

# Three Keys to Effective Type Exercises

The What's, How's and Why's

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Intentional Leadership



# Learning Intentions

- 🚪 How to choose the “right” exercise
- 🚪 How to form groups (especially when not all types are present)
- 🚪 How to debrief an experience
- 🚪 How to facilitate a specific exercise, including the debriefing
- 🚪 Adapting the exercise for different organizational settings.



In type we trust  
All else, we plan



# To choose the right exercise, know your goal

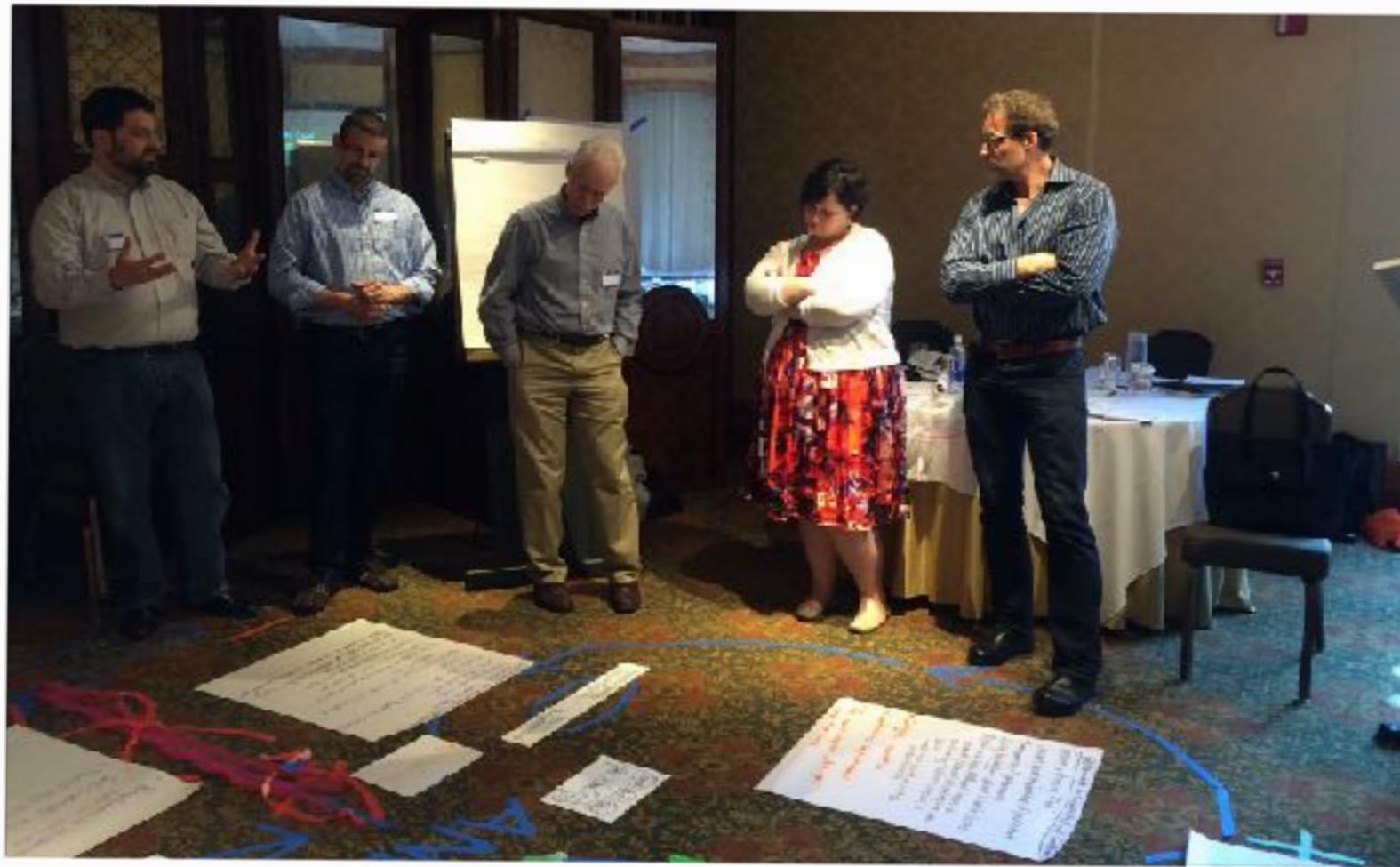
- 🕯 Preference identification
- 🕯 Demonstrating differences
- 🕯 Illustrating strengths and blind spots
- 🕯 Helping a team reframe conflict or otherwise move ahead productively



# What Can You Do With This?

- 🕒 Preference identification
- 🕒 Demonstrating differences
- 🕒 Illustrating strengths and blind spots
- 🕒 Helping a team reframe conflict or otherwise move ahead productively
- 🕒 Write about a snowman. You have two minutes. No questions, no talking.





# Plan for Processing

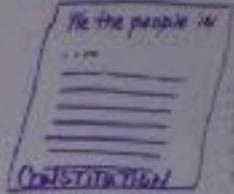


# Factor in Attention Spans!

**ISTJ**  
  
 What's bugged us -  
 Wasting time - repetition  
 What we have in common  
 See above

**ISFJ**  
  
 • clear expectations + boundaries  
 • Other kids talking & getting whole class in trouble  
 • some work presentations

**INFJ**  
  
 Bugs - Getting in a rut (one curriculum)  
 • People not taking initiative

**INTJ**  
  
 BUGGED: Group Work (Activities)  
 Common: Private Undergraduate degree

Open-ended instruction  
**ISFP**  
  
 Bugs - ...

