

# MBTI Step II and Coaching

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ABP 10<sup>th</sup> Annual Conference



# Workshop objectives



- Understand how MBTI® Step II fits with MBTI® Step I
- Understand how MBTI Step II can be used in coaching
- Explore some of the insights that Step II might provide

# MBTI and Coaching



- MBTI can be used in different ways
  - Awareness of own type
  - Awareness of others' type
  - Type dynamics
  - Grip response and Inferior function
  - Type development
  - Learning to balance
  - Balance of dominant and auxiliary functions
  - Learning to integrate tertiary and fourth function



**ISTJ**

**ISFJ**

**INFJ**

**INTJ**

**ISTP**

**ISFP**

**INFP**

**INTP**

**ESTP**

**ESFP**

**ENFP**

**ENTP**

**ESTJ**

**ESFJ**

**ENFJ**

**ENTJ**

# What is Step II?



- Twenty aspects of behaviour that fit into the Step I model
- It is rooted firmly in Step I
- It looks at expressed behaviours that can be explained by the client and feedback-giver working together
- It allows for individuality and uniqueness within the best-fit type

## Step II – tailored to fit



## Step I – off the peg

In pairs...



Discuss how your type fits you well

and...

where it is not such a good fit

History



# Scoring



- IPSs – in-preference scores
  - Scores which are in the direction of best-fit type
- OOPSs - out of preference scores
  - scores are in the direction opposite to best-fit type
- Midzones
  - Scores in the middle

# The Extraversion–Introversion facets



# Initiating/Receiving



# Expressive/Contained



# Gregarious/Intimate



# Active/Reflective



# Enthusiastic/Quiet





## Extraversion - Introversion

	5	4	3	2	1	0	1	2	3	4	5		
Initiating												■	Receiving
Expressive												■	Contained
Gregarious		■											Intimate
Active			■										Reflective
Enthusiastic											■		Quiet

