



Anna is a Chartered Occupational Psychologist, experienced business coach, trainer and facilitator. She qualified in MBTI® two decades ago and has used Type ever since. Her work is strongly focused on enabling people to access their potential and perform at their best. Combining knowledge of psychology and coaching, Anna helps businesses identify potential and encourage authenticity. She is interested in the use of creativity in the coaching process and is qualified in a wide range of psychometrics. Currently, she is involved in a European wide recruitment project, leadership development programmes and global Type work. She is a co-author of 'The Power of Personality'. She runs her own business: The Yellow Brick Road Network.

www.linkedin.com/in/yellowbrickroad



BAPT 2020 ANNUAL CONFERENCE: 20:20 VISION

MINI HALF DAY VIRTUAL SESSION

3RD APRIL, 2020: 1.00 PM TO 6.30 PM

REPORT BY ANNA CROLLICK (INFJ)

DIARY OF AN INFJ

3rd April, 2020, 12:50 pm.

Catapulted out of my lockdown household I ran, free. It was a blissful journey. A rush of fresh spring air in my face, a blur of overgrown green. Each step felt lighter somehow. Leaving behind the work from home-school scenes of devastation within: imagine a head-on-hands child, times table sweat (parent) and endless dull-looking print outs ... All this set against the oppressive psychological backdrop of brutish messages from school, neatly summarised as "You and/or Your child(ren) Could Do Better ..." I reached the cool, calm office at the bottom of my garden. The mission control and portal to clearer perspectives and 20:20 Vision. Somewhere out there was BAPT's 1st Virtual Conference.



As my camera and audio connected I was transported from darkness to arrive blinking into the beautiful world of BAPT. A screen of emerging rectangular tiles transforming from black to colour. Susan Nash, Director of Events, from top left, seeming to radiate sunshine, illuminated before a Zoom back scene of our blue planet far behind. Welcoming in the gathering array of Conference delegates. Amazingly, over 50 participants from around the globe were tuning in, accessibility being a definite benefit of going virtual. Some people unable to get to Conference for years now able to return. The warmth of the welcome was tangible, BAPT of old, astoundingly the same in fact. Someone from somewhere greeted me with enthusiasm, as did someone else from the gallery, checking that I could hear them and vice versa. It was a meeting of friends and community returning together to share an interest. I was slightly bewildered at the sudden warmth of it all.

In the few minutes before the start we learned how to change our ID badge to display name, location and of course, Type - the virtual equivalent of signing in and collecting a conference bag. It was all feeling very familiar. Not quite Kent's Hill, to be sure, you had to make your own drinks, but there was no chance of getting lost in those Escher-like corridors.

With Susan Nash calmly at the helm, she steered us expertly towards the first session.

1:00 – 2:00: John Hackston -

Does Using the MBTI® Really Make a Difference?

It is always great to listen to John Hackston, from The Myers-Briggs Company, Gold Sponsor of the Conference, not just for his humour and light hearted touch when presenting, but also for his vast wealth of knowledge and experience in Type research, life, the universe and everything. As an INTP, it is perhaps not surprising that he kicked off the Conference with the delightfully provocative research question: Does Using MBTI® Really Make a difference?

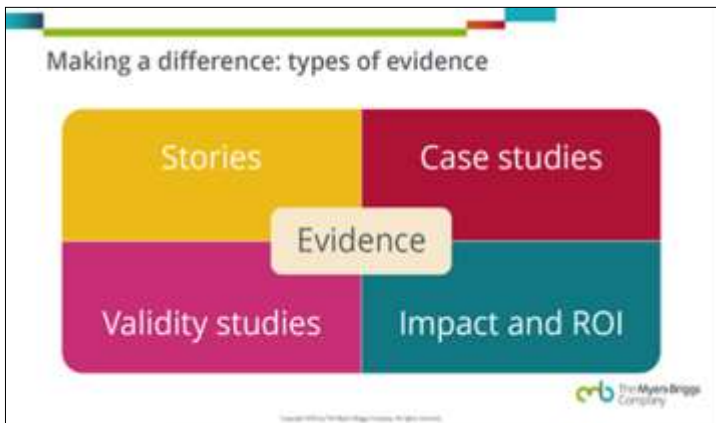


Confident from our experience that Type definitely makes a difference to people in their lives, we awaited to hear with interest what the data would say. The effectiveness of Type in making a difference is arguably the thing that most unites us in our Conference of Type users. However, it is one of the main challenges we face as a community, both in promoting its use, but also sadly defending the vociferous and regular attempts at discrediting its value. Earlier this year I attended a networking event primarily for psychologists and, while waiting in line at the drinks station, I overheard the woman I had been paired with during the introductions exercise pointedly whisper-warn her neighbour “don't talk to *her* - she uses the MBTI® ...” Unbelievable. With this ‘conscious’ bias in mind I found it to be a particularly useful session.

