li><li>• Some Improvisers and some Catalysts use this function as a dominant or auxiliary.</li></ul>
<b>Key Words:</b> <ul style="list-style-type: none"><li>• Living by personal beliefs</li><li>• Internal ethics</li><li>• Appraising</li><li>• Introspection</li><li>• Assessing relationships</li><li>• Valuing differences</li><li>• Inner peace</li><li>• Sensing authenticity</li><li>• Sincere</li></ul>	<ul style="list-style-type: none"><li>• Tend to hold a deep respect for individual differences and be tolerant of diversity.</li><li>• Are more likely to make a decision that is in alignment with personal values rather than with group norms.</li><li>• Naturally are able to listen intently before feeling the need to respond.</li><li>• Tend to make decisions on what they believe is fair.</li><li>• May not be able to articulate their values - the only way you will know what they are, is when they are crossed.</li><li>• Tend to live according to values and make major life changes in order to achieve alignment between external world and internal beliefs.</li><li>• Demonstrate respect for differences by intense attention not necessarily warmth and approachability.</li><li>• Drive to understand the other person's meaning by picking up on tone of voice.</li><li>• Tend to focus more on internal ethics rather than group principles.</li></ul>
<b>Possible Coaching Questions</b>	<ul style="list-style-type: none"><li>• When do you use Valuing (Fi) in your work?</li><li>• What are the advantages of this function in your current role?</li><li>• What could be some challenges?</li><li>• What are the benefits of your ability to listen intently? Challenges?</li><li>• Give an example of a time when you demonstrated your ability to value differences? What happened? What did you do?</li><li>• What are the advantages of your tendency to make important life decisions based on your personal values? What could be the disadvantages?</li><li>• How do you see your ability to sense authenticity in your current role? How can this help your performance? How could this hinder your performance?</li></ul>

USING THE COGNITIVE PROCESSES CARDS

Coaching Introverted Feeling (Fi) – Valuing



LOOKING AT THE BACK OF THE CARD

Attributes	Possible Questions to Discuss in coaching
<b>Effective Use</b>  <ul style="list-style-type: none"><li>• Often effortless when it is the leading function</li><li>• When unstressed</li><li>• With practice, experience and maturity</li><li>• When consciously devoting energy to the task</li></ul>	<ul style="list-style-type: none"><li>• Looking through the list of effective behaviours, which do you identify with and why?</li><li>• How do you see these behaviours at work? Think of as many examples as you can.</li><li>• To what extent is the use of this Cognitive Process aiding your performance? To what extent is it hindering your performance?</li><li>• How could you adapt your role to be able to use this function more consistently?</li><li>• What are the advantages/challenges of feeling secure with one's beliefs?</li><li>• How is standing up for the rights of the individual helpful/unhelpful to you in your current role?</li><li>• How much opportunity do you have currently to form deep relationships? Now? In the future?</li><li>• To what extent does your role require encouraging differences?</li><li>• How is correctly assessing sincerity and authenticity helpful for you in your role? Unhelpful?</li></ul>
<b>Ineffective Use</b>  <ul style="list-style-type: none"><li>• When stressed</li><li>• When inexperienced due to immaturity or circumstance</li><li>• When used subconsciously</li></ul>	<ul style="list-style-type: none"><li>• Looking through the list of ineffective behaviours, which do you identify with and why?</li><li>• What are the risks for you in your current role of the ineffective use of this function?</li><li>• What might you do to moderate some of the ineffective use of this function?</li><li>• How can you work to prevent yourself from concealing what is important to you to such a point that others may not get to understand you?</li><li>• What might you do when you feel yourself becoming stubborn when a personal value system is upset?</li><li>• How can you ensure you consider others beliefs as well as you own?</li><li>• How can you share what is important to you in a non-demonstrative way?</li><li>• How can you ground your drive to live according to your beliefs with the need to consider others feelings?</li><li>• How can you make sure your point of view is heard?</li></ul>

SUMMARY

TYPE TRILOGY CARDS

We hope you have enjoyed learning about how to use the **Type Trilogy** Cards. They are a flexible, content-rich tool to use in your work.

The many applications include:

- **Deepening your knowledge about the multiple Type lenses.**
- **Assessing best-fit Type.**
- **Verifying best-fit Type.**
- **Learning about your strengths and challenges as a coach based on your Type profile.**
- **Understanding how to adapt your coaching style when working with clients.**
- **Applying the in-depth knowledge of the Type lenses to the coaching process with your clients to help them capitalize on natural personality strengths and manage innate weaknesses.**

Throughout this booklet we have referred to resources that support the **Type Trilogy**. Feel free to contact us with any questions and comments – please let us know how the cards work for you. Sue is based in New Zealand and Susan is based in the US with frequent visits to the UK, so we cover the world!

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P.S. Don't forget our sister products **The Personality Puzzle Type at Work**, **The Learning Puzzle** and **Type for Teens**.

[www.personalitypuzzles.com](http://www.personalitypuzzles.com)

BOOK RECOMMENDATIONS

WEB SITES

[www.Type-academy.com](http://www.Type-academy.com)  
[www.personalitydynamics.co.nz](http://www.personalitydynamics.co.nz)  
[www.personalitypuzzles.com](http://www.personalitypuzzles.com)

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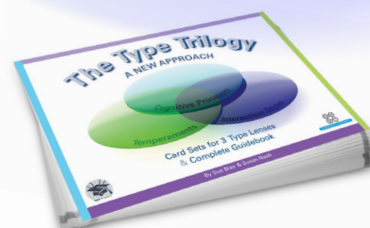
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# The Type Trilogy

**The Type Trilogy is a companion product to the Personality Puzzles.**

It contains 3 cards sets and a complete guidebook which describe Temperament, Interaction Styles and Cognitive Processes.

**The Type Trilogy** is a unique card sort which is ideal for type verification, one-on-one coaching and group workshops.



*“Using these pithy, colorful cards, clients quickly learn about and appreciate the multiple facets of their personality.”* Dario Nardi Ph.D.



By Susan Nash & Sue Blair



PERSONALITY DYNAMICS

The Type Trilogy is available from  
[www.type-academy.co.uk](http://www.type-academy.co.uk)  
[www.personalitypuzzles.com](http://www.personalitypuzzles.com)