# The Sensing–Intuition facets

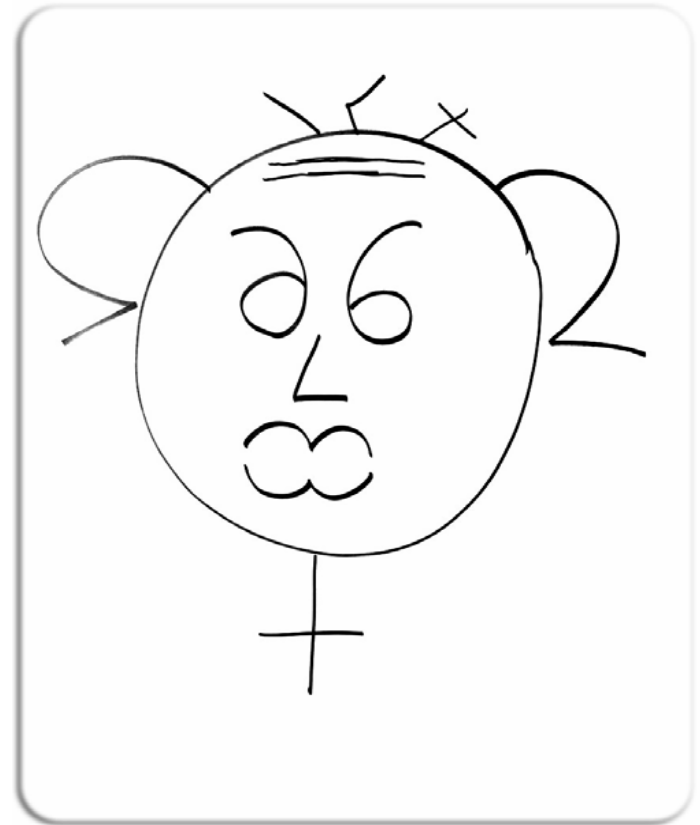


# Concrete/Abstract



# Realistic/Imaginative

$$1 + 7256 + 33 \\ = 7290$$

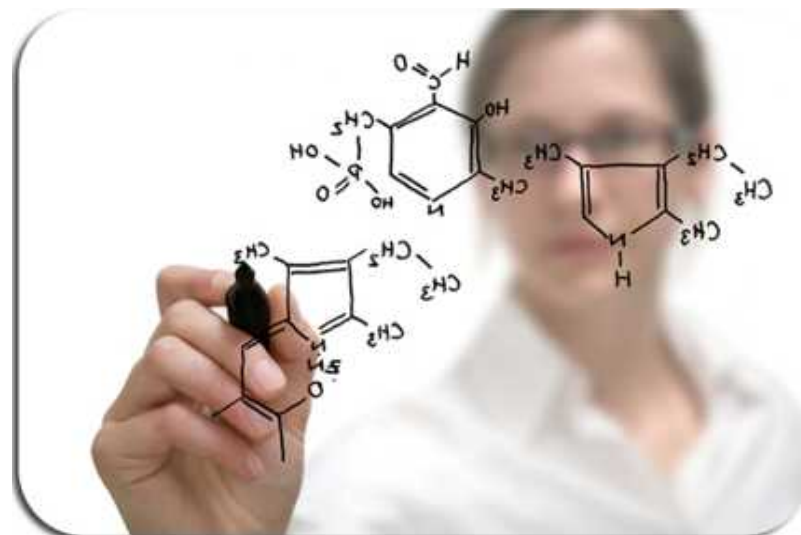


# Practical/Conceptual



*Photos ©iStock.com*

# Experiential/Theoretical



# Traditional/Original



# MBTI and coaching: stress reaction



- The Dominant function is usually balanced by the Auxiliary
- In the first stage of stress the Dominant is exaggerated
- The Dominant is not as effective without the balance of the Auxiliary

# MBTI and coaching: grip and inferior function



- When stress continues to increase, the Inferior function ‘erupts’
- As the least developed function, it appears in an immature and obsessive manner
- Being in the grip can be short-lived but can also be prolonged.

# MBTI and coaching: grip and inferior function



- How might we coach people under stress?
  - Helping them to recognise when stress is affecting them by noticing the exaggeration of their Dominant function.
  - Encouraging them to use their Auxiliary to restore balance and prevent them from going ‘into the grip’.
  - identifying their grip reaction so they can understand what has happened to them.
  - Helping them to recover from their grip reaction by relying on their Auxiliary function until their Dominant recovers.

# Sensing - Intuition

	5	4	3	2	1	0	1	2	3	4	5		
Concrete					■	■	■					■	Abstract
Realistic					■	■	■					■	Imaginative
Practical		■			■	■	■						Conceptual
Experiential					■	■	■				■		Theoretical
Traditional					■	■	■		■				Original

## Sensing - Intuition

	5	4	3	2	1	0	1	2	3	4	5	
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Traditional												Original

# The Thinking–Feeling facets



# Logical/Empathetic



# Reasonable/Compassionate



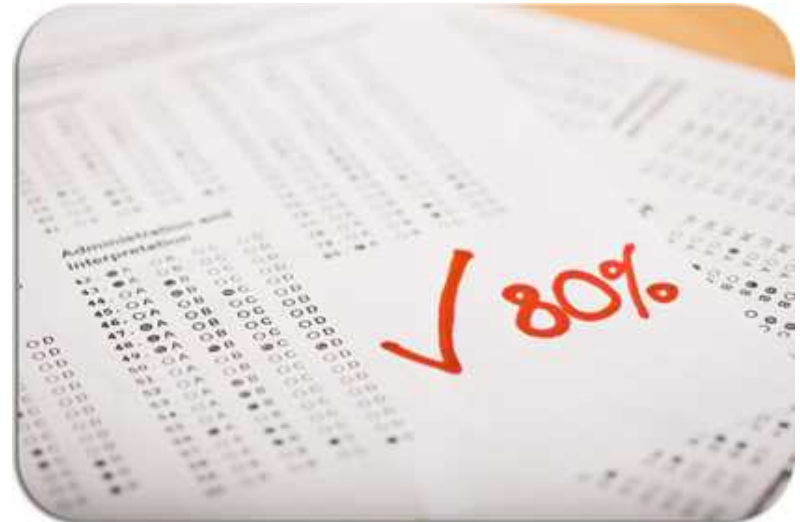
unlocking potential



# Questioning / Accommodating



# Critical/Accepting



# Tough / Tender



# MBTI and coaching: type dynamics



- Helping the client understand the impact of
  - Dominant function
  - Extraverted function
- Helping the client understand how they might be perceived by others
- Strategies to be increase effectiveness