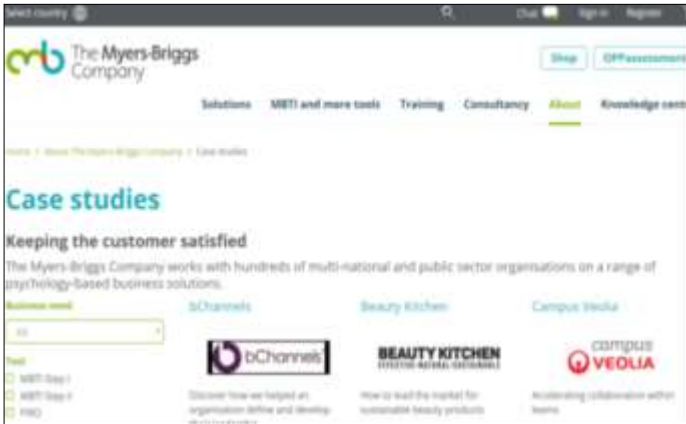


John outed this notion that MBTI® users are seen as snake oil sellers upfront, and asked us to clarify what we considered ‘making a difference’ to mean. We embarked on our first zoom poll, it turned out that 56% of us thought it meant ‘building self-awareness’. Switching this round to what our clients thought it meant, the top answer shifted to ‘Improving team performance and communication’, a useful reminder that the perspective we look through does make a difference. A concept we Type users are very familiar with. Building on this through his talk he clarified that there are different types of evidence we can use and that some of us will be more comfortable using one or two types of evidence, but that we may need to flex that depending on who we are talking to if we want to make more impact ... sound familiar?

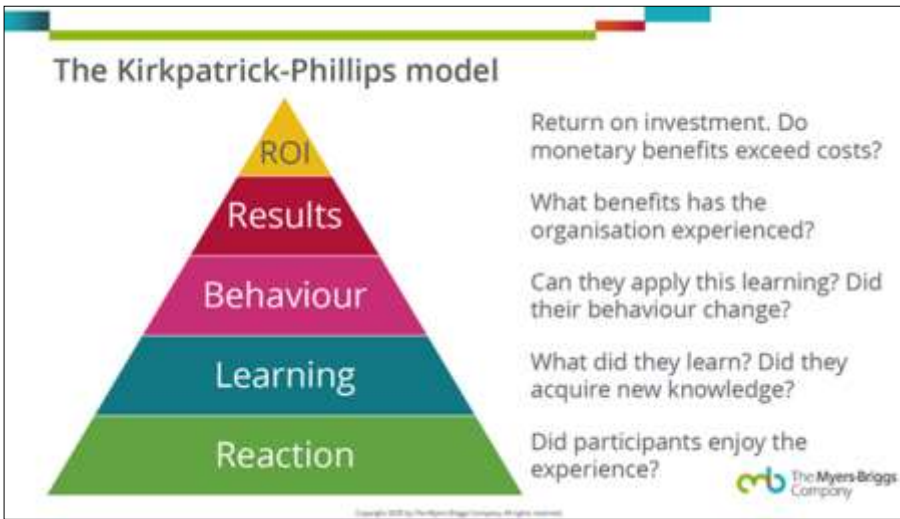
The four types of evidence we could use to explain how Type makes a difference are: Stories, Case Studies, Validity Studies and, the golden chalice, Return on Investment, ROI. Taking each one of these in turn, John guided us through what each is and what value it brings, and for who. Starting with Stories, we had our first ‘break out group’, woah ... at the click of a button we zoomed through white screen space and found five delegates waiting in a ‘room’ to discuss how we have found Type makes a difference. Themes that emerged from this were around having a common language, understanding yourself and how to adjust to others who are different, the power of understanding being different is OK, genuine appreciation rather than criticism of different needs.



Case studies were available on the Myers Briggs Company website, and validity was outlined with the most important for this investigation being criterion related - do the outcomes correlate with an externally defined development criteria? John raised the idea of also checking out consequential validity, which I had not heard of before. It involves investigating what are the wider, social consequences of using Type. This is an area requiring more work, but having data to back up the sense we have that Type can contribute to making a difference to the society we live in sounded really interesting.



When it came to Return on Investment, John introduced us to the Kirkpatrick-Phillips Model, so that we could use it to evaluate the data in terms of specifying its level of impact. It is a pyramid with five levels the lowest impact is 'Reaction', e.g. 'I liked the session', the next level up is 'Learning occurred', up further is the level of Behavioural Change, e.g. I can apply the learning and choose to behave differently. Higher up the pyramid Results are impacted, and at the topmost point is financial Return on Investment, where the monetary benefit of the Type intervention outweighs its cost. A useful model against which to reference our own works' impact.



John took us through some research that his team had done looking at self-awareness and armed with the knowledge of the model he asked us to evaluate each study. Key findings were: you could make a difference at the Behaviour Change level if you use Type with a clear purpose in mind; over time (6 week gap) people most retained an awareness of their own blind-spots over other aspects of self-awareness. The data was statistically significant ($p < 0.05$) and showed that people were able to understand how they differed from others and could explain their own strengths and blind-spots. Overall, the range of responses showed that after using the

MBTI® everybody felt they had some understanding of their strengths and how they differ from others. So learning had occurred and potentially some behaviour change as a result. Another study demonstrated an impact at the Results level of the pyramid, McPeck *et al* 2013, showed that students of teachers who had been trained in the MBTI® gained higher grades.

