

Determine Individual Personality Preference and the Preferences of Others

Unit: Communication Skills

Problem Area: Practice Team Work

Lesson: Determine Individual Personality Preference and the Preferences of Others

■ **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Explain the importance of determining personality preference in self and others.**
- 2 Explain personality preferences measured by the Myers-Briggs Type Indicator.**
- 3 Explain personality preferences measured by the Fundamental Interpersonal Relations Orientation-Behavior.**

■ **Resources.** The following resources may be useful in teaching this lesson:

Fernandez, Claudia. "The FIRO-B Instrument," *Food Systems Leadership Institute*. Accessed Jan. 14, 2010. <<http://www.fsli.org/filelibrary/FIRO-B1.pdf>>.

"MBTI Basics," *The Myers & Briggs Foundation*. Accessed Jan. 14, 2010. <<http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/>>.

"Myers-Briggs," *Your Life's Path*. Accessed Jan. 14, 2010. <<http://www.myersbriggsreports.com>>.



■ **Equipment, Tools, Supplies, and Facilities**

- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Materials listed on duplicated items
- ✓ Computers with printers and Internet access
- ✓ Classroom resource and reference materials

■ **Key Terms.** The following terms are presented in this lesson (shown in bold italics):

- ▶ affection behaviors
- ▶ control behaviors
- ▶ Extraversion
- ▶ Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B)
- ▶ inclusion behaviors
- ▶ Introversion
- ▶ Myers-Briggs Type Indicator (MBTI)
- ▶ personality preferences

■ **Interest Approach.** Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situations. A possible approach is included here.

Ask students to list ways in which their personalities are the same and different in comparison to their friends' personalities. Collect their answers to read randomly and anonymously for discussion purposes.

CONTENT SUMMARY AND TEACHING STRATEGIES

Objective 1: Explain the importance of determining personality preference in self and others.

Anticipated Problem: What is the importance of determining personality preference in self and others?

- I. **Personality preferences** are characteristics or qualities with which a person is comfortable in day-to-day functioning. For example, some people are more comfortable taking control in their daily work, and other people are more comfortable being controlled. Determining personality preferences is a process that helps clarify

comfort levels and tendencies for working in different situations. Knowing the personal preferences of self and others is important for three reasons: ensuring successful placement in a job that fits the person's personal preferences; helping a business establish quality services and reputation; and understanding the interpersonal dynamics of a work team to enhance the team's performance.

- A. Understanding personality preferences helps place people in the right job. If the job calls for characteristics that match the employee's preferences, then the employee will be happier and more satisfied. As a result, he or she will have higher morale and will perform the job to his or her greatest capabilities. Conversely, a poor match between job and personal preferences will result in an unhappy and unsatisfied employee (with low morale) who does not perform the job well.
- B. Happy, high-performing individuals serve customers better and create a better reputation for the company. In contrast, unhappy, low-performing individuals pass their negativity on to customers and create a poor reputation for the company.
- C. Understanding personality preferences of team members is useful in establishing optimal team chemistry, preempting dysfunction, and enabling a high-performance environment. A team that consists of many people wanting to take control will result in more conflict, too much of which can result in poor team performance as members become fixated on gaining personal control. Conversely, a team with a good balance of members taking and giving control can better avert excessive control conflicts, freeing up time to be more productive.

Teaching Strategy: Use VM–A and VM–B to reinforce concepts in this objective. Connect the Interest Activity approach to the concept of personality preference.

Objective 2: Explain personality preferences measured by the Myers-Briggs Type Indicator.

Anticipated Problem: What personality preferences are measured by the Myers-Briggs Type Indicator?

- II. The **Myers-Briggs Type Indicator (MBTI)**™ is an analytic tool used to measure how a person focuses, takes in information, makes decisions, and deals with the outer world. The MBTI categorizes personality types into four categories: Extraversion or Introversion; Sensing or Intuition; Thinking or Feeling; and Judging or Perceiving.
 - A. Extraversion or Introversion: Where does the individual focus his or her attention? Does he or she focus on the outer world of people and things (**Extraversion**) or on the inner world of thoughts and ideas (**Introversion**)?
 - B. Sensing or Intuition: How does the individual take in information? Does he or she take in information through the five senses, focusing more on the current moment (sensing) or through thinking about patterns, the big picture, and future possibilities (Intuition)?