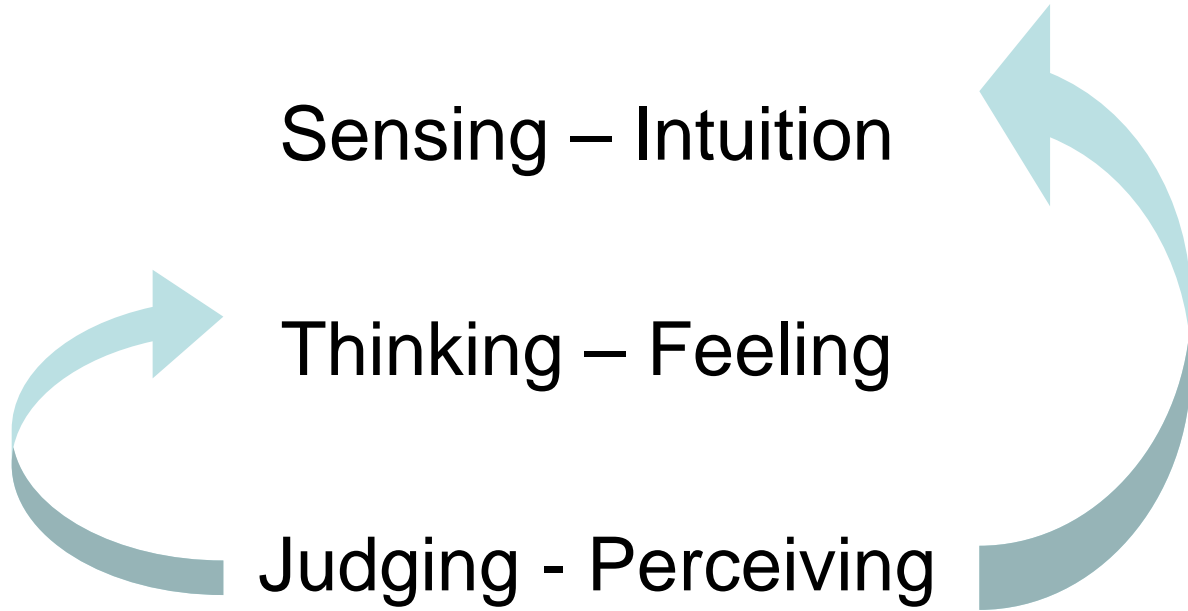
# Type dynamics

Extraversion – Introversion

Sensing – Intuition

Thinking – Feeling

Judging - Perceiving



# Dynamics

## Thinking - Feeling

	5	4	3	2	1	0	1	2	3	4	5	
Logical												Empathetic
Reasonable												Compassionate
Questioning												Accommodating
Critical												Accepting
Tough												Tender

## Thinking - Feeling

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Reasonable												Compassionate
Questioning												Accommodating
Critical												Accepting
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Logical	■											Empathetic
Reasonable		■										Compassionate
Questioning										■		Accommodating
Critical											■	Accepting
Tough									■			Tender

# The Judging–Perceiving facets



# Systematic/Casual



# Planful/Open-ended



# Early starting/Pressure-prompted



# Scheduled/Spontaneous



# Methodical/Emergent



# Judging - Perceiving

	5	4	3	2	1	0	1	2	3	4	5	
Systematic	■											Casual
Planful											■	Open-Ended
Early Starting								■				Pressure-Prompted
Scheduled									■			Spontaneous
Methodical									■			Emergent



## Extraversion – Introversion

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## Thinking – Feeling

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# Step II feedback in context



## Step I

- Introduction
  - MBTI assumptions
  - History of the MBTI® instrument
  - Discussion of preferences
- Self-assessment
  - E-I, S-N, T-F, J-P
- Reported type
- Best-fit type
  - (working hypothesis of Type)

## Step II

- Start with any questions about best-fit type
- Help client to understand their Step II profile
- Clarify meaning of each Facet scale
- Explore hypotheses to help client find personal meanings in their profile, including any OOPSs

## After Step II

- Reconfirm best-fit type (with OOPSs)

# Step II Report



- Step I results
- Step II facets – description
- Step II facets – E/I, S/N, T/F, J/P
- Communication
- Decision-making
- Managing change
- Managing conflict
- Dynamics
- Integrating Step I and Step II
- Overview of scores
- References
- Interpreter's summary

# Summary