The beauty of this talk, was that in one hour John provided us with clarity over how we as individuals might prefer to make our case for the effectiveness of Type, but also expanded this, making us more conscious of a wider range of evidence that is available. Even though we may be less comfortable us-

The infographic asks 'Did the MBTI make a difference?' and shows a thumbs up gesture. The answer is 'Yes!' with the following points:

- Self-awareness was higher after than before, supported by qualitative data
- Experience of MBTI feedback was generally positive
- Concrete actions and behaviour change do take place - especially when there is a clear purpose.

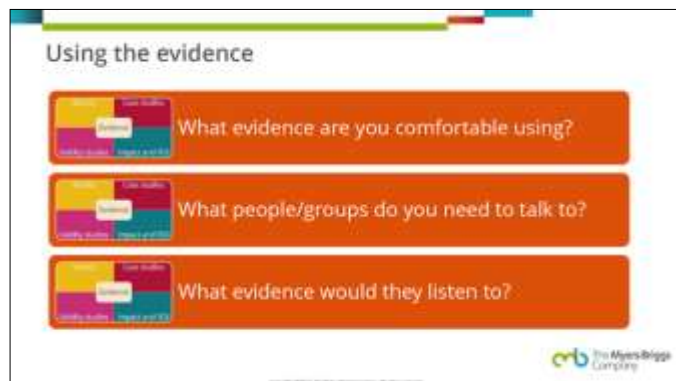
 A small version of the Kirkpatrick-Phillips model pyramid is shown at the bottom right.

ing these types of evidence, if we consider Type through the lens of our client/customer/buyer we could use the type of evidence they would trust. There was a lot to think about which, of course, is exciting in itself but there was a sense of the usefulness of expanding on what we currently do to promote the value of Type to a broader range of people. Listening to John and the work of his Thought Leadership team is always somehow comforting. He makes sense of the data with a clarity that has a resonance of honesty about its value.

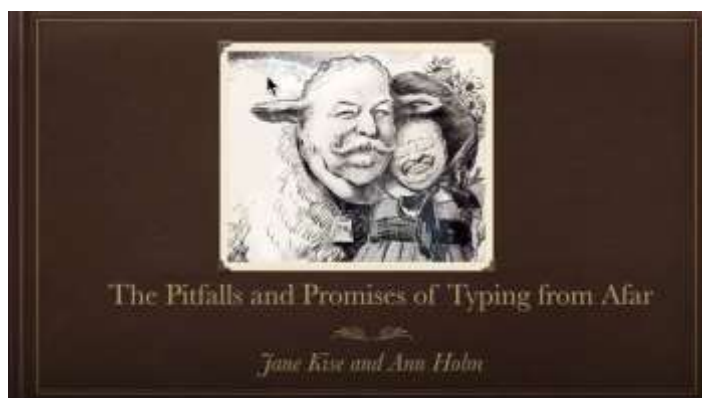


*John's social distancing aid—
watch out for the patent!*

Break: It was break time. People got up. Muting and stopping their videos to momentarily return to their own worlds. I hung about a bit, not wanting to leave the BAPT connection, but also needing to move. There was the option to be teleported to a break out room, although I'm not sure anyone chose that. I stared into the black screen alone, slightly bereft, but perhaps I muse, not too dissimilar to the quiet embrace of a recently vacated conference room at Kents Hill.



2:30 – 3:30: Jane Kise and Ann Holm - The Pitfalls and Promises of Typing from Afar



After a break of half an hour, the cameras were back on, a screen of colourful tiles and expectant faces created a visual buzz. Susan Nash, a bright, smiling face from top left, calmly introduced the next speakers, Jane Kise and Ann Holm. Both well-known and active members of our Type Community as well as sponsors of this Conference. This session was intriguing. Its focus were two American Presidents from about 100 years ago, Theodore Roosevelt and William Taft. Jane voiced what might have been in a few minds “Why the heck are we talking about two American Presidents?” She explained it was down to reading the ‘The Bully Pulpit’, by Doris Kearns Goodwin and how she had become fascinated by the lives of the characters it mapped.

It was an unusual, interesting and thought-provoking session, looking at so much more than the lives of these leaders. That was the foreground, but other interesting aspects emerged, such as ethics, bias and Type. One thing that was clear - there are many considerations to keep in mind when trying to Type someone from the past. Jane and Ann took us through their own in-depth experience of Type investigation, drawing on extensive biographical descriptions from the tome of a book, and invited us join them on their journey of “Typing from Afar”.



