



# Guide to Using Exploring Your Myers-Briggs® Type Workbook

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Helping individuals identify their best-fit type through a feedback session is a critical part of any introductory MBTI® training. It establishes the foundation for participants' understanding of and ability to apply the Myers-Briggs® assessment. And often it's the difference between an individual walking away from a training feeling energized or frustrated. When someone accurately identifies his or her best-fit type, everything feels spot-on to that individual, but when the fit isn't quite right, everything may feel forced and wrong.

Having trained countless practitioners over the course of my 28-plus-year career, I've seen how easy it can be to feel a bit overwhelmed by the numerous steps required for a proper feedback session. That's why I like *Exploring Your Myers-Briggs® Type Workbook*. It provides a succinct, easy-to-follow, structured process for helping individuals identify their best-fit type, thereby ensuring a seamless experience.

## First Things First

*Exploring Your Myers-Briggs® Type Workbook* is an optional but recommended tool that is designed to be paired with the *Introduction to Myers-Briggs® Type* booklet during a feedback session. The workbook serves as an aid for guiding people through the best-fit type process. The practitioner can use the booklet to reinforce and elaborate on an explanation of the preference pairs, for example, or to help facilitate the selection of best-fit type by providing more detailed profiles of the 16 MBTI types.

While the workbook is suitable for both individual and group training settings, each person should have his or her own copy.

## Mind-Setting

As you'll remember from your certification training, "mind-setting" should always take place before respondents take the MBTI assessment. You want to ensure that people take the assessment in an optimal frame of mind. Here is a list of what a practitioner should cover with any individual or group before they take the assessment.

- Taking the assessment is voluntary.
- The results are confidential. They belong to the respondent, and it is that person's choice to share them or not.
- There are no right or wrong answers, nor are there better or worse results.

- Respondents should answer the items as their “natural self,” as if they have nothing and no one to answer to.
- There is no time limit. However, respondents should answer relatively quickly. If they can’t decide on an answer, they can skip that item and come back to it later.

**TIP:** For additional help with mind-setting, you can have your participants view a free 3-minute instructional video here: [www.cpp.com/mindsetting](http://www.cpp.com/mindsetting).

### What Do We Mean by Personality Preferences? (pages 4 and 5)

The best-fit type identification process begins on pages 4 and 5 of the workbook. This section gives the practitioner a concrete way to explain and illustrate the concept of *preferences* and the idea that everyone uses both opposites in each pair of preferences. On page 4, participants sign their name in the usual way. When asked for their thoughts on what it felt like, they will typically reply, “It felt natural” or “I didn’t have to think about it much.”

Then participants sign their name again, this time using their other hand. Typical comments include, “I had to think about how to do it” and “It felt like I was learning how to write all over again.” Page 5 of the workbook shows how people often describe the differences between using their preferred and nonpreferred hand and explains how the MBTI preferences relate to handedness.

**TIP:** Page 4 of the Introduction to Myers-Briggs® Type booklet provides additional details about this handedness activity that you can bring into your discussion.

### The Four Myers-Briggs® Preference Pairs (pages 7–30)

This section is the heart of the workbook. It gives practitioners the language they need to describe each preference pair and then to help participants self-estimate what they think their preference might be. For each preference pair, participants also record their reported preference and their best-fit preference and then briefly explore their use of both opposites in that pair.

Extraversion–Introversion—pp. 7–12

Sensing–Intuition—pp. 13–18

Thinking–Feeling—pp. 19–25

Judging–Perceiving—pp. 25–30

**TIP:** At the end of each preference pair section, there is a series of self-reflection questions intended to help reinforce the idea that everyone uses **both** preferences in each pair. In a one-to-one training session, this may naturally lead to conversation between you and your client that can lead to deeper understanding. In a group training session, however, it will likely not be possible to have that kind of conversation with each person. As an alternative approach, consider directing a group discussion by enlisting volunteers to share their thoughts and experiences with everyone.

**First Hypothesis—Self-Estimated Preferences:** Near the end of each preference pair section, participants circle the preference in each pair that they think fits them best and also circle “slight,” “moderate,” “clear,” or “very clear.”

E–I self-estimate—p. 11

S–N self-estimate—p. 17

T–F self-estimate—p. 23

J–P self-estimate—p. 29

**TIP:** During the self-estimate (and the entire process), you don’t want to force clients to choose one preference over the other if they can’t decide. If someone has difficulty deciding between Extraversion and Introversion, for example, have the person circle “or” between the “e” diamond and the “i” diamond on page 11 in the workbook.

**Second Hypothesis—Reported Preferences:** Reported type—the type individuals receive after they complete the MBTI assessment—represents a second hypothesis. At the end of each preference pair section, after they have circled their self-estimated preference, participants next circle their reported preference (even if it is different from their self-estimate) and circle “slight,” “moderate,” “clear,” or “very clear” for each preference as indicated in their MBTI report.

