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# Preface



The intention of this leader's resource guide is to blend two powerful models for the purpose of enhancing individuals' development and overall effectiveness. The psychological type model is based on ways of perceiving and then acting on information. The emotional intelligence (EQ) model is based on ways of perceiving and then acting on emotions. The blending of the two models occurs by having individuals experience and explore the role of their psychological types in the management of emotions—which is the overall objective of this work. You can make it possible for an individual to determine his or her type by administering the *Myers-Briggs Type Indicator*<sup>®</sup> (MBTI<sup>®</sup>) instrument and then working with the individual to verify the results.

This leader's resource guide has the following particular objectives:

- ◆ Providing administrators of the MBTI instrument with a dynamic model for training others in the enrichment of EQ
- ◆ Supplying trainers with innovative, new strategies that engage participants in the use of psychological type
- ◆ Making available EQ-related materials that administrators of the MBTI instrument can use to train leaders
- ◆ Offering a practical and beneficial way for serious administrators of the MBTI instrument to present type—and pushing competence beyond that required for presenting the four dichotomies to that which draws on the full range of type theory for individual development

This guide supplies proven training models and activities that promote the development of EQ through the use of psychological type. Professionals suffer a dearth of hands-on materials for presenting type in the context of EQ, which I hope this guide will help to fill. The guide also addresses some of the nagging problems that professionals find in the presentation of type itself.

## Criteria for Inclusion

As you look over the sessions and their activities, keep in mind that the following selection criteria were applied in order to include ideas of lasting value:

- ◆ The material has been used extensively with leaders of all ranges of responsibilities—from supervisors to corporate presidents—who have provided feedback on the sessions.
- ◆ The material is informed by training experiences of individuals from diverse economic sectors—from nonprofit, religious organizations to government agencies to the for-profit industries in every major work-related cluster.
- ◆ The content is grounded in research.
- ◆ Psychological type is constructively presented with a focus on self-management.

As a researcher and practitioner, I have directed my work toward leadership development. Therefore, a great deal of the research that led to the material in this guide originated from databases related to leaders. As a result, many of the included activities focus on leadership training. To facilitate the development of others and appropriately manage the process, a leader must have (a) clarity regarding his or her own strengths, (b) accurate mental models about working with others, and (c) interpersonal competence. All of these aspects are commonly referred to as elements of *emotional intelligence*. Moreover, additional research on nonmanager populations has confirmed that the included material can benefit anyone who is interested in drawing on type to develop EQ.

Since the emergence of EQ as a major subject of research in the 1990s, I have been actively exploring ways of using psychological type to help individuals understand their emotional energy and how to use it productively. The data that I continue to collect regarding the core aspects of type and EQ suggest natural links that can enhance self-understanding and individual growth.

## Acknowledgments

A manuscript comes to life when the reader engages it, tries out its ideas, makes adjustments according to its suggestions, and, finally, judges its worth. Hopefully, throughout this process, my readers will have the good fortune to become acquainted



with the thousands of individuals I have had the privilege to know as a coach or researcher and who have influenced the development of this work. Additionally, as any writer will tell you, a manuscript is a creative endeavor that one expects will lead to good outcomes in human development and choice. Throughout this creative process, I have been granted the extraordinary editing talents of Janelle Rohr, a staff member with CPP, Inc., the publisher of the MBTI instrument. She has been brilliant in her attention to detail—always considering the needs of the reader as paramount. So, to you, the reader; to those who have given so freely of their talents; and to my editor and my publisher, I say thank you for giving this manuscript a chance to contribute to and, I hope, enrich the human condition of those who will be exposed to its ideas.


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## PART I

# WHY USE THIS GUIDE?



When researchers in the mid-1980s began looking at the question of why very smart people did stupid things, they found the role of emotions critical to their inquiry. Individuals who understood and managed their emotions facilitated their performance, while those who did not failed at numerous junctures in their personal and professional lives. To practitioners of the *Myers-Briggs Type Indicator*® (MBTI®) tool and psychological type, this finding should come as no surprise. Such practitioners, who understand the comprehensive system that psychological type provides, have already seen how a deeper awareness of one's psychology serves as a rich resource for effective self-management.