It was a lovely informal, “conversational” session. Jane and Ann tag teaming their input about different aspects of these men’s lives. Their goals, when embarking on this idea, were perhaps shaped by their interaction styles. For Jane (Chart the Course/Navigator) it was to clarify what it takes to Type people accurately and thoroughly. Ann (Get things Going/Energiser) added that it was to share the enjoyment they had had discussing type hypotheses with us at BAPT by giving us the opportunity to experience it too. The session certainly achieved these goals – we really got a flavour of these two contrasting Presidents, as we delved into their fascinating backgrounds, personal lives and their public faces, developing our own Type hypotheses at small break-out discussion groups.

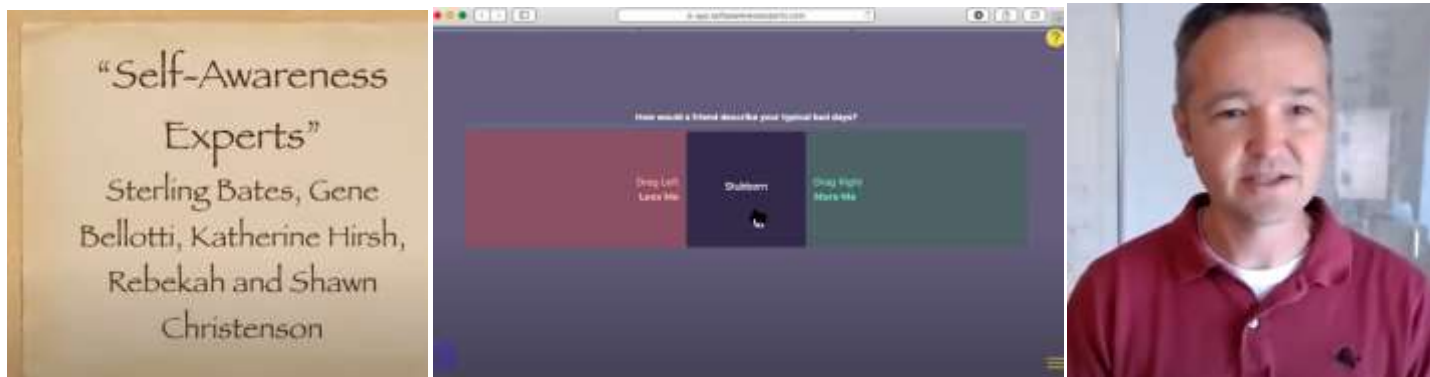


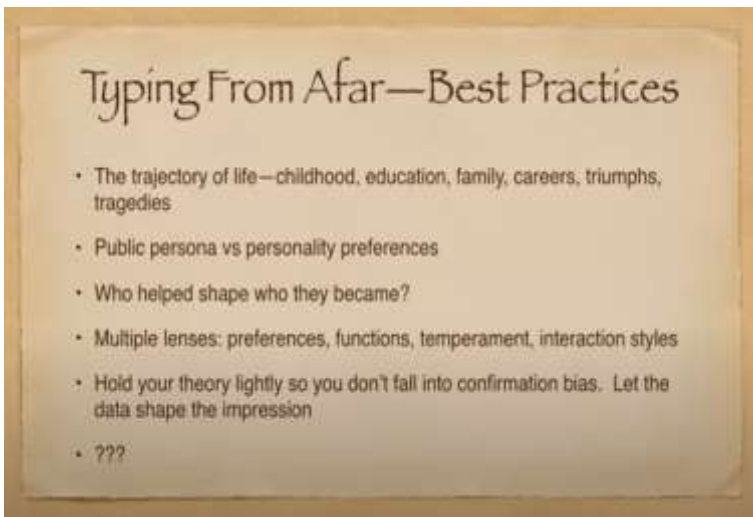


As interested and active Type users, we are usually aware of the Type framework when watching characters in films, on TV, or when reading books. Thinking about it, I am not sure I read a novel without typing the main characters. It is just a sort of programme that 'runs' in the background, along with the random song generator (maybe that's just me). What was really interesting learning from the session was the process that went on behind the Typing of the Presidents. The *how* of their investigative process.

They shared how they set out with preconceived notions from the internet about the Type, particularly of Roosevelt, being ESTP, but that the more they read the more they realised that that was just the surface, the public figure – his Type extrapolated from a few of his interests. Donning their Type Glasses, they became more intrigued both at what they read and the lenses through which they interpreted this information.

Using an array of lenses and theories they uncovered more and more layers in a kind of archaeological personality excavation. They researched the background of recorded life events for each president, they also looked at whole type and then started to challenge their original assumptions by looking through the lens of interaction styles. They cross referenced, checking out the paths of ego development from Angelina Bennet's work, 'The Shadows of Type'. They brought in Dario Nardi's work. Each time generating new hypotheses and casting doubt over others. Through puzzling this out over a whole year, they mulled it over, texting each other with new thoughts and ideas about Type clues. To share some of their process with us live in the session they used the on-line self-awareness tool created by Sterling Bates, Katherine Hirsh *et al*. It asked questions such as "How would a friend describe your typical bad days?" and you swipe left or right towards the answer that most reflects the truth. It was interesting to hear the characters emerge through Jane and Ann's exchanges in answering these questions.





