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# Introduction

**T**ype and Training is a guide for practitioners who are new to facilitating workshops using personality type concepts. Perhaps you have just received your MBTI® qualification credentials and are beginning a new practice, or your organization has asked you to lead a staff development session using type concepts. Whatever the context, this booklet will help you facilitate interesting and effective training sessions that can lead to a rich and rewarding experience for both you and your participants.

You can use this booklet as a step-by-step guide for planning a training session to ensure comfort, success, and effectiveness in what might be a new or unpracticed role or area for you. Or you can use it as a resource when evaluating or adapting an existing training program to make sure it meets the needs of your target audience. Checklists, suggestions, and lists of questions are presented throughout the booklet to summarize and help you apply the material.

The information presented here will help ensure that your workshop planning is comprehensive and the resulting workshop useful and valuable for both participants and the organization. The six main sections of this booklet outline a step-by-step workshop-planning process.

■ **Developing a training solution.** This section focuses on identifying the training goals of the organization, defining learning objectives for participants, and effectively communicating with both participants and key members of the organization to ensure common understandings and agreements.

■ **Designing the training session.** This section addresses how to tailor your session to meet the needs and situation of your participant group and client organization. It also considers situational factors such as organizational structure and roles, individual and group constraints, type distribution, and group dynamics and offers tips on logistics, MBTI administration, and use of ancillary materials that will be useful in your session.

■ **Developing facilitation strategies.** This section shows you how to facilitate learning in the session by explaining basic type concepts, targeting your audience, managing your training time, and reframing inappropriate uses of type.

■ **Designing activities.** This section focuses on how you can use activities to acknowledge similarities and explore differences in both type-alike and opposite-preference groups. It also highlights the usefulness of all the preferences and demonstrates the value of a whole-type approach. In addition, it discusses applying type concepts to individual participants as well as to work groups, and linking activities to learning objectives.

■ **Designing an evaluation.** This section explores ways to evaluate success in three areas: meeting stated learning objectives, business impacts of the training session, and overall effectiveness of the session.

■ **Accommodating different learning styles.** This section describes the learning preferences of each of the sixteen types, organized as pairs within the dominant functions. You can use this section to learn (1) how to accommodate participants' individual learning needs based on their type and (2) how your training style may affect participants with different learning styles.

# Developing a Training Solution

**P**ersonality type workshops can be very useful for organizations. However, they

should be seen as only a part of the bigger picture. Unfortunately, training is sometimes viewed as a *simple solution* to a complex, ongoing problem. Trainers are often asked to provide a “one-day wonder” or a “silver bullet”—a training program with very high expectations. Trainers marketing their products and services may also overestimate or exaggerate potential results. In either case, the training session cannot possibly live up to the expectations of the organization or the participants. Instead of trying to provide a simple solution, work on developing a *training solution*—a purposeful intervention designed to provide information, insights, and experiences to participants, leading to changes in their behavior and performance. These changes will help solve problems or capitalize on opportunities.

In this section we will look at identifying the training goals of the organization that has a particular problem to solve, defining learning objectives for participants, and effectively communicating with both participants and key members of the organization so that expectations can be set and understood by all.

## **Identifying the Organization’s Training Goals**

The first step in any training-based solution is to clearly identify what you plan to accomplish—that is, what participants will learn in the session and how the results will translate into on-the-job performance. Clarifying and clearly communicating the workshop purpose and expected results up front will help prevent any possible misunderstanding in this regard.

Accomplishing this requires focused dialogue between the trainer and the organization. This dialogue will enable the trainer to (1) explore the needs and expectations of the organization, and (2) describe the objectives and potential results of a training session that uses personality type concepts. The trainer can then ensure that a type-based training session is an appropriate part of the solution for a problem or a useful opportunity for growth.

Explore with the organization how understanding and applying personality preferences and differences in a group setting can be of value. Be realistic in your description of potential workshop results. Participants generally find that the information they learn in personality type sessions is insightful and practical. However, promising dramatic results can be unrealistic and may lead to unsatisfied customers.

Keep in mind when exploring the goals and expected results of training that it is also important to discuss with the organization the ethical use of personality type. Be sure that your discussion with the organization includes an overview of appropriate uses of personality type and stresses the importance of voluntary participation and confidentiality.