## Understanding Emotional Intelligence

The term *emotional intelligence* (EQ) emerged naturally from 50 years of work in the arena of human development. Although the multitude of research studies on human performance used a variety of terms, the common element was exploring how the emotional dimension of human experience affected people's performance. Some individuals—regardless of education and background—seemed to manage life challenges with more success and effectiveness than did others. Moreover, the amount of general intelligence (assuming a normal range of capacity) seemed unrelated to overall success. In fact, it is a commonplace observation that success is related more to noncognitive abilities than to cognitive ones, although certainly intellectual capacities are important.

Historical accuracy requires noting that Charles Darwin (1872) wrote about the expression of emotions as a critical aspect of adaptation and survival. Numerous researchers, including such notables as Edward Thorndike (1937) and David Wechsler (1940), recognized the important role that emotions play in individual performance—but their work focused on the intellectual variables that are collectively called *intelligence*. In more recent times, EQ researchers have split into two camps. Those who have taken the traditional, intelligence perspective assume that underlying capabilities exist for perceiving and acting on emotions that parallel those for performing intellectual activities. John Mayer, Peter Salovey, and David Caruso (1989–2005) have most successfully represented this camp. On the other hand, those who have subscribed to the social-emotional competency perspective have argued that an array of abilities and behaviors exists that enables an individual to not only manage his or her emotions but also direct emotional energy toward productive purposes. Furthermore, these abilities and behaviors make up the crucial competencies of EQ. Reuven Bar-On (1996–2005) has most successfully represented this camp. Although many other people have written about EQ, the researchers mentioned in this leader's resource guide frequently publish in highly respected, refereed journals.

The researchers who have taken the traditional, intelligence perspective (EQ consists of basic psychological processes that are related to perception and judgment) have identified eight such psychological processes: four associated with perceiving emotions and another four with managing emotions. It is obvious that their findings lead directly to the eight functions of psychological type. To the reader of the *MSCEIT User's Manual* (2002) and the practitioner of psychological type, this parallel provides empirical evidence of Carl Jung's proposition that the eight functions are busy providing for our successful adaptation to the demands of daily life.

Three themes are evident in the arena of EQ:

- ◆ Enhancing self-management, especially in stressful environments, is fundamental to effectively using emotional information.
- ◆ Recognizing, interpreting, and acting on emotions as information constitute the basic competencies of EQ.
- ◆ Linking intrapersonal states to interpersonal behavior is associated with linking perceptions to actions.

These themes have given rise to various interrelated frameworks. Although no single framework is generally accepted by the psychology-related professions, a consensus regarding the specific competencies of EQ is emerging. The consensus is this: EQ involves eight mental resources that we use to perceive and act on emotions, and the resulting perceptions and actions manifest themselves in various outlooks and behaviors. When I began to research the links between EQ and psychological type, the evidence connected 14 EQ competencies specifically to the eight functions of psychological type, as shown in Table 1.1. As more research is published, the way in which practitioners view the EQ competencies will no doubt adjust accordingly.