It sounded like they had so much fun working away on this, Jane (INFJ) making those deep connections in her own time and space. Ann (ENFP) noting that she preferred to listen to the book when she walked or travelled, needing to call Jane up to discuss the latest evidence bringing in fresh perspectives and thoughts to test out with Jane’s inner universe of evidenced connections. Both bringing the best out of each other. It was fascinating to eavesdrop on their discoveries and insights into their own learning. I really appreciated the candour with which they described how they worked through their personal biases, as they held up and considered Types that reminded them of family members. Only through giving themselves the time, to work on this did they expose deeper layers of thought and have the courage to let go of former hypotheses that new evidence disproved.

Ethically, we only Type guess people no longer with us. Jane and Ann’s session illuminated the complexities and best practices of Typing from Afar. They have more certainty now, but still hold their hypotheses about the Types of these men “lightly”. With a fleeting wistful pang of recognition, watching the interplay between these two great friends, I remembered how much fun it is analysing and bouncing ideas between other Type enthusiasts, gaining deeper insights into the human condition. Thanks Jane and Ann for reminding me that this community exists at BAPT.



Break: Quick dash back to planet home-school – then returned, armed with a cup of tea to an array of new backdrops, some of which seemed to be spookily engulfing the delegates – I must have missed some chat about virtual backgrounds. I had a play and found that I could get my office door to look like it was in space, but the rest of the office remained stubbornly on earth.



4:00 – 5:00: Markey Read - Dynamic Problem Solving with 8 Essential Questions

Markey Read zoomed in from a winter-spring morning in Vermont to deliver her informative, engaging and interactive session. Her Type work looks specifically at how the eight Functions make decisions and she has described

the key driver/need for each of the eight functions, expressing this as a question. When a team or person is making an important decision, if each of these questions are equally considered then the decision will be an effective response to the problem. Building on Isabel Myers’ original Z-model (Zig Zag model) Markey has updated it to reflect all of these eight functions and has created the Leadership Decision-Making Wheel.



Personality Type Key to 8 Essential Questions

Essential Question	Related Leadership Style	Types likely to be friendly to this question
What is happening now?	Responder (Se)	ISFE, ISTP, ESFP, ESTP
How did we get here?	Sustainer (Si)	ESFJ, ISTJ, ESFJ, ESTJ
What are some possibilities?	Inspirer (Ne)	INFP, INTJ, ENFP, ENTJ
What are the future implications?	Visionary (Ni)	INFJ, INTJ, ENFJ, ENTJ
What are the important questions to ask?	Precise Systems (Ti)	ISTE, INTJ, ESTP, ENTJ
What is the plan and how will it work?	Efficient Structure (Te)	ESTJ, INTJ, ESTJ, ENTJ
How will this enhance group dynamics?	Empathetic Harmony (Fe)	ISFJ, INFJ, ESFJ, ENFJ
Does it resonate with core values?	Personal Authenticity (Fi)	ISFP, INFP, ESFP, ENFP

Leadership Styles, Acting on Informed Decisions with Your Cast of Characters

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Leadership Styles Decision-Making Wheel