**INFP**  
  
 • Close minded teachers  
 • So vocal, others feel intimidated  
 • needs punishment  
 • 1 dimensional approach to teaching  
 • no relationship between

**INTP**  
  
 As an atmosphere of idea generation

**ESTP**  
 HIGH EXPECTATIONS !!  
  
 If you aren't willing to do it well... do it over (or move over)

**ESFP**  
  
 Bugged us as kids...  
 sitting still  
 unclear direction  
 being alone

**ENFP**  
  
 Bugs - ...

**ENTP**  
  
 • School was uninspiring, it was funnier on our own heads

\* Life clear expectations and/or parameters.  
 \* lack of a clear outcome or expectations.

**ENFTJ**  


**ENTJ**  




# Use Observers



If People Aren't Sure Of Their Preferences, Let Them Be Your Observer!



# What Can You Do With This?

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- 🏠 Helping a team reframe conflict or otherwise move ahead productively
- 🏠 Write about a snowman. You have two minutes. No questions, no talking.
- 🏠 Draw a floor plan of Missenden Abbey
- 🏠 Inform your team that the next full employee meeting will involve high ropes and orienteering
- 🏠 What do you appreciate about your opposite? What respectful questions have you always wanted to ask them?

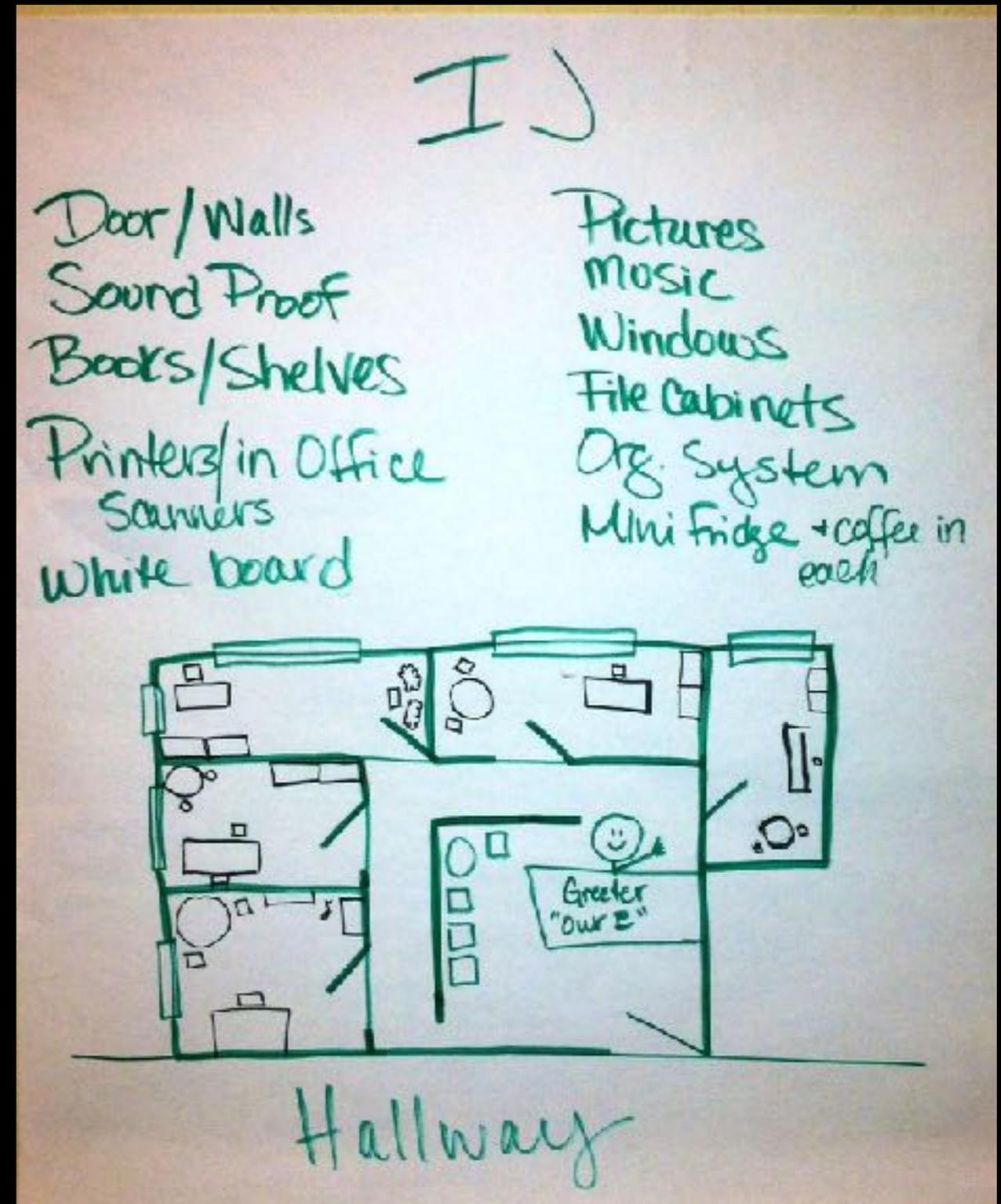


# 2. Forming Effective Groups

- Preference pairs
- Dominant functions (4 or 8?)
- Attitudes
- Function pairs
- Last two letters
- Temperament
- Interaction styles
- Quadrants
- Whole type
- Time
- Purpose
- Predictive patterns
- Research



# Attitudes—Before Break and By Row!



The more you facilitate, the more “learning experiences” heighten your agility!



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