<b>EQ Competency</b>	<b>Associated Psychological Type Functions</b>
<p><b>Self-awareness</b> Self-confidence that challenges can be met, realistic self-assessment, recognition of own moods and drives, and seeing oneself as talented and capable</p>	<ul style="list-style-type: none"> <li>◆ Introverted Sensing</li> <li>◆ Introverted Intuition</li> <li>◆ Introverted Thinking</li> <li>◆ Introverted Feeling</li> </ul>
<p><b>Self-regulation</b> Control or redirection of impulses, conscientiousness, good organization for achieving goals, and fulfillment of obligations</p>	<ul style="list-style-type: none"> <li>◆ Introverted Sensing</li> <li>◆ Introverted Intuition</li> <li>◆ Introverted Thinking</li> <li>◆ Introverted Feeling</li> </ul>
<p><b>Emotional self-control</b> Control of emotions, suppression of hostile feelings, emotional discipline, and management of both emotional flow and “emotional hijacking” experiences</p>	<ul style="list-style-type: none"> <li>◆ Introverted Sensing</li> <li>◆ Introverted Intuition</li> <li>◆ Introverted Thinking</li> <li>◆ Introverted Feeling</li> </ul>
<p><b>Flexibility</b> Enjoyment of the challenge of change and of ambiguity, management of variety, openness to experience, and seeing experience as information for future use</p>	<ul style="list-style-type: none"> <li>◆ Introverted Intuition</li> </ul>
<p><b>Motivation</b> Pursuance of goals with energy, strong achievement drive, and optimism</p>	<ul style="list-style-type: none"> <li>◆ Introverted Thinking</li> <li>◆ Introverted Feeling</li> </ul>
<p><b>Achievement</b> Drive to achieve within a clearly defined structure or through independent action and initiative</p>	<ul style="list-style-type: none"> <li>◆ Introverted Thinking</li> </ul>
<p><b>Resilience</b> Efficient use of resources, propensity to not get discouraged, self-sufficiency, and persistence</p>	<ul style="list-style-type: none"> <li>◆ Introverted Sensing</li> <li>◆ Introverted Intuition</li> <li>◆ Introverted Thinking</li> <li>◆ Introverted Feeling</li> </ul>

**Table I.I. The Connection of EQ Competencies to Psychological Type**

<b>EQ Competency</b>	<b>Associated Psychological Type Functions</b>
<p><b>Well-being and stress management</b> Sense of good physical and mental condition, optimism about the future, and possession of coping resources</p>	<ul style="list-style-type: none"> <li>◆ Introverted Sensing</li> <li>◆ Introverted Intuition</li> <li>◆ Introverted Thinking</li> <li>◆ Introverted Feeling</li> </ul>
<p><b>Empathy</b> Understanding of the emotional makeup of self and others, comfort with personal feelings, sensitivity, and perceptiveness regarding social nuances</p>	<ul style="list-style-type: none"> <li>◆ Extraverted Feeling</li> </ul>
<p><b>Energy</b> Display of commitment to others through “doing,” active seeking of feedback to improve performance, and assertiveness about feelings</p>	<ul style="list-style-type: none"> <li>◆ Extraverted Sensing</li> <li>◆ Extraverted Intuition</li> <li>◆ Extraverted Thinking</li> <li>◆ Extraverted Feeling</li> </ul>
<p><b>Social skill</b> Proficiency at building relationships, social ease, self-assuredness, display of enjoyment of others, responsiveness, and ability to build trust</p>	<ul style="list-style-type: none"> <li>◆ Extraverted Sensing</li> <li>◆ Extraverted Intuition</li> <li>◆ Extraverted Thinking</li> <li>◆ Extraverted Feeling</li> </ul>
<p><b>Tolerance</b> Patience with others’ beliefs and values, fair-mindedness, and communication of respect during conflict</p>	<ul style="list-style-type: none"> <li>◆ Extraverted Sensing</li> <li>◆ Extraverted Intuition</li> <li>◆ Extraverted Feeling</li> </ul>
<p><b>Persuasiveness</b> Propensity to seek to make a good impression, solicitation of others’ points of view, nondefensive offering of ideas, and problem solving</p>	<ul style="list-style-type: none"> <li>◆ Extraverted Sensing</li> <li>◆ Extraverted Intuition</li> <li>◆ Extraverted Thinking</li> </ul>
<p><b>Ability to lead</b> Appropriate dominance, assertiveness, an intentional task and process orientation, and seeking reciprocal meaning with group members</p>	<ul style="list-style-type: none"> <li>◆ Extraverted Thinking</li> <li>◆ Extraverted Feeling</li> </ul>

**Table 1.1. The Connection of EQ Competencies to Psychological Type (continued)**