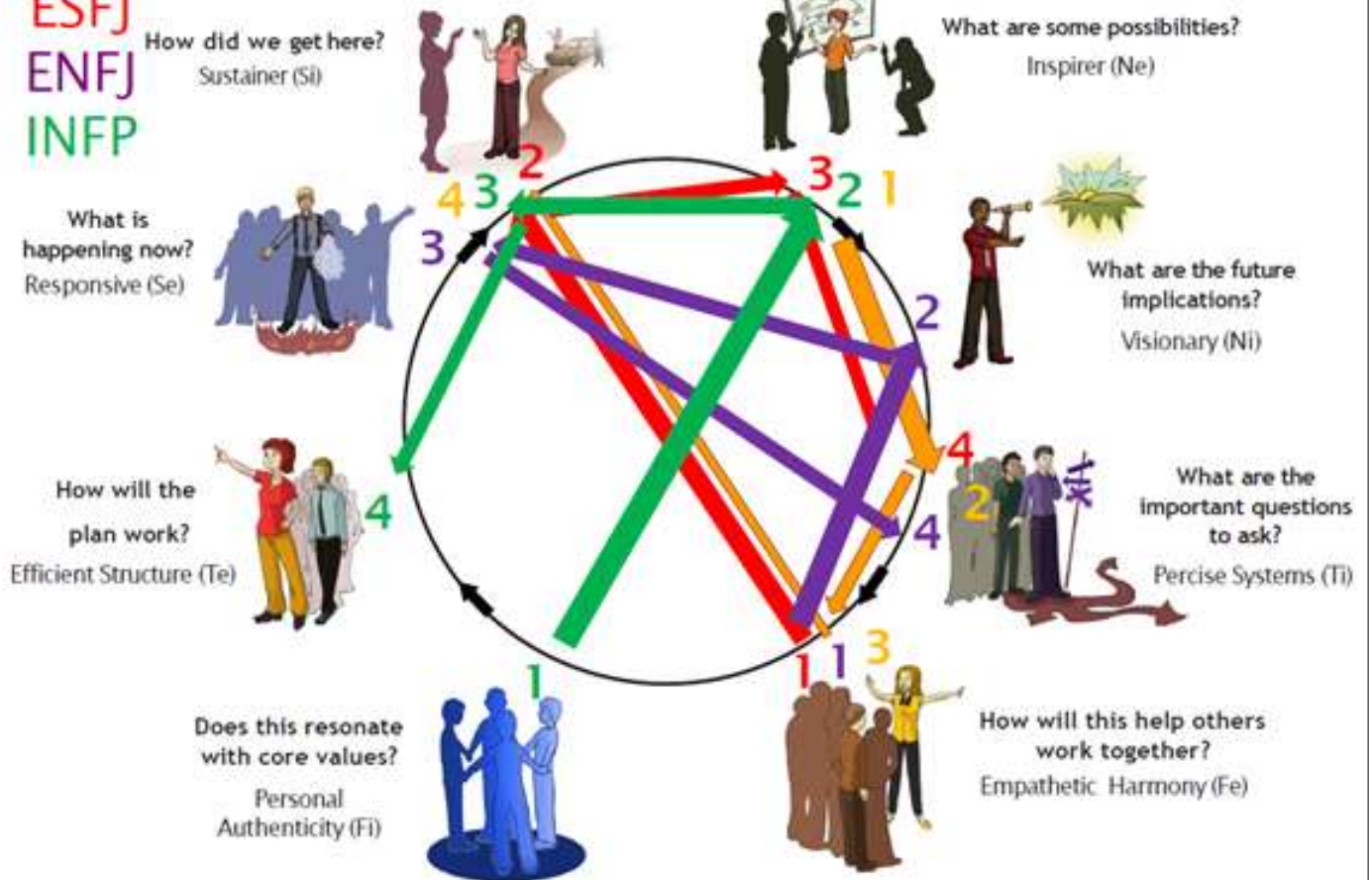
Leadership Styles, Acting on Informed Decisions with Your Cast of Characters

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It was sobering to reflect on how the level of our engagement in anything we do, is dependent on how much of our core 'Heroic' function needs are met. As Markey explained, the theory is that if our needs are not met "we give ourselves permission to check out". This checking out could be small actions such as getting distracted, doing something else instead, disengaging and not participating. Or, if the core needs have not been met for a long time, we could check out in big, drastic ways, such as leaving a job or relationship. In terms of diversity, it underscored what happens when some voices in the room go consistently unheard. Through the comments and discussion coming in, this clearly resonated.

Leadership Styles Decision-Making Wheel

ENTP
ESFJ
ENFJ
INFP



Leadership Styles, Acting on Informed Decisions with Your Cast of Characters

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It was not a surprise that Introverted Intuition (Visionary) won the 'least likely to be heard' badge, due to the fact that its nature doesn't have a form. Any attempt to communicate the experience of that beautiful inner "crystal palace quickly turns to a mud hut" when externalised. In one sentence Markey had described my entire lived experience. However, it also appeared that it depended on the culture of the organisation, for example with Extraverted Intuitives (Inspirer) struggling to be heard in manufacturing or Introverted Sensing (Sustainer) being dismissed as "critical" when bringing up the past, for example in hi tech industries.

Using the Leadership Decision-Making Wheel, particularly with a facilitator, to ensure equal time is spent considering each function's question/need, is a way we can ensure that every aspect/voice is heard. Like the Z-model, this is a great way to help a team draw on and value its diversity and make effective decisions. While Markey mentioned that you could start at any point on the wheel, it was interesting to note that she always chooses to consider Extraverted Thinking (Efficient Structure) last due to its pervasive presence in European/North American cultures.

Markey asked us to plot our own pattern on the wheel based on our hierarchy of functions down to the fourth function and that of someone we knew very well. It was great to have a go at using the wheel and I personally valued having the reflection space to do this, without discussing in a group. It was really interesting to hear people's stories of how using the wheel had highlighted both the strengths and challenges in working or living together. This was definitely something to use with teams in place of the Z-model, the wheel aspect a valuable representation of the on-going need to revisit problems. I noted also its use in gaining insight into what is going on in a relationship between two people. Something which proved almost instantly useful on my return to the house ... luckily I had plotted their wheel and found our synergies ... Thanks Markey. Note to self, Markey's book "Leadership Styles: Acting on Informed Decisions"- also very useful for maintaining relationships.

Break: My little girl joined me in my 'tile-portal' wearing a bee outfit. She seemed to highlight the hive-like nature of the Conference. All of us in our little cells, separate yet together, sharing information back and forth through the stream of chat that you could look at/respond to or not. Then it was time to tune back into the wisdom from central-hive.