- C. Thinking or Feeling: How does the person make decisions? Does he or she make decisions based on logic and an objective analysis of cause and effect (Thinking) or based on values and subjective evaluation (Feeling)?
- D. Judging or Perceiving: How does the person deal with the outer world? Does he or she like to have a planned and organized approach to living (Judging), or does he or she like to have a spontaneous, flexible approach to living (Perceiving)?
- E. Examples
 - 1. Team conflict: One team member is a “Judging” type and needs to have a project schedule mapped out to the finest detail. Meanwhile, another team member is a “perceiving” type and thinks that some of the project details can be left undecided until later. The two team members disagree regarding how much detail must be articulated.
 - 2. Team harmony: One team member is a “Sensing” type and wants to collect data from customers to understand their experiences using a product. Meanwhile, another member is an “Intuitive” type and wants to think about the future vision for improving the product. These two team members work together to collect data from customers and to see if the data supports the vision of product improvements.

Teaching Strategy: Use VM–C, VM–D, and VM–E to further enhance student comprehension. Use the “Myers-Briggs” and “MBTI Basics” Internet resources to have students explore this assessment in more detail.

Objective 3: Explain personality preferences measured by the Fundamental Interpersonal Relations Orientation-Behavior.

Anticipated Problem: What personality preferences does the FIRO-B measure?

- III. The **Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B)**™ is an analytic tool that measures how a person wishes to give or to receive behaviors in the categories of inclusion, control, and affection.
 - A. **Inclusion behaviors** are behaviors that relate to connecting with others in a group, recognizing others, participating, and belonging to the group.
 - B. **Control behaviors** are behaviors that relate to influencing others, taking on responsibility and leadership, and making decisions.
 - C. **Affection behaviors** are behaviors that relate to being close, warm, sensitive, and open with others.
 - D. Expressing behaviors: How much does the individual prefer to initiate the behavior? What is the person’s comfort level expressing inclusion, control, and affection behavior? How much does the person express inclusion, control, and affection behaviors?
 - E. Receiving behaviors: How much does the person prefer to have others initiate the behavior toward him or her? What is the individual’s level of comfort being the

recipient of inclusion, control, and affection behavior? How often does the person receive inclusion, control, and affection behavior?

F. Examples

1. Team dysfunction: The team leader prefers not to express inclusion behaviors (i.e., does not feel that it is important to recognize the contributions of all team members). But team members have a preference to receive inclusion behaviors (i.e., want to be recognized for their contributions). Over time, team members become less motivated because they are not being recognized by their leader.
2. Team affection: The team leader prefers to express affection behaviors (i.e., feels that it is important to be warm and sensitive to others). Team members have a high need to receive affection behaviors (i.e., need to feel close to their leader emotionally). Over time, the leader and members become closer through having open meetings where the leader asks team members how they are feeling about their work.

Teaching Strategy: Use VM–F, VM–G, and VM–H to review. Use “The FIRO-B Instrument” Internet resource to have students explore the FIRO-B tool. Assign LS–A.

- **Review/Summary.** Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle.
- **Application.** Use the included visual master(s) and lab sheet(s) to apply the information presented in the lesson.
- **Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.

■ **Answers to Sample Test:**

Part One: Matching

1. b
2. e
3. a
4. h
5. d
6. c
7. f
8. g

Part Two: Short Answer

1. Answers should include some variation of one of the following: helps to create a good match between employee and job; helps keep employee motivation higher; helps keep employee performance higher; helps with team productivity; and helps improve the company's reputation.
2. Answers must include two of the following: inclusion behaviors, control behaviors, and affection behaviors.

Part Three: True/False

1. F
2. T
3. T
4. F
5. T
6. F

Determine Individual Personality Preference and the Preferences of Others

► Part One: Matching

Instructions: Match the term with the correct definition.

- a. Introversion
- b. control behaviors
- c. Myers-Briggs Type Indicator (MBTI)[™]
- d. Extraversion
- e. Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B)[™]
- f. affection behaviors
- g. inclusion behaviors
- h. personality preferences

- ____ 1. Behaviors that relate to influencing others, taking on responsibility and leadership, and making decisions
- ____ 2. An analytic tool that measures how a person wishes to give or to receive behaviors in the categories of inclusion, control, and affection
- ____ 3. Focusing your attention on the inner world of thoughts and ideas
- ____ 4. Characteristics or qualities with which a person is comfortable in day-to-day functioning
- ____ 5. Focusing your attention on the outer world of people and things
- ____ 6. An analytic tool used to measure how a person focuses, takes in information, makes decisions, and deals with the outer world
- ____ 7. Behaviors that relate to being close, warm, sensitive, and open with others
- ____ 8. Behaviors that relate to connecting with others in a group, recognizing others, participating, and belonging to the group



► Part Two: Short Answer

Instructions: Answer the following.