E–I reported preference—p. 11

S–N reported preference—p. 17

T–F reported preference—p. 23

J–P reported preference—p. 29

**Best-fit Preferences:** Next, participants circle their best-fit preference for each preference pair and also circle “very sure,” “somewhat sure,” or “not sure.”

E–I best-fit preference—p. 11

S–N best-fit preference—p. 17

T–F best-fit preference—p. 23

J–P best-fit preference—p. 29

**TIP:** If individuals are having difficulty deciding on their type, consider using the “highlighter” exercise. In this exercise, participants read the descriptions of the eight MBTI preferences on pages 5 and 6 in the Introduction to Myers-Briggs® Type booklet and highlight in one color the description of the preference in each pair that resonates most with them. Then they highlight in a different color the descriptions of the preferences that don’t resonate. Keeping track of their decisions in this visual way can often help individuals identify which type ultimately fits them best. This is a good time to remind participants that the goal of the MBTI assessment is to help them gain some understanding of how they prefer take in information and make decisions—not to label people with a “bunch of letters.”

### **Pulling Together Your Whole Type (page 31) and What’s Your Best-Fit Myers-Briggs® Type? (pages 31–33)**

Finally, participants enter their full best-fit type on page 31 of the workbook. Remember that some people may still be undecided. It’s important to reassure them that this is okay. Learning about one’s preferences is a lifelong journey. Some people are sure about their preferences right away, while others need time to explore further. Again, this is where the *Introduction to Myers-Briggs® Type* booklet can help.

**TIP:** Participants who are having difficulty choosing between two or more types as their best-fit type can use a variation of the highlighter exercise. While the workbook contains short paragraphs describing the 16 four-letter types (pages 32 and 33), the Introduction to Myers-Briggs® Type booklet offers a detailed two-page description of each type (see pages 10–41) as well as additional resources to help participants continue their learning after the feedback session. Participants can use the descriptions in the booklet to help them identify which type fits them best. They can highlight sections that resonate in the descriptions of the types they are considering and then decide which type fits them best based on the highest number of highlighted sections. This can help clients get more clarity on their four-letter type.

### **Your Type and You, Your Action Plan, and What’s Next? (pages 34–38)**

There should always be follow-up after a feedback session with a participant or group. The “Your Type and You” section in the workbook offers follow-up discussion questions that facilitators can use with participants at the end of the feedback session. Facilitators can also use this content to begin their next individual or group session.

The “Your Action Plan” section gives participants an opportunity to reflect on what they learned from doing the exercises in the workbook and to outline next steps to explore. This is a crucial part of the process. Learning about one’s preferences is only the beginning. People need to also consider how their preferences can help them in their work and personal lives and how those preferences might limit them. This section of the workbook provides a process to help them get this thinking started.

**TIP:** In the MBTI feedback process, it’s important that the practitioner offers just enough, but not too much, information so as not to overwhelm participants. The same goes for the follow-up actions clients will take after their feedback session. I like to ask participants to come up with just three actions that they will take. Each action should include information on how the action will be accomplished, what resources will be required, who will be asked to help, and when the action will be accomplished.

The “What’s Next” section provides a list of MBTI applications that participants may want to explore as they continue learning about Myers-Briggs type.

### Introduction to Myers-Briggs® Type Booklet

Congratulations! Now that you’ve reached the end of the workbook, you have provided a comprehensive overview of the preference pairs and guided your participants through the best-fit type process. In addition, you have directed them to think about how their type affects their everyday life and how they can use their preferences in a constructive way going forward. You are now ready to proceed to the next part of your participants’ MBTI training!

**TIP:** Did you know that CPP has a suite of products intended to help you with every step of an introductory MBTI training? We have listed a few of them below, along with suggestions for how they can be used together for the best possible experience.

- **Administer assessment: Any of the MBTI Step I™ reports**

*Facilitate a feedback session and identify best-fit type: Exploring Your Myers-Briggs® Type Workbook + Introduction to Myers-Briggs® Type booklet*

- **Present introduction to the MBTI assessment: Understanding and Working with Personality Type**

*This MBTI Step I workshop facilitation kit comes complete with everything you need: presentation slides, facilitator notes with instructions and script, and more. Add on the Introduction to Myers-Briggs® Type Preferences training video to provide an even more engaging introduction to the preference pairs.*

- **Facilitate post-training learning: Companion website for Introduction to Myers-Briggs® Type booklet (free access with each copy of the booklet)**

*The website is designed to help individuals continue their learning following their initial MBTI feedback session or workshop. The site’s content overlaps with and complements the Introduction to Myers-Briggs® Type booklet, with type information presented in a dynamic digital format to enhance learning and retention.*

[www.themyersbriggs.com](http://www.themyersbriggs.com)