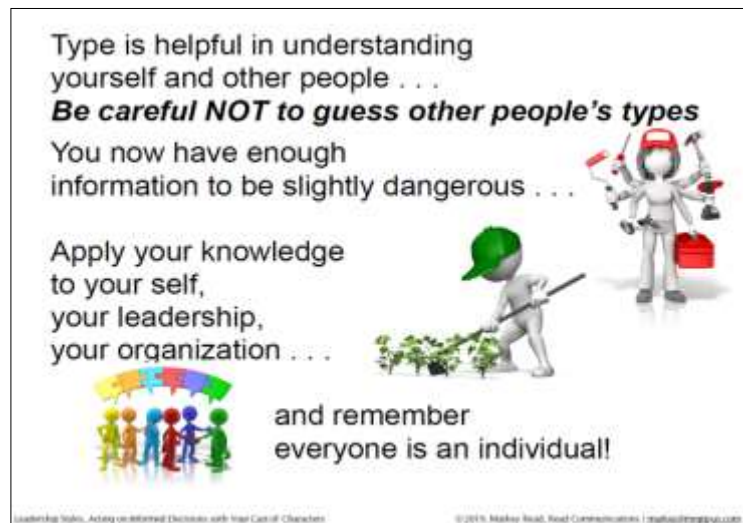


5:30 – 6:30: Susan Nash -

Flawless Facilitation: Techniques for Training all Types

It was the last session of the day, a tough gig for any presenter, but Susan Nash had already spent the Conference being our compère, facilitating, capturing chat comments, ironing over a few small IT glitches so that we hardly noticed ... and now she took the Hot Seat, ably supported by Chris Nurnburg. She did a brilliant job of picking up our energy on this fourth hour through engaging us, encouraging and supporting our contributions, all the while helping us to learn the craft of flawless facilitation.

Her session was packed full of interesting, useful information, and served as a demonstration in itself, through its well-considered structure and active, clever ways to engage us – and it worked – even over zoom! A definite gold star. Basing her approach on the concept of andragogy, adult to adult learning rather than parent to child teaching (pedagogy), she explained the facilitator needs to keep in mind the question, 'what does this person need to solve to learn this?' This resonated as such a positive way to think about facilitating learning, akin to coaching and development, which was very exciting. The neuroscience of learning - gather information, reflect and actively test is also incorporated into her approach. Susan commented, 'facilitators ask what you have learnt, presenters will tell but, it is through asking, the process of creating personal (internalised) meaning can happen.' The adult to adult approach works with the neuroscience, the facilitator gives the time to reflect, which is essential to this creation of knowledge.





She took us through the key elements of a well-designed workshop. Interestingly, reflecting on this process in action, at only 20 mins in to the session, people were by-passing the chat function and feeling free to add their own comments verbally, a testament to the safety created. Building up a sense of engaged learning through using her own format of ‘questioning, listening and paraphrasing’ it was fascinating to see how this, combined with support, really worked well. She gave us a lot of valuable information on how to structure a workshop, the key elements and order. I particularly enjoyed how to build psychological safety without feeling vulnerable, using simple techniques, such as “raise your hand” and so on. It was all so well considered.

The flow of energy was also a central concern through Susan’s technique. She took us through her TEACH approach: state the **T**opic, **E**ngage the audience, **A**bstract or conceptual models, **C**oncrete application and **H**ow am I going to apply this info? Through

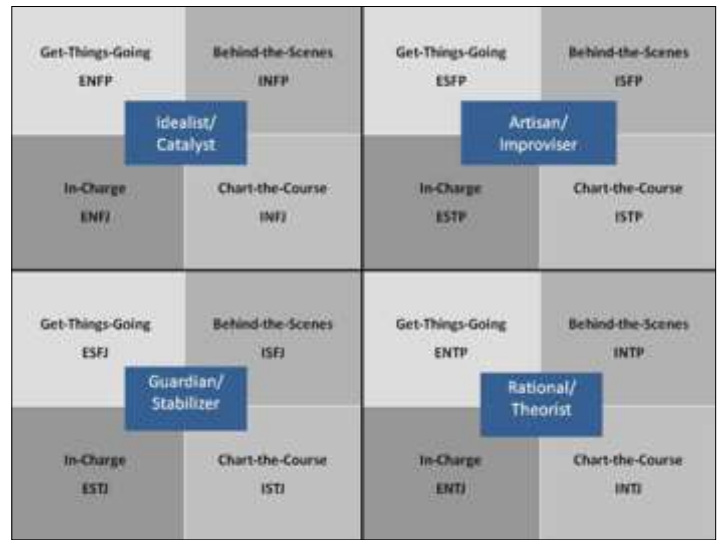
following this process the energy will flow in a balanced way, back and forth between the facilitator and audience. By consciously paying attention to this, we can also re-work our design if we find that the energy doesn’t flow in this way. As facilitators we are all instinctively aware of energy in the room, but this process helps us to be more consciously aware of where it is and how it shifts, ultimately improving our facilitation. From the comments coming in there was a general sense of energy, people described finding the process “liberating”. Even I, deep in my current numbed version of lockdown introversion, felt wistful about all those fabulous moments in the training room where the energy is flowing, everyone is engaged and enjoying the creative process of learning.