1. Write one reason why it is important to understand personality preferences in yourself and in others.

2. List two of the behavior areas evaluated by the FIRO-B.

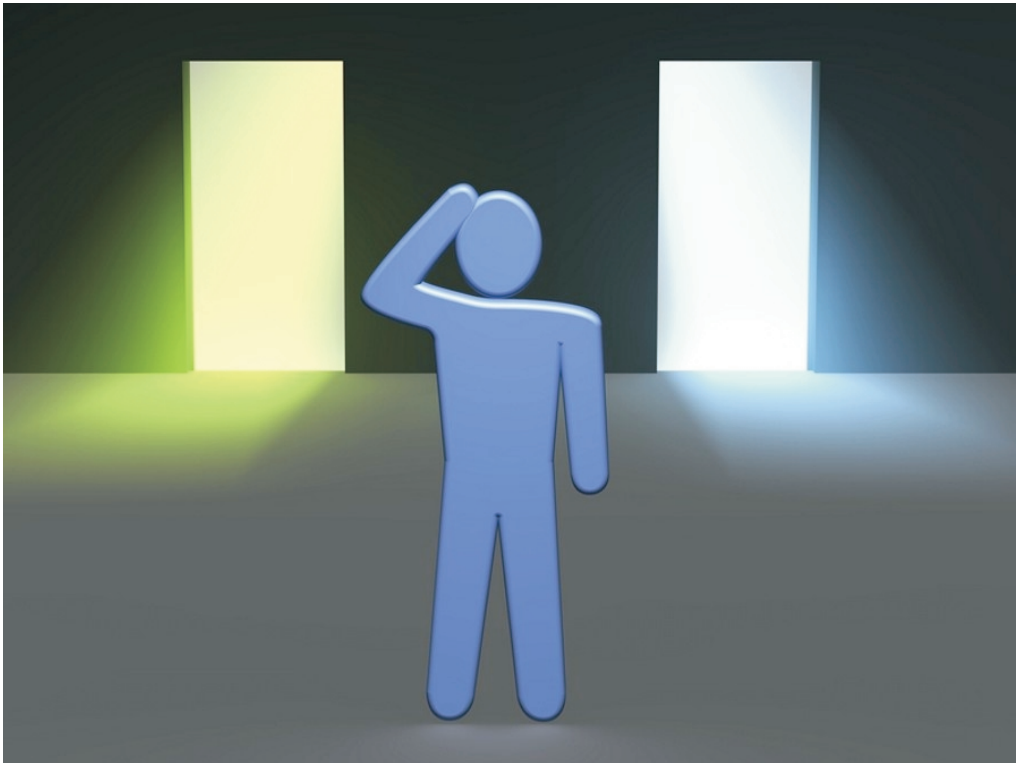
► Part Three: True/False

Instructions: Write *T* for true or *F* for false.

- ____ 1. Personality preference is a person wanting to be like someone else.
- ____ 2. In general, expressing control behaviors is necessary for leadership positions.
- ____ 3. A customer service representative would probably do a better job if he or she were comfortable receiving control behaviors from customers trying to get what customers want.
- ____ 4. In general, a person will be happier with his or her career if the job does not fit his or her personality preferences.
- ____ 5. Myers-Briggs is a personality preference tool that helps a person understand how he or she prefers to go about gathering information to make decisions.
- ____ 6. Control behaviors relate to being close, warm, sensitive, and open with others.

PERSONALITY PREFERENCES

- ◆ Personality preferences are characteristics or qualities with which a person is comfortable in day-to-day functioning.
- ◆ For example, one personality preference involves control.
 - Some people are more comfortable taking control of others in their daily work.
 - Some people are more comfortable having no control and letting others control daily work.



IMPORTANCE OF UNDERSTANDING PERSONALITY PREFERENCES

Understanding personality preferences helps place people in appropriate jobs.

◆ Good Fit Between Job and Personality Preferences:

- The employee is happier, more satisfied, and has higher morale.
- The employee performs the job well and uses his or her best capabilities.
- The customer receives higher quality products, services, and care from the employee.
- The reputation is better for the company.
- Work teams are more productive.



◆ Poor Fit Between Job and Personality Preferences:

- The employee is unhappy, unsatisfied, and has low morale.
- The employee does not perform the job well.
- The customer receives lower quality products, services, and care from the employee.
- The reputation is worse for the company.
- Work teams are less productive.

THE MYERS-BRIGGS TYPE INDICATOR (MBTI)™

The Myers-Briggs Type Indicator (MBTI)™ is an analytic tool used to measure how a person focuses, takes in information, makes decisions, and deals with the outer world.

The MBTI categorizes personality types into four categories:

◆ Extraversion or Introversion

■ *Where do you focus your attention?*

- On the outer world of people and things (**Extraversion**)?
- On the inner world of thoughts and ideas (**Introversion**)?