Facilitator

Content	Participant Centered
What, How and When to Learn	High level of participant choice
Past experiences	Participant past experience is a learning resource
Attitude Orientation	Participant active and engaged Relevant to participant context
Dependency	Empowers participants to be self-directed learners
Motivation	Internally driven and curious
Outcome	Independence
Process	Facilitation with Active Learning
Power	Primarily with participants
Energy direction	Multi-directional

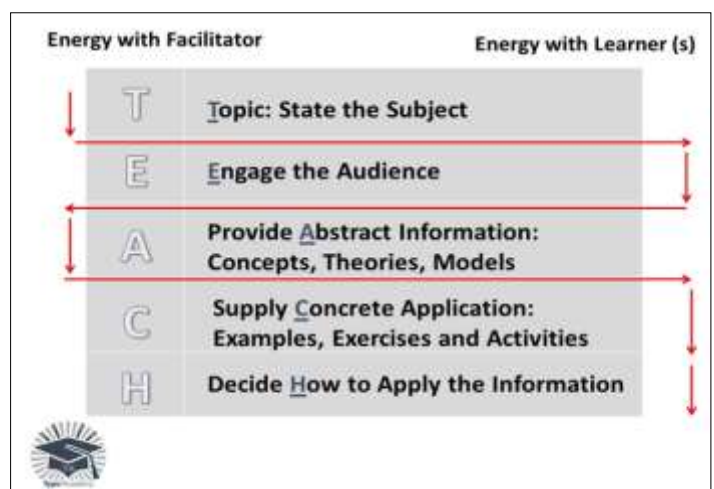
- Adult-to-adult – Andragogy
- Participant-centered

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Structure of Introduction

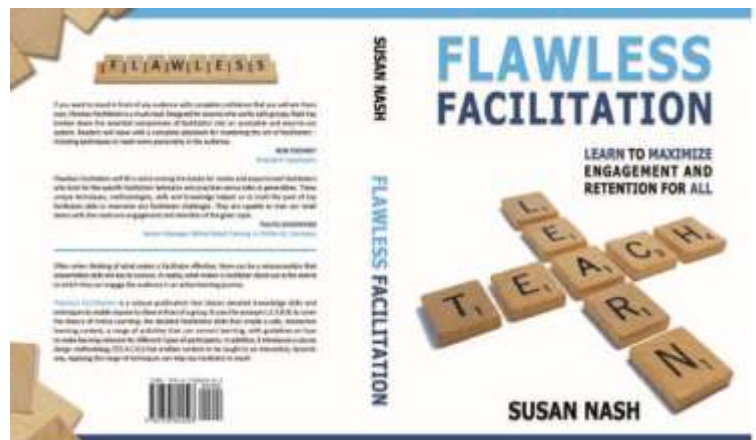
- Key elements
- Sequencing the elements





It is such a valuing approach, putting the learners at the forefront, encouraging and using what they bring to enhance further learning. Through small group discussion we learned the necessity of drawing upon each interaction style for effective facilitation. Having assumed that the 'Get things Going' style would be the optimum style for Flawless Facilitation, there was some good news for everyone. Susan highlighted where each style contributed and that we would all need to flex and put on different energies to match a particular aspect of facilitation. For example, 'In Charge', being valuable to keep things on course to achieve the goal, 'Chart the Course', useful for a calm, methodical delivery of e.g. set up of exercises; 'Get things Going', bringing lively energy, involving and motivating toward an embraced result, and 'Behind the Scenes', valuable for when stepping back to let the group learn what they need, when they need it.

Sharing her work so generously in this session it was clear the BAPT audience appreciated it and felt comfortable to engage. I will definitely be using this approach and dipping into Susan's book 'Flawless Facilitation' for my home-schoolers. At this time, I am particularly grateful to have had this refreshing look at how to create an environment in which others can feel safe, engaged and ultimately enjoy learning.



It is always good to end on a high and, energetically, it was a great place to end the first virtual Mini Conference. Each session had re-connected us with beloved faces and personalities in the Type community, reminded us of those relationships and how much we value them. Type work and thought is going on out there in such interesting ways and sharing that here always clarifies new insights. The flexibility and adaptation to the technology, on top of the content, from each presenter should be applauded. Each of them brought themselves and worked to bring us together too. I left with the same reluctant feeling I always have when leaving Conference, not really wanting to leave a group of friends, but with a stack of refreshed Type thought and interesting new knowledge and reflections to ponder upon and try out. Thank you BAPT for not giving up on bringing us '20:20 Vision and Clear Insights on Type', both digitally and brilliantly.

PS. If you also enjoy BAPT, like to get involved and are pretty good on social media, the amazing Committee are very much hoping you will join them as Director of Communications.

Finally, BAPT would like to thank the Conference sponsors - The Myers Briggs Company, Type Pro, and Differentiated Coaching.

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The Swipe Right Activity by the Self Awareness Experts is available via selfawarenessexperts.com

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