◆ Sensing or Intuition

■ *How do you take in information?*

- Through the five senses, focusing more on the current moment (**Sensing**)?
- Through thinking about patterns, the big picture, and future possibilities (**Intuition**)?



◆ **Thinking or Feeling**

■ *How do you make decisions?*

- Based on logic and an objective analysis of cause and effect (**Thinking**)?
- Based on values and subjective evaluation (**Feeling**)?

◆ **Judging or Perceiving**

■ *How do you deal with the outer world?*

- Do you like to have a planned and organized approach to living (**Judging**)?
- Do you like to have a spontaneous, flexible approach to living (**Perceiving**)?

APPLICATION EXAMPLE: TEAM CONFLICT

- ◆ At times, personality preferences cause team conflict.
- ◆ Team co-leader Dave is a “**Judging**” type, according to MBTI, and needs to have a project schedule mapped out to the finest detail before assigning work to team members.
- ◆ Team co-leader Crystal is a “**Perceiving**” type, according to MBTI, and thinks that some of the project details can be left undecided until later and that the project team can begin working without knowing all of the details.
- ◆ Dave and Crystal disagree over details needed before assigning team members to begin their work.



APPLICATION EXAMPLE: TEAM HARMONY

- ◆ Personality preferences can create harmony.
- ◆ Team member Bob is a “**Sensing**” type and wants to collect data from customers in order to understand their experiences using hair gel before planning a future version of the hair gel.
- ◆ Team member Janet is an “**Intuitive**” type and wants to think about the big picture, look at similar hair gels, and list possibilities before planning a future version of the hair gel.
 - Bob collects data from customers while Janet articulates a “big picture” vision.
 - Each staying within the comfort zone of their personality preferences, Bob and Janet gather information and then work together to see how the customer data aligns with the future vision. In addition, they proceed to plan the future version of hair gel.
 - Bob and Janet’s different preferences for gathering information were harmonious.
 - Both personality types were needed for this task and complemented one another.



FUNDAMENTAL INTERPERSONAL RELATIONS ORIENTATION- BEHAVIOR (FIRO-B)[™]

- ◆ The **Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B)[™]** is an analytic tool measuring how a person wishes to give or to receive behaviors in the categories of inclusion, control, and affection.
- ◆ Inclusion behaviors relate to connecting with others in a group, recognizing others, participating, and belonging to the group.
- ◆ Control behaviors relate to influencing others, taking on responsibility and leadership, and making decisions.
- ◆ Affection behaviors relate to being close, warm, sensitive, and open with others.



Expressing Behaviors

- ◆ How much do you prefer to initiate the behavior?
- ◆ What is your comfort level expressing inclusion, control, and affection behavior?
- ◆ How much do you express inclusion, control, and affection behaviors?

Receiving Behaviors

- ◆ How much do you prefer to have others initiate the behavior toward you?
- ◆ What is your comfort level receiving inclusion, control, and affection behavior?
- ◆ How often do you receive inclusion, control, and affection behavior?

APPLICATION EXAMPLE: TEAM DYSFUNCTION

- ◆ Team leader Henry has a personality preference to avoid expressing inclusion behaviors. For instance, Henry does not feel that it is important to recognize the contributions of all team members with rewards, honors, and public praise.
- ◆ But Henry's team members have personality preferences needing to receive inclusion behaviors. They need to be publicly recognized for their work.
- ◆ Over time, team members become less motivated and begin caring less since their work is not being recognized by Henry.



APPLICATION EXAMPLE: TEAM AFFECTION

- ◆ The team leader, Libby, prefers to express affection behaviors. She feels that it is important to be warm and sensitive to others.
- ◆ Team members have a high need to receive affection behaviors. They need to feel close to their leader emotionally.
- ◆ Over time, Libby and members become closer by having work meetings where Libby asks team members how they are feeling about their work and team members feel that Libby cares for them.



What Is Your Personality Type?

Purpose

The purpose of this activity is to complete a brief MBTI questionnaire.

Objectives

1. Examine a brief online MBTI questionnaire.
2. Analyze your results and share them with the class.

Materials

- ◆ computer
- ◆ Internet access

Procedure

1. Visit <http://www.personalitypathways.com>.
2. In the left-hand column, click “What’s Your Type?”
3. Read through the descriptions/questions and answer questions.
4. Upon completion, look at your four-letter personality type at the bottom of the page.
5. Complete further research on the meaning of your personality type by clicking “Learning more about the 16 personality types” in the left-hand column.
6. Share your personality type and one thing you learned from reading more on the Web site.
7. See how the personality types for the whole class compare.

